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PO Box 117
221 00 Lund
+46 46-222 00 00

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NORDISK FORENING FOR PEDAGOGISK FORSKNING
NFPF
NERA
NORDIC EDUCATIONAL RESEARCH ASSOCIATION

7 – 9 March 2013 in Reykjavik

The 41st Annual Congress of the Nordic Educational Research Association

Disruptions and eruptions as opportunities for transforming education

Abstract book

Roundtable Abstracts

NERA's 41st congress – Reykjavik March 2013

Index

Papers Sessions Abstracts

Symposium Abstracts

Roundtable Abstracts

Poster Abstracts

(Clickable links)

NORDISK FORENING FOR PEDAGOGISK FORSKNING
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7 – 9 March 2013 in Reykjavik

The 41st Annual Congress of the Nordic Educational Research Association

Disruptions and eruptions as opportunities for transforming education

Workshop Abstracts

Network 1: Adult learning – at work, in education and everyday life

Session 1a (Thursday, 7 March 13:30 - 15:00)

Room: K-205 Chair: Kristina Mariager-Anderson

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223 Challenges of Creating a Collaborative Learning Process within a Participatory-Oriented Research Project

Maria Olsson and Gun-Marie Wetso

School of Learning and Humanities, Dalarna University, Falun and Institution of Special Education, S

In this paper we intend to discuss opportunities and obstacles for a learning process within an ongoing Swedish participatory-oriented research project (2010-2015). A researcher, PhD-student, and nine in-service teachers have met in a research circle, created for this task, to talk about issues of teachers' leadership.

The aim of this paper is to discuss challenges of creating a collaborative learning process, embracing the participants' meanings and introducing contrasting views.
Conducting research circles in Swedish educational contexts can be fruitful for: 1) Visualizing and changing the educational system unjust distribution of power 2) developing forms of collaboration between practitioners and researchers (cf Holmstrand 2006) and 3) making teachers' voices heard in times of changing educational policies (cf. Zeichner & Somekh 2009).
A social constructional approach is being used, in which the learning process within the circle is seen as constructed in dialogues between the participants (Gergen & Gergen 2008; Lahdenperä 2011). From this point of view the meaning of an individual's expression are constructed in relation to responses of others. Likewise the roles of the participants' can be seen as relationally constructed, although the responsibilities of the researcher are greater to coordinate the process and to provide space for different voices.

Parts of the dialogues of twelve meetings (2011-2012) are examined through readings of transcriptions and listening on recordings. The relations between the utterances of the participants are studied and analysed (Gergen et al. 2004; Hansen Helskog 2012).

The first analysis shows that the participants through the dialogues have created a "free zone" related to three different dimensions: 1) Physical; participants from different practices meet in a new context. 2) Pedagogical; participants are encouraged to formulate dilemmas and questions about their leadership in their everyday practices. 3) Intellectual; participants are involved as co-creators of the content and the form of the research project. The actions of the participants can be described as multifaceted, both dialogically and non-dialogically; embracing and contrasting utterances as well as pursuing resistance, for instance by talking past each other. All the participants can be seen as co-constructers of possibilities and obstacles for the learning process.

Key-words: participatory-oriented research, research circle, teachers' leadership, dialogue, learning process

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Network 1: Adult learning – at work, in education and everyday life

Session 1a (Thursday, 7 March 13:30 - 15:00)

Room: K-205 Chair: Kristina Mariager-Anderson

360 Transfer of assessment of prior learning into course planning

Bjarne Wahlgren and Vibe Aarkrog

IUP, University of Aarhus

Recognition of prior learning as part of a formal competency is a central educational theme in Nordic and international education policy. Assessment of prior learning raises a number of metric problems that have been described elsewhere (Andersson, 2006). At the same time the integration of prior learning into formal educational courses is also an educational challenge.

In order to clarify these issues a major Danish development program has been launched in 2012. The program has clearly defined educational policy goals, namely to train unskilled labors for skilled jobs - in the shortest possible time.

Alongside the project a research project has been launched. The research project has been defined as an action research project, which in this context means that the knowledge obtained from the systematical data collection is continuously being communicated to the project participants in order to adjust and qualify the process.

The action research project focus on two key issues. The one issue is how to document the adult unskilled workers competences in ways that provide the optimal value in relation to formal competency development, the important question being to which extent practical experience can equate formal knowledge. The second key issue is how to plan a course which optimally benefit from the students' prior learning. In the this connection an important question is which are the consequences for the training of substituting theoretical concepts with practical knowledge and experiences.

The paper presents the preliminary answers to the two research questions.

Network 1: Adult learning – at work, in education and everyday life

Session 1a (Thursday, 7 March 13:30 - 15:00)

Room: K-205 Chair: Kristina Mariager-Anderson

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747 Workplace learning in health care – an action research design

Katarina Sipos and Maud Baumgarten

Stockholm University

Research topic/aims:
The aim of the research project is first to highlight the skill of the care workers and how they have learned their skills. Second to elaborate enabling and constraining aspects of a learning environment in health care institutions. And finally in the tradition of action research the purpose is to explore and test out some strategies in order to achieve workplace learning.

Theoretical framework:

The point of departure is the concept of working environment. An ideal workplace is designed for learning and will have learning readiness. That means that it affords opportunities for the individuals to engage in and be supported in learning at work. The structural aspect is important but also how these structural aspects are experienced and evaluated by the individuals in a working group (Billett 2001, 2004; Ellström 2001, 2006; Ellström, Ekholm and Ellström 2008; Ellström 2012).

Research design:
The study is inspired by an action research design. The study is based on interviews with managers, focus group discussions with managers and teachers, as well as focus group discussions with staff in care. We have participated in workplace meetings and training sessions conducted by staff. We have also actively contributed in strategies of forming workplace learning. The study includes four different institutions in home care and in nursing homes during 2011-2013h.

Findings from the research:

The conclusion so far is that learning activities are rarely organized and the informal and formal learning are not well integrated. There are little organized opportunities for learning, ie meetings that provide space for reflection. To summarize; the managers are crucial as well as the co-workers in creating a working environment in terms of having learning readiness.

Relevance to Nordic educational research:
The care of the elderly is facing new challenges and the care workers needs deeper and more various skills. Also the Nordic countries are facing problems in recruiting new personal. There have been few studies in order to explore how to handle these new demands especially in elder care.

Network 2: Arts Culture and Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-203 Chair: Marie Koch

707 Numbers and Thred are...

Marie Koch and Eva Ahlskog-Björkman

Åbo Akademi University

In relation to the theme of the conference 'Disruptions and eruptions as opportunities for transforming education', this paper has cracks as the thematic focal point. Our starting point is to look at the cracks that occur in the light of disturbances and outbreaks. What do cracks show in arts and craft education? Is it possible to reformulate the arts and crafts education when it encounters other subjects?
This paper is a presentation of a new Nordic research project ´Numbers and Thread are …..´ . The purpose of the research project is to tear apart the professional disciplines. Through these new ´cracks´ in professions it becomes possible to develop new disciplines with new didactics within the field of crafts and mathematics. The theoretical framework is a post structuralism and socio-cultural perspective of learning with a hermeneutic approach.
The empirical framework is studies that challenge the different disciplines in arts, crafts and mathematics. The purpose of these studies is to look upon how arts and crafts can be used as tools for deepening the learning and understanding in mathematics and vice versa. We will collect the data material from children and youth in both the formal and the informal learning space. In relation to formal space we will investigate how children in different grades learn through arts and mathematics, starting from children in nursery school to children in lower secondary school ending with students in universities. The research is based on ethnographic as well as action studies in Denmark, Finland, Greenland and Sweden.

Network 2: Arts Culture and Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-203 Chair: Marie Koch

744 Dance and mathematic

Ninnie Andersson

Luleå university of technology

This presentation aim to show how teaching dance and mathematic can be seen based on a phenomenological perspective.

Theoretical and methodology framework
The study is based on phenomenological philosophy. A phenomenological way of thinking allows that human beings are inter-subjective linked with and within the world. According to this theory there are no distinguish between body and soul, but they form an entirety. According to Merleau-Ponty (2006) the only way to gain insight of the world is through human experience of it. A basic rule and the starting point for research within the philosophy of life-world-phenomenology is to turn towards the things themselves and to be adherent to the things.

The method is dance and the goal of the teaching are the criterions in the syllabus of mathematic. The phenomenon will be analysed and described based on the researscher's own experienses in teaching this method and the philosophical framwork.

The expected findings in this research are to elucidate the function of the body in the gaps of the learning process in mathematic were the teaching method is dance.

Network 2: Arts Culture and Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-203 Chair: Marie Koch

81 Educational drama – a method to increase children's vocabulary?

Ása Helga Ragnarsdóttir and Rannveig Björk Þorkelsdóttir

University of Iceland, School of education

Educational drama – a method to increase children's vocabulary?
Stories play a significant part in young children´s life. Not only do they learn about the world around them through the stories but they also build up a foundation for their own future learning. Storytelling and drama share similar features. When combining story and drama there is a discovery of the story, a new learning. The children are „living through" the key events of the story by taking on roles to interact with others. They work collectively to make sense of the story and the process of working together allows them to see how persons think in a different way. In other words it is the images, created in drama, which turns into the children's cognitive framework. Bering in mind that children love adventure we tried to find subjects to use in the research that did appeal to them and had opportunities for them to participate in adventure. We selected stories.

The aim of the research was to explore if drama methods where useful to increase the vocabulary of young children in primary schools in Iceland. The research method was mixt of quantitative and qualitative method´s. It was a comparing research of eight classes. Four classes using drama and four classes not. Both groups read the same two books at the same time. The stories were an old Icelandic saga: Egilssaga and nordic myth Idunn and the apples. The researchers create two drama programs from the stories which the teachers who where using drama used. The drama programs were created with the research in mind. Those teachers who did not use drama could use any other teaching methods they liked.

The project had a special focus on grade two (7 years old) and the participating students reading motivation and reading comprehension was compared to a representative sample of second graders before and after the intervention. Access to these was found through the national reading test for grade seven. All student´s where interviewed, and video for analyses purpose.

Network 3: Early Childhood Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-204 Chair: Lone Hattingh

387 Ethics of interpretation when making sense of children's representations of meaning

Lone Hattingh

Bath Spa University

Young children are able to demonstrate an awareness of social justice as well as an ability to express their own feelings about their everyday lives. Their spontaneous and creative actions are opportunities to call on their own stories and life experiences in their symbolic representations. These representations provide them with tools explore their identities and their meanings, while presenting the adults around them with an insight into their world.

This paper explores the ethics of interpretation of children's intended meanings in their narratives, made visible in their artefacts as they draw and make marks, and forms part of a doctoral study into three to eight year old children's literacy awareness through their symbolic representations. The study consists of a series of ethnographic case studies which allow for the scrutiny and analysis of the artefacts made by the children. The data are made up of images of twelve children's representations, supported by field notes and conversational interviews. The analysis of the data recognises the need for a respectful and ethical approach to pedagogical documentation of children's meaning making strategies. This requires a 'pedagogy of listening' where children's meanings are taken seriously and where they are given time, space and resources which encourage them and provide opportunities for exploration, experimentation and critical thinking. The approach which is taken in the interpretation of the children's attempts to communicate meaning through their symbolic representations reflects a democratic and ethical pedagogy where the child is both listened to and taken seriously. This pedagogy resonates with Nordic ideals of children's rights and democracy in early childhood.

Network 3: Early Childhood Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-204 Chair: Lone Hattingh

151 The Construction of the Child on Documentation Panels in the Swedish Pre-School

Annie Hammarberg, Johan Liljestrand

Faculty of Education and Business Studies

In the Swedish pre-school, documentation of children's activity is mandated in the national syllabus, Lpfö -98 (Skolverket, 2010). There are different documentations, both concerning material, e.g. photos, drawings, videos and for different purposes. One kind of documentation which is prominent for different kinds of actors in the pre-school, is the documentation panels of children's activities posted on the walls (Helm, Beneke & Steinheimer 1998; Kline 2008). Such "publications" can be seen as a case for how the pedagogues are interpreting the task of documenting the activity of the children in relation to their educational goals. However, documentation of children is always a social construction, focusing on certain things while excluding (possible) others. The documentation is not only a presentation of what is going on in the daily practice of the pre-school, but a discursive practice in which children are being constructed in different ways (Lenz Taguchi 2010). Our purpose is to explore how constructions of the child are performed in documentation panels in Swedish pre-schools. The theoretical framework is taken from post-structural theory and from visual methodology (Rose 2007). The material consists of photographs from documentations from which a selection of documentations has been made. Some preliminary categories are discerned and will be presented in our paper.

Our preliminary findings show that the child is constructed mostly (but not only) in relation to educational goals which are attached to photographs with an accompanying text, constructing the child as e.g. someone who is learning and as someone being socialized as a "good pal". The documentation panels focus mainly on good examples, i.e. of successful development and with a claim of capturing such a process in the public documentations. Our project is exploring both the local preconditions as well as the local consequences of the increasing accountability in the pre-school sector, and can be regarded as relevant for educational research in Scandinavia.

Network 3: Early Childhood Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-204 Chair: Lone Hattingh

59 Challenges of learning 'half' and 'double' – experiences from a preschool learning study

Camilla Björklund

University of Gothenburg

The revised curriculum for preschool in Sweden (Lpfö98, 2010) emphasizes mathematics as a learning content more than in earlier curriculum, which demands professional development among teachers who are obliged to teach this content in a manner that is coherent with the values and child-centered approach recognized in curriculum and traditions in preschool practice. Due to the enhanced expectations on goals in the pedagogical practice it should be considered of greatinterest to study the mathematical content that is taught in preschool. Mathematics is a very broad content and learning objects have to be broken down into tangible learning objects. One important aspect of teaching goal-oriented is therefore to have sufficient understanding of what is being taught.

In a research project conducted in the year 2011-2012 (financed by the Swedish National Research Council project nr. 724-2011-751) three preschool teachers volunteered for a Learning study in which they together with a researcher scrutinize the essence of a learning object in the domain of mathematics. The purpose is to learn more about the mathematical content and how children respond to the content.

This particular paper describe the challenges in learning the conceptual meaning of notions 'half' and 'double'. Each teacher conducted three learning sessions each in their own group of children. They share the same learning object but plan individually for the actual activity. Data was collected with video and used for stimulated recall discussions, to enable reflection-on-action and further development of the teachers' professional pedagogical approach. The same data is analyzed in this paper with focus on the challenges that the children's encounter, caused by the characteristics of the learning object.

The pedagogically important question is "why is the meaning of the notions 'half' and 'double' difficult?" If we learn the answers to this, we may develop instructive manners for early childhood practices that support children in their developing understanding. This study contributes to our understanding of teaching mathematics in ECE with respect both to the children's initiatives and interests as well as the intentions of the curriculum.

The paper is assigned to NERA network Early Childhood Research.

Network 4: Classroom Research and Ethnographic Studies

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-209 Chair: Elisabeth Björnestad

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110 On a conceptualization of doing second language learning as a social action in itself

Fredrik Rusk

Faculty of Education, Åbo Akademi University in Vaasa

A rapidly growing body of studies on learning using Conversation Analysis (CA) argues that CA's participant orientated analysis of social interaction can help to better understand how learning in interaction is done. Currently there are three main approaches to learning within CA: (1) studies on the interaction in educational institutions, (2) studies on longitudinal change in structural-sequential phenomena in interaction as explicit learning and (3) studies on learning as a social action in itself. Most CA-studies on language learning are positioned in the first and second approaches. The second approach has been further developed in the rapidly growing body of CA-studies on second language acquisition (SLA). Most CA-for-SLA studies focus on the interactional competence of the second language (SL) speaker. This paper is positioned in the third approach. We examine a video recorded situation of the social interaction of a 7-year-old girl and the instructor at a language immersion program with Finnish as the target language. They are engaged in working with and solving a task (connecting a color-word to a fruit that has the color indicated by the word) in the girl's SL, Finnish.

Focus will be on aspects of relevance to the analysis of doing learning and more precisely on the girl's epistemic positioning and its change over the course of the 8-minute long situation. Topicalized epistemic positioning seems to be particularly frequent in situations where participants are engaged in doing learning. In the analysis we found that the girl's topicalized epistemic positioning changes from her looking for a red fruit, claiming that there is none. To her topicalizing that she does not know, she cannot find any red fruit. To her finding the red fruit after understanding what the Finnish word "punainen" (red) is. How the epistemic position changes over time is one way to display the process of doing learning in interaction. By focusing the girl's epistemic positioning regarding understanding the Finnish word "punainen" (red) we aim to show that it is possible to find empirical support for understanding SL learning as something that people explicitly do.

Network 4: Classroom Research and Ethnographic Studies

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-209 Chair: Elisabeth Björnestad

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591 "They are overnice, they are superfriendly" Language use, attitudes and contact in schools shared by Finnish-speaking and Swedish-speaking students

Anna Slotte-Lüttge, Michaela Pörn, Tuuli From and Fritjof Sahlström

Åbo Akademi University & University of Helsinki

How do students from two language groups sharing the same school building orient towards each other? In Finland, co-located schools and bilingual schools have been frequent topics of recent media debate. The parallel school system of the nation, with separate schools for the Swedish and the Finnish language groups, has been questioned in ways not present earlier, and the possibility of increasing the number of co-located schools has been raised. The purpose of the paper is to identify and analyze stance taking in relation to language among Finnish and Swedish students in co-located schools. The study is a video ethnography, with the analytic focus on micro-analyses of language use and attitudes. To analyze the contact between the language groups from the possibly different perspectives of the two language groups, the fieldwork focuses two pairs of students from both language groups. The recordings consist of three sets of 3-5 entire school days (lessons, recesses, lunch time), and of recordings outside the school in the same time period.

In the analyses we use the concept of metasociolinguistic stance-taking, which in the empirical data is expressed in positioning towards language group, language use and language knowledge. The analyses demonstrate that there are very few situations where the students talk about the other language groups, even though they spend parts of the school day in the same locations, e.g. in the dining hall. The results express a considerable variation in stance-taking between the language groups. The Finnish students are more positive toward Swedish language and culture than what the Swedish students are toward Finnish language and culture. Among the Swedish students, there are individual variations in their orientation towards the other language, where some of the students are explicitly critical to mixing students from two language groups in the same school building.

Network 4: Classroom Research and Ethnographic Studies

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-209 Chair: Elisabeth Björnestad

511 L2 dyad interaction in tandem classrooms - Nordic language

Michaela Pörn, Fredrik Rusk and Katri Karjalainen

Faculty of Education, Åbo Akademi University

The purpose of this paper is to describe the interaction of a tandem dyad in a language classroom at a co-located Swedish-medium and Finnish-medium school in Finland. Tandem as a method is used for language studies in mixed language groups in the subjects Finnish as L2 and Swedish as L2. Tandem learning entails that two persons with different mother tongues learn each other's languages in reciprocal cooperation. The students function, in turns, as second language speaker and as native speaker. This paper is an initial study of an interdisciplinary linguistic-pedagogical project aiming at developing tandem as a didactical method in classroom contexts.

Building on a social and interactional perspective on language learning, the aim of this paper is to analyze the interaction of one tandem dyad. The empirical data consists of longitudinal video recordings of classroom meetings of this tandem dyad during one semester. Focus will be on the following questions: What language aspects do the partners orient to and topicalize in their interaction? Which partner (the second language speaker or the native speaker) initiates the language topicalizations? How do the partners orient to the expert role versus learner role in their interaction?

Initial results show that the language aspects the partners orient to vary depending on what classroom activities they are engaged in. In oral activities the language aspects topicalized in the interaction are often on the lexical level (e.g. word-search), whereas in text activities the language topicalizations can be found on all language levels (phonological/graphemic, morphosyntactic, lexical). In oral activities the language topicalizations are mostly initiated by the second language speaker, whereas in text activities the topicalizations are initiated either by the second language speaker or the native speaker. In text activities the native speaker is often more active in initiating the topicalization and thus orients more explicitly to a role of a language expert.

In building a greater understanding of language topicalizations, we expect to be able to identify opportunities for language learning in a tandem classroom within the subjects Finnish as L2 and Swedish as L2.

Network 6: Educational Leadership Network

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: E-303 Chair: Marit Aas

310 School leadership: How is it understood in an organizational setting?

Tor Colbjørnsen

Institutt for lærerutdanning og skoleforskning (ILS), University of Oslo

How schools and other institutions working with education choose to organize administrative and other structural settings of teambuilding, meetings and information, and how they do priorities with development procedures, have implications for educational leadership. This paper analyses feedback from headmasters, other school leaders and teachers representing different kinds of schools, who have responded to an exercise given on how they consider the structural and cultural setting in the organizations where they are working. In the analyses two conceptual models of educational leadership are used: instructional and transformational leadership (Hallinger, 2003), and theory about the importance for schools to develop a collective culture when they want a change (Irgens, 2010). Findings show that most frequent mentioned challenge for school leaders is connected to how to develop a collective culture/practice in schools. With more cooperation between teachers in teams and more focus on developmental changes, school leaders choose to distribute leadership to team leaders. But if the formal school leaders conduct transformational leadership and are giving the teams a large extent of independence, they are not able to have insight in what the teams are working with and the teams develop their own norms and culture. It will be more difficult to develop a common understanding among teachers and a more common culture in schools. The leaders, who conduct instructional leadership where they have more contact, control and dialogue with the team leaders and the work in teams, will to a larger extent be able to develop a collective culture in the schools which is important for developmental changes. Principals in smaller municipalities are often intermediary leaders in these municipalities, and with the growing accountability and responsibility for the school's results they feel pressure from school owners, parents and the media. The lack of recognition of the schools being independent regarding their own development, sometimes leads principals to be more concerned with administrative work than being instructional leaders in their own schools. This will have implications for how principals will be able to follow up the development in their own schools, and for how they will be able to conduct instructional leadership. It will be interesting in our further research to follow up the students at the National Leader Program in Norway in how they conduct their leadership after having gone through this program.

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Network 6: Educational Leadership Network

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: E-303 Chair: Marit Aas

488 Does the Taxonomy of Instructional and Transformational Leadership fit the Norwegian Context of School Leadership?

Marit Aas and Christian Brandmo

University of Oslo

Over the last few decades, two conceptual models of leadership roles for principals have emerged as the dominant ones: instructional leadership and transformational leadership (Hallinger, 2003). Instructional leadership models, which emerged from research on effective schools, are characterized as strong, directive leadership focused on the curriculum and instruction from the principal. In contrast, transformational leadership focuses on developing the organization's capacity to innovate. The conceptual distinctions between the terms instructional leadership and transformational leadership can be described by their distinguishing characteristics: (1) top-down vs. bottom-up focus on approach to school improvement, (2) first- or second-order target for change, and (3) managerial or transactional vs. transformational relationship with staff. The current study aimed to examine whether the aforementioned leadership models could be revealed empirically in a sample of Norwegian school leaders.

The participants were 170 school leaders who were attending the National School Leadership Program (30 ECT) at the University of Oslo. The leadership preferences were measured by a theoretical grounded self-report scheme representing the most important aspects of both leadership models. Exploratory factor analyses revealed seven meaningful factors: (1) demand-supportive leading, (2) outcome control and loyalty to school-owner, (3) target leading, (4) trust in standard programs for development, (5) trust in professional community, (6) emphasis on collective responsibility, and (7) distributed leadership. Finally, by using these seven factors as inputs, we attempt to model second-order factors representing instructional and transformational leadership. The results showed that there was a large variation in the leaders' preferences among the seven factors, and we did not succeed in reframing the hypothesized model. The results suggest that even though the concepts of instructional and transformational leadership can be valuable for analytic reflections, they are too simplistic for representing the reality of school leaders' thoughts and actions. Though this study may have limitations with regard to the measures used as well as its representativeness, it contributes to the field in challenging the established models of school leadership.

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Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. Cambridge Journal of Education, 33(3), 329-352.

Network 6: Educational Leadership Network

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: E-303 Chair: Marit Aas

725 SBM and instructional leadership

Erik Lindberg

USBE Umeå

Many studies report about the consequences for principals working situation that the role is more complex, demanding, stressful and that the financial administrative activities require so much time that even if they work longer day they can´t devote enough time for pedagogical issues.

Diffusion of innovations is a theory that seeks to explain how, why, and at what rate new ideas spread. One side of this coin is to see how ides are spread from the supply side, but on the other hand it has to be accepted, adopted and implemented. According the Rogers (1995) there are the adopters can be divided into categories and some are faster than others and are labeled innovators, early adopters and then comes followers. Given this background the English speaking countries can be labeled as innovators and early adopters of SBM role for the heads and with the complementation of instructional leadership. These have come so far in the implementation of the new ideas that they have started to evaluate the effect to improve it. In this aspect there are many countries that will follow. One of these countries that not has come as far as the English speaking countries and can be seen as a follower is Sweden like many Nordic countries. By studying what impact their SBM role has on the heads possibilities to stimulate student outcome we can increase our understanding of what they have learnt from the experience that is reported in the scientific literature so far. This knowledge can help several followers to design a successful implementation. In this study we have focused on upper secondary school because it is the last link in a more than ten year educational chain and will supply the universities and the companies with skilled people that should be successful in an international competitive environment. There is a need for more research at this level that is characterized more specialized and qualified knowledge can be difficult for a principal to meet (Leightwood, 19964; Lambert, 1998).

This article focuse on the principals and seek to map their perception of how important instructional leadership is, how well it works in their schools in relation to other activities related to school-based management activities. We sent a questionnaire to the principals of all secondary schools in Sweden. The results that we for the moment is working on show that the activities that the principals think is most important is mainly in the categories administrative/financial and acute fire brigade. The data show that according to the principals perception is activities related to the pedagogical area and instructional leadership prioritized low and are not working well. The paper discuss why noting is learnt from other countries experience's and what can be done to stimulate the principals perception of what is wanted and doable in their role. What can be done to improve educational issues if the principals´ attitude is negative?

Network 7: Empirical Research on Value Issues in Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-103 Chair: Kennert Orenius

322 Ethical dilmmas and moral stress in teachers' practice

Gunnel Colnerud

Department of behavioural sciences and learning, Linköpings University

Ethical dilemmas and moral stress in teachers' practice

International research has since the 90ths paid attention to the moral dimensions of teaching including the embedded ethical dilemmas, which teachers are left to handle as unavoidable parts of their practice. This paper discusses the concept of moral stress in relation to the ethical dimensions of teachers' work. Moral stress is a phenomenon used in relation to other professions serving human beings in weak positions as e.g. nursing. One finding in previous research is that professionals suffer from moral stress, when institutional norms force them to act in conflict with their conscience. Moral stress is close related to the individual moral sensitivity.

The paper presents an empirical study of Swedish teachers in compulsory school. The method used is critical incident technique, asking the respondents to write examples of ethical problems, conflicts and dilemmas, which they have perceived in their everyday practice. Teachers comment various feelings they have when confronting ethical problems e.g. frustration and powerlessness.

The findings in the study at hand confirm causes of moral stress. Teachers meet several ethical conflicts. Some of them involve institutional constraints. However, many of them are everyday moral demands, where the teacher is left to his or her own moral judgement. In both cases they may find themselves acting against their own conscience. Thus, it can be said that teachers risk moral stress.

Network 7: Empirical Research on Value Issues in Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-103 Chair: Kennert Orenius

208 Struggle for Fairness – Teachers' Experiences of Pupil Assessment in Comprehensive Schools

Päivi Atjonen

University of Eastern Finland/Philosophical Faculty

The main aim of this on-going research is to analyse teachers' perceptions of pupil assessment and their experiences of its difficulty or easiness. The theoretical framework is based on ethical principles of assessment in relation to the main task of assessment to support and guide learning. In addition, core ethical principles of helping (i.e., respecting autonomy, beneficence, non-maleficence, justice, and fidelity) and key values (e.g., fair, individual, equitable, and transparent) in the context of pupil assessment are discussed.

The data were gathered by means of a questionnaire designed for teachers of comprehensive schools dealing with their experiences of pupil assessment. This congress presentation is based on four questionnaire items: In two open questions teachers were asked to describe a good (right/fair) and a bad (wrong/unfair) case of pupil assessment selected from the period of latest three years. Two lists of factors were presented, and respondents were asked to indicate which were the most influential in making pupil assessment either difficult or easy.

To date, 81 teachers have completed and returned the questionnaire (data gathering is still in progress and will end in November). A descriptive, mainly qualitative approach is used to analyse the data to address the main research problem.

The majority of positive experiences concerned the applied use of different assessment methods, encouraging feedback, an interactive approach and cooperation with guardians. The main values behind the positive experiences were fairness, individuality and transparency. Negative experiences dealt with unfair, too positive and badly validated assessment where wrong assessment methods were also used and problems with guardians emerged. Teachers had also spoken against some values (unfair, subjective, and insensitive) of assessment.

Three factors made assessment as difficult: interpretation of fairness, pupils with special needs, and pupils' personality. On the other hand, using a variety of available assessment methods, pupils' good competencies and numeric assessment made teachers' work easy. Fairness was seen as a key factor that increases assessment difficulty (N = 43); however, it was sometimes also thought to make assessment easy (N = 10). All the core ethical principles of helping were present in teachers' experiences.

Network 7: Empirical Research on Value Issues in Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-103 Chair: Kennert Orenius

757 Professional ethics among students of school councelling with focus on their texts about ethical dilemmas

Astrid Grude Eikseth

Sør-Trøndelag University College

The Teacher Union in Norway has recently decided upon a basic document for professional ethics for teachers after longstanding debate since 1973. However, teachers with special functions in school guidance and counselling got their ethical guidelines already in 1997. The Ministry of Education recommended in 2009 certain qualifications for teachers within this field, and these days a lot of teachers within school guidance take higher education units to meet the new requirements. Professional ethics, which is the issue of this paper, is a part of that education.

The aim of this paper is to present some preliminary findings from a study which address how teachers within school guidance act, reflect and talk about ethical dilemmas. The research question is twofold:

1) What kind of ethical challenges and dilemmas may be identified in school counselors' professional work, and how is their reflections behind choices of actions in the different situations?
2) What kind of language and dialogues on ethical questions can be traced in their texts?

The data material in this presentation comes from two sources : 1) Narratives collected from 25 experienced teachers within school guidance who attended higher education courses. 2) Focus group interviews among 10 of these students about some of their dilemmas. The material was collected in 2011-2012. The methodological approach is inspired by the research of Colnerud (1995), Husu (2004) and Ohnstad (2008), but is supplemented by a Bakhtinian (2005) approach on speech genre and Polkinghorne (1995) on narrative analysis.

The findings will be discussed within the framework of Dewey's reflective ethics (1922, 1932) as well as empirical research on professional ethics. Preliminary findings indicate that ethical dilemmas cross the boundaries between the councellors working areas, that caring attitudes for the student is strong in conflict situations (cf. Oser,1994; Allgood & Kvalsund, 2003) and that the language for discussing ethical questions reflects that everyday language is mixed up with proffesional language.

Network 8: Gender and Education

Session 1 - Gender in pre-school (Thursday, 7 March 13:30 - 15:00)

Room: E-301 Chair: Jukka Lehtonen

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150 The Swedish state inspectorates' constructions of gender equality in preschool

Charlotta Edström

Department of Applied Educational Science

The beginning of the 21st century was a period with possibly unmatched Swedish state commitment to gender equality issues in preschool. This included, for example, the rather extensive work of a time-limited state delegation. However, we know little about what has happened regarding gender equality issues in state policy after these temporary measures were carried out, after year 2006 (Edström, 2010). This has been a market-influenced time-period including numerous educational reforms, also affecting preschool. The aim of the paper is to describe, critically analyse and deepen the knowledge about constructions of gender equality in Swedish state governance from year 2006 onwards with main attention on the work of the strengthened state inspectorate. The paper draws on a policy and gender perspective (Ozga 2000; Bacchi 2009; Ball et al. 2012). Focus in the analysis is on how extensive the constructions of preschool gender equality issues are and how preschool pedagogues and children are constructed.

The material for the analysis is the inspectorates' quality audits (2012:7; 2011:10) and preparatory work concerning preschool pedagogy. Concentrating on the inspectorate is timely since its work is part and parcel of the increased governance by evaluations and quality audits in education in the Nordic countries that also influences gender equality issues (Brunila & Edström, forthcoming). This is complemented with additional material such as national preschool curricula revision documents. The preliminary results provide examples both of how gender equality issues overall have been rather missing, or at least put in the background, in the educational preschool reforms during the last few years but also on how they are constructed in the school inspectorate audits, foremost as a rather delimited pedagogical preschool issue. In the audits, the current situation is discussed from a number of angels. For example, the inspectorate makes references to research and emphasise that preschool pedagogues need to acknowledge intersections but, at the same time, their own gender equality constructions foremost concern (only) gender. The paper concludes with a discussion problematizing, for example, the travelling of gender research terminology into state governance.

Network 8: Gender and Education

Session 1 - Gender in pre-school (Thursday, 7 March 13:30 - 15:00)

Room: E-301 Chair: Jukka Lehtonen

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220 Men in Preschool education - why are they here?

Sigrid Bøyum

In 1996 the EU-commission Network on Children care recommended a goal of 20 % men in preschool as a national standard (KD 2008). Since 1997 the politicians in Norway have worked to reach this goal. In spite of this, it is still considered an unusual educational choice when a man decides to be a preschool teacher. Although becoming a preschool teacher primarily is considered a women's occupation, obtaining low wages and low status, some men have chosen to enter this profession. Women selecting untraditional occupations are often motivated by getting higher status, increased payment, more power and influence. Men, who choose untraditional would, however, probably not have the same motivations. My research question is as follow:
Why do men choose to be a preschool teacher?
To answer my research question I chose a qualitative approach. I interviewed 11 male preschool student teachers. The interview guide contained questions enlightening experience and reflection about being a male student in preschool education. The interview was divided in three different subjects: Background for choosing the education, comfort and expectations and the significance of meeting a male training supervisor. The interview was semi-structured, some carried out individual and some in groups (Kvale 1997).
As tools of analyzing my material I used Anthony Giddens (1997) term reflexivity and Ruth Simpson's (2004) concepts the seeker who has worked in preschool, the finders who find the occupation in process and settlers who come from mainly male dominated occupations. In my study I found that it is mainly three reasons for men to choose preschool education. It is interesting to see that five of eleven men had practice from preschool before starting the education and that was the reason why they chose this direction. Some students knew what they wanted, and for some it was incidental. Even though some of the men had practice from preschool this was not an occupation they had planned for a long time, not even when working in preschool. The choice of occupation came after a while.

Thank you Synneva Helland and Ingrid Fossøy for your guidance.

Network 8: Gender and Education

Session 1 - Gender in pre-school (Thursday, 7 March 13:30 - 15:00)

Room: E-301 Chair: Jukka Lehtonen

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623 The aim of the education is to become a "true woman" The development of playschool teachers education in Iceland, from glorified housewives - toward professional teachers.

Kristin Dyrfjord

University of Akureyri

The aim of this study is to look at ideas behind the education of playschool teachers (i. Fóstrur – e. foster –nursery-nurse) at the beginning of the profession´s formal education (about 1950). How the playschool teachers were ranked by the society and in the society. The aim is to understand how those first steps have both formed and still influence the profession and its place in the society. According to Balke (1990), the Nordic early childhood field was developed by philanthropist work of women from the upper middle class. It is an unofficial believe and often stated among preschool teachers that the beginning of the playschool education and education for playschool teachers did not stem from a similar source in Iceland. In this study I explore the truthfulness of that statement. To do so I will examine contemporary writings from the beginning of the playschool teachers education and writings from later days about the beginning. I will reflect on those writings through the lenses of, among others, Foucault and Oakley, from the perspective of professionalism, gender and power. According to my studies it seems that playschool-teachers were ranked with housewives at the beginning; their profession was a glorified version of being housewives and mothers "on the market". That their education should belong to both worlds, working with children (until marriage) and after marriage working at home and lay the ground for the new middle class that was forming at the time in the Icelandic society. In a way the playschool teachers education should be the modern version of education that thought women to be good housewives (i.húsmæðraskóli).This beginning still seems to affect the on-going struggle playschool teachers are participating in and is represented in for example the contemporary discourse on what kind of education playschool teachers need compared to teachers at the primary-school level, or in other words what kind of a workforce is "needed" within the playschools (Jónsdóttir, 2012).

Network 8: Gender and Education

Session 1 - Gender in pre-school (Thursday, 7 March 13:30 - 15:00)

Room: E-301 Chair: Jukka Lehtonen

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314 Gendering in one Icelandic preschool - Nordic language

Guðrún Alda Harðardóttir

Aðalþing - preschool at Kópavogur

The research is intended to shed light on gender in preschool. This talk analyses the opinions and beliefs of preschool teachers in regard to boys and girls in one Icelandic preschool, and how gender performative acts are manifested by the children within this preschool. The preschool was observed for one school year (2004-2005), there were 60 children, aged 18 months to five years, and 20 employees, of which eight were teachers. The researcher visited this preschool twice a week, on average, for one winter and conducted participant observations. The research material is analysed in terms of Judith Butler's ideas (2004, 2006). Butler contends that gender is constituted by, and is a product of, society, and the individual's empowerment is therefore limited in relation to society, instead, the individual seeks to identity him/herself with the dominant norms concerning gender. These norms then construct the individuals' understanding of social acts. In actuality, the norms are only norms as far as they are enacted, and habitually re-enacted, within social reality. Butler argues that immediately from birth, the 'girling' of the girl and the 'boying' of the boy begins, and by means of repeated girling and boying, children learn to which group they belong and what norms apply within each group. The main conclusions suggest that 'gendering' is prominent within the preschool. There is a strong tendency among the preschool teachers to classify the children into categories of boys/masculine and girls/feminine, and specific norms directed the children into the dominant feminine and masculine categories, thus maintaining their dominant gender stereotype. The children used symbols such as colors, location and type of play to classify the 'girling' and the 'boying'. When the girls or the boys tried to change or to go into the "wrong area" the children acted as 'gatekeepers' to safeguard the distinction. These findings are consistent with Nordic research (Moe and Nordvik, 2012; Månsson, 2000; Odelfors, 1996; Östrem, 2009) and indicate an essentialist perspective towards both girls and boys.

Network 9: General Didactics

Session 1 - Asessment (Thursday, 7 March 13:30 - 15:00)

Room: K-202 Chair: Ola Strandler

690 Assessment as a meeting place. Assessment and instruction in Norwegian vocational education at work places

Ann Karin Sandal

Sogn og Fjordane University College

Background and objectives
This paper is a presentation of teacher- students action research projects in vocational education and training (VET) in the subject In- depth Study Project (ISP) Norway. The aim of the action research projects is to develop assessment practice involving students, VET- teachers and instructors at work places. Work place learning is a crucial part of ISP, and students are supposed to be a part of social learning contexts and develop vocational knowledge at work places as an important part of their school- based vocational education. Teachers in VET are responsible for assessment and grading of students when they practice at work places. However, the VET-teachers are only present at work places occasionally, while work place instructors are doing the formative assessment on a daily basis. This calls for a thorough cooperation between VET-teachers, students and work place instructors.

Methods
The action research projects are an important part of student- teachers In- service training in ISP at Sogn og Fjordane University College. The student- teachers are teachers in VET in upper secondary schools. The student- teachers are doing action research in schools, questioning how to develop formative assessment practice in ISP. Students, instructors and VET- teachers are the participants, and the different action research projects will collect data from the schools involved focusing on implementing formative assessment practice. The action research projects will focus on i.e portfolio as a tool for formative assessment, developing different methods and routines for the formative assessment and cooperation between the stakeholders, operationalization of learning goals and outcomes, and clearify assessment criteria.

Expected findings and conclusion
Formative assessment at work places need a close cooperation between students, VET- teachers and instructors at work places, and we expect to develop new strategies for cooperation. We also expect to challenge different views of assessment among the participants, which is a important step to create new assessment practices.

Network 9: General Didactics

Session 1 - Asessment (Thursday, 7 March 13:30 - 15:00)

Room: K-202 Chair: Ola Strandler

55 Challenges for Learning and Assessment – some Necessary Conditions for School Improvement

Jörgen Dimenäs, Kerstin Kolback, Anita Norlund and Christer Wede

University of Borås

The premise of this study is the fact that four rural Swedish municipalities, which in spite of similarities in terms of size and population structure, show differences in described performances of their pupils. This resulted in a three-year research and development project where schools and university collaborated. The overall aim of this study is to describe and explore educational project activities which were focused on intentions t which were focused on optimising conditions for teachers assessing student learning with subsequent improvements in student performance. The project was based on the pedagogical theory of Basil Bernstein where the conditions of students with non-academic backgrounds are taken into account. Important theoretical concepts are horizontal and vertical discourses, which on one hand represent knowledge as colloquial, and on the other, knowledge as qualifying, more specialised and meriting in the assessment context. The theory facilitates reasoning on how all students can be given access to specialised and meriting knowledge. A basic assumption for the project was that problems generate a so-called 'bottom' or 'inside' perspective where teachers were the main actors. The knowledge developed was reciprocal. The four researchers were so-called challengers, their task was to problematize in order to make the teachers critically reflect on various aspects related to assessment and learning. At the beginning of the project, there were available documents in the form of teachers' discussions of professional development days, concretised curricula, quality reports and grade statistics. Data was collected through interviews, observations and records of group discussions.
The outcomes:
First, depending on school subject, teachers overall aim with teaching and assessment could be categorised as focused on behaviour and moral values, general competencies and subject-specific competencies.
Secondly, just a few teachers use pedagogic theory when they motivate their teaching approaches and assessment.
Third, it is necessary that school leader support teacher further training.
Fourth, even if school seems to be in the same circumstances and surroundings, there are differences between municipalities depending on different school cultures. The conclusion is that also this will be determinant consequences for pupils study results and possibility to take part in a democratic society.

Network 9: General Didactics

Session 1 - Asessment (Thursday, 7 March 13:30 - 15:00)

Room: K-202 Chair: Ola Strandler

564 Teachers' practical reasoning in the assessment paradigm: examples from the Swedish implementation of grades and national tests in year six

Ola Strandler and Magnus Levinsson

University of Gothenburg

The Swedish primary school currently undergoes the most extensive political reforms in decades. Grades are introduced in lower grade levels with new standards; and more numerous national tests are enforced, including subjects (e.g. social studies and religious studies) never tested nationally elsewhere. Previously, formal assessment and grading has been a controversial subject in Sweden, limiting such features in policymaking for some decades. The concrete characteristics of these reforms, obliging teachers to perform national tests and grade students, imply new assignments that teachers somehow have to manage in practice. The purpose of this paper is to describe some tentative examples of how teachers' practical reasoning is developed and expressed within different educational settings. Experienced teachers in grade level six with no or little experience of grading and national tests have been observed and interviewed during the first year of the reforms. The examples illustrate, among other things, how teachers deal with tensions between the different purposes of assessing student performance. The distinctions between assessment of learning, assessment for learning and assessment as learning have been used to analyze teachers' practical reason.

Network 10: Higher Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-207 Chair: Tanja Vilén

760 Neo-liberal university reforms and their consequences for tourism education

Anders Olsson

Lund University, Department of Sociology, Division of Education

Professions are science-based occupations. Professions are characterised in different ways but there are certain common features. One is a specific institutional logic that is distinct from the logic of the state or the market. This logic is communicated in higher education. The relationship between scientific knowledge and professional practice, which is the basis for any claim to professional status, is changing. These changes have been highlighted in recent years in several policy documents and seem to be part of global developments that have affected the education system. These kinds of reforms affect the way we think about and respond to education and have deep influences on principles that have been recognisable for many years and have granted academic sovereignty to universities free from intervention from other organisations. It is this system that is now being changed. My point is that such policies represent new principles that express the value of entrepreneurial and commercial partnerships, opportunities and solutions in higher education and research far more than before. The project aims to study these changes in higher education policy and the effects they are having. My analysis will focus on a strategically chosen example, tourism. Tourism is a pre-profession in an increasingly important and prioritized economic sector. I will conduct interviews in order to analyze what happens when the policy documents is put into practice. I will make a selection of teachers and researchers who have experience in working with research and education in tourism. Teachers and researchers are interesting because they affect the relationship between scientific knowledge and professional practice and are affected by the changes taking place in politics. The selection of teachers and researchers is based from several universities with tourism courses. First the interview material will be analyzed. Then, I will relate the results from the interview survey to the policy documents.

Network 10: Higher Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-207 Chair: Tanja Vilén

101 Excellence, Innovation, and Academic Freedom in University Policy in Iceland

Ingólfur Ásgeir Jóhannesson

University of Iceland and University of Akureyri

The interest in this research lies in a critical view to higher education and research policy in Iceland, in particularly of the efficiency discussion that Iceland does not need seven higher education institutions. The focus in the presentation is the discourse on the relationship between the universities and the economy. Examined were selected reports that deal with issues of efficiency and competitiveness and how these reports use concepts of quality and excellence. I also considered the consequences that demands to the universities about innovation might have for academic freedom. A discursive research perspective, based on Ingólfur Ásgeir Jóhannesson (2006, 2010; Sharp and Richardson, 2001) was used to analyze two reports from 2009 and one from 2012.

There are three underlying patterns of legitimation in the 2009 reports, which do not seem obvious to the authors of the reports. They are the impact of the 2008 economic collapse, which is used to justify an already ongoing arguments about the importance of tying research, science and innovation tightly together, a moral stance about the inefficiency of the system, and what I call the size and power matters theme, meaning the reports' recommendation about that universities and research institutions should merge. The 2012 report uses the same discourse, and through its continuing focus on innovation, we also see to undertone that it is relatively easy to define what is good research. The underlying theme is that good research must be, even immediately, useful for business and industry.

There is also very little sense of history in the reports: While the 2008 economic collapse is mentioned and used to justify certain efficiency measures, it is also overlooked as it might have other consequences. Further, there is no mention of European cooperation manifested in the Bologna Process. I also argue that the emphasis on innovation and the creation of economic value (verðmætasköpun) as the, almost ultimate, goal of research works against academic freedom. There is also neo-viking masculinity discourse in the emphasis on size and power. And finally there is no concern in these reports about the social role and responsibilities of the universities.

Network 10: Higher Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-207 Chair: Tanja Vilén

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741 Middle-managing Didactics: On The New Layer of Research and Development in Professional Training.

Jan Thorhauge Frederiksen

Department of Media, Cognition and Communication, University of Copenhagen

The paper presents a prosopographical study of a new group of researcher and consulents within Danish Professional training. Through mergers in 2007, numerous sites of professional training merged into seven University Colleges. These large institutions have subsequently created a number of research and development units, in order to clearly legitimize their claim to status of research institutions. This groups of employees are separated from both training, students and professions, yet have proven strategically very influential in the didactical strategies of the University colleges. The paper presents a study which through varius public sources examines the composition of this particular group: What forms of cultural, political, educational, bureaucratic and social capital characterize the members of the group.The paper then examines, through correspondance analysis, how this social biography of the members relates to their current positions as consulents, researcher, projectleaders etc in the University College R&D-units. The educational dispositions of this group is then shown to function as a prerequisite for the institutional transformations of didactics, which the University College implement throughout training for Danish Welfare Professions.

Network 10: Higher Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-207 Chair: Tanja Vilén

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403 The national assessment of degree learning outcomes in Swedish higher education. Who's to blame for marks missed – the students, the degrees or the assessment method?

Åsa Lindberg-Sand

Lund University, Centre for Educational Development

In 2011, a new national system for outcome-based quality assurance in higher education was launched in Sweden (Gov. bill 2009/10:139), marking a shift at the national level from a system oriented towards enhancement to one with its focus on control. The outcomes of all degrees (bachelor, master and professional) are now assessed by large groups of external experts using two main sources: A sample of students' theses and a self-evaluation report from each degree. Their task is to find out to what extent the students have achieved the degree learning outcomes. The experts are expected to combine the evidence from the two sources and then decide on a judgement at one of three levels, indicating a very high, a high or an insufficient quality of the degree.

The first results were presented in spring 2012. Until November almost a quarter of all the degrees assessed had failed, fuelling an awareness of a crisis for the quality of Swedish HE. This paper deals with the nature of the "insufficient quality" diagnosed. By scrutinising the methods utilised by the experts for assessing the degrees, analysing a sample of self-evaluation reports and reflecting on the actual possibilities the Swedish curricular system offers for reporting graduate outcomes, locations of contradictions in and pitfalls of the judgments made are discerned.

The analysis is founded in a social-cultural perspective on learning as an integrated aspect of social practices (Wenger, 1998). Quality methods, learning outcomes and assessment practices are viewed as different knowledge methodologies, appropriating tools for the classification of knowledge (Bowker & Star, 1999).

The results show that the expectation that the sample of theses and the self-evaluation reports are sufficient to judge the extent of the achievement of the degree learning outcomes is founded in several assumptions, which are not fulfilled. Hence, the weaknesses in the documentation underpinning the judgements are interpreted as an insufficient level of student achievement, though they sooner indicate a lack of evidence on achievement at all. Hence, the present view of a quality crisis is mainly created by the quality system in combination with decentralised and invisible assessment practices.

Network 11: Historical Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-001 Chair: Helgi Skúli Kjartansson

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203 THE "ONE-ROOM SCHOOL" IN DIFFERENT SETTINGS - The Icelandic small rural school compared with similar schools in Denmark and Newfoundland

Helgi Skúli Kjartansson

University of Iceland, School of Education

The "one-room school" (a North American term here taken to cover rural primary schools with a single teacher) was, at some stage in many Western countries, the typical type of school in rural areas. The paper concentrates on the Icelandic ambulatory school, typical for rural areas ca. 1900–1940 and common into the 1960s. It is compared with one-room schools in 19th century Danish agricultural villages and Newfoundland fishing villages in the late 19th–early 20th century. Dimensions of comparison include compulsory education (Denmark, Iceland) vs. voluntary (Newfoundland); providers of education (established church, independent churches, civil parish); concentration on lower primary (Newfoundland), upper primary (Iceland) or both (Denmark); child labour competing with education; and the interplay between school and home schooling. The paper seeks to explain why the Icelandic one-room school differed so radically from the Danish model and why it did so in a totally different way than the schools of Newfoundland, despite superficially similar circumstances of the two island nations.

Network 11: Historical Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-001 Chair: Helgi Skúli Kjartansson

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265 The moral economy of educational knowledge: The case of the aesthetics of nature in Swedish compulsory school 1930–1970

Magnus Hultén

Royal Institute of Technology, KTH

What types of nature we learn to love changes across time and under societal, cultural and political influences. In this paper I will analyse educational discourses on environment in compulsory education, more precisely an analysis of school as an arena for the aesthetic and moral education of children in relation to the environmental area. The study uses Lorentz Bolin as a key example. Bolin advocated a study of the moral and aesthetic values of nature in public school science education, and he claimed that scientists had neglected these aspects of nature. He had a major impact, both through textbooks he wrote and through being a popular teacher, educator and speaker. Bolin used a large international network in developing his ideas. He had all of contacts all over the world, scientists, specialists, bureaucrats etc. Through this study, keys to the tensions driving the development of science education in mid 20th century Sweden can be unmasked. In particular Bolin's more lofty nature ideals will be contrasted with emerging functionalist, modernist ideas of nature and ideas derived from emerging fields of biology such as systems biology, which could be regarded as mechanistic and taking values and beauty, and thus many moral(ist) dimensions out of the teaching of nature and natural history.

Network 11: Historical Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-001 Chair: Helgi Skúli Kjartansson

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630 Education in Greenland between modernization and colonization 1930 to 1960

Roger Johansson

Inst. för utbildningsvetenskap, Lunds universitet

Education in Greenland between modernization and colonization 1930 to 1960
When school inspector in Nuuk wrote his report on Greenland's elementary school in 1945, he did point out that all "normal" children could read and write in Inuit. In religion it was taught in Bible History and Hymns. The problem he identified was the lack of teachers who were familiar with Danish.

Network 12: Inclusive Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-101 Chair: Anna Björk Sverrisdóttir

96 Meeting a stranger – the experience of social inclusion as described by a pupil with acquired disability

Mirjam Harkestad Olsen

Finnmark University College

The study will discuss how a school pupil with an acquired disability expresses his experience of social inclusion in school. The interpretation and analyses of the interview material take as a point of departure Bauman's (1995) theory of 'the stranger' and how encounters between people influence their position in the awareness of 'the Other'. I wish to focus on the question: How is the experience of social inclusion described by a pupil with an acquired disability?

Methodology
In the study I interpret the boy's narrative in relation to the theory of encounters between people. I examine the interaction between the boy and his surroundings – the interaction between the events he relates and how he positions himself in relation to these events (Järvinen and Mik-Meyer, 2005; Järvinen, 2003). The interviews become a presentation of how the boy wishes to appear in relation to the events he has experienced.
He categorised people as friendly, friend and mate. As part of the analysis, I compiled a matrix showing the different features of each category.

Conclusion
Bauman categorises the surroundings in his mental chart and ends up with a liminal category – the stranger. I assume that the boys 'strangers' were those that could not be placed in any of the three categories he mentioned.
The semiotic signs are reflected in his descriptions of the categories. All three contain positive semiotic signs. At the same time he elaborated on these signs. Mates appear to be a group that you presume you can relax with, in which you do not need to search for signs of acceptance. I view this as inclusion's automatic response. Mates socialize in ways that make the situation natural and inclusive. Within the categories friendly and friend, the experience of inclusion is not equally natural. There is a great deal to indicate that these groups have to make more effort to meet each other in their various social gatherings. For example, the boy describes what others see – the boy or the wheelchair. When the boy seems invisible and the wheelchair dominates the Other's awareness, an encounter is obstructed.

Network 12: Inclusive Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-101 Chair: Anna Björk Sverrisdóttir

276 Social Policy and Social Capital.Parents of Disabled Children and Health professionals

Dóra S. Bjarnason

University of Iceland, School of Ecucation

Abstract
Social Policy and Social Capital.Parents of Disabled Children and Health professionals
The paper is based on a large qualitative study of the experiences of parents of disabled children of support provided because of disability in the family. Their children are borne 1974-2007, in a time of significant changes in the Icelandic society, in social policy and formal support for disabled children and their families. The data shows that parents narrated highly positive and/or highly negative experiences. Doctors and nurses in particular are cast into the roles of "angels", people who with their kindness and skills saved lives and comforted parents and children well beyond their professional duties. On the other hand are more doctors than nurses cast into the roles of bunglers and ill-mannered, arrogant people who hurt parents, neither listening nor taking them seriously. Both perspectives are made more intense due to the medical gaze and the power that may accompany it. The paper seeks to answer three questions: 1 What characterised parents´ experiences of their interaction with doctors, nurses and other health professionals? 2. In what contexts were these interactions particularly supportive or hurtful and why? 3. What lessons can be learnt from the research about the interactions between parents and professionals over time? Social constructionism and Foucault's theoretical approach on power and the medical gaze provide the theoretical frame. The data consists of interviews with one or both parents of children with significant disabilities, interviews with people who chose abortion due to observed foetus damage, interview and focus group interviews with various professionals, and written material.

Network 12: Inclusive Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-101 Chair: Anna Björk Sverrisdóttir

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718 Young people with intellectual disabilities, upper secondary school in Iceland and autonomy.

Anna Björk Sverrisdóttir

University of Iceland, School of education

The presentation is based on a pilot study which is a part of my PhD thesis. It is carried out within the ongoing research project "Autonomy, Adulthood and People with Intellectual Disabilities" at the Center for Research in Social Pedagogy, School of Education at the University of Iceland. The school policy in Iceland is inclusion and was enacted in the elementary school´s law in 2008. But in the upper secondary school´s law there is no mention of inclusion and people with intellectual disabilities are for the most expected to be educated in a segregated divisions. The aim of this pilot study was to shed a light on the experience of people with intellectual disabilites on upper secondary school and is meant to provide a space for their voices. The purpose was also to focus on the participants´ understanding of the concept autonomy and how it relates to their everyday live. The study is based on a life history approach as well as being partly inclusive in the sense that it´s aim is to get people with intellectual disabilites to take an active part in decisions on research topics. Lately it has been pointed out that if people with intellectual disabilities are to benefit from researches it is important that the topics arise in cooperation with them and has meaning for their lives (Walmsley and Johnson, 2003). The participants in this study are three people with intellectual disabilities and each of them was interviewed once and then they all participated in a focus group interview.
Prelimanary findings suggest that people with intellectual disabilities are mostly content with their stay in upper secondary school even though they think that teachers do not excpect much of them in relation to education which results in lack of expections toward their ability. They value every possibilities they get to study among nondisabled students and they question the need to segregate people with disability from the mainstream. The regulation system of upper secondary education seems to limit young people´s chances to act upon their autonomy because it steers students in certain directions based on their education background in special schools or segregated classes so people with intellectual disabilities have very limited choices.

Network 13: ICT & Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-102 Chair: Annika Lantz-Andersson

395 Frontstage and backstage in social networking sites – The case of internationally collaborating language students

Annika Lantz-Andersson, Rhonwen Bowen and Sylvi Vigmo

Department of Education Communication and Learning, Department of Languages and Literatures

Research concerning English as a lingua mundi used in social networking sites (SNSs) has flourished in recent years; educators have been made increasingly aware of the implications for their teaching and for their students' communicative activities. However, more in-depth research is needed to explore what this implies for institutional language learning practises. This study aims at scrutinizing how SNSs serve as a mediating resources in young people's language learning i.e. how young people learn to communicate in culturally relevant and productive ways and the potential impact these new arenas could have on institutional English learning practises. By applying a sociocultural theoretical view of communication this study reports findings from ethnographic data of two experimental case studies involving Facebook and Blogger where upper secondary school students in Colombia, Finland, Taiwan, Thailand and Sweden interact. The SNS-interactions were implemented within their formal English learning contexts and the students were given specific discussion topics, but could also introduce issues of their own. The teachers in each country respectively presented the SNS-activities and offered occasional opportunities to interact during English learning classes, but communication was also encouraged after English class. The students' textual interactions have been logged and the screen has been recorded to enable examination of the multimodal part, i.e. sound and videos that the students used for representing and expressing themselves. In accordance with the Interaction Analysis used we regard knowledge as situated in the interaction between participants in specific practices. The analysis of the empirical material, i.e. the postings, comments, pictures and multimodal uploading in the SNSs thus focussed on the interaction between students to explore how they made use of various linguistic resources to communicate. Preliminary findings imply that the students' interactions are characterised by boundaries between frontstage and backstage communications and activities in many respects. Firstly, the interaction is characterised by movement between various cultural encounters such as school cultures, media cultures, youth cultures, national cultures etc. Secondly, the students utilize their own linguistic communicative resources drawn from their experiences of using SNSs in their spare time in combination with school practice English.

Network 13: ICT & Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-102 Chair: Annika Lantz-Andersson

194 Topic shifts in students' conversation in a foreign language (German)

Johanna Salomonsson

Högskolan Dalarna/ education and technology (TKP)

This forthcoming research projects of conversation analysis in educational settings investigates adult students' conversation in adobe connect, i.e. synchronous speech in an internet based medium. Five different conversations between students at a German language course serve as material for the study. The students are at a beginner's level of German and they have studied a half semester full time study. Their exercise is to keep a conversation going in German, which they do without interference from the teacher. They have a list of topics they may discuss around, but the main purpose is just to speak. They use a list of exercises to support the conversation.

The study concentrates on the topic shifts where the students choose to go to the next topic from the exercise list. Aim is to show parameters that influence the students to end a sequence of interaction and go over to a new one. The material shows that a reached consensus is very important to complete a sequence and is a central factor why a new sequence is introduced. On the other hand, other sequences are introduced although the students do not show any kind of reached consensus or other tracks of positive politeness (Brown/Levinson 1987). There is thus a distinction between two types of topic shifts – one where the conversation as such is completed and needs a new subject in order not to fade out, and one where the student finds it important to go to the next subject in order to complete the exercise.

The students form their conversation from contexts they are already familiar with and apply them in this new setting. The two main interaction patterns are the IRE-sequence and agendas from meetings respectively. In that way the students' conversations are a mix of different contexts that together form a new setting which is born with distance education. So the topic shifts are places in conversation where a possible disruption actually turns to a new start of conversation.

Network 13: ICT & Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-102 Chair: Annika Lantz-Andersson

769 Conditions affecting ICT use in teaching science

Svava Pétursdóttir

University of Iceland

The requirement that information and communication technology (ICT) be utilized in teaching has been present in curricula for decades. This requirement has only been met to a limited extent in Iceland (Macdonald, 2008) and has had little impact on teaching and learning (Jakobsdottir, 2001). Research has shown a range of factors to affect technology use in schools including; factors at both teacher level and institutional level, manipulative factors and un-manipulative factors (Hew and Brush, 2007; Brummelhuis, 1995). The study presented here explores what the conditions are that affect the use of ICT in lower secondary science teaching in Iceland. Data was collected through a mixed methods approach including a survey, semi structured interviews and observations. The discourse around technology integration is often in the context of barriers; what factors there are that hinder the successful implementation of ICT in teaching and learning. The findings indicate that there are considerable barriers in the Icelandic school system; resources are still a major factor affecting teachers' use of technology. Teacher knowledge is central, including both content knowledge and pedagogical knowledge. Four cases are explored through cultural historical activity theory, (Engeström, 2001) analysing the contradictions that are at work in the context of teaching science with ICT. This analysis illustrates how resources, knowledge and more latent factors are pivotal in the extent and proficiency of teachers technology use. A comparison of a previous model (Hew and Brush, 2007) and the presented data led to a revised model of the current conditions concerning technology integration. The concept of instrumentality (Engeström and Toiviainene 2011) proved helpful in conceptualizing the current status and the ideal status Leading to suggestions to the stepwise process ahead. Suggestions are made as to the necessary steps to facilitate increased technology use and steps already taken in that direction.

Network 13: ICT & Education

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-102 Chair: Annika Lantz-Andersson

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114 Evaluation of digital tools for training of basic literacy and numeracy skills.

Monica Johannesen

Oslo and Akershus Unviersity College of Applied Sciences

Research topic/aim:
The training of basic literacy and numeracy is an essential part of the curriculum of primary schools. Consequently, the basic literacy and numeracy training is just as important in the teacher-training programme. There is a large amount of digital tools that can be used for basic literacy and numeracy training, such as Internet sites, Smartboards, Pads etc. However, there is little knowledge on how to proceed in the process of choosing the right tool for a particular training. In this paper we examine how student teachers can evaluate digital tools that aim to support the teaching of basic literacy and numeracy skills.
Theoretical and methodology framework:
The paper reports on the experiences from a part of the teacher-training programme where 175 students are asked to evaluate digital tools that might support the teaching of basic literacy and numeracy skills.
A diversity of digital tools, suitable for the training of basic skills, are presented for students in terms of station teaching. The researchers have developed a system of concepts from the basic literacy and numeracy literature of the teacher training programme and an evaluation framework for basic skills based on the national curriculum of primary and secondary schools. The teacher students are presented for the system of concepts and the evaluation framework and are asked to use these to assist their evaluation of the digital tools they are exposed to.
(Expected) conclusions/findings:
The initial analysis of the data shows that most of the student teachers report that both the system of concepts and the framework are helpful in the process of evaluating what tools that are suitable for what purpose, in particular what school levels, what kinds of basic skills and what subject areas. However, some students report that the evaluation framework needs to be better explained in advance of the evaluation session.
Relevance to Nordic educational research.
The Norwegian National curriculum has a particular strong focus on basic skills wherein digital literacy is one. This study sheds light on both practical and conceptual issues of developing teacher students' knowledge about digital tools in the training of basic skills.
Attachment to NERA-network and/or symposium
ICT and education

Network 14: Multi Cultural Educational Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-205 Chair: Kerstin von Brömssen

556 Communication of young adults in a multicultural society in Iceland

Hanna Ragnarsdóttir and Halla Jónsdóttir

University of Iceland, School of Education

The aim of the three year (2011-2013) research project is to explore the life values and attitudes to life of young adults (age 18-24) in a multicultural society in Iceland. Methodological approaches are both quantitative and qualitative. The first part of the research is a survey which was conducted among students in seven upper secondary schools in the Reykjavík area and other areas of Iceland in 2011 and 2012 covering altogether 77 statements with a range of responses on a Likert scale. The statements include measures of self-identity, family ties, friendship, diversity and religious affiliations and background variables. Findings from the survey will provide the basis for focus group interviews with mixed groups of students planned in all the schools in 2013. The research project is located within a broad theoretical framework and uses interdisciplinary approaches of religious education, multicultural studies and pedagogy. Cummins (2009) discusses how the increasing mobility of people between countries and increase in diversity within countries creates social tensions as societies find themselves "dislodged from their national identity comfort zone". Parekh (2006) has emphasized that in order to ensure equality of their members, multicultural societies need to find ways to encourage individuals to participate actively. Bliding´s (2004) and Björk´s (2000) findings about bullying are also relevant to the project.

The paper focuses on findings from the survey related to diversity, such as attitudes towards the multicultural society, origins, languages and religions, racism and bullying. The main research question in the paper is: What kind of attitudes to the young adults have to diversity in Icelandic society, to their social status and to friendship? The findings indicate that the participants generally have positive attitudes towards diversity. The majority of participants find it inspiring to have friends of different origins and find it important to respect different religions, cultures and traditions. The majority of participants also have strong opinions against racism and bullying. The findings are an interesting contribution to Nordic educational research, shedding light on young adults´ attitudes to diversity and the multicultural society, developments that are taking place in all the Nordic countries.

Network 14: Multi Cultural Educational Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-205 Chair: Kerstin von Brömssen

622 View of life and values in times of change. - A study on attitudes of upper secondary students in times of diversity in Icelandic society

Gunnar E. Finnbogason and Gunnar J. Gunnarsson

University of Iceland - School of Education

The paper will present some findings in an on-going three year study (2010-2013), on life views and values of young people in upper secondary schools in times of diversity and change.
The study uses both quantitative and qualitative methods. Questionnaires and focus groups are used for the data collection. The paper will discuss some of the findings in the quantitative part of the study, where 900 students in seven upper secondary schools in Iceland answered questionnaires about their life views and values, well-being, communication and attitudes towards others, and diversity.The theoretical framework uses interdisciplinary approaches in religious education, globalisation and multicultural studies. Among interesting questions, is what effect changes in society, and the cultural and social conditions in a community of increasing diversity, have on the attitudes of young people.
The presentation focuses on these questions, and they are discussed based on the understanding of the man, that he is creating meaning and seeks to interpret his life and existence, and give it meaning and purpose (Geertz, 1973; Parekh, 2006; Bauman, 2007). The frame of that interpretation is the culture and society where a person lives. With changing social conditions, young people need, to a greater extent, to deal with new questions pertaining to ethics and values and take a stand on traditions, customs and institutions. It can apply to a variety of values, traditions and customs and the positions and roles of various organizations, including religious traditions and religious institutions. The debate on secularization and de-secularization, pluralism and diversity (Berger, 1969;1999; Luckmann, 1977), is therefore applicable in this context.
The findings in this part of the study show that social changes seem to influence the young people's views and values. The study is of relevance for teachers and other educators working within upper secondary schools in Iceland and the other Nordic countries, especially in connection with life skills education, ethics and religious education.

Network 14: Multi Cultural Educational Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-205 Chair: Kerstin von Brömssen

496 Empowering young people to action

Birgitte Gade Brander

Metropolitan University College, Copenhagen

Relationship to conference theme
I believe that using activism and critical ethnography in my research is crucial to the educational value that activism offers. Activism to me means to take active steps in making a positive change for all, especially those whose voices have been silenced or suppressed.
Significance
In this proposal I will apply the dialectical nature of critical pedagogy to examine the core issues of place, ethnicity, race, and community as a means of empowering and transforming students (McLaren, 2003; Reisberg, Brander, and Gruenewald, 2006) to acknowledge self, community, culture, and place.
Education has in many ways become a means to prepare students for the economic marketplace and not to educate them to better understand themselves and their relations to others with whom they share the planet (Greenwood, 2010).
Methodology
Critical ethnography (Thomas, 1993) will be applied as a methodological framework to research a project started with my students exploring their cultural and environmental identities. Inspired by Thomashow's (2002) "tree of environmentalism" I will be using the voices and narratives of the students by inviting them to critically construct and deconstruct the notions of existing relationships between society, power, place, and community.
Outcomes
The findings will presumingly enable the students to critically understand and learn their own roles in the historical and social contexts that have lead to worldwide material, environmental, and hegemonic problems. Furthermore the project will explore how the students through their own narratives and identities can be part of a transformation process in the pursuit of activism.

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Network 14: Multi Cultural Educational Research

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-205 Chair: Kerstin von Brömssen

185 "This class is so diverse that I can be myself!" Norwegian girl, 16 years olds

Vibeke Solbue, Ingrid Helleve and Kari Smith

Teacher Education, Department of Education, University of Bergen

Research topic/aim
Schools are increasingly becoming multicultural. This paper examines how immigrant youth experience everyday life in an upper secondary school in Norway.
The study is conducted in a class where half of the students are immigrants. The research question for the paper is: What experiences do young people have with an intercultural class?

Theoretical and methodology framework.
Intercultural theory refers to interaction processes of mutual contact between individuals with different cultural backgrounds. Intercultural relationships are based on relationships and none of the actors have the power to define the other's culture and ethnicity. Culture is understood as the context in which meaning is created and given (Lahdenperä, 2004).
The study is a narrative approach, within which the focus is narrative truth, the stories as told by the youngsters, not what actually happened (Johansson, 2005).
Fieldwork was conducted in an upper secondary school for a period of 3 weeks. During those weeks, we observed the class 2-3 hours every day and wrote a research journal, before we interviewed 19 students, and three teachers. The analysis is based on the comprehensive data set.

Conclusions/findings
In this study we see that diversity is appreciated and it can be categorized as an intercultural class. Many of the students share positive experiences as students in this class. When describing their own role in the classroom environment, they do not define themselves or others as immigrants, but as a friend, boy or other categories. The category "immigrant" used to label people is in many ways erased in this class. Youngsters look past the labels commonly used to categorize and see the other as a fellow human being, open to good relations (Abdallah-Pretceille, 2006).

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Network 18: Research on Teacher Education and Beginner Teachers

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-201 Chair: Marit Ulvik

721 How pre-service teachers use simulated school dilemmas during seminar

Eva Edman Stålbrandt

Åbo Academy/Stockholm University

How pre-service teachers use simulated school dilemmas during seminar
The background is the international phenomena that many newly qualified teachers leave the profession. One way successfully used to prepare and develop students' professional acting in several other professional educations, is computer simulation. The aim of this paper is to study how pre-service teachers' use simulated school- and classroom dilemmas during seminar within teacher education. This is done in order to understand and illuminate opportunities and constraints with the use of simulations to support development of reflection and analytic skills. The study is conducted in Sweden and Swedish-speaking Finland. Simulations were produced, based on semi-structured interviews with newly qualified teachers and a narrative analysis. Video recordings obtained data during fifteen conversations in five seminars at three different universities, two in Sweden and one in Finland. The analytic framework consists of Wartofsky's concepts secondary and tertiary artefacts. Neo-Vygotskian and Vygotskian socio-cultural theories served as the framework for interpretation of the data. The results show that the pre-service teachers used the multimodal affordances, especially the voice recordings, in order to engage, to support memory and argumentation. In cases where the pre-service teachers perceived the content of the simulation and the dilemma as authentic, and the conversations were supported by challenging peers with former teaching experiences, the simulations were used as a tertiary artefact. A tertiary dialogue appeared where the pre-service teachers were highly engaged in an open dialogue and the analytic communication reached beyond the actual simulated situation. However, if the content of the simulation is not perceived as an authentic dilemma, there is a risk for cementation of pre-assumptions if there is a lack of intellectual challenge from peers or a teacher educator. The conclusions are that high fidelity of the content and the dilemma is crucial for pre-service teachers' use and engagement of simulated school dilemmas in combination with adequate challenging peers to create an open tertiary dialogue in order to form an analytical community of practice.

Network 18: Research on Teacher Education and Beginner Teachers

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-201 Chair: Marit Ulvik

124 Student teachers doing action research

Marit Ulvik

University of Bergen, Department of Education

Facing a complex profession in a changing society it is impossible to fully prepare student teachers for all challenges they might encounter throughout their careers. Teacher education should therefore enable future teachers to develop their own work and build a basis for further professional development. This paper explores how action research (AR) may function as a means to promote professional development, aiming to get a deeper understanding of the approach. The study was conducted within an integrated teacher education program for teachers in secondary school at a university in Norway. The questions asked were: Which are the challenges and opportunities in using AR? What do students state to have learned from it? The findings will be discussed in the context of professional development.

The concept AR is here understood as interplay between research on own practice and actual practice, a process that both impacts the actual practice and its theoretical understanding. AR is a systematic investigation into own behavior (McNiff, 2002; Hopkins, 2008). Through AR the student teacher purposely searches for new answers and develops knowledge, which can be characterized as an advanced stage in professional development (Eraut, 1994). The aim of the approach is to improve teaching and learning.

Literature describes AR as a complex, challenging and time consuming process that needs guidance (Ponte et al., 2004). Consequently it could be difficult to complete AR during initial teacher education with limited a practicum experience. However, when introduced to AR during teacher education, teachers are more likely to utilize the tool later in their careers (Ponte et al., 2004).Furthermore, once implemented, AR has the potential to bridge the gap between theory and practice and to nurture professional development (Clarke, P.A.J. & Fournillier, J.B., 2012; Smith & Sela, 2005).

The paper is based on analysis of 25 student teachers AR-reports (their exams). The analysis revealed that student teachers find AR both frustrating and exiting. What they find exiting is to generate new knowledge and to be able to influence teaching and learning. The frustrations are connected to simultaneously dealing with multiple roles, like being a student, a teacher and a researcher.

Network 18: Research on Teacher Education and Beginner Teachers

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-201 Chair: Marit Ulvik

83 The Dialogic Inquiry Tool: Evidence from Research and Practice

Alina Reznitskaya and Monica Glina

Montclair State University

The purpose of this paper is to discuss the psychometric and educational properties of the Dialogic Inquiry Tool (DIT). We designed the DIT to provide practitioners with rich data about classroom communication during reading lessons in elementary schools. The users of the DIT observe short segments of classroom discussions and apply a set of twelve evaluation criteria, or indicators. They rate the observed language practices on a 6-point scale, ranging from monologic to dialogic.

The DIT was developed to help practitioners engage in dialogic teaching, a pedagogical approach that capitalizes on the power of talk to promote student learning. Dialogic teaching reflects sociocultural theoretical perspectives (e.g., Vygotsky, 1962). In a dialogic classroom, teachers are cognizant of different patterns of discourse and choose from a repertoire of practices for fostering talk to support the development of students' higher-order thinking.

The design of the DIT was informed by previous studies of classroom discourse (e.g., Nystrand, 1997, Alexander, 2005), established pedagogical models that center around inquiry dialogue (e.g., Philosophy for Children, Collaborative Reasoning), and existing observational measures of teacher effectiveness. We conducted several studies to support reliability and validity of the DIT. For example, we documented high inter-rater reliabilities and confirmed hypothesized relationships between the DIT and other similar measures of classroom talk. Teachers in our studies found the DIT to be a valuable resource, stating that it prompted them to reconsider their approaches to teaching and changed their thinking about classroom talk. Our most recent analysis of videotaped classroom discussions indicates that the DIT helps teachers to improve their language use in the classroom, making their communications with students more dialogic.

This paper is well-aligned with NERA network on "Research on Teacher Education and Beginner Teachers." Our research on the DIT helps to support teacher engagement in a systematic and reflective examination of classroom discourse. It is relevant to Nordic educational research, as studies from the region have documented that effective facilitation of inquiry dialogue is a challenging task for practitioners (e.g., Kovalainen, & Kumpulainen, 2005).

Network 18: Research on Teacher Education and Beginner Teachers

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-201 Chair: Marit Ulvik

330 Beginning teachers' needs and how they are met in schools

Marit Ulvik and Eva Sunde

University of Bergen

It is recognized in the literature that beginning teachers need support (OECD, 2005) in which mentoring has become the key strategy (Jones, 2010). One could, however, ask if the offered support is in accordance with the needs. School leaders' are responsible to improve the quality of teaching and learning in schools (Printy et al., 2008) and consequently to provide new teachers with what they need for doing a good job. However, school leaders have different perceptions of their roles (Kelchtermanns, 2007) and could perceive beginning teachers' needs in different ways. The current study aims to investigate new teachers' and school leaders' views on new teachers' needs for support, as well as how these needs are translated into and experienced in practice.

The literature describes that teachers need social, emotional and educational support during the first years in school. In fact a main reason for leaving the profession is the first teaching experiences, the working conditions and insufficient support (Achinstein, 2006; Rots et.al, 2007). Consequently it is important to meet beginning teachers' needs in an adequate way.

The study was conducted in Norway where all beginning teachers were supposed to be offered mentoring from the autumn 2010 (White Paper 11, 2008 -2009). It is based on a sample of 9 school leaders and 10 beginning teachers from different upper secondary schools. The informants were asked to describe the new teachers' needs and how they were met in the particular school. The research instrument was semi structured interviews.

The work is still in progress, but some tentative findings seem to emerge. The new teachers are happy just to get a job, and tend to accept the working conditions they are presented with. The school leaders describe beginning teachers' initial need as a need for information of rules and routines, a view that seems to be shared by the new teachers. Mentoring is seldom organized and is compensated by ad hoc contact with colleagues. Hopefully this research will contribute to a deeper understanding of new teachers needs and how to meet these needs in a way that improves teaching and learning.

Network 21: Politics of Education and Education Policy Studies

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-202 Chair: Gyða Jóhannesdóttir

53 New Expectations of Educational Excellence: An analysis of the Centres of Excellence in Higher Education pilot scheme in Norway

Tone Cecilie Carlsten and Per Olaf Aamodt

NIFU - Nordic Institute for Studies in Innovation, Research and Education

The aim of the paper is to provide insight into the policy implementation of the new prestige arrangement Centers of Excellence in Higher Education in Norway. A pilot center in teacher education was established late 2011. In October 2012 the Norwegian government announced resource allocation for three new centers across all fields of study (KD 2012).

While the notion of excellence in modern educational administration signals attention to knowledge coordination and dissemination, this has been assessed as a main challenge for Norwegian higher education the past decade (e.g. KUF 2000, NFR 2006, KD 2012). The introduction of a prestige arrangement to remedy the situation may also be understood as part of the ongoing international discourse in educational research (e.g. Foray 2011, Shavelson 2010, Carlgren 2011, Klette 2010).

This paper is based on an evaluation of the Centres of Excellence in Higher Education pilot scheme (Aamodt, Carlsten and Langfeldt, forthcoming). The research questions focus on criteria in implementing the pilot scheme, especially on the aim to facilitate excellent and innovative ways of working with R & D-based education. We also examine stakeholders experiences and judgments of the suitability of criteria for assessment of applications. The evaluation shows how the implementation is designed to strengthen development and dissemination of knowledge of educational methods conducive to learning (cf. NOKUT 2011).

Data are collected from policy documents and in-depth interviews with 15 stakeholders central to the pilot center in teacher education. The methodological approach is based on a theory-stakeholder evaluation model developed to handle complex considerations in implementation processes in modern public administration (Vedung 2012; Hansen and Vedung 2010).

Results of the analysis indicate how criteria for assessment of applications may be effectively modified and validated when transferred from the field of teacher education to an open competition across fields of study (cf. COEs in science cf. Langfeldt et al 2010). This calls for a discussion of how new expectations of education excellence are understood in the Norwegian context. In the concluding discussion we contrast the Norwegian pilot scheme to similar prestige arrangements in Denmark, Finland and Sweden.

Network 21: Politics of Education and Education Policy Studies

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-202 Chair: Gyða Jóhannesdóttir

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740 Educational transitions creating "backward break"

Gerður G. Óskarsdóttir

University of Iceland, School of Education

The economic crisis has forced the Icelandic government to make severe cuts in many public services, although an effort has been made to protect education from the most dramatic measures. Nevertheless, in the wake of "such defensive actions the long-term development of education has to be reconsidered", as expressed in the statement for this conference.
In the presentation recent results from a research project on school transitions will be described. The transitions from on school-level to the next have been highlighted in the educational debate in Iceland in recent years, addressing continuity and flexibility. However, little information has been available on these issues.
Within the framework of Dewey's theory on continuity in education the objective of the research was to contribute increased knowledge on the transition from preschool to compulsory schooling (the ground school; age levels 5/6) and from compulsory school to upper secondary school (age levels 15/16). The emphasis is on continuity, firstly, in school structures, both external and internal, secondly, in the methods of teaching and learning, including school content, and thirdly, in the links and relationships between school-levels.
Data were collected through classroom observations (30 schools, 46 school days), questionnaires and over 50 interviews with students and staff.
The findings indicate strong continuity in many areas but also a certain discontinuity. In some cases the author observed a "backward break" or repetition in the curriculum. The observed backward break in school content from preschool to compulsory school is discussed, including teaching approaches in reading and writing. Also, upper secondary students' views on backward break in mother tongue, mathematics and natural sciences are discussed.
The conclusion is that observed backward break in school content at two transitional points on students' study course may justify shortening the course of study from preschool to the end of upper secondary school by at least one year. Thus we would be in line with the other Nordic countries as Icelandic students now graduate from upper secondary school one year older than their peers in these countries.

Network 21: Politics of Education and Education Policy Studies

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-202 Chair: Gyða Jóhannesdóttir

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781 The development and implementation of quality assurance in Icelandic higher education: Improvement, control and utilization

Gyða Jóhannsdóttir

University of Iceland, School of education

Increased internationalization of higher education, independence of universities and global competition has resulted in increased emphasis on quality assurance. Usually quality assurance consists of 1) internal evaluation carried out by the institutions themselves (often by standardized criteria) and 2) external evaluation where external experts evaluate the institution on the basis of their internal evaluation.
The aim of external evaluation can be improvement oriented where the external evaluation aims at helping the institutions to improve their activities. It can also be judgement/control oriented (Patton, 1997; Dan? &Stensaker, 2007). Accreditation/audits of HE institutions are often related to control orientation.
Most countries have established quality assurance agencies that are responsible for the evaluation of university activities, except some small countries such as Luxembourg and Iceland.
It is well known that Internal and external evaluation is both time consuming and very expensive, but how useful is the evaluation process and the outcome of the external evaluation for administrative and academic staff? Research indicates that academic staff finds evaluation aiming at improvement more useful than control oriented evaluation (Van der Meer, 2007; Liuhanen, 2008, Happakorpi, J?hannsd?ttir, Geirsd?ttir, 2012 in press). Given the emphasis on accreditation and audits this seemingly lack of utilization is worth some consideration.
In this paper I investigate the development of quality assurance in Icelandic HE institutions, i.e. universities. I analyse official documents and explore whether or how the development reflects improvement vs control orientation. Utilization of external analysis is also explored.
The results show that evaluation of Icelandic universities was in the hands of the Ministry of Education and Culture till 2010 when a special Quality Board for Icelandic HE was established, consisting of foreign experts in quality assurance. The analysis also show that until 2006 the aim of external evaluations was improvement oriented, but In 2006 it became more control oriented; This change was connected to stipulated accreditation of Icelandic universities according to the Bologna declaration. Academic staff found the improvement oriented evaluation more useful than the control oriented evaluation. In 2011 the aim of external evaluation reflects a balance between improvement and control orientation as well as international and national demands.

Network 23: Social Pedagogy

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: E-205 Chair: Søren Langager

486 Social pedagogy and eldercare. Challenges in social work with older people

Elisabet Cedersund

Department of Social and Welfare Studies, NISAL

In this study of elder care I try to combine concepts offered by the tradition of social pedagogy (Kornbeck and Rosendahl Jensen, 2009) with perspectives collected from recent developments in social gerontology (Estes, 2008).

The empirical data in the study consists of audio-taped talk between older persons with dementia and care staff during encounters in elder care. When a dementia disease affects an older person, it may be difficult for him/her to remember and tell others about events from the past. Instead of only looking at the shortcomings of people with dementia, this paper will deal with how some of the difficulties that dementia diseases bring can be overcome.The aim of the paper is thus to show how people with a dementia disease can continue participating in conversation, and how they can retain their ability to tell stories and remember via support from a healthy person who takes part in the encounter.

With this paper I wish to contribute to the discussions on the challenges and the needs for theoretical, methodological discussions within the area of ageing and later life. With this focus on everyday life in the care of people with dementia I want to explore how social gerontology can be linked to perspectives in the area of social pedagogy. Research on communication in the presence of dementia has often focused on the inability of the person with dementia to participate in conversation. I will be taking a different point of departure in this paper as I focus on the interaction between the person with dementia and the healthy interlocutors. While focusing on communicative practices in the context of elder care, the paper addresses methodological issues, but the intention is also to open up discussions on both theoretical and empirical matters in the study of ageing and later life.

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Kornbeck, J. and Rosendahl Jensen, N. (eds.) (2009)The diversity of social pedagogy in Europe. Bremen: Europäischer Hochschulverlag.

Network 23: Social Pedagogy

Session 1 (Thursday, 7 March 13:30 - 15:00)

Room: E-205 Chair: Søren Langager

658 Organization and organizing of social pedagogical organizations

Klaus Kasper Kofod

Aarhus University

The aim of the paper is to analyse Danish social pedagogical organizations' organizing principles and to give possible explanations of why there apparently are so many common organizing traits across organizations regardless of difference in size. The research topic is a research and development project in Denmark of 9 social pedagogical organizations in 6 municipalities that focuses on a development and adjustment of the co called 'It matters' therapeutic ideology from the 1980'ies to the present day.
The theoretical and methodological framework is a mix method approach with in depth interviews with leaders, employees, and relatives at each of the participating organizations, self-reporting on own organization from the leaders, document analysis, analysis of participating organizations' home pages, and supervisions reports. The theoretical approach will be a new institutionalistic approach.
The expected conclusions/findings are that despite differences in municipalities, differences in sizes of the participating organizations, and differences in profiles of the resident groups there is many similarities in organizing principles and practical organizing of these organizations.
The relevance of the paper and the project to Nordic educational research is that it may inspire other Nordic researchers in discussing the organizing around a new development and a revitalization of the concept of the 'It matters' concept.

Network 1: Adult learning – at work, in education and everyday life

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: K-205 Chair: Kristina Mariager-Anderson

303 Patient education in everyday life

Lisbeth Hybholt

NCK, Aarhus University, Copenhagen, Denmark

Research topic/aim:
The paper is a part of the ongoing PhD project 'Patient education in everyday life'. The aim is to understand patient education as a case. The study is carried out in Denmark at an outpatient clinic where people are treated after they have been hospitalized with depression in a psychiatric ward. A part of the treatment is to participate in a patient education course. It is supposed to help participants take their disease into account in managing their daily living outside the hospital. The aim is to prevent relapse and recurrence of depression.

The education system in general is based on the assumption that what is learned through education can and should be applied in other situations, for example in work-life or in everyday life. Dreier (2008) points out that people who are participating in family therapy live the majority of their lives in other contexts than the context of therapy. It is in these other contexts therapy is supposed to be useful; just as patient education.

In one part of the case study I explore connections and disconnections between the patient education course and other contexts of action the participants in patient education are a part of. Focus is learning, understood as changing participation in a changing social practice.

Theoretical and methodology framework:
The theoretical framework is critical psychology, mainly inspired by Dreier's theory of persons in social practice. The methods used for data generation are observations of the patient education courses, texts from the courses, photo-interviews and follow-up interviews with participants in patient education. Furthermore there will be interviews with the professionals at the outpatient clinic.

Expected) conclusions/findings:
In the presentation I will show how changes in conduct of daily living may cause conflicts and dilemmas with the co-participants in the home context.

Relevance to Nordic educational research
The study is an example of learning across contexts, which is a broad educational issue

Attachment to NERA-network and/or symposium
Network 1: adult learning – at work, in education and everyday life

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Network 1: Adult learning – at work, in education and everyday life

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: K-205 Chair: Kristina Mariager-Anderson

735 From Artists to Arts Teacher

Kristín Valsdóttir

Novelty: I propose a study that will contribute to the knowledge of how artists learn and to the teaching and learning in teachers' education for artist. Domestically, at least, very little research has been undertaken on artists' learning styles and learning environment, though education in these fields has changed dramatically in Iceland in the last decade and possibly elsewhere i.e. in the Nordic countries.

The paper is based on a pilot study connected to my PhD research which is a case study focusing on how Artist becomes Artist/Teacher. The participants are students in a two years teacher-training program for Artists held by the Icelandic Academy of The Arts. The research focuses on how they learn live-wide, how they develop and reshape their identity, how they learn in communities with other art disciplines and enter a new field without losing the other.
My interest and questions are based on experiencing that in art-teachers' education we tend to focus too much on formal academic procedures and values, rather than focusing on what is relevant for the students. If those academic procedures (as relevant as they are in higher education) are to become meaningful instruments for the students, they have to be built on, and connected to the students' previous knowledge, values and working methods. In other words, it is important in education, especially with adult learners, to be aware of or know the "learning past" of the students (Jarvis, 2009).
Data in this pilot study was gathered through students' journals over one semester and biographical interview with one student, graduating from the program Januar 2012. I like to use the metaphor "learning as becoming" used by Hodkinson, Biesta & James, (2008) and Wenger (2009). Put simply, it means that learning can take place everywhere, in any place and time in a persons live. Biographical research is aimed at how individuals see their personal- and, in this case, learning development in interaction with their subjectivity and their social environment (Alheit, 2009).
The data will be analyzed through the lens of adult- and cultural theories of learning and Boredieus concept of field.

Network 1: Adult learning – at work, in education and everyday life

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: K-205 Chair: Kristina Mariager-Anderson

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159 Technology, Motivation and Autonomy: Adult foreign language learning at the beginner level

Megan Case

Högskolan Dalarna/Örebro University

There is a great deal of interest among teachers and researchers in using ICT, and particularly Web 2.0 applications like Facebook, YouTube, and Google Translate as tools in foreign language courses. In addition to classroom studies, there is a need to understand how learners themselves make use the variety of tools and resources they have available in their own self-directed personal learning environments, of which classroom learning is only one aspect. This paper is the first stage in a longitudinal, qualitative, multiple-case-study project with the aim of documenting and discussing the ways that adult foreign language learners describe their learning trajectories and the role played by information and communication technology (ICT), analyzing the ways that these accounts relate to the policies and goals for language learning established by institutions of the European Union, and building upon research on self-directed or autonomous learning and personal learning environments. This first paper seeks to introduce the participants in the study and examine their reasons for choosing to study a new language, their goals for use of the language, and the role that ICT has played in the above. Data is collected in the form of a questionnaire sent to students taking a beginner-level foreign language course at a Swedish university, with respondents invited to participate in a four-year, case-study based project. An initial interview is conducted with participants on their backgrounds, their motivations for learning a new language and their attitudes toward ICT. These responses are compared with the reasoning behind the language learning policies and targets held by various EU institutions.

Network 1: Adult learning – at work, in education and everyday life

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: K-205 Chair: Kristina Mariager-Anderson

797 Applying the ICF to Identify the Need of Support to Students with AS in Higher Education

Ann Simmeborn Fleischer

School of Education and Communication, Jönköping University

Higher education requires more than academic skills. For students with Asperger syndrome (AS), individualized support may be needed to manage the everyday student-life due to difficulties in social, occupational, and other areas of functioning.
Although the number of students with disabilities in higher education is growing, the support provided may not always be successful. Previous studies have shown that the coordinator for students with disabilities need more knowledge and tools in their dialog with students with AS. To support dialogues about needs, ICF provides a multidimensional conceptual structure and a common language. When screening the impact of AS in higher education, lists including essential areas of student role demands and person characteristics related to ICF categories can be used as checklists to describe individual students? functioning and need of support. The aim of this study was to identify a list of ICF categories serving as a bases for a future selection process purposing to obtain consensus among experts regarding the most essential areas to be included in a screening tool for providing support to students with AS. The method was a descriptive qualitative approach; data from five sources were linked to ICF codes to explore the perspectives held by expert groups such as students, education authorities, health organizations, and researchers concerning information needed to provide support.

The result consist in total of 113 ICF categories that were included in the final list. Categories related to learning, tasks and demands, interactions, and recreation were most frequently mentioned. The result shows that Students with AS need individualized support in several areas of functioning to maintain participation in higher education activities, such as task performance, carrying out routines and time management.

Network 1: Adult learning – at work, in education and everyday life

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-206 Chair: Eva-Marie Harlin

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688 A new phenomenology of the body – Merleau-Ponty vs. Hermann Schmitz

Sune Frølund

Department of Education, University of Aarhus

A thorough phenomenology of the body is crucial to educational theory and practice, not least to balance the strong influence from cognitivism and brain research. Hermann Schmitz has described a new type of phenomenology in which the body and the emotions are central concepts. His phenomenology of the felt body is the most thorough philosophy of the body since Maurice Merleau-Ponty's Phénoménologie de la perception from 1945, but is still widely unknown among educationalists in the Nordic area. My paper will remedy this by presenting Hermann Schmitz's description and analysis of the body and confront it with Merleau-Ponty's theory of "the lived body", which – according to Schmitz - are ambivalently tied to the very dualism it sets out to overcome.

Network 1: Adult learning – at work, in education and everyday life

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-206 Chair: Eva-Marie Harlin

207 Developmental Evaluation – Qualitative Document Analysis of Principles in Finnish Educational Evaluation Reports

Päivi Atjonen

University of Eastern Finland/Philosophical Faculty

The main aim of this on-going research is to analyse how key principles of developmental evaluation (DE) are presented, justified and addressed in Finnish evaluation reports published on the educational sector. It represents a type of meta-evaluation. DE and some related concepts (e.g, empowerment/participatory/real-time/action/process evaluation) were defined, and the main principles of DE discovered, from the research literature using, among other authors, Michael Patton's writings as a key source. The principles of contextuality, revelation, participation, process-orientation, multi-method approach, future orientation and interaction were identified.

Various Finnish databases were systematically searched to find evaluation reports where authors stated explicitly that principles of developmental evaluation were followed. Program, project and thematic evaluations since 2005 were accepted; evaluations of universities and polytechnics were excluded. Only educational sector and larger reports were analysed; evaluations of social and welfare or employment affairs and short articles were excluded.

Twenty-two reports were included in the analysis, comprising 2109 pages (range: 29–270 pages). The evaluation reports dealt with, for example, on-the-job learning in vocational education, regional influences of vocational education, teachers' pedagogical development, development of guidance and counselling at schools, experiences of flexible basic education, networking of special day care staff and development of services in early childhood education. Target groups (informants) of the evaluations were educational professionals (teachers, counsellors, planners, providers, and coordinators).

The method of analysis is close reading, meaning that certain parts of the reports (e.g., introduction, evaluation protocol, parts of results, recommendations, and conclusions) are read carefully to identify the above-mentioned DE principles. Citations of principles and their reasoning are selected from the documents and presented to illustrate the manifestation of principles on the text level.

The analysis is in progress, and the results will be presented in the congress. According to the preliminary results, there are remarkable differences in principles and their implementation in different evaluations. The most thoroughly detailed principles were multi-method approach, revelation, and contextuality. Future orientation, participation and true interaction were poorly addressed. True developmental evaluation is critically questioned based on this meta-evaluation.

Network 1: Adult learning – at work, in education and everyday life

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-206 Chair: Eva-Marie Harlin

153 Watching oneself teach - long-term effects of teachers' reflections on their video recorded teaching

Eva-Marie Harlin

Behavioural Sciences and Learning

Abstract
The study I will present examines changes in teaching habits reported by folk high school teachers after having the opportunity to watch themselves teach on video. It is a longitudinal study in which 43 student teachers participated in the first step during their teacher education. When the student teachers saw themselves teaching, they were surprised by certain habits and wrote that they wanted to change them. Two years later, eight of these teachers video once again recorded their teaching. Data was collected by qualitative interviews held on each teacher's workplace, the folk high school where they were employed already during their teacher education. The interpretation and analyse are based on pragmatic philosophy and Mead's concepts "I" and "me". The idea is that when the teachers watch the video from their own classroom they have the possibility to see their "I" acting. Without this tool it is problematic to make this distance to yourself. The teachers do self-reflections and self-reports based on what they see on the film. In the interviews, the teachers interpret their "I" and thereby talk about their "me". It becomes clear that the majority of the teachers in different ways have changed their habits. It is not only a question of new habits but also of the refinement of previous habits. Four categories of changed habits are presented; Shift in the opportunity to speak in favour of the participants; Reduced service orientation; Reduced control and Building relationships.

Network 1: Adult learning – at work, in education and everyday life

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-206 Chair: Eva-Marie Harlin

536 Learning and teaching analysis - in a comparative perspective - Nordic language

Ann Margareth Aasen

Hedmark Universtity College, Centre of the Study of Educational Practice

Today, every school conducts some kind of competence development work, although with varying results. The goal of developmental work in school is to change and develop teachers' classroom practices to give students the best possible learning outcomes, both academically and socially (Fullan, 2001). Several empirical studies show a strong correlation between the quality of various aspects of the learning environment and students' academically outcomes (Nordenbo 2008; Hattie 2009). Both in Norway and in Denmark there are various programs schools can follow in their educational development. One of these is the LP model. LP stands for learning and pedagogical analysis. In short, it is a strategy for how educators can work systematically and long term to improve the learning environment for all students in the school. LP model is not a teaching method or way of working that will be used directly in the training. LP-model is based on a systems perspective and an analytical model to be used by teachers to identify appropriate educational interventions on the challenges that exist in the school day (Nordahl et al. 2012).
In Norway, there are over 280 schools that have been involved in the work of the LP model from the first schools began in 2006. In Denmark, the LP model is implemented in 580 schools from 2007 until today. Evaluation is an important part of the LP model. All schools conduct two surveys during the project period. The focus of the first survey is to discover whether any one particular area is especially strong or weak. The second survey focuses on change and development. It is Centre of the Study of Educational Practice which have the, this evaluation responsibilities both in Norway and Denmark.
This paper intends to present some of the quantitative data relating to the LP model, with the following question: What results it appears that the work of the LP model and the Norwegian and Danish schools?
Results from previous evaluations of the LP model show positive changes for the schools that have worked according to the principles from the LP-model, but there are not any comparative studies before.

Network 2: Arts Culture and Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-203 Chair: Eva Ahlskog-Björkman

371 Heaven cloth and dancing lines: A collaborative visual art installation as art educational research.

Rósa Kristín Júlíusdóttir

University of Akureyri, Iceland

This presentation has its roots in a narrative of an extended encounter between Kalli an art student/artist (with physical disability and severe speech impairment) and myself; art educator/artist. Kalli enrolled in my classes for children at the Akureyri School of Visual Arts at age five. Our cooperation started as interplay between pupil and teacher and developed into collaboration between two friends: collaborators in art.

The arguments I explore will draw on the installation Heaven cloth and dancing lines; a collaborative art practice, the outcome of our visual dialogue over one year, 2008 – 2009. Placed in the university library it invited students and other guests to experience the work through interaction. By our experiential research, we pursue to contribute to new ways of working and understanding through explorative art practices as a/r/tographers.

A/r/tography is a hybrid of arts-based research. A methodology where practices of artists, researchers, and teachers are seen as places of inquiry and those practices are used to create, interpret and portray understandings (see Sinner, 2006).

The integration of the arts in research blurs the traditional pattern of inquiry, and can productively disrupt the protocols and procedures of the academy (see Sinner, 2006). Being engaged in this research we have become immersed in a journey of discovery in which we have learned about ourselves and also ourselves in relationship with others. The journey that is a/r/tographical research is in fact a creative process searching for meaning and transformation. It can take on new and unexpected directions.

There is need in education, not least in visual arts education, for critical investigation of issues related to disability culture and representation. Our narrative has the potential to extend the discourse of disability within art education to include an engagement with the sociopolitical issue of ableism in art curriculum (see Eisenhauer, 2007). A/r/tography and arts-based research in general, is fundamentally concerned with sharing lived experiences because collaboration represents a potential to include voices in research that may not otherwise be heard.

Network 2: Arts Culture and Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-203 Chair: Eva Ahlskog-Björkman

228 Working in a creative process in the context Sogn Art Centre:

Berit Slåttum

The art project Landscapes, Houses and Colour is a collaboration between Sogn og Fjordane University College and Sogn Art Centre on the initiative of Assistant Professor Hege Gjerde and Berit Slåttum. In this project the work of the local artist Hans Gjesme (1904-94) has been studied in different ways by children of various ages. The project is inspired by a curriculum in the arts developed by Malcolm Ross in The Creative Arts (1978).
Sogn Art Centre is a department of The Museums in Sogn og Fjordane County featuring a collection of Gjesme´s major work. The project is funded by Kunstløftet, a project by the Norwegian Arts council. The participants in the project (from a local pre-school and primary school) had several sessions at the museum, including a visit to Hans Gjesme's home. Two students from the Teacher Training Program at the University College have participated to assist and observe.
The project goals are:
• to develop arenas for children to meet art
• to create ways to approach art with children
• to stimulate children to develop their own unique way of expressing themselves through art
To achieve this we worked with approaching art and encourage the children to explore and develop their own expressions. This requires enough time, as well as an age appropriate perspective that includes exploring, mediation and reflection. An attitude of curiosity and the ability to listen, wonder and philosophize together with the children is central in this process. The path of the work is decided by the children, while the leader uses her knowledge and experience to guide them in their practice.

In the next stage of this project I will be looking at how the primary school children worked within the project. I will reflect and discuss the findings related to the art and motifs of Hans Gjesme. In addition, I will reflect on the process of teaching art in a gallery space and how this affects the result. This work will be based on observations and photos from each session, along with my own reflections and an analysis of the children's artwork.

Network 2: Arts Culture and Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-203 Chair: Eva Ahlskog-Björkman

145 Learning visual literacy skills in the context Sogn Art Center.

Hege Gjerde Sviggum

Sogn og Fjordane University College

This paper examines what visual literacy skills the children have learned and whether the methods in the art project "Landscapes, houses and colour" have had an impact on the children's learning. I also take into account the increasing use of imagery in society and the need for visual literacy skills to be able to participate fully in society. In contrast, there has been a downscaling of the school subjects – throughout the educational course – that traditionally teach such basic knowledge.
The art project "Landscapes, houses and colour" is a collaboration between Sogn og Fjordane University college and Sogn Art Centre.
The project goals are:
• to develop arenas for children to meet art
• the production of visual creative work at the art centre
• to create ways to approach art with children and to stimulate the children to develop their own expression.
The project has an emphasis on promoting children's curiosity, creativity and exploration and regard these attributes as necessary devices for a creative process to take place. The project is funded by "Kunstløftet", a project initiated by the Arts council in Norway. The participants in the project are the pupils of 5th grade from Lærdalsøyri school and 24 five-year-olds from Lærdalsøyri Pre-school. The art of the local artist Hans Gjesme (1904–1994) has been studied in different ways and the children have had several sessions at the museum and a visit to Hans Gjesme's home.
I will be looking at how the pre-school children worked within the project and reflect and discuss the findings related to the learning of visual literacy skills. The method for my inquiries are an analysis of the children's artwork and observation of the children at work. I have also used reflections and notes from each session at the museum and interviews with the pre-school teachers. The theory basis for this paper will be art didactics, visual literacy and theory on the competence to act.

Network 3: Early Childhood Research

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-204 Chair: Kristín Norðdahl

191 Young children's views and preferences of their outdoor environment

Kristín Norðdahl

Universtity of Iceland. School of Education

The study aims at enhancing awareness of young children's views and preferences about their outdoor environment, as well as of the importance of children's participation in decisions relating to the outdoor environment. Socio-cultural theory and seeing children as capable of participating in decisions concerning themselves constitute the theoretical background of the study. The research was done in a research and development project where children worked on their ideas of how they wanted their school grounds to be, and in that way participated in the decision of how the grounds would be constructed. In all, 289 children ages four to nine participated in the project and thereby also in the research. From this group, 16 children were selected to participate in interviews about their views of the outdoor environment, including eight preschool children (four to five years old, two boys and two girls from each class year), and eight primary school children (seven to nine years old, two boys and two girls in each class year). Ten primary school teachers and seven preschool teachers also participated in the study. School classes in these age ranges were visited for observation while the children worked on the project of designing their school yard. The findings show that the children preferred natural phenomena and variation in landscape as well as play equipment, and that outside they wanted to challenge themselves as well as be secure, explore, be in contact with others, find or create nests, and enjoy beautiful things. Children appreciated participating in decision-making about their outdoors. The findings indicate that involving children in the decision-making process can increase the quality of their outdoor environment and their school curriculum, and offer opportunities for children's participation in society.

Network 3: Early Childhood Research

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-204 Chair: Kristín Norðdahl

789 The impact of group size in preschool

Pia Williams, Ingrid Pramling Samuelsson, Sonja Sheridan & Panagiota Nasioupoulo

Gothenburg University, Department of education, communication and learning

Over the last decade, group size in preschool has become an important issue for Swedish preschool teachers. In Sweden 87 per cent of children in the ages of 1 and 5 are enrolled in preschool. A key issue related to the education of these children is the impact of group size. This study aims to investigate the impact of group size on the affordances available to children in relation to the intentions instantiated in the curriculum and to children's learning and knowledge formation. The research question we address is: In relation to the preschool curriculum and depending on group size, how do teacher's express views on group sizes in preschool?
Despite a long preschool tradition in Sweden and a preschool system that is nearing completion, there is limited research and knowledge about how large groups impact teachers? working conditions including their ability to meet curriculum intentions and support children?s learning and knowledge formation. There are even fewer studies that focus on the relationship between the youngest children and group size in preschool. These needs make the size of preschool groups important foci for research in Sweden as well as in the other Nordic countries. The study takes an interactionistic perspective based on Urie Bronfenbrenner?s ecological systems. Methods used are interviews, video observations and interplay between teachers and children. Analyses will be conducted drawing on Urie Bronfenbrenner?s ecological system theory and development pedagogy to examine similarities, differences and the variation of available affordances. 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 is expected generate knowledge of the perspectives of teachers on the impact of group size in preschool and the affordances available to children in relation to curriculum goals depending on the size of their group.

Sonja.sheridan@ped.gu.se
Ingrid.pramling@ped.gu.se
Panagiota.nasioupoulo@ped.gu.se

Network 4: Classroom Research and Ethnographic Studies

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-209 Chair: Finn Aarsæher/Elisabeth Bjørnestad

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667 Youth Identity - between home and school

Niels Kryger

Department of Education (DPU), Aarhus University

The paper presents findings from a study based on interviews with 62 Danish adolescents (15-16 years old) from ninth grade in three Danish schools (The Danish Folkeskole). The focus is how they narrate about their shaping an identity of themselves in home school relations, and especially how they from their diverse positions (given by themselves as well as by the social settings) manage to face the ambiguous demand for creating an identity as independent and autonomous in the context of home and school (and relations between these). One of the issues discussed is that the school in addition to its function as the official academic school, also functions as arena for 'youth cultural' positioning. And another is that an important element in young people's shaping a youth identity is negotiation of generational relations to the 'near-by-adults' which implies both parents and teachers and their mutual relations.

Network 4: Classroom Research and Ethnographic Studies

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-209 Chair: Finn Aarsæher/Elisabeth Bjørnestad

243 Transitions in the Norwegian educational system - from kindergarten to apprentice – a pilot study

Tron Inglar, Finn Aarsæther, Elisabeth Bjørnestad and Inger Kristine Jensen

Oslo and Akershus University College of Applied Science

Our main purpose is to shed light on the challenges students experience as they proceed to a new level in their educational careers, as well as focusing on the expectations of the teachers as they prepare their students for a new level, and/or receive students from a lower one.

In Norway the compulsory education have an extension of 10 years, and all students are entitled to three years further education, an offer which 96 pst. of the cohorts regularly accept. However, a rather large part of the students fail to complete, and in 2011, 31 percent of the students left school without completion. Previous research has documented clear links between linguistically stimulating processes in Kindergarten and the acquisition of basic skills at the elementary level, furthermore strong correlation between good command of basic skills up to grade 7 and the students´ grades when they leave grade 10. The students´ total result from grades 8-10 are shown to be decisive for their success in their further schooling.

With this is mind, we wish to focus on the transition points in the educational careers of Norwegian students. For the pilot study, the main research question is as follows:
• To what extent do the learning environments and working methods at each level in the educational system support good transitions for the students?

Both, the framework plan for Kindergarten and the curriculum LK06 for primary, secondary and upper secondary school describe the importance of ensuring good transitions between the various levels. However, how this transition is going to take place and what kind of theories and ideology it is based on, is nearly absent in all documents. This study aims at getting research based knowledge of these transition processes, by documenting practices and expectations at various levels in the educational system.

For this pilot, we are carrying out focus-group interviews with science, math and mother tongue teachers at all levels (kindergarten, primary, secondary, upper secondary and apprentice program) and groups of students at the different school levels.

Findings: We will present findings from the interviews with special focus on continuity, similarities and differences between levels and subjects, and the student's experiences and expectations.

Network 4: Classroom Research and Ethnographic Studies

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-209 Chair: Finn Aarsæher/Elisabeth Bjørnestad

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180 Vocational Education in practice: a pilot observation study of the construction program in a Swedish upper secondary school

Magnus Fjellström

Department of Applied Educational Science

This paper is based on a pilot observation study as a part of my thesis. It is based on the situation that 2/3 of the student's vocational education of a Construction program in the northern Sweden is placed in a Project Based Vocational Education context that are similar to a real workplace. The aim of the study is to describe and analyze competences gained from Project Based Vocational Education and how it can relate to syllabuses that are connected to the national Construction program. On the basis of the demands from the building industry of having competent workers, and the demands from specific course syllabuses, it is central to see how Project Based Vocational Education can affect the student's vocational knowledge. With this background it is important to conduct a study that makes the relationship between the production of these projects and the goal of vocational education visible. This study also deals with the fact that Project Based Vocational Education is generally known as a common phenomenon in the Construction program in Swedish Upper Secondary School. In order to reach the aim following research questions were asked: i) What knowledge are students able to develop through a Project Based Vocational Education learning environment? ii) What is the relationship between vocational competences gained from Project Based Vocational Education and course syllabuses? Preliminary results from the pilot observation study will be discussed at presentation.

Network 6: Educational Leadership Network

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-303 Chair: Helene Ärlestig

138 Leading the small rural school in Australia and Iceland: Building leadership capacity

Sigríður Margrét Sigurðardóttir, Helen Wildy and Robert Faulkner

University of Western Australia, University of Akureyri, Iceland

Declining rural demographic, and urbanization leading to the closure and amalgamation of rural schools is reality that faces many of the Nordic countries as well as being a worldwide phenomenon. Principals in rural areas have to deal with the consequences as well as facing increased pressure to improve student learning outcomes, and increased policy demands at local and national levels. Those principals have often had little or no preparation and support for their job. This study provides comparison of two contexts, Australian and Icelandic, which share the features mentioned above, as well as geographic and climatic extremes and a history of small schools. However, there are differences between the two contexts in terms of the place of the school as a social institution and the cultural differences between the two countries highlight the taken-for-granted contexts. This study addresses how principals of small rural schools with no principal preparation build leadership capacity of their staff. It also explores the impact of place on the work, preparation and development of principals. The research question was: How do principals of small rural schools in Iceland and Australia build the leadership capacity of their staff? A comparative design with purposive sampling was used, and interpretive phenomenological approach is adopted using the case study of the principal. Data was collected using formal and informal interviews with the principals, observation of school activities and document analysis. The data is represented as short narrative accounts to illustrate key aspects of the phenomena from the principal's perspective and to provide a rich explanatory description of principals' work to develop staff understanding and skill as leaders. The findings in both settings show examples of good schools. However, they show principals that do not deliberately work in a way that would improve leadership capacity among staff, but accommodate the changes they face by making use of what comes along their way, maintaining a culture of acceptance. The findings of the study provide a source of reflection, discussion and learning for participants in principal preparation programs and also ongoing principal professional development programs.

Network 6: Educational Leadership Network

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-303 Chair: Helene Ärlestig

615 Knowlegd Leaderspip in Practice - A principal`s potential for action

Bjart Grutle

Stord/Haugesund University College

This study analyses how different principals in a municipality in western Norway perceive and use their potential for action in relation to recommendations from external school evaluation.

This municipality has conducted external school evaluation during the period 2005 - 2012 in all municipal schools. The assessment team included representatives from municipal advisory service and external professionals from colleges and / or schools. In the period 2005 - 2009 they focused on inclusive education, later on the learning environment.

The evaluation was conducted using observations in classrooms, interviews with school staff and the student council, and a questionnaire to parents. A report was later written which also included specific recommendations for improvements.

The analysis is based on qualitative interviews from 2011-2012 with ten principals and four representatives from the school owners and municipal advisory service. The interviews focused on how principals perceived their responsibility and opportunities in following up the recommendations in practice. Both primary and secondary school principals were interviewed.

A key pattern in the material indicates that principals, who were employed at the time of evaluation, seem to show a greater commitment than the others. This finding substantiates the assertion that early involvement and interaction are important in "building shared vision" for development (Senge 1990)

Preliminary findings suggest different views among the interviewed principals. One principal talks about implementing the measures outlined in the recommendation and getting help from the municipal advisory service in conducting this. This may indicate a principal-agent relationship where the principal largely sees his role as an implementing agent on behalf of the school owner (Colbjørnsen 2011).

The opposite view is represented by the principal more inclined to "Fourth Way" (Hargreaves & Shirley 2012) in which he freely interprets the recommendation and summarizes that "we started from outside, from the frames, and then worked our way into the core of learning."

As shown, the different principals` actions represent a wide range of interpretations. New Public Management and its emphasis on "accountability" will form a backdrop to the analyses that are made connected to these.

Network 6: Educational Leadership Network

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-303 Chair: Helene Ärlestig

463 "School Inspections – a Nordic model?" A comparative analysis of national steering documents in Norway and Sweden

Jeffrey Brooks Hall and Kirsten Sivesind

Department of Teacher Education and School Research, University of Oslo

School inspections are understood as a form of governance, where authorities play a leading role through audit and quality control of the educational sector. Through a systematic, comparative document analysis of school inspections in Norway and Sweden, we examine how inspections have a regulative function in public administration. In this paper, we study national steering documents such as the Education Acts, National Public Reports, White Papers and Parliamentary Audit Reports, as well as annual inspection reports. Additionally, we look at how school inspectors are expected to apply legal standards in the two countries. Key points are; a) How do the inspection systems in these countries vary, b) is audit compliance-oriented or performance-oriented, and finally c) to what degree do inspectors intervene into school practices through in-depth audit? The paper furthermore discusses key terms such as "inspection", "audit" and "supervision", however not without challenges. In all cross-national comparative studies, language may seem to act as a barrier to fully grasp both the content, as well as the levels of governance through which steering documents are implemented. The research problem is; "Does inspection follow a regime emphasizing formal norms and rules (compliance-oriented), or rather govern directly through accountability measures which focus on rights and outcomes (performance-oriented)?"

Until now there have been relatively few studies of how school inspections in the Norwegian realm pan out. However, substantial research on school inspections in Sweden has been carried out by e.g. Rönnberg (2012). Theoretically, the study will draw upon institutional concepts understood both as rational, Weberian (Olsen 2005) as well as neo-institutional such as conveyed by e.g. Pollitt & Bouckaert (2011). We expect that even if the "Nordic model" of public administration from a distance seems to be somewhat homogeneous, there seems to be substantial evidence of major differences in the inspection regimes of both countries.

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Pollitt, C, & Bouckaert, G. (2011) Public Management Reform: A Comparative Analysis – New Public Management, Governance, and the Neo–Weberian State. IRAS:78 (3)
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Network 6: Educational Leadership Network

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-303 Chair: Helene Ärlestig

777 Bringing „management" into classrooms

Eirik J. Irgens

NTNU

Classroom management is not a new concept, but in recent years it seems that it has gained new interest. It is published anthologies, articles and books on classroom management, and in Norway it is emphasized in policy documents as an important competency for teachers.

The purpose of this theoretical article is to contribute to a critical perspective on the application of the "management" concept in education, exemplified by classroom management. In a diffusion perspective the renewed focus on classroom management can be seen as an expression of an educational fashion and a travelling educational idea (Røvik, 1998), and in a change perspective as legitimizing rhetoric (Borum, 1995). In the first case, it represents a trend in which more and more schools are using the concept because others are doing it – a so-called mimetic isomorphism (DiMaggio & Powell, 1983). In the latter case, it means that "management" is connected to "class" in order to legitimize attempts to change teachers' work in the classroom. The new construction "class management" becomes a carrier and a legitimation of new ideologies and practices. A third way to understand the increased awareness of classroom management, is as an expression of marketing and positioning: consultants, professors and others who have worked with other popularized concepts, are now marketing the term through articles, books, lectures, and by influencing policy makers and policy documents until the market interest again declines (David & Strang, 2006, pp. 228-229). In either case, I argue that the application of a concept such as "management" creates expectations about what teachers' professional practice should involve. Accordingly, it is important that school leaders and teachers, in order to develop classroom management based on informed judgment, know what values and practices that may be emphasized and legitimized when the concept is brought into schools and classrooms. In this article I will thus outline the two dominant traditions in management, I will discuss how they differ from each other, and how they may contribute to very different practices as they inform a teacher's work in the classroom.

Network 7: Empirical Research on Value Issues in Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-103 Chair: Gunnell Colerud

427 Stigma processes and identity struggling in bullying

Robert Thornberg

Linköping University

Bullying is a social process in which a child in a less powerful position is repeatedly harassed or excluded by others. The aim of the current study was to investigate the social process of school bullying and its relation to victims' identities. Grounded theory methods guided the data collection and analysis. Data were based on ethnographic fieldwork in five Swedish primary school classes (grades 4-5). Observations of everyday school life, informal conversations and qualitative interviews were conducted. Findings revealed a core process of stigmatizing the target child by different-labeling him or her. Peer constructing the victim as a person who is socially misfitted (e.g., "odd", "different", "weird", "not like the rest of us" etc.) was a major theme in each analyzed case of bullying. Being repetitively harassed or excluded by peers over time challenged a child's identity and self-esteem. How the children accounted for the cause of their peer victimization shaped how bullying affected their identity. Being different or a person who does not fit in was a major causal explanation among the victimized children. There was an interplay between incorporating a misfitting identity and self-blaming. However, bullied students also considered alternative causal explanations and expressed an identity struggling as well. They tried to manage and reorganize two identities and the tension between them: the peer constructed misfitting identity and the identity of being an ordinary child. There was also a struggling between proud differentness and shamed differentness. The identity struggling was associated with self-protecting strategies and took place within themselves as well as in interaction with the peers. Furthermore, friend allies and peer sympathizers were prone to participate in the victims' identity struggling by supporting their identity of being an ordinary child or by non-judging their misfitting identity. Nevertheless, some of the peer sympathizers who took a non-judging position towards the misfitting identity of the bullied children seemed to be, at the same time, rather ambivalent and ambiguous between the hegemony of a conformity discourse (leading to justifying bullying and blaming the victim) and an equal-value discourse (leading to condemning bullying and sympathizing with the victim).

Network 7: Empirical Research on Value Issues in Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-103 Chair: Gunnell Colerud

437 Fourth- to seventh grade students' perspectives on bystander roles and bullying situations

Camilla Forsberg, Robert Thornberg and Marcus Samuelsson

Department of Behavioural Sciences and Learning

Research has shown that students take on several different bystander roles in bullying situations. The aim with the present study was to investigate students' own perspectives on bystander actions in bullying situations as well as reasons behind these actions. What do students themselves describe as possible actions to take when witnessing bullying? What reasons and motives do they associate with different bystander behaviors? A constructivist grounded theory approach guided the data collection and analysis. Data were based on 43 individual qualitative interviews with students from fourth- to seventh grade.

The results showed that students' behavior as bystanders in bullying situations is dependent on their interpretations or subjective perceptions of the situation, which guides their actions, which in a broad sense could be intervening, non-intervening and co-bullying. They define the situation in terms of: (a) seriousness, (b) relations, (c) emotions, (d) responsibility, (e) the victims' contribution to the actions. The situational defining sometimes causes a moral distress for not being able to help, and sometimes causes moral disengagement as students blamed the victim for the actions. Overall, there is a strong emphasis on friendships as a motivational factor, where students are more prone to help a victim or a peer in distress if he or she is their friend, whereas non-friends risk to be located outside bystanders' perceived moral responsibility to intervene.

This paper is part of a PhD-project concerning students perspective on bullying. This paper could contribute to Nordic educational research, and especially Network 7: Empirical Research on Value Issues in Education, since it concerns bullying and bystander roles from the students' perspective. This paper give further insights to the complex social processes that influence students bystander roles and could also have relevance for how to deal with bullying at schools since it deepens our understanding of how students come to define bullying situations as well as narrow their bystander actions according to different motives, reasons and situations.

Authors
Camilla Forsberg, Robert Thornberg & Marcus Samuelsson, Department of Behavioral Sciences and Learning, Linköping University

Network 7: Empirical Research on Value Issues in Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-103 Chair: Gunnell Colerud

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624 Deriving 'evidence-based' values as best practice in planning the implementation of anti-bullying interventions

Peter Edward Gill

The Department of Culture Studies, Religious Studies and Educational Sciences

Background: Bullying presents a universal challenge for educators. However, arguments arise as to the nature of bullying, its defining characteristics, its causes and consequences. Pedagogical interventions that specifically target bullies and their victims have begun to rely on specially designed anti-bullying programs. This in turn has led to demands for scientific evaluation of program effectiveness. Each of these phases is values-laden. Practitioners are faced with many practical decisions when deciding on best practice in their work against bullying. This raises a question in regard to how to choose between practical options that are evidence based. Objectives: The goal is to explore, through a lens of values clarification, outcomes of an evaluation of anti-bullying programs used in Sweden (2011) in a search for possible competing values and devise a tentative schema for using evaluation evidence to decide which potential intervention strategies can be considered to rest on 'evidence-based' values. Methods: The author has been part of a four-year research project (2007-2011) that provided in-service education about bullying as well as an evaluation of anti-bullying programs commonly used in Sweden. A narrative analysis, focusing on critical incidents in the planning an implementation phases of both project strands is used to try and isolate moral dilemmas and explicit and tacit values declarations. Expected Findings: Examples of prescriptive and proscriptive moral positions are placed in the context of strategic steps and decisions along the project timeline, concluding in dilemmas concerning formulation of recommendations and their link, more or less, to empirical results. Conclusion: The step of formulating recommendations as "evidence based" is shown to be a process of balancing statistical predictions with a priori values.

Network 7: Empirical Research on Value Issues in Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-103 Chair: Gunnell Colerud

441 Moral disengagement in bullying

Robert Thornberg and Tomas Jungert

Linköping University

Morality could be defined as conceptions of human welfare, justice and rights, and regulations of actions that affect others in these terms. Congruent with this definition, bullying is an example of immoral actions because of its repeated harmful intentions and consequences toward someone in a weaker position. In contrast, defending someone who is bullied is an example of moral actions. In his theory of moral disengagement, Bandura suggested that there are socio-cognitive processes through which people can disengage from humane acts and instead behave inhumanely towards other people. Moral disengagement consists of different mechanisms: moral justification, euphemistic labeling, advantageous comparison, displacement of responsibility, diffusion of responsibility, distorting consequences, and victim attributing. The aim of the current study was to develop and validate a new moral disengagement in bullying scale. Three hundred and seventy-two students filled out a questionnaire. We constructed a 54-item scale designed to measure the tendency of moral disengagement in bullying situations. In addition, we asked students about their involvement in bullying and defender behavior. In order to analyze the data, as a first step we conducted a series of explorative principal-component analyses with varimax rotation in searching for the best factor solution of the moral disengagement scale. After a lot of trials, we ended up with a final seven-factor model based on 18 items. Seven one-way ANOVAs were then conduced, showing significant differences in five moral disengagement mechanisms. Compared with girls, boys expressed significantly higher levels of moral justification, euphemistic labeling, diffusion of responsibility, distorting consequences, and victim attributing. A linear regression analysis was performed with bullying behavior as the dependent variable. Moral justification and victim attributing were the only dimensions of moral disengagement that was significantly related to bullying. A second linear stepwise regression analysis was performed with defender behavior as the dependent variable. Diffusion of responsibility and victim attributing were significantly and negatively related to defending, while the other dimensions of moral disengagement were unrelated to defending. The findings have relevance to Nordic educational research on values education and anti-bullying practices.

Network 8: Gender and Education

Session 2 - Gender and teacher education (Thursday, 7 March 15:30 - 17:00)

Room: E-301 Chair: Jukka Lehtonen

699 Gender, equality and teacher education: research findings

Guðný Guðbjörnsdóttir and Steinunn Helga Lárusdóttir

University of Iceland, School of Education

New requirements for equality education in compulsory schools took effect by law in 2008 when equality became a new subject in compulsory schools. Moreover, in the National Curriculum Guide (2011) for all school levels, equality is listed as one of six values or pillars of education. With reference to the above and also because of the lengthening of teacher education from 3 to 5 years in 2011, it was decided on behalf of RannKyn, Centre for Research on Equality, Gender and Education, to examine how education on gender and equality is being executed in the education of teachers and other professionals at the School of Education, University of Iceland. Data was gathered through eight focus group interviews with teacher educators and interviews with administrators. A questionnaire to teacher educators proved useless due to low response rate. The focus group and individual interviews were all transcribed verbatim and analysed qualitatively. The findings indicate that most teacher educators understand the concept of equality in the wide sense, and see themselves as equality oriented. Some of them tend to either ignore or show resistance to gender equality or focus on gender as a binary essentialist concept. However, other teacher educators are concerned that prejudice and stereotypes about gender and homophopia will cause problems in schools as well as in teacher education. Some of them are worried and call for a clear policy, interactive discussion and information on the websites of the School of Education and RannKyn. The authors emphasize that an effort should be made to bridge the gap between the present practices in teacher education and gender research and make space for gender studies in teacher education. Ways are suggested to that end.

The first author has been in close cooperation with Elina Lahelma and Jukka Lehtonen, from Helsinki University on gender and teacher education research and participated in a pre-conference of NERA on gender and education in Jyväskylä, Finland "Nordic Challenges, Future Possibilities – Gender Awareness in Schools and Teacher Education" in 2011.

Network 8: Gender and Education

Session 2 - Gender and teacher education (Thursday, 7 March 15:30 - 17:00)

Room: E-301 Chair: Jukka Lehtonen

656 Gender and teacher education

Annukka Jauhiainen

University of Turku, Department of Education

The purpose of this paper is to discuss gender issues in contemporary Finnish university and in teacher education especially. I take the gendered culture of the university as the principal subject of this paper. Another starting point is the new higher education policy. The managerialistic shift in universities means that the work of academics in all disciplines has changed because of the entrenchment of managerialism. At the same time, the school sector has also changed. In many countries, also in Finland, the school sector has had to accommodate to considerable shifts as part of state reform agendas and has been subject to new and intensive accountability mechanisms.

The situation is challenging for questions about gender awareness and gender equality promotion. Finland has a history of hundreds of equality projects in education over the last decades. A general result of gender projects in education and teacher education is that it is difficult to utilise the competence and expertise which feminist and gender studies as well as gender equality work have generated. (Brunila 2009; Lahelma 2006.)

The paper draws on data from an empirical study (Jauhiainen, Laiho & Kovalainen 2012) conducted as a part of a Finnish national project "Gender Awareness in Teacher Education" (2008–2010) funded by the Ministry of Education. The aim of the project was to examine the curricula and develop pedagogies in perspective of gender awareness and equality in the units, departments and the faculties involved in teacher training and education. Gender awareness refers to awareness of the inequalities that are taking form in the practices and processes of schools and education. In this paper I will analyse the perceptions of students' concerning the positions of issues around gender equality and awareness. The future teachers and the professionals in the field of education will be in the key position when an attempt is made to promote the gender equality in the society, therefore it is important to study their views.

Network 8: Gender and Education

Session 2 - Gender and teacher education (Thursday, 7 March 15:30 - 17:00)

Room: E-301 Chair: Jukka Lehtonen

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660 Teacher Educators' Strategies and Dilemmas Concerning Gender Segregation and Inclusion

Susanne Kreitz-Sandberg

Linköpings university, Institute for Behavioural Science

This paper analyses how university teachers experience and handle consequences of horizontal segregation in teacher education. The author argues for the need to include university teachers' perspectives in future strategies for developing gender inclusion in university education. The study builds on interviews with subject representatives at a Swedish university. The results exemplify how university teachers reflect on gender policies and their own roles when working with teacher students. Heteronormative patterns also become visible in strategies meant to facilitate gender equality and desegregation. This paper contributes to our knowledge of teacher educators' strategies for, and dilemmas with, working with gender inclusion in teachers' education. It illustrates how gender is constructed and reconstructed in teachers' education. The study revealed that teachers' education is not only – as earlier described – a highly feminised field, it is also a discipline that is permeated by horizontal and vertical segregation typical of higher education.

Network 8: Gender and Education

Session 2 - Gender and teacher education (Thursday, 7 March 15:30 - 17:00)

Room: E-301 Chair: Jukka Lehtonen

727 'Laddish' Cultures in Higher Education in England

Carolyn Jackson

Lancaster University

'The stereotype of the male [university] student has shifted in recent years … In the public imagination, the male student is now someone who makes jokes about rape and tweets racist abuse at footballers who, in medical terms, have just died in public. All of which has alerted the world to the infiltration of British universities by a new breed of scholar: the anti-scholar, the beer-swilling, banter-puking cuckoo in the scholarly nest, The Lad.' (Clive Martin, online, 2012)

While there have been numerous studies exploring laddish cultures within secondary schools in England and elsewhere, including Scandinavia, research on laddism in higher education (H.E.) is scarce. However, anecdotal evidence and media reports suggest that laddism is rife and problematic in universities (see opening quote). For example, Uni Lad - a misogynist website set up in 2010, described on Wikipedia as a 'website promoting lad culture aimed at male university students in the UK' – claims to have over 35,000 visitors every day, and has over 333,000 fans on Facebook. A recent report in The Guardian (UK newspaper) suggests that 'the pressure to join [lad culture] is strong – it is almost an unwritten rule that you must ride the drink-laced banter-wagon of laddishness to enjoy university to its full extent' (26/06/12).

This paper discusses research funded by the Society for Educational Studies, the aim of which is to begin to explore laddism in H.E. It focuses on students studying sports science in a post 1992 English university. Using a combination of methods including questionnaires, observation and interviews, the research (and this paper), explores manifestations of laddism, the implications for students and lecturers, and responses to it.

Network 9: General Didactics

Session 2 - Danning (Thursday, 7 March 15:30 - 17:00)

Room: K-202 Chair: Annika Åkerblom

424 Making sense

Annika Åkerblom

Malmö University

The later Wittgenstein's linguistic turn brought large consequences for the conceptions of learning and teaching. Wittgenstein's conclusion was that the relation between language and thought could not be formulated on a general level, but be experienced in its actual use. Another consequence is that meaning cannot be seen as inherent in words and discourses, but the meaning of language is created in its actual use. A series of investigations on what role language plays in sense making was carried out. Children between 6 and 14 were invited to reflect over their own use of language in one-to-one dialogues. An intentional-expressive research approach, drawing on the later Wittgenstein's conclusions about the function of language was used as a theoretical frame for the investigations. The results show a large variation in the ways children/pupils use language to approach a specific content, concerning physical motion, and how they experience their own use of language. The notion of 'making sense' is used in the paper for when the children express understanding of something in a meaningful way. Making sense concerns both what is expressed and how it is expressed. Some empirical examples of how children use language to make sense will be presented. The findings point at the importance to consider the epistemological role of language use in learning and to emphasize the active and creative role of the agent in learning to make sense of subject matter.

Network 9: General Didactics

Session 2 - Danning (Thursday, 7 March 15:30 - 17:00)

Room: K-202 Chair: Annika Åkerblom

637 The dialogic imagination; attuned, eruptive and disruptive

Ellinor Silius-Ahonen

Arcada

In this paper I explore imagination in pedagogy from a perspective of dialogism, derived from the work of Bachktin (1981, 1986, 1988). His approach comprises human space and human history as conjoined in a patch of reality, as well as in a world of mythos. Bachtin (1986) argues that the corporeal and material is interpreted creatively, ascribing to concreteness symbolic significance. The approach to simultaneously consider the situated subjects and the production of a semiotic space is expressed in metaphorical language. The double-voiced concept of dialogue, a metaphor for human communication (in a broad sense), is related to the pedagogical realm. I will devote my interest on imagination from two departures. One considers how imagination contributes to the creation of a pedagogical landscape. The other illuminates the role of imagination in knowledge construction. In the acts of coming to know, elaboration of what is given is enacted in epistemic work. Foucault (1994) challenging the Aristotelian notion of universal episteme draws attention to human practices. Systems of thought produced by humans through their actions guides my argument that imagination is required for processes of oscillation in knowledge building. I also argue that epistemic work of this kind does not contradict educative responsibility nor knowledge claims; on the contrary its character enables learning to move beyond the self-evident to a creation of meaning. Two educational anchor points are given for my suggestion that imagination is an eruptive force, contributing to pedagogy. I refer to two both contradictory and complementary pedagogies; the pedagogy of place ((Løvlie 2007) and the pedagogy of disruption (Biesta 2010) for locating my reasoning in the everyday activity of school and university. The relevance of imagination in Nordic pedagogy I find in three advantages. As imagination requires a vocabulary of metaphors it can offer creative freedom and non-instrumentality to the discourse of pedagogy. As cultural practice, a repertoire of imaginative tools provides teachers with means for a polyphonic orchestration for the purpose of recognizing and embracing human experience and authenticity. As an eruptive force it has an impact on the re-construction of educational settings constituting conditions for education.

Network 9: General Didactics

Session 2 - Danning (Thursday, 7 March 15:30 - 17:00)

Room: K-202 Chair: Annika Åkerblom

161 The pedagogic turn within educational research

Herner Saeverot

Department of Education, University of Bergen

This article argues that there is a need to introduce the concept of general pedagogical science [allmenn pedagogikkvitenskap]. Like educational science [utdanningsvitenskap] the idea of general pedagogical science does include collaboration with other disciplines, but, and here's the key difference, it does so in a different way. Where educational science gives other disciplines, such as psychology, sociology and philosophy, an equally important role as 'pedagogikk' regarding educational issues and research, general pedagogical science does relate to the concept of pedagogical judgment [pedagogisk dømmekraft], a concept which clarifies, strengthens and legitimizes the pedagogical dimension within educational research. The main reason is that the pedagogical judgment happens in the tension between theoretical and empirical educational research on the one hand and pedagogical action [pedagogisk handling] on the other hand, so that the educational research can be validated in terms of making the research pedagogically relevant. The idea of educational science, on the other hand, lacks a similar term or a similar idea. This science does not undergo any systematic validation of the educational research, hence the risk is high that this research does bring the focus away from pedagogical problem areas.

Network 9: General Didactics

Session 2 - Danning (Thursday, 7 March 15:30 - 17:00)

Room: K-202 Chair: Annika Åkerblom

402 Contextualizing Critical Literacy

Ninni Wahlström, Albin Skillmark and Marianne Skoog

Örebro University

This paper concerns critical literacy and its relation to society. The microanalytic focus on texts, methods and learners in critical literacy studies needs to be supplemented by addressing how local text practices are shaped in relation to larger social forces and global changes, as Luke & Freebody (1997) argue, when they emphasize that these larger perspectives "can form the very bases and objects of study of a critical literacy curriculum". They ask for a stronger social imagination in guiding literacy education, acknowledging globalized political and environmental challenges as well as new communication patterns. To capture these wider social conditions, we take our starting point in the concept of cosmopolitanism.
Drawing on a growing interest for empirical studies in critical literacy and literacy content in early literacy education (e.g. Bergöö & Jönsson 2012, Schmidt & Gustavsson 2011), we will in this paper more clearly address the question: 'critical literacy in relation to what?' when conducting empirical studies. Thus, the aim of this paper is to answer the following two interrelated research questions: With what concepts can the ambiguous term 'critical literacy' be characterized? How can critical literacy be related to the wider society through the concept of cosmopolitanism?
This study is a conceptual analysis in the border zone between empirical literacy studies and studies in sociology/philosophy, where we examine the possibilities of establishing a link between the concepts of critical literacy and cosmopolitanism. Thus we examine connections between basic assumptions in critical literacy through the lens of three scholars within the genre: Anne Haas Dyson (1997), Vivian Maria Vasques (2004) and Hilary Janks (2010), in relation to three perspectives on cosmopolitanism: as cosmopolitan orientation, as cosmopolitanization and as a communicative cosmopolitanism.
The analysis shows that critical literacy can be understood as a socio-political approach to literacy, framed by a critical social theory of cosmopolitanism, in its focus on deconstructing and reconstruction of texts and images.

Relevance: The paper elaborate on the relation between two topical international research concepts, critical literacy and cosmopolitanism, which represent an interest for Nordic researchers

Network 10: Higher Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-207 Chair: Anders Olsson

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284 FOR WHOM WILL THE UNIVERSITY GATES OPEN? A study of the selection for admission to Finnish universities and fields of study in the beginning of the 21st century

Hanna Nori

University of Turku, Deparment of Education

This study examines the selection for admission to Finnish universities in the beginning of the 21st century. It is based on the comparison of the backgrounds of those who applied, the ones accepted and the ones rejected. The aim of the study is to clarify how educational equality is reflected in the admission selection. A special emphasis is given to the difference between genders, different ages and social groups and places of residence. The study also considers the kind of background factors that promote university admission and how the Finnish university fields is segmented between universities and fields of study based on the background of the applicants and those admitted.

The main source material of the study is a person based register created by co-operation between the national applicants register (HAREK) and Statistics Finland. The material consists of a 40 % random sample of the year 2003 applicants to Finnish universities (N = 55 790). The variables of the material reflect the background of the applicants, their life circumstances, previous education ant the social status of their childhood family. The study also use uses chart material formed from the entire applicant group (N = 139 668).

The factors contributing to admission were analysed by logistic regression analysis. The analysis revealed that the age, former education, place of residence, main activity, father's education and socioeconomic status had an impact independent from other background factors. The factors not contributing to admission were gender, socioeconomic status, income and father's basic education.

The basic elements of the student selection process were also repeated in this study: the offspring of the most educated and high social status parents gained a study place more often than other applicants. The structural changes in the university institution over the decades have not changed the basics of selection. The segmentation of universities by the social background of the applicant was a much clearer than by the field of study. Universities in the capital area were classified as elitist based on the social status of the father. The placement of the different fields of study on the elitist-populist axis varied greatly between universities. Engineering, mathematical and natural sciences and economics were, however, placed above average while education and pharmacy were considered more populist.

Network 10: Higher Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-207 Chair: Anders Olsson

641 The Public Role of Universities – Survey among Icelandic Academics

Sigurður Kristinsson

University of Akureyri

This presentation reports research on how Icelandic university staff involved in teaching and research understands the role of the university, and how they view their own obligations to serve society as academics. The results are measured against four university traditions or ideologies, named after Cardinal Newman, Wilhelm Humboldt, St. Thomas Aquinas and Napoleon Bonaparte. A questionnaire was sent to all academic staff and researchers at Icelandic universities. The results strongly indicate that the basic values of the Humboldt university are strongly entrenched in the community of Icelandic academics. They emphasize that a university ought to be a force of criticism in society, and they share the vision that a university is an independent, academic zone of immunity, where academic freedom and institutional autonomy are fundamental values that need increased protection. They believe it is important to establish rules for governing the funding of university positions, and they are deeply concerned that university funding is becoming increasingly dependent on wealthy special interests with the consequence that researchers, specialists, teachers and students have less than full freedom to seek the truth in every matter. The working environment of Icelandic academics is also strongly criticized, especially the systematic evaluation of the effectiveness of university teachers and researchers, which determines their wages and promotion opportunities. Being directly linked with the academic workers' material interests, this evaluation system has a controlling influence that threatens academic freedom. In particular, the incentives it creates appear to be at odds with the professional ideals to which university staff adheres concerning participation in communal discourse.

Network 10: Higher Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-207 Chair: Anders Olsson

512 Art-based business learning in higher education: connecting artistic and economic knowledge domains

Hannu Ojala,Tanja Vilén and Aino-Maija Lahtinen

Sibelius Academy

Artists and artistic projects face nowadays an increasing competition and decreasing subsidies also in Nordic countries, which means that learning basic business competencies have become important to arts students. A fundamental business capability is accounting that is the process of recording, communicating and assuring financial information to the users such as shareholders and managers. However, this type of knowledge has been seen as distant from artistic work creating resistance and thus hindering the learning process.

Aim of the paper is to explore how bridging the artistic knowledge domain facilitates the construction of knowledge and understanding of business economics. In more detail, the paper aims to answer the following research questions:

1) What kind of analogies between artistic and business economics domains the students create to demonstrate their understanding of key concepts in business economics?
2) How do the analogies created by the students reveal the level of their understanding of business economics?

According to the widely accepted view, new knowledge and understanding is constructed on the basis of the learner's prior knowledge. Concerning the learning of arts students, arts related topics and the 'artistic' ways of thinking dominate their prior knowledge. When accounting concepts are introduced as new information in accounting courses, the challenge is to enhance students' understanding of accounting concepts and processes in a way that exploits their prior knowledge. Moreover, not only prior knowledge is domain-specific but also the interests, values and emotions of a single students as well as the student group originate from their own domain.

Based on the inductive analysis of learning diaries of arts students in a course on accounting, the paper concludes that that the understanding of business economics was enhanced by searching the analogical structures and processes between the arts and business economics. Also, the artistic analogies revealed the level of the students' understanding of business economics concepts. The paper contributes to the discussion of transformative learning in which the elements of different fields are translated for better understanding. This new pedagogical knowledge about interdisciplinary approaches to teaching and learning provides possibilities to develop new arts-based teaching methods in higher education.

Network 10: Higher Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-207 Chair: Anders Olsson

439 Is there a Nordic invariance in HE educational development – from the perspective of gender and cohorts?

Jón Torfi Jónasson

University of Iceland. School of Education

Jónasson (2011) argued that from a global perspective there are clear signs of important similarities between the expansion of very different educational systems and relating this the discussion of global expansion (Schofer & Meyer, 2005). It has already been shown that there is considerable affinity between educational expansion at the Nordic upper secondary level (Jónasson, 2003) and the higher educational level as well (Jónasson, 2004). The paper will explore data from all the Nordic countries showing the development of for both sexes and for individual cohorts in the range 22-39 and for the different degree levels (although the time-series on this are limited in scope). The dependent variables in the analysis are both enrolment numbers and graduation rates. The available time series typically extend back to the 1970s, but in some cases further back. The similarities and differences between the Nordic systems will be explored from the perspective of these variables. By analysing the variance between the growth characteristics and index of similarity will be discussed. A range of methodological problems will be discussed, inter alia those related to classifying the different HE institutions, and the inclusion of foreign students and students studying abroad.

Jónasson, J. T. (2003). Does the state expand schooling? A study based on five Nordic countries. Comparative Education Review, 47(2), 160-183.
Jónasson, J. T. (2004). Higher education reforms in Iceland at the transition into the twenty-first century. In I. Fägerlind & G. Strömqvist (Eds.), Reforming Higher Education in the Nordic Countries. Studies of change in Denmark, Finland, Iceland, Norway and Sweden (pp. 137-188). Paris: International Institute for Educational Planning.
Jónasson, J. T. (2011). Is there an invariance in educational expansion? Paper presented at the CHER conference (Consortium of Higher Education Researchers).
Schofer, E., & Meyer, J. W. (2005). The Worldwide Expansion of Higher Education in the Twentieth Century. American Sociological Review 70, 898-920.

Network 12: Inclusive Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-101 Chair: Hermína Gunnþórsdóttir and Ingólfur Ásgeir Jóhannesson

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235 Current situations about decentralization and inclusive education in Denmark; focusing on Aabenraa, Lolland, Guldborgsund, Kalundborg municipalities.

Kanako Korenaga

Kochi University, Faculty of Education

In this study, we analyzed that the deployment of inclusive education in Denmark after 2007 municipalities reform. Taking into account regional differences, we focused on the four municipalities. In this paper, we used methods of interview and literature review. Interviews did in 2008 or 2009 (the first time) and 2011 (the second time). Interviewees were mayor, city council member, educational administration staffs, PPR (Pedagogical Psychological Advisory Services), teachers, etc. We asked about the reform trends. The reviewing materials were presented by municipalities. Especially about the overcoming differences in new municipalities, the determination of new strategies, the decision-making process, the special education and special educational organization, the educational reform and position of special schools in inclusive education would be asked. In conclusion, each commune inclusive education has been promoted by some strategies, as the improvement of teaching regular schools, as the development of new special needs education resources, as the use of resources in other area.

Network 12: Inclusive Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-101 Chair: Hermína Gunnþórsdóttir and Ingólfur Ásgeir Jóhannesson

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534 Additional workload or a part of the job? Icelandic teachers' discourse on inclusive education

Hermína Gunnþórsdóttir and Ingólfur Ásgeir Jóhannesson

Faculty of Education, University of Akureyri, School of Education, University of Iceland,

Research topic/aim
The aim is to examine the discourse of Icelandic compulsory school teachers on inclusive education. From 1974 and onwards the education policy in Iceland has been towards inclusion and Iceland is considered to be an example of a highly inclusive education system with few segregated resources for students with special educational needs. In particular the paper focuses on what characterises and legitimises teachers' discourse on inclusive education, the contradictions in the discourse and how teachers have involved themselves in the discourse.

Theoretical and methodology framework
The approach of historical discourse analysis is used to analyse the discourse as it appears in interviews with teachers and media articles on education as well as in key documents issued by the Parliament.

(Expected) conclusions/findings
In the analysis we defined common and distinctive themes as legitimating principles that indicate how teachers reflect and express different concerns on inclusive education. We have identified these patterns as an ensemble in the form of a conjuncture of conflicting ideas.
In that sense we argue that a new policy emphasis – inclusion – has been added to the old ones without a mutual agreement as to how these ideas should be assimilated in an effort to reform the school community so that it can accommodate all students as they are. To us it seems that teachers are lost in what is good or bad and right or wrong and feel confused about what belongs to their job.

Relevance to Nordic educational research.
The paper provides an insight into the complexities of the topic and draws attention to underlying issues around inclusive education that have a direct link with some welfare aspects of the Nordic society and culture. In a difficult financial and economic situation an attention should be given if and how the educational discourse in the Nordic countries – that has been characterised by issues on fairness, ethics and equal rights – has changed?

Attachment to NERA-network and/or symposium
Network 12: Inclusive Education

Network 12: Inclusive Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-101 Chair: Hermína Gunnþórsdóttir and Ingólfur Ásgeir Jóhannesson

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401 Local School Ideologies and Inclusion: The Case of Swedish Independent Schools

Kerstin Göransson and Johan Malmqvist

School of Education, Culture and Communication, Mälardalen University, Västerås, Sweden; **Schoo

This paper reports on the development of a framework for the classification of local school ideologies in relation to inclusion that provides a tool for classifying the general educational direction as well as work with pupils in need of special support of individual schools. The framework defines different aspects of local school ideology in terms of values related to the societal level, school level, and individual level of the education system. The paper also reports on a study exploring variations among Swedish independent schools, concerning local school ideology using the framework as a theoretical tool. In this qualitative analysis, eight schools were selected from results of a questionnaire to all Swedish independent schools (return rate 79.5%) for further analysis based on interviews with different categories of school personnel, parents, and pupils. Five different patterns of local school ideologies were found more or less in line with values of inclusion, e.g. the holistic – inclusive and the market oriented – exclusive. Results are discussed in relation to the multiple and sometimes competing objectives that every school has to deal with and make priorities between. Implications for pupils in need of special support in a school system rapidly undergoing marketization are finally discussed.

Network 13: ICT & Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-102 Chair: Bard Ketil Engen

134 iPad in Context: Interaction Design for Schools?

Bård Ketil Engen, Tonje Hilde Giæver and Louise Mifsud

Oslo and Akershus University College of Applied Sciences

In this paper we present findings from an on-going study of iPad use in a primary school in Oslo, Norway. Our study is based on participatory classroom observations of the pupils' and the teachers' iPad learning activities, as well as teacher interviews. We raise issues of how the iPad's interaction design influences the children's use and their approach to the iPad as a tool for learning. We also focus on the teachers' awareness of the applications' (apps) interaction design. Our findings indicate that the iPad's and apps interaction design hinder the pupils' learning activities. The apps are apparently intuitively designed, in that little or no introduction is needed. Teachers do not introduce the app, but rather describe what the pupils' activity is. Our observations indicate that these apps are not as intuitively designed as initially thought.
We observed that some of the pupils have difficulties in using the apps, and turn to peers for help. Our observations indicate that it is the design is not consistent from one app to another, and that the apps are not designed according to established design standards within the field of Human Computer Interaction (HCI). What kind of introduction does the app need? What kind of adjustment does the app need to be used meaningfully in the classroom?
The teachers in our study used the iPad in teaching organised around stations, where one station is teacher-led, whereas the other stations are independent pupil activities. The pupils rotate from one station to the other. The apps that the teacher chose for these sessions were mainly interactive books and problem-solving apps. Problem solving applications used were initially "locked" and the correct answer "unlocked" different stages of the app. The consequence of this design meant that next pupils who used the app could start at level two. The question is whether the iPad, and the apps, are designed for the individual user rather than several users, and how schools and teachers can best make use of a tool designed for personal use in groups? Furthermore, how does the interaction support pupils' learning activities?

Network 13: ICT & Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-102 Chair: Bard Ketil Engen

136 Out of the WILD and into the Schools: iPads from a Domestication Perspective

Bård Ketil Engen, Tonje Hilde Giæver and Louise Mifsud

Oslo and Akershus University College of Applied Sciences

In this paper we focus on how the school adapts the iPad. How is the iPad adopted and adapted to the school and the teachers' needs? From a historical perspective, the educational sector has adopted and adapted new technologies for its own purposes (Cuban 2001). There have been several studies of mobile technology use, where several of these studies can be characterized as design experiments or intervention studies. Teachers' and pupils' have adopted these to different degrees. Several have expressed scepticism towards mobile devices in the classroom with regards to disruptions (Sharples 2002). Other studies have pointed out that the new technology is motivating (Rogers & Price 2008; Zurita & Nussbaum 2007; Kurti, Milrad & Spikol 2008; Lai et al. 2007). One issue is that several of these studies have had a technological focus. From our perspective, the technology cannot be the only analytical perspective, but has to be analysed from the contextual frame.

In order to understand school's adoption and adaption of different digital technologies we draw on Hirsch & Silverstone's (1992) concept of domestication. The process of domestication can be understood as how technologies are adopted and adapted in specific contexts. In our context, this concept gives insight into how digital media is used and adopted to the school context.

In this paper we report from an ongoing study conducted in a primary school in Oslo, Norway. Our study is based on participatory classroom observations of central actors in the school's logistical and organisational activities, as well as interviews. In this paper we discuss how the school as an organisation accommodates for iPad use across the whole school. We discuss how these accommodations shape and regulate teachers' understanding of the iPad as a tool for supporting learning and how s/he implements iPads in the classroom learning activities.

Network 13: ICT & Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-102 Chair: Bard Ketil Engen

355 Didactical Dimensions in Digital Learning: One Case of Developing Software and Content for Mobile Learning

Mia Porko-Hudd, Marléne Johansson, Kasper Hiltunen, Charlotta Hilli, Mårten Björkgren and Annika Wiklun

Åbo Akademi University

The project Didactical Dimensions in Digital learning, DiDiDi, at Åbo Akademi University, Finland, was initiated in the spring of 2012. DiDiDi ranges from tablet computers in the classroom to Second Life as a learning environment, and from laboratory teaching to teacher training. DiDiDi aims to gather knowledge on digital tools as pedagogic resources to support new theories on digital learning. The main objective is to stay in touch with how digital tools are utilized in Finnish schools and through a critical dialogue between practitioners and researchers participate in generating pedagogical theories for using and developing new educational technologies. DiDiDi has expanded into several subprojects, e.g. learning by blogging; literacy and literature education with the help of tablet computers; and developing new software for mobile learning. In this presentation we will focus on the subproject Talking Tools (TT), which is an interdisciplinary project with the ambition to develop a smartphone-based learning platform to support learning and teaching in the school subject sloyd [slöjd].
In sloyd, learners design and manufacture unique artifacts in a multifaceted work process. This leads to the fact that there are as many unique, asynchronous processes as there are learners. Consequently, learners are in need of different information at very different times. The teacher is therefore often forced to repeat her instructions for individual learners focusing the teacher-learner interaction on repetition rather than on tutoring creative learning processes. Our hypotheses are that portable devices combined with online pedagogical content and documentation tools enhance a mode of learning that enables learners to work both individually and in groups, in their own time, at their own pace, and from their own place. The software and content development, consisting of a range of learning tools from quick information access using code scanning technology to work process documentation in interactive micro blogs, is based on an iterative design process in which the target audience is participating as a test group throughout the various phases of development. Research within the subproject aims to explore the learning process and how TT facilitates both learning and teaching in sloyd.

Network 13: ICT & Education

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: K-102 Chair: Bard Ketil Engen

440 ICT and Pedagogy in Educationally Segregated Swedish Compulsory Schools

Pär Isling Poromaa

Department of Education, Umeå University, Sweden

In Sweden, compulsory schools have a responsibility, according to the curriculum, to provide the facilities and tutoring to ensure that all students are able to use ICT as a tool for seeking knowledge and for education (Lgr 2011). Research has shown that there is digital inequality relating to students' access to and use of ICT, primarily influenced by students' socio-economic background (Samuelsson 2012). Even so, studies analysing how schools' pedagogical, social and economic practice affect students' relationship to ICT are few. Thus, the aim of this article is to explore, describe and analyse three schools' pedagogical relationship to ICT and equality in education.

This study draws on observations and interview data from three schools (age 14-16) with different socio-economic demographics: (I) is an independent school, 81 % of its students' parents have a higher education; (II) is a public school, 78 % of its students come from families with a higher education; (III) is a public school, 45 % of its students come from families with a higher education. The data is analysed using the theoretical concept institutional habitus (Reay et al. 2001). Other tools are Bourdieu's (2005) concept habitus and digital divide (Warschauer 2003).

In school (I) ICT is a controlled learning tool, abuse of the rules means that computers are temporarily taken away from students. In school (II) ICT use is an individualised matter, one group of students use ICT as a tool in teaching while another group of students often use it for entertainment purposes. In the first two schools more time is spent working on development issues related to ICT when compared with (III); where, to a greater extent, teachers have to handle issues related to marketisation, social and discipline problems, and also demonstrate few examples of teacher-led initiatives for the conscious use of ICT in the classroom, with ICT often used primarily for entertainment. Different organisational principles make it difficult for public schools to "compete" with independent schools in ICT-related pedagogical considerations. Independent schools can co-operate with technology companies while the public schools cannot because they are tied to contracts signed by the municipality.

Network 15: Literacy Research Network

Session 1 (Thursday, 7 March 15:30 - 17:00)

Room: K-204 Chair: Maria Magnusson

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413 Using Hilary Janks´ Critical Literacy as a theoretic model for examining teachers´ (own) writing: constraints and benefits

Anna Annerberg

Örebro University/Dalarna University

In this paper I wish to examine and discuss how Hilary Janks´ Critical Literacy as it is presented in Literacy and Power (2010) might be a fruitful theoretic model for both analysing and explaining/interpreting teachers' writing as an expression of professionalism.
My dissertation project circles around upper secondary school teachers´ professional writing with students as recipients. The purpose of the project is to examine teachers´ writing as a literacy practice in the tradition of New Literacy Studies (Street, Luke) and at the same time view these literacy practices as manifestations of discourse (Fairclough, Janks) that call for a discussion of teacher professionalism. The digitalization of teachers' working environment offers and demands new ways of expression in writing, such as multimodality. The analysed data consists of texts, conversations about writing and observations.
Janks has synthesized several theoretical frameworks drawing on Critical Discourse Analysis (Fairclough), Thompson's theory on how ideology works within societies (1981), Multimodality (Kress & van Leeuwen), New Literacy Studies (Green, Gee) and on Foucault's work on power. Her synthesis boils down to four dimensions of texts and their contexts: Domination, Diversity, Access and Design.
Janks´ four dimensions embrace power as both something that is imposed on us from above – something negative – through the dimension of Domination, and as something that we as individuals can influence through the choices we make in how we express ourselves through the dimension of Design. This bipolar perspective can illuminate teachers' literacy practices and explore some of the complexity in their writing as a part of their professionalism. Do they view their writing as an opportunity to be creative (to evoke power) or do they see their writing as controlled by authoritative demands? Or both?
Does the fact that Critical Literacy is not an actual theory, but a synthesis of different and sometimes ontologically opposing theories constitute a problem? Will it be possible to communicate the results of educational research that does not align with one theory, or with theories that view power in the same way?

Network 15: Literacy Research Network

Session 1 (Thursday, 7 March 15:30 - 17:00)

Room: K-204 Chair: Maria Magnusson

52 Litteraturundervisning I endring. Posisjoneringar I den litteraturdidaktiske diskursen - Nordic language

Hallvard Kjelen

Nesna University College and NTNU (Norwegian University of Science and Technology)

The topic of this paper is socio-cultural constructions of the Norwegian subject's literary education. Qualitative interviews form the empirical basis of this study.

Within a discursive analytical framework, I examine how teachers belonging to two different school cultures are positioning themselves in different ways. One of the school cultures is quite conservative and conventional; the other is more receptive to conclusions suggested by new research and to official policy.

A preliminary conclusion is that the discourse on the subject of Norwegian is open and in flux, and is providing a wide range of possibly legitimate subject positions. The discourse as it appears at these two schools shows only to a certain degree naturalization of one specific conception cocerning the subject of literature. Some conceptions, views and positions are, however, in line to a greater extent with official education policy and recent research on the area of literacy and reading education. On the other hand, others are more opposed to main trends.

This study is relevant to Nordic educational research in that it highlights some of the dynamics in a discourse order, and shows how literary education in Norway is currently subject to negotiating and discursive struggle.

Network 16: The Nordic Society for Philosophy of Education

Session 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

739 Experience of Bildung in Adorno's critical theory

Hanna-Maija Huhtala

University of Oulu

The concept of Bildung in Adorno's critical theory

In this paper, I will examine the concept of Bildung in Theodor W. Adorno's philosophy. After the inevitable failure of the process of the Enlightenment Adorno can still find some hope in aesthetics in order to awaken the process of Bildung.

In this process, the subject will face a moment of the "non-identical" within herself as well as in her world relations. As a result, a possibility for counter-factuality will be created. This will increase the productive possibilities of the subject in her various world relations. It will also give rise to discontinuities and disruptions in the status quo. What is crucial here, is Adorno's notion that the process of Bildung reveals the nature of the subject as a reflective cultural being that is ultimately a part of the nature. No dualistic distinction between reason and nature is made.

My examination will focus on the possibilities that Adorno's notion of Bildung opens for pedagogy and
educational philosophy.

Network 16: The Nordic Society for Philosophy of Education

Session 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

42 Implementation of EBP: The problem of causal sufficiency

Tone Kvernbekk

University of Oslo

This paper is about evidence-based practice (EBP) and the causal assumptions that lie behind implementation of research results. I shall investigate one such assumption: that the causes identified through research are sufficient.
EBP is known as the "what works" agenda; its main idea being that practitioners should use the best available evidence to achieve given goals (in education or other professions), in the best interests of both clients and society. Practitioners are thus supposed to act on evidenced knowledge in order to produce desired results effectively. EBP thus has a causal logic.
A sufficient cause is a cause that produces its result every time; in other words, it is invariant. Causal sufficiency can be identified by the vocabulary used. Phrases such as "will lead to", "will promote change", "will produce", "will bring about" clearly betray this kind of causal thinking.
The main reasons why implementers tend to think in terms of sufficiency, I suggest, are as follows: First, sufficiency is intimately connected to manipulation (which is a technical terms meaning changing the values of variables), since sufficient causes can be changed/manipulated to bring about desired changes in, say, learning outcomes. Second, manipulation is possible because sufficient causes are thought to be direct; their effect is not modified in more or less predictable ways by mediating causes. Third, causal sufficiency is connected to generalization, since such causes are invariant and therefore transferable to different contexts. Hence, practitioners are apt to interpret causes identified in research as sufficient causes, whereas in fact they may be intended by researchers (but perhaps only implicitly) as merely necessary, probabilistic or even as enablers. This is where the implementation problem arises. Enablers, necessary and probabilistic causes do not produce results like sufficient causes do; and this may be the cause (sic) of much failed implementation and unfair criticism of research.
The potential for misunderstandings of EBP and its implementation results is therefore great. That points in the direction of the need for a much more nuanced understanding of causality, among researchers and practitioners alike.

Network 16: The Nordic Society for Philosophy of Education

Session 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

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244 Hannah Arendt and the notion of phronesis

Helgard Mahrdt

University of Oslo, Dept. of Educational Research

Human beings do constantly have to take a stand. If it is true that authorities (in former times the church represented such an authority) no longer guide them, must their judgments proceed without any standards or guidance? If we wish to educate the students' engagment for values and principles of democracy (such as freedom, justice and equality), should we, then, turn towards scientific and philosophical knowledge ? Or could it be more fruitful to get help from practical wisdom (phronesis)? I explore these questions by turning to Hannah Arendt's understanding of the notion of phronesis. This leads me to Arendt's reading of Kant's judgment of taste. Here we find according to Arendt a particular virtu or virtuosity, and this virtu is relevant for today's students since they have "to judge without holding on to preconceived standards, norms, and general rules" (Arendt).

Network 16: The Nordic Society for Philosophy of Education

Session 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

452 Learning with a compass

Merete Wiberg

Department of Education, Aarhus University

If learning is seen as a condition for man it might be said that human beings develop through processes of learning. It might be said that the concept of learning has shortcomings due to having no direction. Therefore, it might be argued, it is problematic if the concept of learning replaces a concept of formation. The current concept of learning is criticized by the educational researcher Gert Biesta (Biesta 2009) for on the one hand to be open and maybe empty with regard to content and direction and on the other hand to take an outset in the individual learner and therefore to be an individualistic concept. The idea of this paper is to discuss if and how the current concept of learning in terms of current theories of learning are open/empty and individualistic and how a concept of formation might be necessary to give a direction to learning and on the other hand how a concept of learning might be necessary to analyze processes of formation. The idea is to view the concept of learning and the concept of formation as complementary due to on the one hand to understand learning as a motor for formation and on the other hand to view formation as a compass for processes of learning. The concept of formation is useful for the concept of learning with respect to giving a direction to learning while the concept of learning is useful for the concept of formation in order to offer analytical tools for understanding and facilitating concrete processes of learning. It will be discussed if and how a formational dimension is necessary for the concept of learning. Especially needed in current theories of learning is to explicate how mediation between an individual and a common good/general level takes place. Hegel's description of processes of formation and learning in Phenomenologie des Geistes and Deweys pragmatic and antidualistic philosophy will be applied for the analysis and discussion.

Reference:

(Biesta, G. (2009) Good Education in an age of measurement. In: Educational Assesment, Evaluation and Accountability 21 (1), pp.33-46)

Network 18: Research on Teacher Education and Beginner Teachers

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-201 Chair: Lilja M. Jónsdóttir

267 From Do to Go. About content, quality and forms of participation in the practical part of Teacher Education - Nordic language

Ann-Sofi Wedin

Linkoping University; IBL

This article draws attention to the formal conversations between mentors and teacher students during the practical part of teacher education. We have an interest in how these conversations actually are carried out. In an earlier analysis, based on interviews with mentors and students, we found that contextual factors such as the personality of the mentor and the teacher student, the context of the school etc, affect the mentoring overall; everything from obvious advice to more to more implicit social actions observed by the teacher student. This study is based on an analysis of the actual dialogues in mentoring.
Our results show that these conversations also are contextually dependent. 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.
In the didactic instructions, the mentors vary their instructions over time from control and order to a more balanced influence between student and mentor. This pattern also applies to subjects that the student has not studied while a more open and common procedure characterizes the conversation when it concerns subjects the student has more knowledge about. Thus, the mentoring starts by being technical and instrumental with a focus on the how-aspect, and gradually becomes more reflective, equal and interactive.

Network 18: Research on Teacher Education and Beginner Teachers

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-201 Chair: Lilja M. Jónsdóttir

376 Induction Experiences of Newly Qualified Teachers - a Finnish Perspective

Jessica Aspfors

Åbo Akademi University

Teacher retention and support for newly qualified teachers (NQTs) has during recent years been recognised as an internationally important subject. As induction is not only a decisive period for if teachers stay in the profession, but also for their professional development, it is crucial to deepen our understanding and knowledge of NQTs' experiences during this phase. As part of a larger research project, four studies has been conducted focusing on NQTs' experiences of the profession in the transition from education to work (study I), their first encounters with school and classroom (study II), their relationships within the school community (study III) and support through peer-group mentoring (study IV). Data has been collected through a questionnaire survey and ten focus group meetings with new primary school teachers in 2007–2008. The teachers (N=88 questionnaire, N=17 focus groups) had between one and three years of teaching experience.
The aim of this paper is to present the integrated results of these four studies. The studies have been integrated in line with meta-synthesis used by Noblit and Hare (1988) and Sandelowski and Barroso (2007) and later interpreted into a synthesis with previous research and the theoretical frame of reference. More precisely the theory of practice architectures are used (Kemmis & Grootenboer, 2008), forming a specific practice architecture of induction through NQTs' experiences. Four dimensions seem especially to permeate the studies and emerge when they are integrated. The first dimension, the relational ? emotional, captures the social and emotional nature of induction and teacher's work. The second dimension, the tensional ? mutable, illustrates the intense pace of induction, together with the diffuse and unclear character of a teacher's job. The third dimension, the instructive ? developmental, depicts induction as a unique and intensive phase of learning, maturity and professional development. Finally, the fourth dimension, the reciprocal ? professional, stresses the importance of reciprocity and collaboration in induction, both formally and informally. The results highlight a complex and unpredictable induction practice and the importance for NQTs to communicate and reflect on their work and in this way experience support in their professional development.

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Network 18: Research on Teacher Education and Beginner Teachers

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-201 Chair: Lilja M. Jónsdóttir

645 Stories of Beginning Teachers' Journey during Their First Five Years of Teaching in Iceland

Lilja M. Jónsdóttir

University of Iceland, School of Education

In this proposed paper the focus will be on the findings regarding the paths through which novice teachers travelled during their first five years of teaching. This is the first longitudinal study of novice teachers conducted in Iceland, and the aim was to create knowledge that would bring to light their learning and development; what hindered and what supported them. Through narrative inquiry, which shaped the research methodology and the methods used, their experiences of teaching in grades 1–10 were explored. The research evolves around the key questions on how beginning teachers work with their images of the teacher they initially wanted to become; how they create and re-create their images and identity as teachers; and how their personal practical knowledge developed through their first five years of teaching, however not linear as will be discussed. This research draws heavily on Connelly and Clandinin's ideas, terms and definitions on narrative inquiry, especially the term personal practical knowledge, and it delineates the stories of three participants. The findings from this research confirm, and substantiate, a strong link between the participants' experiences from their homes and upbringing as well as their 14 years of compulsory and high school schooling, both positive and negative, to their ideas of what constitutes a good teacher, and therefore what kind of teachers they initially wanted to become. It is suggested that the development of their personal practical knowledge of teaching and learning was formed during their childhood and teenage years at home and in school. They brought this knowledge with them to their teacher education program and it formed their beliefs and vision towards teaching and learning. Further, taking part in a longitudinal research encouraged the early career teachers' active reflection; therefore their pedagogical knowledge and practices developed, at least partly, out of their involvement in the research. The study has thus revealed, through their comprehensive and detailed stories, the development of their five year journey from being beginners in teaching to becoming effective professionals earlier than might have been expected.

Network 18: Research on Teacher Education and Beginner Teachers

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-201 Chair: Lilja M. Jónsdóttir

729 The importance of student teachers' memories of school for their developing professional identity

Kristina Birgitta Mårtenson

Akademi of Education and Economy at Gävle University

The study is about student teachers' memories and experiences from their own school time. The overall aim is to increase the understanding and knowledge of the importance of these school memories, with focus on teachers, school and learning.

Methodology
The empirical data material consists 180 written stories from student teachers, in the first course of their teacher education, under the heading: Tell about your memories of school, teachers and learning from your own schooldays. I examine how school memories are of importance in students' stories, formation of the teacher's role and professional development.

Theoretical framework
In the study Henri Bergson's philosophy and theory of intuition is an important foundation in which the "immediately given" for the mind is part of his thoughts on the creative development. In the study the stories of memories and experiences are perceived as a social phenomenon and made ??visible in the study by the students' description of her/his life and participation in class. My approach is of relevance to Nordic educational research, for exampel in the understanding, interpretation and experience of the students' professional development and formation of teachers. This study is attached to the NERA-network; Research on Teacher Education and Beginner Teachers.

Results
The preliminary results show that students' schooling, affects the formation of the teaching role. The students' motivation for being a teacher has clearly been influenced by the best or the worst teacher she or he had experienced during their schooling. The teacher students show in their stories that they, through different approaches and strategies tailored to teachers' different approaches and they reflect on their own teaching role in relation to this. Many stories contain experiences of bullying, both from students and from teachers. Experiences and stories about what life might look like in our classroom from the student perspective add to the knowledge that may be important in the developments made ??in both basic and advanced training for teachers. Communicating these experiences can provide a greater understanding and awareness of student life and influence in school.

Gävle 2012-11-20
Kristina Mårtenson
Akademi of Education and Economy at Gävle Universitye

Network 21: Politics of Education and Education Policy Studies

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: H-202 Chair: Larissa Mickwitz

654 The (Un)professional Teacher: Institutional Change and the Politics of Blame

Larissa Mickwitz

Södertörn University College and Stockholm University, Pedagogy, Sweden

The school debate in Sweden has since the 1990th been dominated by a climate of mistrust and anxiety, not at least in relation to Sweden's declining position in OECDs school standard list and teacher professionalism. Research in Europe as well as in USA, Australia and New Zeeland has also highlighted an increased climate of mistrust according to teacher professionalism in interplay with new demands of the public sector for accountability, efficiency and control (see for example Alexandersson, 2011, Thrupp, 1998, Ball, 2009, Lingard, 2010). The papers' objective is, through a critical policy analysis, to show how teachers in Sweden became to be blamed for unintended consequences that appeared in the aftermath of what can be understood as a paradigm shift in the management of the public sector in Sweden (decentralisation, marketization and a goal oriented curriculum). The point of interest here is to contribute to the research in education policy and teacher professionalism by an analysis of the construction of the teacher in the Swedish policy debate around two curriculum reforms and one professionalisation reform between 1994 and 2011.
The main idea, I argue, behind the curriculum reforms to be outlined in this paper, is to uphold the trust in the Swedish school system. But an unintended consequence was a decline in the trust in teachers. As teachers became more and more questioned as professionals a demand for certification arose. So, a teacher certification as an organisational professionalisation process (drawing on Evetts, 2009) became a feasible political solution, without loosening the control and management of teachers' practice.

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Network 21: Politics of Education and Education Policy Studies

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: H-202 Chair: Larissa Mickwitz

383 Inclusive and competitive - upper secondary schools' marketization within one school market in Sweden

Marianne Dovemark and Ann-Sofie Holm

Department of Education and Special Education, University of Gothenburg

The introduction of school choice policy has had effect of an increasing numbers of upper secondary schools and a mobilisation of various local 'school markets' in Sweden. The aim of the present paper is to explore and describe one such market in a Swedish city region. The focus is on how the schools in the region handle the intersection between inclusion and competition. The study is based on observations and interviews at the region's annual upper secondary school fair, as well as analysis of schools' websites and marketing materials. In addition, interviews in depth were conducted with some selected school principals and municipal school directors. The data focused on in the paper has been developed principally around audio recorded interviews, transcribed field notes and text analysis. The study is part of a large ongoing research project; Inclusive and competitive? Working in the intersection between social inclusion and marketization in upper secondary school, funded by the Swedish Research Council.
By using Basil Bernstein's theory of educational identities we analyse how the actors want to be perceived in the market. Tentative results show different local solutions when the new upper secondary school reform (Gy11) is implemented. The market have been stabilized in some ways and the identity of a decentred market position (DCM), a position which has a strong focus on optimizing the school's, student's and teacher's exchange value on the market, is an identity many of the upper secondary schools in the region are marketing.

Network 21: Politics of Education and Education Policy Studies

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: H-202 Chair: Larissa Mickwitz

120 Institutional discrimination of class: The Swedish upper secondary school reform of 2011

Anna-Carin Jonsson and Dennis Beach

University College of Borås, School of Education and Behavioural Sciences

Based on investigations of the consequences of stereotypes in shaping class discourses in the educational milieu Gorski (2012) stated that we have failed to attend to matters of social class with the same force as we have to other prejudices, such as those toward race and gender. This study aims to redress this and investigate how class stereotypes and prejudice are manifested in the final year at upper-secondary school in relation to the systematic differentiation and institutional discrimination between young people in relation to theoretical and vocational programs. We fear an increase in these matters coming up with the new upper secondary school reform coming into force in Sweden in 2011 (Lundahl, Erixon, Arreman, Lundström & Rönnberg, 2010; Nylund & Rosvall,2011). For example, one argument in favor of the reform was that the students that attend the vocational programs are too unmotivated or to unintelligent to be able to study theoretical disciplines. However, it is well known that children from the working class predominantly attend the vocational programs and children from middle and upper class attend the theoretical programs (Beach, 1999; 2001; Broady & Börjesson, 2005). This is an example of prejudice in action as a consequence of institutional discrimination (Jonsson & Beach, submitted). The investigation involved 224 students at three theoretical programs. The students wrote down 10 attributes describing a typical student at a theoretical program and 10 attributes describing a typical student at a vocational program. Influenced by Grounded Theory in the analytical phase, a bottom-up data-close analysis was performed in sorting and forming categories of the attributes and further developing these to higher abstraction of concepts and theories (Charmaz, 2006). From this we can not only confirm earlier manifested stereotypes toward the students at the vocational programs but also how these stereotypes are connected to each other in naïve, implicit theories among the theoretical students. Jervis (2006) showed that stereotypes tend to reinforce a picture of those holding them that stands in opposition to those being stereotyped and the most common stereotype among privileged groups are those that distinguish low status groups from high status groups.

Network 21: Politics of Education and Education Policy Studies

Session 2a (Thursday, 7 March 15:30 - 17:00)

Room: H-202 Chair: Larissa Mickwitz

181 The organizing of "different educational needs" and "clear educational routes" for students not eligible for national programs. Analysis of varieties in Swedish upper secondary education.

Karin Lumsden Wass and Ingrid Henning Loeb

University of Gothenburg, Dept of Education and Special Education

Since the early 1990s, Swedish upper secondary education has been organized in three-year national programs, with eligibility requirements from compulsory school. Students who did not fulfill these requirements attended the so-called Individual program. The program had several objectives, and included a myriad of educational arrangements and local 'packages' for students who for various reasons did not attend a national program. As formulated by Skott (2007) the Individual program was a concrete answer to the differentiation question concerning the upper secondary school. In 2011, a major reform of upper secondary education was launched – GY2011, including a restructuring of education for students without qualification for national programs into five introductory programs:

The introductory programmes should give students who are not eligible for a national programme an individually adapted education, which satisfies students' different educational needs and provides clear educational routes. The introductory programmes should lead to establishment on the labour market and provide as good a foundation as possible for further education.
(The National Agency for Education, 2012, p. 30)

The research presented in this paper is based on a project financed by the Swedish Research Council, in which we have studied the organizing of the Individual program and followed the process of the re-organizing into the five programs of today. Theoretical framework has been organization theory as outlined by Czarniawska (2004, 2008) as a theory of action nets. This approach has methodological implications and our studies have been conducted as field studies.

Although the national ambition of "clear educational routes" with the Introductory programs, the allocation of economical resources is not defined, but is up to the municipalities to decide upon. The purpose of this paper is to describe and analyze how the allocation of economical resources together with labeling of students have become a prominent part of the local administration of the Introductory programs. Our results show local variation, and we identify different principles for 'labeling'. This is of import as students in Introductory programs cannot attend education outside the municipality and the questions of individual needs and clear educational routes are handled very differently by the municipalities.

Network 23: Social Pedagogy

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-205 Chair: Elisabet Cedersund

755 'Specialisterne Denmark' – developing educational learning environments and promoting skilled jobs for young adults with Autism Spectrum Disorders or Asperger Syndrome

Søren Langager and Lejf Moos

Department of Education (DPU), Aarhus University, Denmark

The aim of the paper is to contribute to innovative ways to design educational curriculum and create social pedagogical environments for 'good practice' targeting young adults with Autism Spectrum Disorders (ASD) or Asperger Syndrome (AS). Focus is the interplay between 'special skills' particular within the field of ICT/digital media that seem to be characteristic for many persons with ASD/AS, and the lack of 'social skills' in various settings. The goal with the research study is to contribute to new pathways to increased access to the labour market first and foremost as valuable manpower instead of as a person with special needs.

The empirical study is performed at 'Specialisterne Denmark' (part of the world wide 'Specialist People Foundation' with the overall goal to enable one million jobs for people with autism and similar challenges).
In 2009 'Specialisterne' started a three-year education program for young adults from 16 to 24 years old with ASD or AS. The purpose is to create a learning environment, which besides teaching with special focus on ICT skills, also focuses on social and cultural understanding, as well as social behaviors and skills.

The research project with participation of four researchers from DPU, Aarhus University, started in 2011 and is expected to be completed January 2013. The research methods includes 'action-research' and various methodological approaches (field observations, interviews with students and staff, theoretical studies of social and cognitive possible skills and barriers for persons with ASD/AS joining educational programmes and vocational training.

The expected findings are that it is possible to substantiate and realize new ways of understanding handicapped persons (in this case ASD/AS) capability to join demanding education programmes and improve social, personal and particular work skills as a way to a more inclusive societal position in ordinary jobs or combined with social-economical entrepreneurship.
The relevance of the paper and the project to Nordic educational research is to contribute to substantiate alternative views on the connections between persons with handicap/diagnosis, educational design and possibilities for participations in labour market as a valuable employee – also meant in more 'capitalistic terms'.

Network 23: Social Pedagogy

Network 23: Social Pedagogy

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-205 Chair: Elisabet Cedersund

706 Status and position of the Norwegian author and artist Alf Prøysen's language - Nordic language

Gunhild Kværness

Hedmark University College, Norway

The Norwegian author and artist Alf Prøysen once wrote: "There was hardly anything in school that fitted into the everyday grind of my childhood home." The quotation describes his experiences of school as being removed from those of his childhood home. Prøysen's childhood home lacked most things, also cultural capital, as defined by Pierre Bourdieau.

Language forms an important part of cultural capital. The author Alf Prøysen was a pioneer in the use of dialects in Norway, both in oral and written form. It has often been claimed that Prøysen's linguistic tendencies lifted the status of dialects in villages around Mjøsa, and thanks to him they have increased I terms of legitimacy.

In this project I intend to focus on the degree of legitimacy inherent in Prøysen's language. My project is a sociological study, rather than a linguistic one. As a theoretical basis to my analyses I turn to Pierre Bourdieau, and with a starting point in Bourdieau's habitus-model, I will conduct a quantitative, sociological online (QuestBack) questionnaire amongst teacher-training students at Hedmark College, where I employ correspondent analysis. In order to attain a more rounded picture I wish to instigate qualitative in-depth interviews with eight to ten students. Such a qualitative investigation is intended to complement the findings from the quantative research. I will make use of focus-group interviews.

I will investigate the reactions and attitudes these students have, and through the analysis of data I will endeavour to provide an account of the status and position of Alf Prøysen's language today.

Home to Alf Prøysen, the Hedmark region, scores low in terms of school results and educational standards in relation to the rest of Norway. Is this because people in Hedmark look down at their own language? And if this is the case, is this the reason for poor achievements at school and a low education standard? It is my wish that the results emanating from my project will throw some light on school results and education in Norway.

Network 23: Social Pedagogy

Session 2 (Thursday, 7 March 15:30 - 17:00)

Room: E-205 Chair: Elisabet Cedersund

719 Narratives in Conflicts

Ola Bøe Hansen

Norwegian Defence University College

By its presence and coverage of today's wars and conflicts the news media have achieved an increasing influence upon the news consumers' perception. Western governments' increasing aversion against taking lives and loosing lives causes changes in how a military power can be utilized in order to achieve the strategic goals. Social media continuously bring current information to the consumers, subjectively and emotionally laden, and the narratives presented may have a seducing effect (Sæverot, 2010). The emotional aspect is strengthened through the media's use of pictures and illustrations (Mitchel, 1994). The use of narratives in the media will also have consequences for education within social sciences (Drotner, 2011).

This situation contributes to the lifting of the conflict from the physical domain to the social domain and the information domain in order to have effect on the cognitive domain. It is in the cognitive domain that all wars are won and lost – in people's perception of who is winning and who is loosing (Domain Model, Joint Operational Doctrine, 2007). The development makes military means change character to become less kinetic with Strategic Communication and Information Operations as two new warfare areas with increasingly current interest.

The narrative, the most compelling story, has become the most efficient tool, and the most credible story has therefore highest probability to succeed. The narratives must be supported in words and actions, and must pervade the whole organisation in order to work (Tatham, 2008).

My findings say that the search for cracks in the opponent's narratives has become an effective countermeasure. Thus, the defence og own narratives and attacking the opponent's narratives have become central activities also in modern warfare. I have also found that what gives the insurgent or the terrorist greatest propaganda scoop is cracks in the military actor's narrative, i.e. mistakes, collateral damage and unethical behaviour. In order to reduce the negative effect of these attacks it's important to as early as possible enter the news picture with the version of the military actor – credible and truthful – so the opponent's version not will harden in people's consciousness (Concrete Analogy). Also Openness and more proactive communication from the military actor will reduce the possibility for the news media or the opponent's propaganda apparatus to find themes to exploit (Delta Model), and thus contribute to strengthen the political narrative.

Network 24: School Development

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-208 Chair: Kampei Hayashi

668 How decentralization reform influenced the teaching in classroom: a case of introduction process of arbetslag in Sweden

Kampei HAYASHI

The Japan Society for the Promotion of Science

This paper presents how arbetslag introduced in Swedish schools. This significant working form is a type of team teaching, but quite unique style with a group of multiple professionals. Swedish schools formed arbetslag through the process of decentralization reform in 1970s and 80s, and it became a fundament for school development activities in later decades.
Practice of arbetslag is quite flexible and it can be defined in many ways. School organization is sometimes divided into several tracks, or several autonomous groups in one school. Teachers and other professionals work in the track or the group, and sharing their own professional skills to other team mates.
Having this style in school organization was not practicable before the decentralization reform. There has been similar team teaching in the States, and some knew how it works, but due to the strict regulation and limited power of local schools, it was not feasible for teachers to make it realize.
Under the period of decentralization and deregulation experiment, some municipalities tried to change the form in the new way. And this style rapidly spread to the country.
This process is quite unique in Sweden, and a good example to show how educational reform influenced the way of teaching in classrooms.
There are some reports and analysis of the experimental activates in 1970s and 80s, both from researchers and officers. Combined with interviews to the then teachers and principals in those schools, this paper shows the changing process of teaching style.

Network 24: School Development

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-208 Chair: Kampei Hayashi

149 Towards a paradigm of Capacity building in a Nordic context

Lars Arild Myhr

Hedmark university college

Educational research over the last decade has revealed the great impact of leadership in developing educational practice in schools. Prof. Michael Fullan, prof. Robert Marzano and prof. John Hattie has given profound contributions by their research on this topic. Inspired by the excellent results of school development in Ontario, Canada, many researchers and school leaders in the Nordic countries wants to implement strategies in the paradigm of "Capacity building".
The Centre of Practical Educational Research (SePU) at the Hedmark University College cooperates with national and local authorities on research and development projects in Norway and Denmark. Our strategies for development of knowledge and education practice refer to the concept of "Blended learning". All these projects provide elements of the central strategies in "Capacity building". In example strategies as being research-based in their competence building, making the projects school wide and organizing internal learning teams / capacity teams to elaborate knowledge and develop their educational practice.
SePU has conducted both statistical and qualitative research on the implementation and the results in some of these projects. Qualitative research is conducted with internet based surveys, pre- and post-test, engaging pupils, teachers and school leaders as respondents. Qualitative research has been conducted as semi-structured interviews of teachers and school leaders.
I will use these sources to explore some research questions:
- What are the key functions of school leaders in school development?
- What are the most promising steps of developing established strategies for school development at SePU in direction of the paradigm of "Capacity building"?
- What assumptions of consequences for the role as school leader may be drawn of this knowledge?
My hypothesis is that a key function for school leaders is develop goals for development, to create and administrate internal learning teams, to set high expectations and to make their activity visible in the organization. Further on my hypothesis is that there is a lack of focus to what results the schools achieve through their students and to the covariance between the educational practice and the results.

Network 24: School Development

Session 2b (Thursday, 7 March 15:30 - 17:00)

Room: K-208 Chair: Kampei Hayashi

783 Supervisory Practices of Compulsory School Principals in Iceland

Börkur Hansen and Steinunn Helga Lárusdóttir

University of Iceland, School of Education

Educational leadership is by many regarded as the major vehicle for change and development in schools (Fullan, 2007). Supervisory practices of principals can be seen as vital in their role as educational leaders (Glickman et al, 2010). This paper presents findings from a study of supervision in 20 Icelandic compulsory schools. The study is a part of the research project on Teaching and learning in Iceland 2009-2011 (http://rannskolathroun.hi.is/is/).
The purpose of this paper is to show how supervision was carried out in the participating schools. Data was collected with questionnaires from staff and interviews with principals. The findings indicate that supervisory practices differ somewhat between the schools. Generally, principals provide little direct supervision of teachers. However, they generally provide considerable indirect supervision by creating conditions for professional development, group development, curriculum development, and evaluation activities. Also, there seems to be considerable collaboration that takes place amongst all staff concerning teaching and learning.
Glickman et al. (2007) claim that the major purpose of conventional supervision (conventional supervisory model) is to control the behavior of teachers by giving feedback while collegial supervisory practices (collegial supervisory model) focus more on the empowering of teachers and enhancing their professional growth. The supervisory practices in these 20 schools in Iceland suggest that the collegial supervisory emphasis is considerable in most of the schools. The collegial model, however, emphasizes systematic collection of data on what goes on in classrooms, an important element which is largely neglected in the Icelandic schools. The paper concludes with discussions about the importance of using classroom data for developmental practices.

Network 1: Adult learning – at work, in education and everyday life

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-205 Chair: Lisbeth Hybholt

317 Guidance strategies of the Adult Education and Continuing Training Centres in Denmark

Kristina Mariager-Anderson

Aarhus University, Arts, Department of Education, NCK

Background and objectives:
Initiated by the Danish Ministry of Children and Education this survey seeks to document and systematise practises regarding guidance and counselling of small and medium-sized companies in relation to adult education and competence development. With questions like
- "Which challenges do advisors meet when they provide guidance?" and
- "Which strategies do they meet these challenges with?
the survey aims to provide important insight into the current work with and development of competence development and adult education in Danish workplaces.
The survey focuses partly on centre advisers' approach to and guidance of small and medium-sized companies in relation to competence development, partly on different competence development courses (adult education programmes) initiated on the basis of this guidance.

Methods:
The data material is based on 29 interviews with representatives from the 13 Centres for Adult Education and Continuing Training in Denmark and on written material regarding centre activities.

Findings and conclusion:
The survey shows that advisers emphasize flexibility as a key concept for their work. Also, it is an important factor to be able to modify/alter existing courses or develop new course combinations to meet the companies' needs.
Guidance and counselling practice usually has the 'good relation' between company and adviser as a baseline. However, strategies towards small and medium-sized companies differ. With regard to small companies, the advisers emphasize the importance of focusing on matters of immediate importance to the company, e.g. economics. With regard to guidance of medium-sized companies, who typically have a HR consultant, the advisers' emphasize the importance of committing the mid-level management to the chosen competence development initiative. The reason is that this level typically plays a central part in the implementation of employees' new competencies, and thereby in the process of transfer.
Therefore, the means to facilitate professional guidance which leads to successful competence development for employees is a partnership relation between the company and the Adult Education and Continuing Training Centre consultant.

Network 1: Adult learning – at work, in education and everyday life

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-205 Chair: Lisbeth Hybholt

418 Why do adults change their profession and field of occupation?

Leena Ikonen

University of Jyväskylä

The aim of my doctoral thesis research is to examine adults who have changed their profession, and field of occupation. Focus of my research is in adults who are studying in vocational school at the moment or who have recently finished their studies in vocational school. Profession and field changers, I mean a person who has already acquired career in another field of occupation. This phenomenon is in the Finnish adult education worthy of consideration. I suggest my presentation to NERA network "Adult education - at work, in education and everyday life".
The individual tries to remain competitive in an ever-changing labor market. Ideal employee is flexible, most varied, who updates his / her know-how all the time. Staying in the labor market requires employees to develop personal competence, and acquire more work experience. In addition to the needs of working life, the change of profession may also result from the individual's own will. The purpose of this study is to determine the exchange as a social phenomenon. This research aim is to increase understanding about the process of changing profession in the context of vocational adult education. This study aims to establish a picture of changers. How they have survived while they have changed their profession and how they have been employed after the replacement. What is the importance of vocational education and training in the process of changing the profession. The aim is also to find out what further changes may be related to the situation.
Research questions:
1) What are the reasons causing the change? I search for an answer by identifying how a person becomes a changer, which triggers a process of change and what causes profession-field change.
2) Who are the changers? I explain the phenomenon by examining the persons who have become changers, what kind of individual choice situations are associated with the phenomenon.
So far, I have collected information in interviews. The qualitative research data was analyzed using grounded theory methodology. In my contribution I present preliminary research results.

Network 1: Adult learning – at work, in education and everyday life

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-205 Chair: Lisbeth Hybholt

495 From working life into higher education

Per Andersson

Department of behavioural sciences, Linköping University

In Sweden, a relatively high number of students have a background in working life before entering higher education. Measures have also been taken to widen admission among adults with working-life experience (even if the latest policy rather has a focus on stimulating direct transition between secondary and tertiary education).

The admission to Swedish higher education is governed through a two-step selection system. Firstly eligibility is assessed through varying measures, to secure that students have the ability to take the course or program in question. Secondly, if there are more eligible applicants than study places, a selection process is undertaken based on partly other measures. The focus of this paper is the first step, eligibility, and particularly applicants who were employing the 25:4 scheme, a measure for eligibility that was introduced to widen access to higher education in the 1970s, and which is now abandoned. The scheme meant that an age of 25 and 4 years work experience were the main criteria in an alternative track for basic eligibility. The aim of this study is to analyse the choices and trajectories in relation to higher education among 25:4 applicants, and their experiences of factors that could influence their choices.

The analysis is based on a follow-up survey distributed to a sample of 25:4 applicants from the autumn admission round of 2008, the last admission round when the decision to abandon the 25:4 scheme still had not had any influence on applicants' opportunities. The results identify patterns of application, admittance, completion of studies, and drop-out, in this group. Particularly, applicants' experiences of choice and drop-out are focused upon. For example, it is shown that almost 90 % were admitted to their first-hand choice, which means that the selection process was not that decisive in this group, but the eligibility was central to be able to be admitted. Further, it is shown how the importance of a course is influenced by its value in terms of working-life opportunities, but also how individual knowledge interests and family situations influence the choices of the applicants.

Network 1: Adult learning – at work, in education and everyday life

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-205 Chair: Lisbeth Hybholt

647 Social Representations of Career Guidance Practice

Ingela Bergmo-Prvulovic

School of Education and Communication, Jönköping University

In recent years, career guidance has been recognized as an important part in implementing lifelong learning strategies, as a means to achieve economic and political goals in European countries. Career guidance in turn, is not an unambiguous concept, with clear job titles, but rather perceived differently by different actors and countries and also changing over time. At the same time, the key-object of practice, i.e. individuals' various career development issues, seems to be under tremendous changing processes, because of influences from structural changes within organisation systems and changes in working life, as consequences of globalisation. New employment principles have been communicated, which most certainly influence career possibilities for adults. Lifelong employments and stable conditions have been replaced by lifelong learning and unstable conditions, which influence the predictability of future career paths for individuals. Career guidance practice needs to embrace broader career related issues, than the former dominating issues of educational and vocational choice, as "a once in life-time choice". Nowadays, adults need to readjust their career paths continuously, which in turn, create new challenges and also affect the career guidance practice itself. Career guidance practice can be regarded as a bridging practice between individual and society, with a certain role and mission. Recent studies indicate a discrepancy between what is communicated on a structural level concerning individuals' careers, and individuals' expectations on career development issues. This put focus on the role and mission of the guidance practitioner, who have to deal with such discrepancies. The way career guidance practitioners understand their role and mission, most certainly influence their way of supporting individuals. With social representation theory as both theoretical and methodological approach, this study explores what kind of thoughts and ideas, what social and professional representations adult career guidance practitioners have about their role and mission. These representations are assumed to be socially shaped into common-sense knowledge in everyday practice within professional contexts. Because of social changes influencing both the object for and the career guidance practice, tensions might arise causing re-negotiations of professionalization among career guidance practitioners.

Network 1: Adult learning – at work, in education and everyday life

Session 3b (Friday, 8 March 12:30 - 14:00)

Room: K-206 Chair: Maria Marquard

305 Original pedagogues - constructions of authentic professional identities among pedagogues

Christina Haandbæk Schmidt

Aarhus University and University College Lillebælt

This presentation concerns a Ph.D. project (Sept. 2012 –Aug. 2015) about pedagogues (pre-school teachers) in day care facilities and their struggles to develop and retain authenticity in professional judgment and identity building. I argue that this should be seen in the context that the professional status of the Danish pedagogues is being challenged by the current restructuring of public services with reference to knowledge economy discourse. Furthermore there is remarkable political pressure to impact upon the development of competence profiles for pedagogues as the foundation of education of pedagogues. The knowledge economy and competence discourses threaten to reduce the autonomy of pedagogues and transforming learning into "What works methods" in the education of pedagogues. In order that pedagogues may regain their autonomy I shall argue that they will be forced to redefine their profile and develop a language that signal that pedagogues are professionals that master significant knowledge regarding childhood, social inclusion, play, learning and so forth. This could transform pedagogues into what I suggest calling 'original pedagogues', who have an ethic and professional autonomy in exercising judgment concerning pedagogical situations.

Theoretically the project draws on knowledge sociology (Berger and Luckmann) to understand the professional identities of Danish daycare pedagogues: How do they construct professional identities in everyday life between children, parents and other pedagogues and which words do they use to describe and justify their actions?

The study is empirically founded in explorative ethnographic fieldwork studies of pedagogues' exercising professional judgment in daycare facilities. Empirical data consist in observations of pedagogues in action combined with interviews where pedagogues reflect upon their professional identities, their exercise of professional judgment as well as the knowledge underpinning their everyday professional exercise of judgments in daycare facilities.

The ambition of the project is to produce knowledge about professional pedagogue identities in day care facilities which could form the basis for the development of professional profile within the profession of pedagogues. This abstract regards an exploratory presentation and is aimed at a round table discussion concerning the NERAs network "Adult learning – at work, in education and everyday life".

Network 1: Adult learning – at work, in education and everyday life

Session 3b (Friday, 8 March 12:30 - 14:00)

Room: K-206 Chair: Maria Marquard

144 Sucess Factors in Teaching Reading and Writing - Nordic language

Catharina Tjernberg

Stockholm University

The aim of this praxis-oriented longitudinal study is to analyse the factors underlying successful reading and writing education and the pedagogical conditions promoting reflective didactic skills, focusing on the students development of reading and writing abilities.
The praxis-oriented approach is expressed by means of working with classroom observations and reflective communication with teachers. The school and the teachers were chosen strategically. That is they have proved particularly successful in developing reading and writing abilities of all students, including those with documented reading and writing disabilities.
Swedish as well as large international surveys indicate that the consensus concerning reading and writing education achieved by science during the past decade has had very little impact on everyday classroom activities. Thus, an underlying question is how research results are successfully implemented in school work.
The teachers used a wide variety of methods in response to the wide variety of students´ requirements and the instruction is notable for being well-structured, with a balance between form and function, a high level of challenging tasks and visualization of individual progress. The special needs education aspect of the instruction appears in the teachers abilities to arrange pedagogical situations in which different sorts of abilities can be expressed and developed. The teachers showed a positive belief in their students, and strived to make them successful in the social context.
This study indicates the importance of the teachers' solid theoretical background, enabling them to identify the student's developmental stage, to adapt the instruction accordingly and to instantly grasp pedagogical opportunities to interpret and utilize the diagnostic signals. Another important conclusion is that reading and writing education, in order to be successful, must be viewed in a context of language development as a whole, involving both its oral and its written aspects.
This study also demonstrates that research results are perceived as more accessible and relevant by the teachers when the researchers focus is on applied pedagogic, allowing theory and practical applications to interact. This opens up the possibility of establishing and incorporating scientific theories on learning in everyday, practical school work.

Network 1: Adult learning – at work, in education and everyday life

Session 3b (Friday, 8 March 12:30 - 14:00)

Room: K-206 Chair: Maria Marquard

312 Instructions for procedural tasks: Providing fewer details in the procedural instructions leads to more use of principles and better learning

Elsa Eiríksdóttir

University of Iceland, School of Education

Including domain rules and generalities (principles) in instructions for procedural tasks is believed to increase domain knowledge and in turn make learners better able to complete new tasks. However, equivocal results of prior research indicate that principles are not always beneficial. The goal of the current research was to understand whether the timing of principle use (study before or during training task completion) and the level of detail provided in the stepwise procedural instructions (general or specific) accompanying the principles determines when principles are helpful for learning.

Participants (N = 96) completed three training tasks learning to troubleshoot a simulated electrical circuit. Participants were given either detailed or general procedural instructions while completing the training tasks. Half of the participants summarized the principles before starting the training tasks and the other half only had access to the principles during task completion. Participants were tested immediately after training and a week later. On both occasions declarative (test of domain knowledge) and procedural (completing tasks without instructions) learning was assessed.

The results showed that those using the general procedural instructions studied the principles more while completing the training tasks than those using the detailed. This difference was smaller when comparing the groups who summarized the principles beforehand than those who did not.

Using the general procedural instructions led to worse performance on training tasks but better procedural learning when compared to using the detailed procedural instructions. Those who used general procedural instructions also had significantly better domain knowledge, but an interaction showed that this difference was less pronounced when participants had summarized the principles.

Therefore, whether learners use the principles spontaneously for problem solving is determined by the nature of the procedural instructions; providing fewer details in the procedural instructions led to more use of principles and better learning. Summarizing the principles before training seemed to temper the effect however.

The study indicates that general procedural instructions coupled with principles can produce better learning at a relatively modest cost during training and demonstrates the importance of considering the instructional materials as a whole.

Network 3: Early Childhood Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-204 Chair: Polly Björk-Willen

489 Kindergarten staff´s stimulation of children´s curiosity. Children´s participation

Ragnhild Heidi Fauske

Institutt for religion, livssyn og kyrkjefag, Avdeling for humanistiske fag og lærarutdanning

This paper discusses the answers to two questions in an empirical study of the use of religious stories in 183 kindergartens in a west Norwegian county 2007 – 2008.The Norwegian national curriculum for kindergartens from 2006 is organized in seven areas of knowledge. The kindergartens are obligated to work with all these areas of knowledge. One of these areas is "Ethics, religion and philosophy". Research shows that this area of knowledge is the one that directors of kindergartens find most difficult to work with (Østrem a.o. 2009).
I wanted to find how the use of religious stories in kindergartens really was in our county. I therefore distributed a survey with 39 questions to all section leaders in the kindergartens situated in this county. The respondents were also asked several open questions, in order to provide them with an opportunity to formulate their own responses to these issues. The data is based on responses from 343 section leaders from 183 kindergartens.

The two research questions focused on in this paper are:
· Does the staff stimulate the curiosity of the children in connection with religious stories? If your answer is yes, please give examples.
· In what degree are the children active (participative) in applying religious stories? Please present cases.
The great number of examples (154 in answer to the first question and 123 to the second) surprised me. The concepts used, "stimulation" and "participation" are politically important and correct concepts from law (The law for Kindergartens §3, RP 2006). According to Foucault, power is strongly connected to knowledge. A new profession needs to demonstrate their professional knowledge with professional concepts. Power is productive. The discourses and practices every individual uses in work with him/herself and his/her identity Foucault named "self-technology". We redefine ourselves in a determined direction (Foucault 1988: 16 in Vågan og Grimen 2010: 413). The discourses are historically and socially constructed, and can be understood as "practices that systematically form the objects of which they speak" (Foucault 1972: 49).

It is possible that the categorization and analysis of these results can tell something about the adults' role. Berit Bae (2006) claims that articles 12–14 in The UN Convention on the Rights of the Child really make a difference from conventional traditions of upbringing and claim a new role for the adults. Søndenå (2004) and Dahlberg, Moss and Pence (2002) all mention the challenges and ethical reflections belonging to these concepts.

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Network 3: Early Childhood Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-204 Chair: Polly Björk-Willen

193 Disrupting anger in Norwegian kindergartens

Liv Torunn Grindheim

Noseb/NTNU and SUF/University College of Bergen

Disrupting anger in Norwegian kindergartens

Background and objectives
The purpose of my project is to look for "conditions" for children's democratic participation in three Norwegian kindergartens. Conditions as implicit understanding of how to participate are of great interest. In the Norwegian Framework Plan for the Content and Tasks of Kindergartens consisting of 65 pages, the word "joy/enjoy" is mentioned 24 times. The framework plans single-sided emphasis of joy as in comes to emotion, and experiences from the fieldwork raised the following question: How are cultural scripts of valid emotions, mirrored in conflicts among peers?

Method
By focusing on how children participated and formed their community among peers, in their everyday life, more and various conditions might appear, than by asking practitioners how children's right to democratic participation were structured and organized in their kindergarten. That was why I engaged with the children in their peer groups, watching and joining what they did, including how and where they participated and interacted, and asking them questions according to what I heard and observed. The research question above will be explored through observations and quotes from conversations with children and practitioners where anger is the core emphasis. Anger is viewed as a legitimate way to participate, in conflicts, and categorized as participation that can indicate "rang of democracy" and "interruption" of the established/reificated ways of participation.

Findings
The children as agents constructed, reconstructed and maneuvered themselves in relations to cultural patterns as reifications of joy and humor connected to well-being and a good life free from anger. Children in the Kindergartens got angry, and interrupted understandings of how children are supposed to interact, but anger appeared to present both a temporary threat to friendship and to the possibility of being heard.

How can focusing on anger as participation and interruption, make opportunities for transforming education?

Network 3: Early Childhood Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-204 Chair: Polly Björk-Willen

158 What does the use of past tense do in children's pretend play?

Polly Björk-Willén

Department of Social and Welfare Studies (ISV), Linköping University

The present paper highlights children´s switching between tenses in pretend play talk. The overall aim is to explore children's acting and negotiating (disputing) in various pretend play scenarios and to highlight how course of events and roles are argued upon and negotiated by the participants, both verbally and nonverbally. The data are drawn from a study of preschoolers' everyday interaction and talk in a Swedish preschool setting, during the so called 'free play' periods (fri lek), that is, periods when children are free to choose any play activity (cf. Björk-Willén and Cromdal, 2009). The analytical framework of the study is influenced by ethnomethodological work on social action focusing in particular on participants' methodical ways of accomplishing and making sense of social activities (Garfinkel, 1967; Heritage, 1984). The analyses show how the children use past tense to display the factual past event status in the play (cf. Lodge, 1979). The use of past tense signals to the co-players that a matter cannot be altered. In contrast, present tense is utilized to make bids for upcoming events (Björk-Willén, 2012). When children switch between tenses, they perform the dynamics between factual and upcoming events. In the analysis the use of past tense is also shown to be a powerful device in establishing the frame for the play and thereby who is the decision maker. Further understanding of what children's talk do in children's pretend play is an important issue for conversational analysts, but also to give educators a deeper understanding of the social impact of children's play.

Network 3: Early Childhood Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-204 Chair: Polly Björk-Willen

295 Language alternation during early years for participating in the community

Anne Kultti

University of Gothenburg

This presentation takes a starting point in research carried out in bi-and multilingual environments that implicates language alternation as social and situated, and has thus contributed to the knowledge of multilingual children's language development. For one, alternating between the two languages requires linguistic awareness and knowledge of both languages. This focus is a part of my research aiming to study the learning conditions in preschool that support young multilingual children's language and communicative development, and their participation in activities. A sociocultural theoretical approach provides a means to understand the dynamics of children's learning and development within a strong theoretical framework. Analytical foci used in this research included: activity, activity systems, participation, ZPD, scaffolding, interaction, verbal and non-verbal communication, and artefacts. An ethnographical and interaction analytic approach was used to study the preschool environment as a context for learning through child-initiated play activities and teacher-led group activities. Play, mealtime, singing, and story time activities in eight preschools were analysed through the experiences of ten multilingual children (aged 1.7 to 2.11 years). The findings in the present presentation shows how multilingual children use language alternation for including other children and teacher. By changing the language from the first language to Swedish, the children participate in group activities and interact with the children (and adults) who do not master the languages. Early in life the children show knowledge of language choice and choosing the language that is used in the context. The environment in which this kind of knowledge emerges allows the use of multiple languages. As an educational consequence of the research is how the creation of a favourable learning environment for all children in preschool requires that the teachers acknowledge and take advantage of their skills - whether it's about maintaining the game, to play football or to communicate in more than one language.

Network 5: The Curriculum Research Network

Session 1 (Friday, 8 March 12:30 - 14:00)

Room: H-209 Chair: Ninni Wahlström

313 Whatever happened to teaching?

Carl Anders Säfström, Niclas Månsson & Ali Osman

Mälardalen University

During late 1980s, beginning of the 1990s "learning" was promoted as a central concept for education. Partly this can be understood as a consequence of the rise of "didaktik" both within education (pedagogik) and teacher education more generally, but also within the promotion of educational sciences (utbildningsvetenskap). The latter meant that what was promoted was the idea that any discipline regardless of whether it has a base in educational theory or not could do research on educational issues. In addition, within education some new and powerful theories in which "learning" was emphasised, were taking hold, particularly in teacher education programs all over Sweden. It seemed as if "learning" fitted better with the new ideas of educational sciences than "teaching" would. Or more generally, the focus on learning in neo-liberal discourses taking hold of the political scene seemed to promote "education for making a living" rather than "education for making a life". For curriculum theories concerned with teaching, the shift seemed to be questioning the very foundation of teaching as having anything to do with emancipation and freedom (traditional ways of framing teaching), and exclusively promoting teaching as instruction or leadership. Swedish universities and university colleges also started, more frequently than before, to use "learning" as a catchword for its courses, programs and faculties. This trend, though was not exclusively Swedish, for example the European conference on educational reaearch in Göteborg in 2008 had "from teaching to learning?" as a theme for the congress. And one can detect similar tendencies in all the Nordic countries, with some variations. In this paper we explore the limits of "learning" as a concept for education, and particularly for curriculum theory. We use a theoretical/methodological framework of critical pragmatism and text analysis in order to identify important shifts "from teaching to learning" in three areas: policy, discipline and teacher education programs. As a result we will show where those shifts tended to happen, what they consisted of, and discuss what impact they have on the future of curriculum theory.

Network 5: The Curriculum Research Network

Session 1 (Friday, 8 March 12:30 - 14:00)

Room: H-209 Chair: Ninni Wahlström

382 Concepts of knowledge and knowledge creation among students and teachers in transdisciplinary education

Marie Grice

Department of Pedagogical, Curricular and Professional Studies

Research topic/aim: An inquiry into the idea of knowledge and transdisciplinarity. Explore how a transdisciplinary approach to a complex issue such as sustainability could affect students' personal epistemologies.
Theoretical and methodology framework: In our rapidly changing world it is reasonable to expect that the most fundamental concept of all, that of knowledge, will also undergo a change. The two concepts of knowledge and transdisciplinarity are closely interrelated in society, not least in curricular design. Therefore it becomes valuable to define knowledge in our time and see transdisciplinarity as a method to create new knowledge.
Framed by the epistemologies of knowledge and transdisciplinarity, national curricula, school reform documentation and OECD educational policies will be analyzed. Moreover, individual, semi-structured interviews could potentially be conducted with students and teachers with the experience of interdisciplinary projects. A focus group, made up of teachers of various disciplines, could subsequently give response to the results of those interviews.
(Expected) conclusions/findings: Identifying various concepts of knowledge in school curricula and among students and teachers. By juxtaposing varying visions of knowledge and exploring transdisciplinarity both as a concept and a method, I hope to present potentially new knowledge as it establishes itself in curricula, in theory and in practice.
Relevance to Nordic Education Research: Sweden implemented a new school reform last year with the aim to raise standards of knowledge. Consequently, new national tests in social science are introduced and oral tests of mathematics are being construed. With a broadened understanding of knowledge and the potentials of transdisciplinarity, the implementation of the school reform could be further improved. The results of this study might also have an immediate impact on grading.
Attachment to NERA-network and/or symposium:
The Curriculum Research Network might find the present attempt fruitful: to use transdisciplinarity as a method to enact the curriculum as intended, combined with an exposé of knowledge in our time.

Network 5: The Curriculum Research Network

Session 1 (Friday, 8 March 12:30 - 14:00)

Room: H-209 Chair: Ninni Wahlström

780 Teacher education and school - Policy analyzes of the introduction of ICT in Swedish teacher education

Stina Hallsén

Research Unit for Studies in Educational Policy and Educational Philosophy (STEP)

Teacher education (TE) is closely linked to the school and to ideas of school development. TE is expected to be valid both for the present and the intended and expected future. In modern time the Swedish government has reformed TE recurrently and relatively frequently. Compared to other higher education programs in Sweden TE is significantly more politically governed and controlled. Against this background TE, its relation to the school and how this relation is expressed within policy stands out as a relevant object for research.
The aim of my PhD-project is to develop knowledge about the relation between TE and the school in a curriculum theoretical perspective emphasizing visions, content and forms. Special attention is paid to problems identified in policy directed towards TE and the definitions of and proposed solutions to these problems. Policy documents aimed towards TE are studied with the software Nvivo through argument analyzes.
The project consists of two sub-studies. The first is a historical study of written government directives from post-war Sweden focusing a general view and changes over time. The second sub-study, which is presented in this paper, is a case study that aims to concretize and complement the first study by investigating government arguments concerning the introduction of ICT in TE. In the study I show that over time TE increasingly should adapt to the development and the needs of the school. In more recent documents more interest is directed towards the present rather than to the future. Furthermore, the study shows that modernization, in form of introduction of ICT in teacher education, is considered highly relevant and that ICT imply radically changed conditions and frameworks for TE. Although ICT, in many cases, are written up as a solution to various problems within TE, ICT is rarely defined nor are the ways in which problems could be solved with the help of ICT.

Network 7: Empirical Research on Value Issues in Education

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: K-103 Chair: Helene Elvstrand

293 What are the attitudes of teachers in compulsory schools towards democracy in education?

Ingimar Ólafsson Waage

University of Iceland. School of Education

Authors: Ingimar Ólafsson Waage M.Ed, Dr. Amalía Björnsdóttir and Dr. Kristján Kristjánsson.

This paper is based on a research inspired by the new National Curriculum Guide for Compulsory Schools and its emphasis on six new fundamental pillars of education. One of those pillars is Democracy and Human Rights. The Compulsory School Act has stipulated for quite a while that schools shall prepare students to live and work in a democratic society; but it is only with the introduction of the new National Curriculum Guide that plans have been constructed on how to implement this.

The sample was composed of teachers in two different municipalities who answered a questionnaire on if, and how, their attitudes to democracy in education appeared in their work with students. The survey instrument was based on four different perspectives; an analysis on how the participants comprehend the concept of democracy, perceived opportunities of students to exert influence in school settings, teachers' observations of students´ democratic attitudes and how teachers promote students' democratic growth.

The theoretical background of the project lies in the writings of John Dewey; his ideas concerning the democratic human being and the importance of education in the development of democracy fit well with the new National Curriculum Guide for Compulsory Schools. The new National Curriculum Guide reflects paradigms of deliberative democracy, presupposing an active role of citizens in dialogue and policy making in the community.

The study shows that teachers' understanding of democracy is more geared towards the abstract ideals of democracy than its manifestations in personal characteristics and encounters such as critical discussion, argumentation or listening. In addition, the results indicate that teachers' avoidance of discussing controversial and sensitive subjects makes students less likely to exhibit democratic activity, initiative, tolerance and reciprocity. Thus, the attitudes of the teachers directly influence the potential of schools for democratic education.

The results have practical value for education in Social Sciences, Life Skills and for the general implementation of the fundamental pillar of Democracy and Human Rights in education. In addition, the findings emphasize the importance of democratic education for sustaining democracy in Nordic societies.

Network 7: Empirical Research on Value Issues in Education

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: K-103 Chair: Helene Elvstrand

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143 „I think ...": How students perceive opportunities for, and participation in, democratic discussion at school in relation to their attitudes towards immigrants' rights

Sigrún Aðalbjarnardóttir and Eva Harðardóttir

University of Iceland

Research aim: To address the educational topics of democracy and human rights by studying how students perceive opportunities for democratic discussions in their classrooms and how active they perceive themselves as being in discussions. Their views are explored in relation to their attitudes towards human rights, here immigrants' rights.

Theoretical and methodological framework: Research indicates that encouraging students to engage in democratic dialogue can increase their social competence and skills (Adalbjarnardóttir, 1993), deepen their understanding of the different values that underpin democratic society (Gaudelli and Fernekes, 2004), and improve their attitudes towards human rights (Gniewosz and Noack, 2008; Torney-Purta, Wilkenfeld and Barber, 2008). This study explores how students' perceptions of opportunities for democratic classroom discussions, and their engagement in discussions, relate to their attitudes towards immigrants' rights. The study uses a mixed methodology: 1414 students aged 11, 14, and 18 responded to a questionnaire and 20 students were individually interviewed. Integrated results from both data sets will be discussed with regard to possible implications.

Main findings: Students who experienced more opportunities for democratic discussions within their classrooms were more likely to have positive attitudes towards immigrants' rights—and were more likely to see themselves as active in discussions. Furthermore, their perceptions of how actively they participated in discussions seemed to mediate the relationship between their experience of those democratic discussions and their attitudes towards immigrants' rights. The qualitative data is currently being analysed.

Relevance to Nordic Educational Research: The Nordic countries pride themselves on basing their education on strong democratic values that aim to develop their young people as active and responsible citizens. Looking for, listening to, and valuing young people's ideas and experiences about democratic opportunities at school and exploring them in relation to human rights issues should contribute to democratic citizenship and civic education in the Nordic countries.

Attachment to NERA-network and/or symposium: Empirical Research on Value Issues in Education.

Network 7: Empirical Research on Value Issues in Education

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: K-103 Chair: Helene Elvstrand

679 Parents on strike – emerging civic identities and educative aims in a local struggle

Tuure Tammi

University of Helsinki, Department of Teacher Education

In October 2011 a parents' union in a small municipality in Finland organized a school strike in order to demand municipal decision makers to rebuild the local school that was having problems with indoor air. The week-long strike, during which approximately 80 % of children stayed home, was part of series of acts aiming at local change. Parents were concerned about the health of their children and also argued that officials had been concealing the results of the tests measuring the condition of the air. Thus, parents' union's local activism had at least two aims: one of improving the working conditions of the children and the other of further redefining their own position and rights as inhabitants and actors of the locality. In this paper, the latter aim is scrutinized from the perspective of learning.

The data consists of interviews of parents and observations on parents' joint meetings. Data is analyzed using thematic narrative analysis. The aim of the paper is to locate crucial acts and turning points in which parents are engaged with during the struggle. The narratives of the acts are approached as events of "world-making" – dynamic interplay of addressing and answering the worlds and their actors. Through narrating these turning points, parents not only position themselves in the locality as actors (and as citizens) but also bring forward the constraints of the very acts. Not all acts are valued as being successful. In addition, the emerging position of an activist sometimes contradicts with other positions person occupies.

The paper studies civic identities as being formed and reformed (and learnt) in and through various situated acts. As parents become more knowledgeable and competent, and as their networks of feedback and support widens, they also begin to see their acts as "educative" – reflecting desirable accounts on citizenship. This educative aim is directed at various kinds of others, including children, other parents and decision-makers as well. Thus, scrutinizing real life local struggles can broaden our understanding on civic learning and educative processes that takes place both inside and outside educational institutions.

Network 8: Gender and Education

Session 3 - Educating gendered citizens (Friday, 8 March 12:30 - 14:00)

Room: E-303 Chair: Charlotta Edström

365 Young citizenship. Lived civic participation inside and outside of school, and constructions of an active and gendered citizen.

Maria Rönnlund

Department of Historical, Philosophical and Religious Studies

During the last decades civic and political engagement among young people has decreased (e.g. Kerr et.al, 2010). A worldwide response to that can be observed as goals in national and supra-national educational policy documents, addressing the need of providing students with political and participative competence in order to encourage them to become active citizens (e.g. Eurydice, 2005; Calvert, 2008; Schulz m fl, 2010). These goals are transformed through curricula into teaching practices and measured by national and international tests, affecting the students' views of what it is to be an active and participative citizen.
This paper aims at highlighting the students' views of what it is to be an active citizen and how they live active citizenship inside and outside of school. This will be done in relation to the schooling project of becoming a citizen (e.g. Gordon, Holland and Lahelma, 2000; Salo, 2003). The study will focus narrated and lived citizenship in the form of participation and engagement in relation to gender, and will therefore be drawing on theories on citizenship, democracy and gender (e.g. Young, 2000; Pateman, 1970). Questions addressed are: How is civic participation lived, and how is the active and gendered citizen constructed in students' narratives?
The material for the analysis is in depth interviews with eleven Swedish students, aged 18-20 years, having middle class background. They have in an earlier ethnographic study of mine been categorized as particular participative and engaged students in the Swedish secondary school. They took for example often initiatives to influence the teaching process in the classroom, and participated in various school councils. Some of them also participated in student organized action groups. Three years later, I contacted them again and conducted in-depth interviews posing questions about engagement and participation in upper secondary school and in leisure time. Preliminary results indicate that the students embody wide definitions of what civic participation constitute, and provide examples of what being an 'active citizen' represents to students and how this is linked to gender. The results will be discussed in relation to educational policy documents and measurements of active citizenship, participation and engagement.

Network 8: Gender and Education

Session 3 - Educating gendered citizens (Friday, 8 March 12:30 - 14:00)

Room: E-303 Chair: Charlotta Edström

273 Becoming a man and a woman in secondary school practice

Auli Arvola Orlander

Stockholm University

This study illuminates the significance of images of femininity and masculinity in everyday school practice, focusing on empirical examples of role plays documented through an ethnography undertaken in a Swedish secondary school.

A class of grade nine students has been studying the human body in science education during a semester. For their final project the students choose between different role play scenarios involving inter-personal relationship dilemmas such as "One of your friends is telling that she maybe is pregnant, how do you act? Show a dream and a nightmare scenario". The purpose of investigated teaching unit, according to the teacher, is "to help you [the students] on the path to becoming a man and a woman".

In the observed role plays, I became interested in how students represented certain characterisations of men and women. What kind of reiterated possibilities of acting do these students have in their current educational situation? How do the images of femininity and masculinity vary between the plays performed? What kinds of images of femininity and masculinity are rehearsed in science classroom practice? Who are the active subjects in the role plays? In posing these questions, I do not regard school situations merely as the acquisition of increasingly complex knowledge, but also as processes of becoming that are forms of situated and embodied acting.

The study draws on the feminist concept of sexual difference, which highlights the ways in which images of femininity and masculinity are constructed in relational and interdependent terms. The study is framed by Yvonne Hirdman's (1990) work on gender and rehearsed acting, as well as by Luce Irigaray's (1985) theory of sexual difference, her concept of the role the imaginary plays in constructions of femininity and masculinity, and her idea that images of femininity and masculinity are possible to re-symbolise beyond dominating norms.

The results showed that the portrayal of girls, homosexuals and others who do not fit the masculine norm were presented as fragmentary in comparison with the characterizations of heterosexual boys. The images were reflections of boys' actions and feelings.

Network 8: Gender and Education

Session 3 - Educating gendered citizens (Friday, 8 March 12:30 - 14:00)

Room: E-303 Chair: Charlotta Edström

43 Challenging gender in education? Special focus on transsexual children and youth in Finland

Jukka Lehtonen

Institute of Behavioural Sciences

In Finnish, the concept of gender minorities (sukupuolivähemmistöt) includes both various kind of trangendered people (transvestites, transsexuals, transgenders) and intersexuals. They all challenge gendered norms and expectations in many ways. Also other children, youth and adults can do that, and there is evidence that of non-heterosexual youth many are having gendered styles which contradict the norms. In my research I analyse the stories and positions of the children and youth who challenge gendered norms; and in the presentation I focus on transsexuals. In my research I use data from various research projects conducted in 1990's, 2000's and 2010's. I analyse what kind of themes the data consist and what kind of problems transsexual children and youth face in their education. Central concepts are gender normativity and agency. This research is part of the project "Citizenship, difference and agency in upper secondary education – with special focus on vocational institutions" (lead by professor Elina Lahelma, funded by Academy of Finland 2010-2013).

Network 9: General Didactics

Session 3 - Outcome, success (Friday, 8 March 12:30 - 14:00)

Room: K-202 Chair: Jörgen Dimenas

692 Improving Cognitive Functions with Noise in Inattentive Children

Gøran Søderlund

Sogn og Fjordane University College, Faculty of Teacher Education and Sports

Objective
Noise of all kinds is typically regarded as detrimental for memory and cognitive performance. Earlier theorizing suggests that this is more pronounced among inattentive people than attentive people. However, recent research has found that background auditory noise surprisingly improves the cognitive performance in inattentive persons such as in ADHD patients. This finding has been attributed to the phenomena of stochastic resonance where a moderate amount of white noise improves the signal-to-noise ratio, and thus perception, by making it easier for the neural system to differentiate between the information-carrying target and the surrounding noise. The theoretical underpinning is described in the framework of the Moderate Brain Arousal (MBA) model. This talk will review current findings in the field of noise research linked to attention and memory performance in groups that differs in attention ability.

Participants and methods
Participants were children with attention difficulties, as judged by their teachers, or children with an ADHD diagnosis. Age-matched children with normal cognitive development were used as comparison. Various cognitive and memory tasks were carried out in different background noise conditions.

Results
Exposure to background noise improved performance for inattentive children and attenuated performance for attentive children; to the degree and that group differences were eliminated. A comparison between stimulant medication and noise exposure showed that the effect of noise on performance was in parity with, or even larger as the effect of medication.

Conclusions
Consistent with the MBA model, our data show that cognitive performance can be moderated by external background white noise stimulation in both non-clinical and clinical ADHD groups of inattentive participants. Required noise levels vary with attention ability. We now have evidence showing that noise could possibly be a non-pharmacological alternative to stimulant medication in ADHD with respect to school performance.

Network 9: General Didactics

Session 3 - Outcome, success (Friday, 8 March 12:30 - 14:00)

Room: K-202 Chair: Jörgen Dimenas

367 Is learning of mathematical skills during the first years in school a question of participating in daily life experiences?

Ragnheiður Karlsdóttir

Department of Education, Norwegian University of Science and Technology

The reasons for success in acquiring mathematical skills in primary school were enquired into. To select the subjects the first part of a mathematical skills test (Gudmundsson and Arnkelsson, 1998), a grade dependent group test of proficiency in the three elementary mathematical operations addition, subtraction and multiplication, was given to 183 children from ten 2nd grade school classes in Reykjavik. Based on the test results three groups of children to be included in the investigation were formed: The low achievement group including the 10 children with the lowest number or scores, one from each class; the average achievement group including the 10 children with scores closest to the average score of the cohort, one from each class and the high achievement group including the 10 children with the highest number of scores, one from each class. The groups were balance with respect to gender. Then, the second part of the mathematical skills test, a grade independent, individual test of mathematical concepts and applications, was given to the 30 children included in the three groups. Children that scored above expectations for 2nd grade in the sense that they had knowledge about concepts and applications that were outside the part of the curriculum they had completed were given an in-depth interview to enquire into the sources of this knowledge.
The result was that most of the children had learned about mathematical concepts and method from their parents when participating in the family life. No differences were found between boys and girls. Furthermore, the group that scored above expectations on the second part of the test corresponded roughly to the high achievement group for abstract operations. Interpretation of the results in terms of the theory of accommodation and the theory of situated learning and legitimate peripheral participation indicates that a prerequisite for success in acquiring skills in mathematical operations is to be situated in a learning environment with opportunities for experiences where relevant concepts and methods can be accommodated successfully.

Network 9: General Didactics

Session 3 - Outcome, success (Friday, 8 March 12:30 - 14:00)

Room: K-202 Chair: Jörgen Dimenas

648 teachers' evaluations of students' performance communicated in everyday classroom interactions

Elisabeth Eriksson

Linköping university, Department of Behavioural Sciences and Learning

Evaluation and assessment of students' learning, academic achievements and behavior are embedded in everyday classroom communication between teachers and students. It is a part of classroom instruction in which different forms of educational as well as behavioral assessment are communicated to students.
The aim of this study was to examine the variation of teachers' evaluations of students' performance communicated in everyday classroom interactions.
The study is based on observations conducted in four Swedish primary schools classrooms, with students in the ages of 7-9. Four teachers and 65 students participated in the study. The student population had a mixed socio-economical and ethnical background.
A constructivist grounded theory approach was used throughout the data collection and analysis procedures. In order to investigate the assessment made in everyday classroom activities, 8-11 days of field observations were made in each classroom. The observations were supplemented with informal conversations and interviews with both teachers and students. By transcribing and coding data throughout the data collecting process and by constant comparison of data, codes and memos the study has evolved. Questions arising during the analysis process have served as direction for further data collection.
The result presents categories of teacher evaluation of students that are manifested in everyday classroom interactions. The evaluation mediates what students have to do or learn, or expectations on students' abilities, learning and performance. In the result, focus on behavioral issues is not separated from focus on subject related skills and knowledge. Instead all focus categories include positive and negative feedback as well as feedback focusing behavior and subject related knowledge and skills.
The study contributes to Nordic educational research on general didactics by describing the assessment practice in everyday classroom communication in a Swedish primary school context.

Network 10: Higher Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-207 Chair: Åsa Lindberg-Sand

559 "I think teaching is extremely important but the system, as it works, encourages teaching to be placed in the background": Ambitions and conflicts in the quality discourse in academia

Anna Ólafsdóttir

The University of Akureyri, Iceland

Research into higher education has in recent years increasingly paid attention to the quality of teaching in universities as a critical factor, when considering the overall quality of higher education. The paper reports a study which had the aim to explore how the concept "good university teaching" is perceived and represented at different levels of academia, all of which influence, or are influenced by policies on quality assurance and quality assurance procedures. The study used a mixed-methods approach. Document analysis was used in exploring government documentation as well as institutional policy documents, whereas interviews and a questionnaire were used to study the conceptualisation at the individual level, i.e. how good teaching is perceived and represented by university staff and what is seen as supporting and inhibiting the implementation of such quality.

The findings indicate that governmental edicts work in various ways as moulding forces, affecting university teaching, when implemented at institutional level, through policy procedures. One such is the model which determines the financial contribution to universities. The findings indicate that the model, as it works, may act as an inhibitor to preferred approaches to teaching and contradict ideas of what constitutes good quality in teaching. The findings also reveal that policy decisions at the institutional level, such as the organisation of academic duties and the promotion system, are to some degree perceived by the staff as not sufficiently rewarding teaching considering its importance.

One of several conclusions that can be drawn from the study is that in order to best ensure that quality assurance procedures succeed in achieving the several different functions they are intended to, it is of a critical importance to strive for the complex interaction of actors at the macro, the meso and the micro levels, when moulding and implementing higher education policy. Better understanding of the way in which these three levels of actors impact upon each other can serve as an effective precondition for policy makers to better ensure that policy procedures work in ways which encourage high quality teaching and learning.

Network 10: Higher Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-207 Chair: Åsa Lindberg-Sand

587 Mission impossible? – to be a respectable teacher in the managerial university

Anne Laiho, Arto Jauhiainen, Annukka Jauhiainen, Reeta Lehto and Sini Kuusela

Department of Education, University of Turku

In Finland, as well as in other Nordic Countries, HE policy has been implemented in terms of neoliberalism and managerialism (Clark 1998; Rinne et. al. 2012. These trends have had deep effects on the academic work. The university teachers face now many pressures and new conflicting role expectations with which they can identify (e.g. Henkel 2005; Delanty 2008). Teachers are directed to ever growing demands to improve and control the quality of teaching, apply diverse teaching methods in new learning environments and to respond to the various needs and demands of the labour market and the students (Lindberg-Sand & Sonesson 2007). Teaching has been politicised and is nowadays governed in new ways in academia.
In our paper, based on our research project "Teacherhood in the 21st century university", we will analyse what kinds of challenges and conflicts teachers experience in their teaching work in the context of the new HE policy and the changing academic culture.
The data consists of thematic interviews of the university teachers (n=7) carried out in 2012 and to be supplemented. On the basis of the content analysis the following main themes were distinguished lack of communality, teaching-research contradiction, students in periphery, problems of managerial power, the ostensible autonomy of university work.
The interviews indicated that new HE policy pierced in many ways teachers' everyday work. One of these was the managerial power. The interviewees were committed to their teaching work but experienced it contradictory. Teacherhood was experienced conflicting in relation to research and other duties. Teachers felt that the administrative reforms had weakened their possibilities to do their teaching work well enough. Personal values and interviewees' operational context together had an influence on identifying with teaching but at the same time created challenges to the teacherhood. Those interviewees who called themselves teachers were the most hesitant ones. "Researcher" seemed to be the title that was the simplest to use – and maybe the most valued one. In our conclusions we are pondering the questions: in which way it's possible to be a respectable teacher and what does the "good" academic work mean in the managerial university?

Network 10: Higher Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-207 Chair: Åsa Lindberg-Sand

344 Providing university students with effective maths support

Galina Nilsson and Elena Luchinskaya

University West, Sweden; Leeds Metropolitan University, UK

European universities are facing the fact that students entering higher education have a diverse level of maths knowledge which is often below university requirements. Teaching such a diverse student body is a challenging and complex task. In addition, students struggle with their studies which affects the university drop-out rate. This paper addresses the use and organisation of maths support provision in two universities: University West, Sweden and Leeds Metropolitan University, UK and is part of an on-going research collaboration between the two universities.

The present study evaluates the efficiency of maths support in these institutions from both the academic staff and students' perspective. Our study was conducted in two stages, based on qualitative methodology. We used mixed methods for our data collection: questionnaires for students, interviews with tutors and observations during the sessions. The combination of these methods gave us a fuller picture of the effectiveness of maths support in these two universities.

Our study showed that students' maths abilities and maths support requirements varied a lot. First year undergraduate students were mainly struggling to cope with their assignments and were looking for additional support to help with that. Often the lack of maths knowledge was intertwined with a lack of subject-specific knowledge. From the observations and interviews with tutors it was noticeable that students tended to adopt a 'solve it for me' approach. From students' feedback it was clear that they highly appreciated the maths support provision. They found the environment more friendly and supportive than normal tutorials. They felt at ease to ask more questions and to clearly indicate what they did not know. They appreciated that tutors were able to meet their needs and explained the problems in a variety of ways and in small, easy to follow, steps.

The paper concludes with recommendations for improving the effectiveness of maths support for students and discusses how the research can be taken further.

Network 10: Higher Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: K-207 Chair: Åsa Lindberg-Sand

547 Future Trends and Wild Cards - a Threat or an Opportunity for the Future of Education and Health Care? Case PUMPPU project.

Tarja Meristö, Elina Rajalahti, Hanna Tuohimaa and Liisa Ranta

Laurea University of Applied Sciences

Digital revolution, financial crisis and aging of the population are future trends, which are forcing the public sector to reorganize its work. The deficit of the public economy pushes also universities of applied sciences to form new partnerships, which has positive effects for students, regional development and R&D&I activities. Also the health care sector has to get more form less in the globalizing world. With future-orientation time to develop new solutions is gained. It also brings about an opportunity to prevent the worst case scenario in advance. The big research question in this paper is how to turn threats into opportunities in the long run.

Laurea UAS has developed a pedagogic model called LbD i.e. Learning by Developing, where R&D&I work is integrated to regional development and education. This creates strategic flexibility and operational agility to all the actors involved in the process.

In accordance with the LbD model students are working as co-researchers in the ERDF funded project Pumppu which aims at finding citizen-centric ways to incorporate health promotion and prevention in the care pathway. Student-led projects are formulated as possible solutions to patch the gaps of the wellbeing pathway especially in the prevention stage of the path.

The benefits of health promotion are widely acknowledged and pursued on the national level in Finland. However, on the local level the needs for remedial services often override the need for health promotion. As the municipalities cannot offer as much preventive services as would be needed student-led activities have received good feedback. The first ongoing services have been seminars offering health related information and peer groups offering support. During the year 2013 new concepts will be co-designed with different user groups and tested as student-led mini pilots.

As a result, student resources are put to real use bringing benefits for the residents and all the actors in the area. The project gives an example of turning a threat of scarce resources into a pedagogic opportunity. These win-win situations should be utilized more in the health care sector to make best use of all the resources available in society.

Network 10: Higher Education

Session 3b (Friday, 8 March 12:30 - 14:00)

Room: K-208 Chair: Marie Leijon

283 Pedagogical horizons for working life in higher education

Terhi Skaniakos, Leena Penttinen and Marjatta Lairio

University of Jyväskylä, Teacher Education, The Guidance and Counselling Education and Research Unit

The topic concerns the development of career guidance practices, especially from working life perspective. We are introducing an idea of a pedagogical horizons for working life in higher education. The aim is to provide a model, which is useful in understanding both, the students' needs and future oriented career questions, and educational contexts, in which the guidance is provided to support the students' knowledge, awareness and competence of working life.

The model is based on theoretical scrutiny of the "future orientation" (Savickas 2005) and "horizons for action" (Hodkinson & Sparkes 1997), combined with the pedagogical understanding of teaching and guidance in higher education context. Students' future orientation is approached from a holistic life design perspective (Savickas & al. 2009). For university students there are several kinds of contexts in which the career questions are made (Lairio & Penttinen 2006). These questions are addressed through working life orientation, by which we refer to three specific aspects: personal relation to working life (awareness, attitude), professional skills (both generic and specific), and employment skills. These can become realized in various educational contexts through reflective and inquiring pedagogy: e.g. teaching, supervision, tutoring, career guidance, peer support, mentoring, internships, work experience and co-curricular activities.

The model is constructed on the basis of the theoretical framework presented above. The synthesis combines the recent theoretical and empirical research literature of career theories and research about pedagogical practices in HE. We aim to combine the research discussion about the theories of individual career development to the empirical research of pedagogical practices in higher education.

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Network 10: Higher Education

Session 3b (Friday, 8 March 12:30 - 14:00)

Room: K-208 Chair: Marie Leijon

357 Exploring formal campus spaces in higher education – space as design for learning and design in learning.

Marie Leijon

Faculty of Education and Society, Malmö University, Sweden

The aim of this paper is to explore space in formal educational settings using the concept of design; by focus on the interplay between space, place, interaction, and learning in higher education. In the paper I argue that space could be understood as an important part of design for learning; for instance, buildings and classrooms are parts of the framing and the conditions for learning. I also argue that space could be understood as a powerful resource in meaning making processes; that is, as a significant part of design in learning. As a theoretical point of departure the paper draws on the perspective "Designs for Learning"– a multimodal approach that understands learning as meaning-making activities; focusing on both conditions for learning and the learning activity itself (cf. Selander & Kress, 2010).

Point of departure for the study is campus setting in higher education, asking the following research questions: What kind of formal spaces do the students meet and how are they designed? How are students and teachers interacting using resources afforded by the formal spaces? The project combines video observation with interviews. Data is gathered from two different settings within higher education, including a group of students and teachers in teacher education and one group of in specialist nursing education.
Space, place, interaction and learning in connection to higher education are fairly under-researched. Multimodal studies, however, shows interest in the field, but are focusing on schools. My thesis (Leijon, 2010) shows how setting affects interaction in a teacher education context. By focusing on space, place, interaction, and learning in a higher education setting, the ambition here is to further contribute to the field. This is very much a project in progress, but preliminary findings shows how space, as designed for learning, is something both teachers and students read, transform and re-design in action, designing their ways in learning.

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Network 10: Higher Education

Session 3b (Friday, 8 March 12:30 - 14:00)

Room: K-208 Chair: Marie Leijon

189 Bridging the gap between actual and required mathematics background at undergraduate university level: a dynamic and multimodal approach

Evangelia Triantafyllou and Olga Timcenko

Dept. of Media Technology, Aalborg University Copenhagen, Denmark

Over the last years, an increased number of students are taking time out from study after completing high school - often referred to as a "gap year"'. This fact along with wider participation in higher education and changes in the specification of qualifications for high school students have made traditional assumptions about the knowledge of entrants to university courses obsolete. According to our experience at the Media Technology Department (Medialogy) in Aalborg University, one area in which this seems to be particularly true is mathematics. Related research has proved that this conclusion is valid for many other technical and non-technical studies.

The major problem facing many undergraduates is a lack of basic skills in number and algebra, which severely hinders the exposition and development of mathematical ideas. However, these mathematical ideas are very important for basic technical courses of Medialogy, e.g. computer graphics programming. Moreover, this poor performance in mathematics is one of the main causes for dropout at university level.

This paper presents our ongoing research aiming at tackling with this problem by developing dynamic and multimodal media for mathematics teaching and learning which will make mathematics more attractive and easier to understand to undergraduate students. These tools realise an interactive educational method by giving mathematics learners opportunities to develop visualization skills, explore mathematical concepts, and obtain solutions to self-selected problems. They are also multimodal by supporting different modes of interaction.

The proposed media will be used for two consecutive years during the "Mathematics for Multimedia Application" course and combined with Problem Based Learning, which is already applied as a teaching method at Aalborg University. The impact of its use will be evaluated by analysing video transcriptions of lectures, student performance, interviews and evaluation questionnaires. For our evaluation we adopt a multisemiotic approach in an attempt to define a broader concept of learning. We believe that the multimodality and interactivity of our method can engage students with different learning styles and therefore enable them to assimilate the mathematics knowledge required despite their academic deficiencies.

Network 12: Inclusive Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-101 Chair: Jóhanna Karlsdóttir

665 Inclusive practice in five schools

Jóhanna Karlsdóttir and Hafdís Guðjónsdóttir

University of Iceland, School of Education

Icelandic law on comprehensive schooling and the national curriculum is built on theories of inclusion that ensure all pupils have equivalent opportunities during their comprehensive education. In this paper we will introduce research findings from a research on the practice of five inclusive schools. The purpose of the research was to learn from successful practices how they manage the challenge of inclusion. The goal is to understand how these schools organize their practice, how they implement the theory of inclusive education, and how they manage to work with diverse student population in an effective way.
The theoretical framework was inclusion and responsive professional practice. The fundamental pillars of education in Iceland are the guidelines for general education and work methods and they are defined in the national curriculum. They are: literacy, sustainability, health and welfare, democracy and human rights, equality and creativity. It ties in with values of inclusive education the human values, democracy, and social justice. By responsive professional practice we mean practice were pedagogical knowledge, understanding and skills enables teachers to differentiate between students, contexts, methods, materials, resources and outcomes as they create the curriculum for all students.
This was a qualitative research and data was collected by interviews with teachers and school administrators (headmasters, heads of departments) and by field research in these five schools. All interviews were recorded and transcribed. Data from field observation was collected by logging in a notebook what was happening in the school and the classrooms. Data was analyzed through coding categories and constant comparative method with the themes emerging from the data.
The principal results are that these schools had spend time discussing inclusion, theories and practice which had led to the situation that the majority of teachers and school administrators in these schools have a positive attitude towards the policy of inclusive education. The main values which were discussed are participation and respect for diversity. Cooperation among members of staff has led to increased participation of special needs students in regular classes in the past few years.

Author 1: Jóhanna Karlsdóttir
Author 2: Hafdís Guðjónsdóttir

Network 12: Inclusive Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-101 Chair: Jóhanna Karlsdóttir

231 Is multidisciplinary habilitation disrupting the everyday life for children with special needs in kindergarten?

Siv Hillesøy

Statped Vest/University of Stavanger

Research topic
In an ongoing PhD-project conditions for participation concerning children who have cochlear implant are explored. Cochlear implant is a surgically implanted electronic device that provides a sense of hearing to children that are born deaf or severely hard of hearing. Multidisciplinary habilitation and an extensive special educational assistance usually follow after a cochlear implant operation. There is no need to dispute the principle of early intervention, but it may be reasonable to question how this effort influences, and eventually disrupts, the children's everyday life in the kindergarten. Special attentions are directed to the deaf children's interaction in the community of peers.

Theoretical and methodology framework
The study is founded in a sociocultural tradition that considers learning and development as a result of people's participation in social and cultural communities. Participation is thus understood as a matter of existential character – both from an individual and a more overall social perspective.

Fieldworks are conducted in the department for the youngest children (aged 1-3 years) in three different kindergartens. Each kindergarten is visited three times during one year – each visit lasted 3-4 days. Video observations of the children's peer interaction were conducted. In addition I interviewed nine pedagogues who work on daily basis in the group of children where the child with cochlear implant belongs.

Expected conclusions/findings
The interviews focus on how the pedagogues perceive the situation and how they relate to the child who has cochlear implant. Traditionally the medical discourse holds a powerful position in the process of habilitation, and the pedagogues expresses the feelings of being in a squeeze between the medical/special need discourse and the ordinary pedagogical practice. Like one of the pedagogues argues: "But he is an ordinary child, and we are an ordinary kindergarten!"

Relevance to Nordic educational research
The question that will be discussed in the session is: Are children with special needs in kindergarten exposed to an amount of facilitation that may be disrupting the child's opportunities to take part in the community of children?

Network 12: Inclusive Education

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-101 Chair: Jóhanna Karlsdóttir

275 Adaptation of learning environment for students with ADHD in Swedish secondary school

Ulrika Gidlund

Mid Sweden University

The background to this study is that more students start national programmes in the Swedish secondary school with different types and degrees of ADHD. Local authorities in Sweden have a policy to include all students in regular high schools. This is done without adapting these students' learning environment to the extent necessary for them to get an equal education because the knowledge to do so is missing or deficient. These same students, with ADHD, will therefore not be provided with a good and equal education if the right conditions are not created and developed. The project's objective was to examine both teachers' and students' perceptions about what learning strategies, methods, and learning environment are most supporting for students with ADHD, age 15-18. The purpose of this study was to explore the possibilities of promoting suitable learning and teaching approaches and adaptations to learning environments in order to effectively individualize learning for students with different types and degrees of ADHD. Through interviews this study was conducted during 2011 - 2012. The study has a qualitative approach with a hermeneutic approach to interpretation and processing. The empirical material consists of interviews with teachers and with students with ADHD. Interpretation of the results has been made with a phenomenographical approach, highlighting the similarities and differences of the categories. Results revealed three categories with subcategories of adjustments in the following areas: organization, learning environment and teaching methods. The results show that there were more similarities than differences between students' and teachers' own perceptions. The changes in learning and teaching approaches and learning environments mentioned in the empirical material have been systematized and discussed in the light of Swedish secondary school. This kind of study has not been conducted in Sweden before. It demonstrates that students with ADHD need more individual personal learning and teaching strategies. Teachers should be offered training on how to methodically broaden their repertoire. It also requires training for all teachers in order to provide classrooms with the best possible learning environments and individual materials.

Network 13: ICT & Education

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: K-102 Chair: Kristiina Kumpulainen

762 E-portfolios in post-secondary education: an alternate approach to assessment

Debra Hoven

Athabasca University, Canada

Electronic portfolios (e-Portfolios) consist of set of digital objects capable of expressing ideas, information, arguments and documentation in graphic, text, audio and video formats, These can be tagged, searched, archived, syndicated and displayed in multiple formats. E-portfolios create the opportunity for peer, instructor or general public feedback and commentary and can be an effective tool for reflection on practice. Abrami and Barrett (2005) argue that e-Portfolios may even scaffold attempts at knowledge construction.
While an extensive body of research exists on the uses of e-portfolios (e.g., Abrami & Barrett, 2005; Abrami et al. 2008; Ayala, 2006; Brandes, 2008; Crichten & Kopp, 2008; Foti & Ring, 2008), the use of this technology in adult education and, especially, graduate-level education, has received comparably little attention (Butler, 2006). Moreover, the use of an e-portfolio for the final assessment activity of an online graduate program is a unique application of this technology.

This presentation will demonstrate and illustrate how digital media can and have been used in the context of both a Masters in Education and professional development contexts to promote experiential learning, critical reflection (Pitts & Rugirello, 2012), transition from learning to practice (Cross, 2012), community cohesion (Ehiyazaryan_White, 2012) and lifelong learning in distance and open education (Batson, 2011). The mixed method on-going longitudinal study presented here reports on the usage of and reactions to the introduction of an e-portfolio as the culminating assessment activity in a Masters in Education program from 2008-2013. Results of a survey of student reactions, perceptions and recommendations will be presented, supplemented by analyses of student documents and recorded student discussions as well as interviews with faculty members.
The presentation will conclude with guidelines and recommendations emerging from the study to date and a discussion of sometimes conflicting expectations and purposes of e-portfolios, assessment of e-portfolios, and the extension of e-portfolios into professional development in contexts outside of the university.

Network 13: ICT & Education

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: K-102 Chair: Kristiina Kumpulainen

693 The Chronotopes of Creative Collaborative Learning in a 21st Century Elementary School Community

Kristiina Kumpulainen and Anna Mikkola

University of Helsinki

This socioculturally informed study examines the space-time configurations, chronotopes of 21 Finnish elementary school students' technology-mediated creative learning practices over a yearlong school musical project. The study focuses on a three-month phase in the project during which the group of fifth- and sixth-grade students engaged in technology-mediated collaborative writing of a school musical script at school and outside. We examine students' technology-mediated creative learning practices via a chronotope. Chronotopes can be defined as socially constructed practices that are closely interconnected in time and space (Lemke, 2004). The chronotope is marked by changes in the tempo of the ongoing activity and occasional spatio-temporal intensification of collaborative activity (Ligorio & Ritella, 2010). The data for this study draw on the students' chat logs, musical scripts and questionnaire data which were analyzed at micro level. The data show evidence of the students' deep engagement in their collaborative writing across space and time. It demonstrate the emergence of a chronotope in which the students are engaged in ubiquitous, multimodal, and multidimensional, technology-mediated, creative learning practices. These blended learning practices appeared to break away from traditional learning practices, allowing learners to navigate in different time zones, spaces, and places with diverse tools situated in their formal and informal lives creating a supportive ground for the students' collaborative work. The identified chronotope of technology-mediated creative learning could, thus, be described as involving practices that hybridize and inter-mix modalities and medias. The study concludes by arguing that if we want to educate agentic learners who are prepared for life and work in the 21st century, we need to create new forms of educational space-time configurations that resonate with students' learning lives in and outside school.

Network 13: ICT & Education

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: K-102 Chair: Kristiina Kumpulainen

448 Student cross-cultural interaction on the web – implications for pedagogical design

Linda Bradley

Chalmers University of Technology

The impact of the web as a communicative arena with the use of social software has opened up for multicultural communication with English as the lingua franca within learning (O'Dowd, 2010; Ware & Kramsch, 2005). Exploring how web-based technologies afford learning activities is something that is related to practical and theoretical interests in language learning and technology. These interests are also the foundation for this presentation. The research is investigated within a socio-cultural framework where participation and language as a mediating tool are central elements (e.g. Lantolf & Thorne, 2007; Lund, 2008). The aim of the presentation is to explore student use of a web-based writing environment in the form of a wiki for a cross-cultural exchange within language learning. The participants in the study are engineering students in Sweden and applied English students in Taiwan, offering a meeting between two diverse groups of students in higher education. The exchange was designed around three discussion themes with specific deadlines where the students took turns writing on the wiki during a period of three weeks. The first theme concerned education and culture. The second theme concerned customs and festivals. The third and final theme concerned traditions, values and beliefs and verbal and non-verbal communication in approaching others. The data was gathered by means of observations and categorization of the logged versions of the wiki pages with the student interaction around these themes. Preliminary findings indicate that the way students interact is connected to the pedagogical design of the wiki. For the students, trying to make sense of others' perspectives is a complex matter. The study contributes to the understanding of how web-based environments can be used in language learning. The study demonstrates that the educational design utilizing web-based writing technology offers a space to develop competence in approaching others which can be applied in the students' professional lives.

Network 14: Multi Cultural Educational Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-205 Chair: Joron Pihl

426 Cultural belonging and peer relations among young people in multi-ethnic Norwegian suburbs

Tove Steen-Olsen

Sør-Trøndelag University College

This presentation elaborates on a study based on focus group interviews with 41 children with immigrant background in the age of 12 to 16 years. The children were living in suburbs outside a Norwegian town, and all were attending schools where the majority of the children were ethnic Norwegians. The aim of this paper is to discuss the children's experience of cultural belonging and inclusion in their peer group.

Belonging is about emotional attachment and about feeling safe and at home (Yuval-Davis, 2006). To belong is to share values, practices and social, symbolic and material ties and categories, and it is not solely a question of identification or ethnicity. Belonging is in this sense closely related to shared experiences and to the feeling of inclusion and exclusion. Studies have shown that children with another background than the majority culture often strive hard to be accepted or included in the peer group (Fangen, 2009).

From a sociocultural point of view the adult generation leads the children into traditions and values of the culture. Simultaneously, implicit normative categories are conveyed making the children able to understand how social conventions function in their community. The categories are established by participating in different activities, and such fundamental categories make the foundation for how the individual understands and values social and cultural practices (Wertsch, 1991; Wertsch & Stone, 1985). Social and cultural practices are seldom learned via direct transmission, but through personal participation in different activities.

The findings are organized into three themes; sense of belonging; peer relations and social and cultural practices. Findings show that the children's sense of cultural belonging is closely related to the parents' normative categories, and that the children's social and cultural practices are keys to get access into the peer community. The children brought the attention to power relations and rules regarding inclusion and exclusion. Supported by the fact that very few were invited to their ethnic Norwegian peers' homes, and further, that very few had ethnic Norwegian friends, the children's general experience of inclusion in ethnic Norwegian peer groups might be described as relatively weak.

Network 14: Multi Cultural Educational Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-205 Chair: Joron Pihl

598 Filipino students in Iceland: attitudes to secondary school, language use and social participation

Samúel Lefever and Robert Berman

University of Iceland

This paper will discuss Filipino students' attitudes and experiences of schooling and social participation in Iceland. This is an ongoing study of immigrant students' views towards their studies, home and second language use, and participation in Icelandic society. Semi-structured interviews were taken with seven immigrant students of Filipino background in four secondary schools to explore what factors may contribute to social and academic success or difficulties. International data, including PISA results, show that immigrants in Iceland are less academically successful than native Icelandic students, whereas in other Nordic countries such variance is not as pronounced. Statistics also show that almost 60% of young adult immigrants do not attend secondary school or drop out before finishing their studies. This percentage is twice that of Icelandic students of the same age.

One possible explanation for this difference in educational participation could be language-related. Research by Cummins and others has shown the importance of Cognitive Academic Language Proficiency (CALP), or "academic language proficiency," in the language of instruction, a skill that Cummins has identified as the key for ongoing success in school and may take up to 10 years to develop (2005).

The findings in this study indicate that although the participants are positive about learning Icelandic, their lack of proficiency in academic Icelandic may be holding them back in school. They are critical of the teaching they are receiving, in both language and subject areas. In addition, the language environment of Filipino students is typically complex, usually characterized by a variety of languages and dialects being used in the home. Some of the Filipino students have what may be called a fragmented identity, which causes them concern. Finally, their attitudes towards Iceland and Icelanders are largely positive in spite of having met with discrimination at school and at work.

The study is linked to a larger research network of participants from the Nordic countries, the UK and Canada (NordForsk Researcher Network) and is supported with funding from the Icelandic Ministry of Welfare and the University of Iceland Research Fund.

Network 14: Multi Cultural Educational Research

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-205 Chair: Joron Pihl

649 Exploring the rhetoric and the reality of student diversity in relation to Vietnamese upper-secondary school students' schooling experiences.

Anh-Dao Tran and Susan Gollifer

School of Education, University of Iceland

This paper draws on schooling experiences of Vietnamese youth and education policy discourse to assess the extent to which the rhetoric and the lived schooling experience represent multicultural education and respond to the learning needs of this specific group of students.
The findings inform two distinct but complementary ongoing doctoral studies being carried out by the two authors, which draw on multicultural and human rights education and critical curriculum theories. The relevance of our findings to Nordic educational research includes highlighting inconsistencies in policy as a cause for limited learning experiences of immigrant students.
The analysis of rhetoric and reality is guided by an adaptation of Gorski's (2009) typology on multicultural teacher education, which depicts three multicultural education approaches – the conservative, the liberal and the critical.
Education policy reform in Iceland has been influenced by global trends and internal changes in demographics, politics and economics. Building on the work of Jónsdóttir and Ragnarsdóttir (2010), who trace the development of educational policy and curricula in relation to the development of a multicultural society in Iceland, the paper presents key changes in curriculum discourse, focusing on the 2004 and 2011 upper-secondary school national curriculum guides and the 2008 education act. We assess the key changes in education discourse development as regards meeting the learning needs of Vietnamese students by drawing on their experiences of schooling at the upper-secondary level.
We conclude that the discourse in the 2011 curriculum guide reflects a shift from a conservative multicultural approach, evident in previous policy documents, to one that reflects characteristics of a critical muticultural approach. However, we argue that despite evidence of these characteristics, the discourse remains broad and lacks consistency as regards a cohesive definition of multicultural education promoting student diversity and mutiple identities. We suggest that policy in Iceland fails to adequately respond to the learning needs of Vietnamese students, based on the experiences of students who participated in Anh-Dao Tran's study. We conclude that additional strategies are required to ensure that the policy reforms facilitate and promote multicultural responses that ensure quality learning for all within upper-secondary schools in Iceland.

Network 15: Literacy Research Network

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: K-204 Chair: Anna Annerberg

47 Genres in Transformation in Digital Classrooms

Eva Hultin & Maria Westman

Dalarna University

The purpose of this paper is to contribute to an understanding of genres in transformation in digital classrooms. The theoretical framework is based on critical literacy (Janks, 2010)and genre theory (Swales, 1990; Schleppegrell, 2004). We understand genres as related to power; since they both open and/or closed ways of saying or stating things in and about the world. Thus, the use and production of genres are seen as power-embedded practices. We analyse the different genres emerging in children's texts when early literacy teaching is digitalised.The texts of first graders analyzed in this paper are collected from two first year classrooms in two different schools in a municipality 200 km north of Stockholm, Sweden. We have conducted one week classrooms' observations in the two classrooms where the texts have been collected. Furthermore interviews with children and teachers have been carried out. Both teachers in these classrooms are part of a developmental project "Learning to read through writing on computers" together with some other 30 primary school teachers (first grade).The teachers in the project introduce a new method in their early literacy teaching, namely teaching children to read through writing on computers, without using pencils, from the start. The children's own texts are used as an important reading material. The computers are equipped with speech synthesis programs, spelling program, alphabetic playful programs and so on.
The result of the genre analysis is discussed in terms of power. "Where there is power there is resistance", as Foucault says (1976). Specific interest will be directed towards children's ways of offering resistance in their texts, resistance against prescribed dominant genres. This resistance is seen as a creative way for children to use their power and agency, through creating hybrid genres. Hence, this discussion includes questions on what agency children have in a digitalised literacy teaching. As education in general and literacy teaching in particular, is going through a process of digitalisation, it is of high relevance to study the effects and consequences of this digitalisation process.

Network 15: Literacy Research Network

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: K-204 Chair: Anna Annerberg

516 No children are allowed to come in! Developing an understanding of external representations for communication

Maria Magnusson

School of Education, Psychology and Sport Science

Research aim
The aim of this research is to generate knowledge about children's understanding of external representations and external systems in relation to learning about text. This knowledge is an example of what we could call a "preschool-content" and that could contribute to a didactic knowledge of Swedish preschool.

Theoretical framework
The research has 1) a focus on a content of children's learning, 2) a certain way of understanding learning, and 3) a certain way of bringing about and studying children's learning in different aspects of the world around them. The basis of the theoretical orientation is a variation theory (Marton & Booth, 1997).

Research design
An empirical case study of young children, with focus on one child who is 4 years old, is reported. The child's spontaneous activity of producing and handling signs in the home is the starting-point of the study. I have arranged situations where the learning object is to discern the communicative function of signs. For the children it implies, for example, to discern the meanings of the sign 'x' as a part of a greater whole. That means the sign is understood as a symbol of something that is forbidden. There are (just for one of the children) nearly four hours video recorded conversations and other forms of documentation like letters, cards, maps and so on.
Expected findings
The findings indicate the difficulties in understanding the signs as a symbol that has a representational meaning as such. What to discern and to learn depends of how the researcher uses variation. To be able to discern and to learn a general principle of the sign and how to use this knowledge in a new situation the signs has to vary. In the next part of the research the results are used in preschool with children 4-5 years old and their teachers.

Relevance for Nordic Educational research
An important subject in the Nordic countries in relation to the changes in the curricula's as well as in education of preschool teachers is how content like the communicative function of symbols can be handled in preschool education.

Network 15: Literacy Research Network

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: K-204 Chair: Anna Annerberg

46 Engagement, emergent literacy practices and quality dimensions in Swedish Preschools

Martina Norling

Mälardalen University

Background
Preschool children's language and literacy practices are situated in broader social relations. The Swedish curriculum (Lpfö, 2010).stipulates that, preschool should stimulate each child's language development and encourage interest in the written language. Earlier research indicates that engagement has frequently been used as an indicator or outcome of preschool quality. Additionally, engagement has shown to be a salient factor in relation to learning in several different areas, such as cognition, reading as well as literacy. Children's engagement in emergent literacy practices are influent by how teachers promote peer interaction and how they elaborate on children's thoughts. This study is a part of the research project Preschool as a context for language environment in children and the aim of this study was to investigate emergent literacy quality factors related to engagement within child groups in Swedish preschools. Thus, children's engagement in literacy practices within varying preschool activities was used as an outcome of quality in the emergent literacy environment of preschool groups.

Methods
The sample consisted of 55 preschool units within three urban cities in Sweden in order to use a representative sample of Swedish preschool emergent literacy environments. Preschool staff was observed in the preschool context, in a variety of everyday activities involving one or several children.

Findings
The results showed that preschool staff sensitivity, focused on emotional support, were the dimension with the highest quality, while concept development, explicitly focused on literacy practices, and were the dimension with the lowest quality. However, instructional learning formats was most significantly predictive of children's engagement.

Conclusion
The results indicate that preschool teachers engaging approach have an significat importance in childrens engagement and academical outcome. Preschool staff can use these results appearing in this study to discuss the emergent literacy environment based from their own experience. Althrough, to make visible and discuss the quality dimensions, their attitudes and engaging approach that exist in the emergent literacy environment in Swedish preschools. Probably these findings will open for new discussions regarding preschool children's opportunity to participate in a verity of emergent literacy activities.

Network 15: Literacy Research Network

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: K-204 Chair: Anna Annerberg

626 Back to the Text. Derivative Writing in Upper Secondary School in Sweden

Martin Malmström

Inst. för utbildningsvetenskap, Lund University

The paper investigates fiction writing and reading in upper secondary school in Sweden. It is based on a wider study, Back to the Text. Derivative Writing in Upper Secondary School in Sweden (Malmström 2012). Inspired by fanfiction I created a teaching project of derivative writing in which the students in a second-year social science class wrote short stories derived from 20th century novels. They also gave peer response, both orally and in writing. Finally they wrote a reflective text about the project. The paper focuses on the students' fictive texts.

Drawing from theories of intertextuality, most notably Genette's transtextuality theory and fanfiction theories, I analyse how the students make use of the source text. Theories of narratology have been used to analyse techniques of storytelling, mainly characterization and focalization.

The results show that the students tend to stay close to the source texts. The most common subgenre is refocalization, that is to change the perspective to one of the secondary characters' view. Refocalization seems to be an efficient way of deepening the under- standing of the main character of the source text; in many of the students' stories the protagonist functions as the focalized object. Reading the short stories and, not least, the reflective texts it becomes evident that the characters are extremely important in this kind of literature, more so than semiotic theories of characters have acknowledged; the characters are more than merely functions.

The study shows that derivative writing may function as an alternative to traditional literary analyses. Refocalizing is a way of seeing the story from a different viewpoint, which could enhance the students' sense of empathy. Questions of focalization might also lead to discussions of power, which implies that critical literacy becomes an important concept.

Furthermore, creative writing may make the students more attentive as writers. In the new syllabus Gy 11, however, the opportunities for working with creative writing are limited.

Network 16: The Nordic Society for Philosophy of Education

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

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650 Taking a closer look at the Regime re-defining education, knowledge and human beings

Mina O'Dowd

Lund University

Today such phrases as "the knowledge society", "the knowledge economy" and "the learning economy" have become so commonplace that little attention is given to their origin or to their meaning. These metaphenomena are constructions and are part of a thick discourse, a discourse that is characterized by a common theoretical starting point, an economic perspective on human development. Underlying this discourse is the use of the same theoretical perspective, that of human capital theory. This paper discusses the history and developemt of Human capital theory as it is used within the framework for suprantional regimes that directly effect the content and conditions for education around the world. The ways in which these organisations re-define education, knowledge and human beings are described and contrasted to philosophical perspective on the same.

Network 16: The Nordic Society for Philosophy of Education

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

394 Teachers as moral democratic authorities?

Guðmundur Heiðar Frímannsson

Department of Education, School of Humanities and Social Sciences, University of Akureyri

Teachers´ behaviour in schools does influence pupils morally. This happens through what teachers do in classrooms and what they say. Teachers´ standing in their job can be described as authorities or experts. Part of this authority is moral authority. Moral authority seems to consist in two kinds of abilities, the first kind being a practical ability, the ability to be sensitive to a particular context, take decisions that students accept. The second ability is an intellectual ability, having knowledge of an area, issue or subject and being able to formulate it in such a way that others can understand. These two kinds of abilities are necessary parts of the moral authority of teachers.

My main questions in this paper are two: Can teachers be moral authorities? Can teachers be democratic moral authorities? Teachers working in a public school system are endowed with the trust of their communities. Nowadays most national communities in Europe are democratic. If teachers can be moral authorities then there does not seem to be any problem with them being democratic moral authorities. This is not obviously true. To be able to give affirmative answers to these questions it will have to be argued that the very idea of moral authority makes sense, that the notion of moral authority in a professional, educational context in a democratic society can be made clear.

This is a theoretical, philosophical paper, investigating the concepts used, analysing them in order to reach clarity about the issues. The professional authority of teachers has been a topic of research in the Nordic countries and moral authority is a necessary part of professional authority.

Network 16: The Nordic Society for Philosophy of Education

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

514 Faith, Hope and purpose: belief systems and educational crises.

Peter Gray and Geir Stavik-Karlsen

NTNU

A number of current factors suggest that belief systems are a vital but neglected area in educational research. We have an economic crisis, undermining faith in the progressive power of capitalism and leading to massive unemployment, depression and even suicides. Secondly, we have the EU offering various strategies for overcoming current challenges, mostly based on the hope that science, technology, research and innovation can get us out of trouble, allied with increased citizen involvement in all these areas (EC, 2010). Finally, we have evidence that lack of engagement in education is leading to under-achievement, dropout and poor employment opportunities (Gray, 2012; ProCoNet, 2011). This lack of engagement can be traced to missing sense of purpose in education combined with conflicting ideals and belief systems, some of them negative or even nihilistic. Education systems are increasingly driven by faith in statistics, with ever-increasing control and management systems purporting to reduce the risk of educational failure whilst actually increasing it. The underlying problem is therefore that a variety of belief systems are competing for attention. Religious belief systems are struggling to survive in secular European societies, whilst fundamentalist systems are gaining traction elsewhere. Humanist or scientific belief systems have failed to inspire the public imagination. Consequently, educators have severe problems in providing leadership based on belief. The positive role of belief systems in health has been recognised, especially in the Nordic countries (Lindström & Eriksson, 2010). It is now timely to examine the positive role of belief systems in education. In particular, future orientation as a component of belief systems needs to be re-examined (Friedman & Schlipp, 1967). Current linear systems, focusing on predictability, are unable to cope with the unexpected, yet a combination of hope and the unexpected is precisely what is sought in current initiatives such as Horizon 2020. This paper will argue that a renewed focus on belief systems, inspired by philosophers such as Buber & Derrida, could provide a way of thinking ourselves out of crisis.

Network 16: The Nordic Society for Philosophy of Education

Session 2 (Friday, 8 March 12:30 - 14:00)

Room: H-001 Chair: Guðmundur Heiðar Frímannsson

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460 Educational ethics and the concept of ethical literacy. An inquiry of the representation of ethics in some textbooks with regard to the new syllabus for the subject of religion in compulsory school

Olof G L Franck

Department of Pedagogical, Curricular and Professional Studies. University of Gothenburg

Research topic / aim
What representations of ethics are produced and reproduced in the textbooks published to be used within the teaching in accordance with the new syllabus for the subject of religion in compulsory school? The aim of the study is to inquire how to interpret the representations of ethics in the textbooks chosen with regard to the concept of ethical literacy.
Theoretical and methodology framework
The concept of ethical literacy is analyzed with regard to some approaches in normative ethics, and with reference to some interpretations of the concepts of critical and religious literacy, respectively. The conclusions from this analysis will pave the way for identifying some possible interpretations of the concept of ethical literacy, which will be applied to the representations of ethics in the chosen textbooks.
(Expected) conclusions / findings
The inquiry is intended to generate conclusions relevant to an analysis of what kind of representations of ethics there is to be found in textbooks used in present education in religion.
Relevance to Nordic Education Research
Given the role textbooks often play in educational practice, it seems important to investigate how to interpret their representations of ethics, especially since moral issues are included in the core content and the knowledge requirements in the new syllabus of religion.
Attachment to NERA-network and/or symposium
The inquiry will generate a foundation for interpreting certain parts of educational ethics, for example with reference to phronesian premises and perspectives. It seems as an appealing opportunity to get the analysis dealt with in the Nordic Society for Philosophy of Education.

Network 18: Research on Teacher Education and Beginner Teachers

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-201 Chair: Kari Søndenå

123 Educators in Subversive Activity at the University of Oslo. Critical comments to volume 6 in the recently published history of the university.

Karl Øyvind Jordell

Institute of Educational Research, University of Oslo

TOPIC
Chapter 3 in volume 6 in the recently published history of the University of Oslo deals with 'The fracture with the school' – the close ties between university and school are weakened. The author points to two trends: the radicalization of pedagogy, and the increasing importance on research as the central activity at the university.
The latter of these trends will not be a major topic in the paper. It is the concluding proposition in the discussion of the former trend that will be used as a springboard for the paper: "Scholars seen as being in opposition within the field of education, but with political influence – most of them with background from the University of Oslo – contributed in a decisive way to undermine the leadership's ambition of preserving the university's strong position as an institution of teacher education." Undermine is as strong word, even when discussing processes in organized anarchies like universities.

FRAMEWORK
The content of the chapter, and in particular the segment on 'The radicalization of Norwegian pedagogy' will be analyzed, with particular emphasis on sources listed in the footnotes.

EXPECTED CONCLUSION
Before the text is analyzed, and the sources inspected, it is not possible to suggest any clear conclusion. But it seems that the quoted conclusion may not be warranted: Only one pedagogue (Eva Nordland) is mentioned, and it is not documented she was brought into the strategic positions she occupied, at the recommendation of the University of Oslo. Rather, she had close ties with the Labour party, whose policy she may have promoted. If she had counteracted the policy of the party, she might reasonably have been accused of subversive activity. Historians should not make accusations of this kind, on behalf of the university.

RELEVANCE
The role of universities in teacher education is barely questioned any more in the Nordic countries, as many old teacher education colleges become parts of universities. But aspects of the history or this process is not without interest.

LITERATURE
Helvig, Kim G (2011) Universitetet i Oslo 1811-2011. Bok 6, 1975-2011. Mot en ny samfunnskonrakt? Oslo: Unipub.

Network 18: Research on Teacher Education and Beginner Teachers

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-201 Chair: Kari Søndenå

333 Supervision and Bildung

Kari Søndenå

Telemark University College

Evidence-based practice has in the last decades been underlined as a necessity in professional education. On the one hand the argument has been in favour of integrating research findings and knowledge of professional judgement and experience (Davis, 2010). On the other hand this has been problematized as an impediment for quality in educational work and as underpinning of a new professionalism, based on an objectivistic policymaking and of "what works" (Edwards, Gilroy and Hartly, 2002). No matter if the focus has been on arguments that support the thinking of evidence-based practice or arguments from the critical voices, the discourse might be seen as subjected a common rationality, based on the preoccupation of an individual perspective. This presentation represents a critical view and a question is raised of what it takes to think in an over-individual perspective, directed towards development of a common profesionality in supervisional work. The theoretical perspectives are built on Kant and Arendt. Contextualized to supervision in teacher education this might bring us to a deeper understanding of questions conserning "Bildung" in supervisional work and of what it takes to be a professional teacher working towards an understanding of sustainable pedagogy in times of disruptions and eruptions.

Network 18: Research on Teacher Education and Beginner Teachers

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-201 Chair: Kari Søndenå

298 Teacher education program´s relation to policy and practice

Tine Arntzen Hestbek

Norwegian University of Science and Technology (NTNU), Programme for Teacher Education

International teacher education trends are characterised by a strong instrumental focus (Haugen, 2012, Cochran-Smith, 2012). So called evidence-based practice in terms of "what works" is recommended to make the teacher education more "efficient". For example the OECD recommends that clear and concise statements should be developed on what teacher education students should be expected to know and be able to do. These statements should be derived from pupils´ learning goals. In such manner the OECD argue that a tight connection between research, policy and practice should be provided to improve teacher education.
The Norwegian teacher educations are under reform. In this paper I analyse how curricula for teacher education programs at Norwegian universities (national curricula from 1998, 2003 and 2012) relate to international trends. More specifically the problem statement is: What characterises curricula for Norwegian teacher education programs´ (1998, 2003 and 2012) relation to policy and practice? How has the relation changed, and what consequences may the current relation have for the understanding of the autonomous role for educators in both universities and schools?
In this study I use critical discourse analysis as methodology. I turn to Bernstein´s (2000) theoretical concept on discourses on knowledge: Horizontal and vertical forms, in my analysis. The results are discussed in relation to perspectives on theory, policy and practice (Hammersley, 2002, 2007, Kvernbekk, 2001, 2011), and different purpose for teacher education (Hansen, 2008, Haugen & Hestbek, 2012).
Further in this research project, I will analyse national curricula in Finland, Sweden and Denmark.

Network 18: Research on Teacher Education and Beginner Teachers

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-201 Chair: Kari Søndenå

44 Theory and Practice – Knowledge Forms, Culture Analysis and Embodiment

Lars Emmerik Damgaard Knudsen

Institute of Education, Faculty of Arts, Aarhus University

Compared to other Nordic teacher education programs the Danish teacher education is as designated to the teacher profession but not necessarily towards studies for a master's degree. This constitutes what I call the teacher education program problematique – an identifying and structuring question that includes different perspectives on what constitutes a good teacher education program, a good student, a good teacher. In a theoretical framework of Aristotle, Thomas Højrup and Maurice Merleau-Ponty I develop an analytical model called the topos and logos model designing a qualitative case and methodological design. In a six months period of fieldwork two students including their teachers and supervisors are observed, interviewed and videotaped in the last placement period and in the students' phase of writing the bachelor thesis. The analysis demonstrates that the intended and practiced knowledge forms are cultural structured and bodily anchored in the self-images of the placement and teaching sites which points to a significant distance between the academic intentions of the Bologna process and the students examinations of the bachelor thesis. This distance constitutes a site of its own, and as a cultural event the analysis is illustrating how the process of the teacher education program becoming academic begs the question of what form of academic formation is actually being debated. The dissertation can conclude in sum the following points:
1) The policy documents of the teacher education program are intending and practicing contradictory frames for the academic formation and mobility
2) In spite of the initiatives there are still significant contradictions between placement and teaching sites in the understandings of the means and ends of the teacher education program and in the relations between theory and practice.
3) The process of becoming academic and professional formation is in an interpellation process headed towards the perceptions and conditions at the placement site and in the students' main subjects.
4) The academic eidos of the bachelor of education program can be formulated by a methodological point of departure in fieldwork related to the Bachelor thesis.

Network 19: School-Home Cooperation

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-206 Chair: Limin Gu and Margaretha Kristoffersson

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714 Production of home school relations in everyday life in a Danish context

Niels Kryger and Karen Ida Dannesboe

Department of Education, Aarhus University

Based on ethnographic studies, interviews and policy studies the paper explores the complexity of home-school relations in a Danish context. It is argued that relations between home and school are produced in multiple ways in everyday life. Especially the paper focuses on how children and their families are active co-producers of these relations. In the dominating discourses school-home-cooperation is considered of great importance and seen as a positive contribution to children's wellbeing and academic progress. It is taken for granted that all activities that have gained a status of home-school cooperation are "for the best of the child". However, our study challenge these dominating discourses by focusing on the significance of school-home relations in children's and parents everyday life. It will be argued that not all parents and children benefit from these activities. Often it produces stress and feelings of insufficiency and powerlessness and does seldom have a sense of children as active and competent.
The empirical material primarily stems from the research project "Home-school cooperation as a cultural given".

Network 19: School-Home Cooperation

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-206 Chair: Limin Gu and Margaretha Kristoffersson

297 The current school choice policy reflections for parental school choice in the light of two case cities in Finland

Sari Silmäri-Salo and Jaana Poikolainen

University of Turku, University of Helsinki

School-choice-policies have been applied to publicly run comprehensive school system of Finland since the mid 1990's. Local school authorities determine choice policy that is carried out in municipality. The consequence is that choice policy differs between the cities. In this study we compare and contrast how the 6th graders` parents act in the assumed school markets of two case cities, which use different choice policies. The focus is on parents` subject positions, discourses and educational values (Raveaud & van Zanten 2007) which are intertwined to parents' school choice. We are also interested if there are differences between parents' choosing strategies and what the meaning of different spaces to school choices is.

The interview data was gathered in a city of Vantaa (N=76) and Turku (N=98) and is analyzed utilizing critical discoursive approach. Discourses not only provide information about issues, phenomena and social relationships, but they also have a nature that is constructive and creative (Fairclough 2004). Individuals describe their choosing possibilities, obligations and duties from a certain positions (Vincent, Braun & Ball, 2010) using various discourses.

Findings

When contrasted the case cities we argue that the choosing strategies are bound to a local context guided by different possibilities and norms and school choice policies. The analysis has revealed that if the actor`s subject position is traditional, the discourse of civic duty is strong. Parentocracy discourse is most often in relation to contemplating actors` position and parents who have taken a determined actors position use mostly consumer discourse. Parents living in the city which uses expressive policy lean more on egalitarian values and are not especially keen to choose. When the used policy is expressive and instrumental, parents refer more strongly to equity and act actively in the assumed school markets. Parents` education strategies are related to sociospatial schooling practices: depending on the social and urban space parents have access to certain schools (Barthon & Monfroy 2010).

Relevance

The education policies and choice policies are diverse in Nordic countries. This research is very valuable for comparative Nordic research design for our research is unique in Finland.

Network 19: School-Home Cooperation

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-206 Chair: Limin Gu and Margaretha Kristoffersson

104 I will pull through as long as I don't take part. Student - Teacher - Parent Discussions: The Student's View

Venla Luukkonen

University of Jyväskylä

The paper deals with development discussions, discussions between student, teacher and parent(s) in comprehensive school in Finland (STP). The aim of these discussions should be to guide the student with his/her studies and to support the development and progress of the student. There has been little research about the STP discussions in Finland, mainly the previous ones focused on the interaction between the teacher and the parent. The student seems to be forgotten. Therefore the focus in this study is the student's experiences: what are the meanings of the discussion for the student?

The experience of the student is approached from the view of phenomenology as well as of childhood research. The data is collected by first recording the STP discussion, then with the assistance of the recorded discussion the student is interviewed. The interviews (N=20) are analyzed in comparison with the video recordings by using phenomenological analysis.

This paper is based on a single interview of one 14-year-old student and a video recording from her STP discussion. She considers the discussion to be more between her mother, father and the teacher than between all four of them. The focus seems to be the school subjects that she is not doing well in the moment. She is asked to make commitments how to develop in those subjects but the promises do not feel genuine. She feels that the best way to survive the discussion is to participate as little as possible.

As these sorts of discussions are held in all the Nordic countries, the aim of this study is to develop STP discussions as a tool for guiding and counseling, as well as a forum for school-home cooperation. At this point of the research it is evident that there is no common understanding between the schools and homes about the aim or the content of the discussions.

Network 21: Politics of Education and Education Policy Studies

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-202 Chair: Marianne Dovemark

71 Care and Education Intersecting with Status and Class: Swedish Childminder Education 1975-2011

Eva Reimers and Birgitta Plymoth

Linköping University

The topic of this paper is Swedish childminder education described and analyzed from a perspective of care, education, status, and class. In Sweden, childminders are trained at the upper secondary level, while preschool teacher education is situated at colleges and universities. From a perspective of status and class, this paper delineates and discusses changes in the childminder education in relation to care and education.

We have analyzed policy documents and documents from local childminder education programs. In addition, we have conducted interviews with childminder educators. The analysis is informed by post-structural critical discourse theory and focused on the question "how", i.e., how the status of the education and the role of childminders is constituted, and how the relation between care and education, and between childminders and preschool teachers is constituted in the childminder education. It also means that we map possible ways in which the constitution of the education and the discourses in which the program partake, plug into different policies, political ambitions, normative notions, and educational reforms, and what this assemblage makes possible.

We have found that the status attributed to the childminder program has shifted between high and low status, and it has shifted with respect to its role as an education program leading toward differently classed life trajectories. One reason for the status variation is to be found in how care and education, as two intertwined but also separate aspects of child day care, are emphasized or made sense of in relation to the childminder program.

The gradual shift in the childminder education and vocation from an emphasis on care to an emphasis on education has on the one hand made it possible to increase the status of the education and the vocation, and on the other hand subverted the demand for a specific education and vocation of a category of child workers called childminder.

Acknowledgement: The project is funded by the Swedish Research Council, VR 2010-5826

Network 21: Politics of Education and Education Policy Studies

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-202 Chair: Marianne Dovemark

684 The Finnish school in crosspressure of change - school as an inclusive learning community (SILC)

Helena Rajakaltio

University of Tampere, School of Education

The current education policy in Finland is promoting ideology of inclusion. The forthcoming research project (2013-2017) is anchored in the transformative educational reform process based on to the new legislation (the Basic Education Act 642/2010) that is preferring the recognition of diversity and differences to labeling and diagnosing students. The school is examined in its societal framework and the change process is illuminated as a multi-level phenomenon amidst the dynamics of the controversial transnational and national educational policies and how it appears at local level and in school. On one hand there are attempts to idealistically decontextualize the school institution from its larger economic, political, and social circulations of power and knowledge. The ideology of inclusion which is promoted by Unesco can be seen from this aspect. On the other hand there is a tightening grip of a neoliberalist, technocratic and "client-oriented" educational policy agenda with pressures towards increasing uniformity, standardization and effectiveness which stresses on measureable learning outcomes.

The school is viewed as a specific societal institution with a plurality of ethical domains/purposes amidst the contesting and contradictory influences and attempts of change. On local level the school is facing cross-pressures of expectations and requirements set by different stakeholders, eg. governments, politicians, educational administrators, parents, business and media. The school is a site for logic of control and disciplinary knowledge, as an instance of the Foucauldian "regime of truth"; making society by making the child by the mechanisms and gestures of inclusion and exclusion (e.g. Foucault 1979, Popkewitz 2008, Willmott 2002).

The aim is to gain relational understanding of the complexity of the transformation process and of the inclusive education as complicated, multilevel societal phenomena by scrutinizing the inclusive education reform between contextual factors at different levels in the transformation process. The study aim at better understanding as to how the schools cope with the reform and develop inclusive practices in a hectic time of economic instability and contradictory goals.

The research data is collected through documentary analysis, questionnaires, interviews and classroom observations in schools that are amidst the new reform of inclusion. Around twenty schools will take part in the research in five municipalities.

Network 21: Politics of Education and Education Policy Studies

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-202 Chair: Marianne Dovemark

72 "We feel that we are in a middle of a snowstorm" – Experienced upper secondary teachers discuss 30 years of change in curriculum and teaching

Ingólfur Ásgeir Jóhannesson and Árný Helga Reynisdóttir

University of Iceland & University of Iceland and University of Akureyri

The aim of the study was to gain an insight into what experienced upper secondary school teachers in Iceland think about change in their work in the last 25 years. Particular attention was given to the impact of different curricula , especially the most recent one from 2011 which has the novelty of being largely based on cross-curricular objectives.

Framework
The upper secondary school in Iceland is now in a state of unprecedented flux in its regulatory framework. Little is known about teachers' attitudes towards school development and their perceptions of change since studies of Icelandic upper secondary schools have been few and limited in scope. This study is grounded in literature on accelerated social change and its wide-ranging effect on teachers' work in the last few decades. It also looks into deep-rooted hindrances to school development in upper secondary schools as well as identifying possibilities for teachers.

Interviews were conducted with twelve teachers of equally many disciplines from four different upper secondary schools in Iceland. All the teachers started teaching before 1986, which is the year the first National Curriculum for upper secondary schools was introduced. This study is a part of the first comprehensive study on upper secondary schools in Iceland. The schools were randomly chosen from a stratified sample of nine schools but the selection of teachers was made by purposive sampling to ensure diversity.

Main conclusions
Results indicate a transformation in the work and role of upper secondary school teachers. The interviewees describe a major change in students' attitudes towards school and schoolwork. The introduction of information technology has also contributed to a dramatic change in the classroom. These changes are reflected in a different kind of interaction between students and teachers and have generated more varied teaching methods. Teachers have taken on new responsibilities and many speak about intensification of work. The interviewees expressed mixed sentiments about the ministry's effort to centralize the National Curriculum in 1999. However, all were positive towards the cross-curricular aims of the new National Curriculum but many were deeply concerned about implementation.

Network 21: Politics of Education and Education Policy Studies

Session 3a (Friday, 8 March 12:30 - 14:00)

Room: H-202 Chair: Marianne Dovemark

85 Research and reform map on the Upper Secondary Education in Iceland 2003-2012. From Theory to Practice

Guðrún Ragnarsdóttir and Ingólfur Ásgeir Jóhannesson

University of Iceland

The research aim and purpose:
The study aims at mapping what has been published about research and reform activities on the upper secondary school system in Iceland over the period 2003–2012 to evaluate the dimension and nature of it, in order to utilize it to enhance further developments. The main research question is what characterizes research and reform activities in upper secondary education in Iceland in the beginning of the 21st century.
Theoretical and methodology framework:
Evaluation framework was created to answer the research questions. The framework is partly based on classification from Holbrok et al. (2000) that was updated and adapted to the situation in Iceland. It is also based on previous enquiry led by Allyson Macdonald (2005), the structure of the school level and finally to the researcher's broad working experience.
Data was collected in a) all refereed journals in Icelandic and few foreign journals as well, (b) unrefereed teachers' magazines, c) data collection from the Icelandic library system of articles written in Iceland and in international journals, d) masters and doctors thesis and e) documents about reform activities. The main strength of this approach is to map all published material on upper secondary schools. The weakness is that published material, especially refereed material, is limited. Some authors and specialists in certain fields received a phone call for data collection to evaluate the effect of the research and reform impact.
Conclusions/findings:
The main conclusion is that there is a lack of research and reports about reform activities and limited amount of refereed articles. Other conclusions are the importance of increasing conversation between the science community, the strategy makers and the field of the upper secondary schools themselves and a research and reform gap between groups within the school system.
Relevance to Nordic educational research:
It is interesting for the Nordic countries to see if the Icelandic research and reform spectrum reflects in their own nearest community.

Network 24: School Development

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-208 Chair: Anneli Frelin

375 What's in it for me? Literature seminaries for teachers' professional learning.

Ann-Christine Wennergren and Marie-Helene Zimmerman Nilsson

Teacher Education

Topic and aim
Professional learning in schools is about a collective and transparent responsibility built on confidence, competence and critical feedback from colleagues. When teachers take responsibility for their own learning as well as that of their colleagues, it can lead to a shift in attitude towards professional learning. This study presents a specific situation of professional learning where teachers are supposed to process, reflect and learn together from research-based literature. The aim of the study is to illuminate insights and lessons learned from the literature seminaries as a part of professional learning.

Methodology/research design
The present school participated in a collective educational programme where teachers were intended to take active part in the work to improve the school's results. As a part of the programme teachers combined the practical work with theoretical studies at university level. The analysis is based on reflections protocols from 50 literature seminars during one year. As a tool in the analysis process we used a developed form of "learning loops".

Findings
We conclude that teachers choose to participate in different ways, either as actors or as passive implementers. The actors chose to problematize the content (double loop) while the implementers chose to present the literature (single-loop). Thus, the learning outcome was affected by the teachers' ways of participating.

The results revealed that some teachers tried to understand practice through literature or vice versa. They negotiated different understandings of the literature in their discussions. Also, they examined the implications of new concepts by reformulating them to concrete situations. On the other side, there were teachers who performed the seminars as a task to please the facilitator. As a consequence of the seminars, teachers learn to problematize their pre-conceptions through literature. It also provided support to problematize their own ”every-day-work” and enabled a more distant discussion.

Network 24: School Development

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-208 Chair: Anneli Frelin

57 Concerns and Student Back-up in the Common Areas in School - The Significance of the Borderlands

Anneli Frelin and Jan Grannäs

University of Gävle

One of the often neglected preconditions for a productive educational environment is that students feel positive about coming to school and that they have meaningful relationships in school. In this paper, attention is directed towards the common areas that lie within the school but outside of classrooms, e.g. corridors, school yards and dining halls. The concept of the "borderlands of the common areas" in everyday activities at schools is addressed. We explore common area spaces and practices, along with the intentions of the personnel that are responsible for them.

This paper presents data from a research project aiming at exploring the relational interplay between school personnel and students, its functions and complexity in the secondary school context. A year-long case study is being conducted during the 2012-13 school year at a secondary school that has recently been renovated and where the staff is working to improve the school environment. We make use of multiple data sources, including document analysis, mapping, observations and interviews. In the analyses, spatial theories are applied, a novel approach within the field. These are fruitful for understanding the factors that contribute to positive relational processes within the school context (cf Author 1 & Author 2; Ferrare & Apple, 2010).

The common areas in the school are easily neglected and can be described as "non-places" in the everyday activities. The results indicate that the common areas in the school are used for practices addressing student concerns, aimed at improving conditions for students so that they can concentrate on studying. These borderland practices are viewed as constructed social spaces, where students can feel safe and enjoy coming to school. These two predicaments are in turn preconditions for enhancing students' ability to study and to succeed.

Network 24: School Development

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-208 Chair: Anneli Frelin

377 Teachers´ assessment practice – A study of the relationship between teaching and assessment

Fredrik Thornberg

Gothenburg university/ Halmstad university

Aim
The study's overall aim is to develop knowledge about teachers assessment practice. Studying teachers' collective reflections on videotaped teaching situations in order to see what and how they choose to reflect on teaching / assessment may be one way to approach the overall question about what assessment actually is, specifically in relation to the communication and feedback as part of any (reasonable) teaching. In light of the research project's overall aim, the study is guided by the following question:

• How is assessment represented in teachers reflections about teaching?

Methodology/research design
Three schools are involved in the study and at each school one teacher is videotaped on three different occasions. In the beginning-, in the middle- and in the final stage of a work area. After each occasion a video-stimulated reflection session (VSR) takes place with the teacher, his or her collegues and the researcher. The theoretical framework is inspired by pragmatic and sociocultural perspectives. The study´s point of departure is the schoolpractice and elaborate teachers learning through the experiences and reflective conversations which lead to new issues and new actions. When teachers reflect together over videotaped teaching sequences the study´s design provide conditions for a close relationship between reflection and action. Furthermore the study relates to sociocultural epistemology, seeing learning and knowing as social, distributed, situated in a context, and mediated by cultural artifacts.

Findings and expected findings
How assessment as teaching and teaching as assessment can be described is a preliminary finding in the study. A non-dichotomous relation between teaching and assessment and between summative and formative assessment can be discussed using the following concepts in a teaching-assessment process: communication regarding knowledge expressions, summative evaluation, feedback, formative use and assessment of learning. The model is tentative and represents a work in progress.

Network 24: School Development

Session 3 (Friday, 8 March 12:30 - 14:00)

Room: H-208 Chair: Anneli Frelin

361 Creating spaces for learning and action competence between school and local society

Svanborg R Jónsdóttir and Allyson Macdonald

University of Iceland School of Education

Working on enhancing learner creativity and competence for action a team of teachers in Trio School, a rural school in Iceland developed core knowledge and skills by working with innovation and entrepreneurial education (IEE). IEE is a weakly classified area of learning that requires weak framing of teachers and learners have considerable autonomy and freedom. The main aim in IEE is to enhance learner creativity and competence for action. Learners in IEE are considered experts in their own ideas and the teacher guides and supports working in an emancipatory pedagogy. As an integrative discourse IEE requires a holistic organization of time and objectives. The aim of this paper is to find out how a team of teachers in Trio School and administration organized spaces within and outside the school and expanding the traditional timetable to offer and develop IEE. The research is a qualitative case study of IEE in Trio Scool. Observations of lessons were undertaken and interviews with teachers, administrators and learners were conducted. Data was gathered from 2008-2011. The research is developed within a socio-cultural framework with an ecological emphasis on interacting, interpretative and critical perspectives. Collective teacher efficacy (CTE) model (Macdonald, 2012) is used to analyze findings.
The findings show that the work on IEE in Trio School included collaboration between the local work life and parents and the school and some rearrangements within the timetable. Sif a lead teacher in the IEE work was the instigator and primus motor in implementing IEE in the school and was supported by the principal by arranging time slots for IEE lessons and for a team of teachers to work together on the implementation. Tensions and struggles were detected as the IEE team dealt with issues of developing and sustaining IEE in the school. A core of CTE in IEE has been developing in the school over six years as they have gradually been gaining competence for action in this area.

The research has been supported by The Icelandic Research Fund and the University of Iceland Research Fund.

Network 1: Adult learning – at work, in education and everyday life

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: K-205 Chair: Bjarne Wahlgren

347 Librarians Work-Related Learning and Self-Development: Study in Estonian University Libraries

Kate-Riin Kont and Signe Jantson

Tallinn University of Technology Library

Theoretical Backround
Learning is gaining more importance both in the personal as well as in the organisational context. The nature of work has become more complicated than it has been ever before, bringing about the need to employ people, who are capable to settle in and grow in the organisation.
Good education also is a vital component for career building, so one has to constantly devote oneself to individual development via participating in various training courses and self-education. In the case of librarians, it naturally includes achieving the highest possible professional level. Career building also requires participation in the work of professional associations and off-hours individual development. This is especially essential for young specialists, who have recently joined the library staff, and who might otherwise find it difficult to get duties and development possibilities that meet their abilities.
Method and Objective of the Study
The data used in this paper are based on reviewing and summarizing of relevant literature to provide an overview of the concepts and previous studies of work-related self-education and -development in the context of the library as well as on results of the original study, created by the paper's authors, held as an online questionnaire in 2011/2012 in Estonian university libraries, governed by public law. The aim of the current paper is to determine what kind of possibilities for learning and individual development librarians have and whether they are apt to use these.
Findings and Conclusions
Estonian librarians are highly motivated for individual development, and some of them are even willing to defray the costs of it. Most of the respondents are willing to participate in in-service training courses, and quite a large part of them find study trips also acceptable. Approximately a quarter of respondents are willing to undertake formal education acquired within adult education system. The respondents are most interested in language courses. Taking into account the fact that the majority of the employees of Estonian university libraries receive monthly salary below 500 €, it is essential that the organisation should provide support for professional individual development. Most of the respondents are willing to participate in the conferences and seminars for individual development purposes, and the majority of them have done so during the last twelve months. 35 percent of the respondents are willing to present a paper and 18 percent of them have done so during the last twelve months.
The authors of this research study are of the opinion that employers should provide additional support to the training of employees and their participation in conferences and seminars and further promote so-called active participation, that is, taking the floor and sharing personal experiences.

Network 1: Adult learning – at work, in education and everyday life

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: K-205 Chair: Bjarne Wahlgren

48 Ledelse og selvledelse i arbeid med mennesker - leadership and self-leadership in work with people

Nina Amble

Oslo and Akershus University College af Applied Science, Faculty of Education

The subject of article is mastery, as proactive learning - and organization of such learning in work with people (Amble 2012 a; b). Work with people includes modern service work in the private and public sectors. Almost three-quarters of the Norwegian workforce is engaged in this type of work; i.e. most Norwegian women and a large part of the male Norwegian workforce (NOU 2012: 15). This work is characterized by face-to-face or voice-to-voice contact with a customer, passenger, patient or service-receiver where one is simultaneously producing and delivering help in the form of services, care or nursing (Hochschild, 1983).
The topic of the paper is knowledge of good work practice which satisfy the worker's needs for participation and well-being and the employer's desire for quality and efficiency. This requires organization, opportunities for mastering and a system for on-the-job learning and development (Trist, 1981).

The empirical basis for the paper is three interactive research projects in the field of public and privat sector, spending from 2000-2011 (Amble, 2012 a).

The principal question is how efficient work methods as good practice include self-initiated excellence: opportunities to master which can be supported or overridden by the work organization. Central to this dynamic between mastery and organization is the opportunity for experience-based learning linked with the work and working partnerships: an interplay between relationships and opportunities on individual and collective levels (Gjerberg & Amble 2009; 2011).

The conclusion in the paper is how leadership and self-leadership (management and self-mangement, I am not sure of the translation jet)can be se as e co-genetic phenomenon (Herbst, 1976), where adult learning at the workplace (Eikeland, 2012) must be integrated and organized alongside daily operations, should it be an option for all employees.

Network 1: Adult learning – at work, in education and everyday life

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: K-205 Chair: Bjarne Wahlgren

461 Practical matters: Teacher Trainees' Learning in and from Trainee Functions

Birgitte Elle

Roskilde University, PAES

Denmark has recently on a small scale tried new initiatives and ways of thinking teacher education out, which implied the students simultaneous trainee employment at a school, and their maintaining of the study activities at the teacher university college.

This Danish initiative differs from other in western countries well known ways of organising teacher education as school-based, with a strong workplace focus, as well as from the use of the teacher assistant as support staff in schools. This paper discusses key findings and some theoretical implications from the simultaneous follow-up research, which concluded in the autumn of 2010, and for which I was responsible.
This research analyses the possibilities and dilemmas in the interplay between the university college, the trainee jobs and the learning processes of the students.

The theoretical and methodological framework for the follow-up research made use of notions of decentredness in the 'situated learning theory' (Lave & Wenger) and of 'communities of practice' (Wenger), and this theoretical basis was further expanded with the notions of power relations and de-naturalised perspectives, (Foucault), and neo-liberalism (Rose). The follow-up research dealt with the purpose and goal of the pilot project and explored the perspectives of the participants expressed in their experiences and ways of participation.

The study contributes to an understanding of how this and similar ways of doing simultaneous teacher education and training contribute to new competencies and engagement among the participants (trainees, teacher teams, schools, local authorities and, to some extent, also the university colleges) and to new forms of self-regulation processes, which become visible as the study relates to actual economic, cultural, and politically powerful discourses in Denmark.

Network 1: Adult learning – at work, in education and everyday life

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-206 Chair: Lisbeth Hybholt

245 The absence – that yet was present? Implementation of entrepreneurial learning approach I Norwegian schools.

Dag Ofstad

University of Nordland

ABSTRACT

The absence – that yet was present?
Implementation of entrepreneurial learning approach I Norwegian schools.

The purpose of this paper is to try to achieve a more fully understanding of how entrepreneurship could be implemented in schools as a "bottom – up" strategic movement, that actors from all levels in a school are involved into. I´ll also be outlining how important it is that head manager of the implementation process also has to be the manager of the school too.

I will discuss how entrepreneurship can contribute to strengthen the schools possibilities to offer learning concepts, adapted to the premises of the individual pupil.
Furthermore I will outline what kind of potential barriers the implementation process can generate among employees in schools – and see that in connection with the fact that both teacher organisations, teachers and school managers have been somewhat absent during the implementation of the entrepreneurship concept in education sector in Norway.
This paper will also focus on how teachers through this process can prepare entrepreneurial learning and training strategies, methods and tools together and during this process get a strong common ownership feeling to what they do. Based on this process, I will discuss why and how this can be a considerable success factor for themselves, the school environment and the local community in the longer term.
I will also present some arguments why entrepreneurship should be taught not only to pupils or students, but to everyone, as a necessary and useful skill and important way of reasoning about the world.
Finally I´ll give an outline of why and how entrepreneurship in schools should be reformulated to a "method of human action", comparable to social forces as democracy and the scientific method – and being used as a powerful method of handling vital and demanding problems essential for the human society.

Network 1: Adult learning – at work, in education and everyday life

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-206 Chair: Lisbeth Hybholt

325 Leadership for learning in a new school

Birna María Svanbjörnsdóttir

University of Iceland

The goal of my research project is to develop leadership for learning in one school to influence and support the education of the students. Leadership for learning is supportive and emphasizes and supports learning at all levels, with students, teachers and staff, individually and collaboratively, by discussing and reflecting on knowledge and learning.

To tackle complex subjects in the 21st century and improve schools students need some higher order thinking and teachers must develop their teaching practice. To increase teacher commitment it is important to improve teachers' practice and create an atmosphere and a culture of trust and respect, sharing leadership and encouraging participation and responsibility. Leadership for learning can create a professional learning community (PLC) for reflecting on what has been learned, and learning to encourage student learning.

This is an action research project involving collaboration with a leadership team in one new compulsory school in northern Iceland starting in August 2009 and ending in December 2012. I conduct research with the school/leaders and provide guidance through regular reflection with them. I have collected and analysed extensive data from individual and group interviews, with teachers, students and parents, and have observed many lessons.

My initial findings indicate that there are conditions in the school for developing leadership for learning. Leaders seem though to be unsure of how to get a community to function and teachers complain of inadequate support from principals in improving educational practice. Teachers and leaders in the school work in teams reflecting on their practice and using different methods in promoting learning. Their concern is the students' learning but they have not fully achieved a common vision on key concepts, such as differentiation. The leadership team sees it as a great benefit for the school to be participating in the research and they feel that they have never worked in a school like this before. The team and teachers have developed a discussion culture for learning and their challenge is to transform that into work with the students.

Network 1: Adult learning – at work, in education and everyday life

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-206 Chair: Lisbeth Hybholt

631 Reconceptualizing teacher professionalism in response to eduational diversity

Joron Pihl

Oslo and Akershus University College

Development of teacher professionalism is currently high on the agenda in teacher education and teaching practice. The purpose of the paper is to reconceptualize teacher professionalism in response to diversity. The method of inquiry is a theoretical analysis of a traditional concept of professionalism (Evetts) in comparison to an object oriented concept of teacher professionalism (Engeström). A traditional concept of professionalism focuses on professional competence, autonomy, borders and exclusivity within a specific domain (teaching), whereas an object oriented concept of professionalism focuses on the actual demands presented by the object of activity (teaching in a context of educational diversity), and the subsequent requirements to professional expertise and competence. Taking educational diversity as an object of activity in the present sociohistorical context, it is argued in favor of reconceptualizing teacher professionalism, in order for teacher professionalism to respond more adequately to the actual challenges in education. One expected outcome is a theoretical contribution to analysis of teacher professionalism in response to educational diversity. The analysis will focus on requirements for specialization within teacher education, in combination with requirements for interprofessional collaboration and competence. It will be argued that reconceptualizing teacher professionalism along these two dimensions is necessary in order for teachers to respond more adequately to the complexities of educational diversity in the current sociohistorical context.

Network 1: Adult learning – at work, in education and everyday life

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-206 Chair: Lisbeth Hybholt

286 Towards Evidence Reflected Learning

Christian T. Lystbaek

Aarhus University, Business & Social Science

"Knowledge" is of the utmost significance for work and learning. Though, today, the established knowledge base is changing in all areas of the labour market (Alvesson, 2004). Work and society are dominated by commitment to demands for high levels of demonstrable accountability, cost-efficiency and measurable quality. Thus, today, evidence-based practice has become an expectation and fashion, often used to emphasize the grounding of practice in research based knowledge that provides measurable evidence for best practice. But at the same time, there is a growing distrust of the supremacy of this kind of knowledge, and traditional monopolies of knowledge are challenged (Gabbay & May, 2010).

This conceptual paper addresses the on-going debate about professional knowledge enacted in diverse settings. This debate presents a wide range of epistemological terminologies and typologies, which are governed by different conceptions as to what count as knowledge, how it is produced and used, by whom, etc.. Consequently, according to some scholars, the concept of vocational knowledge has become fuzzy since it has come to "cover both everything and nothing" (e.g. Alvesson, 2004). Others find that the wide range of terminologies and typologies creates "an epistemological mess" that causes confusion and ruins effective communication and understanding among practitioners, educators and researchers (e.g. Titchen & Ersser, 2001).

Taking a Wittgensteinian approach, my paper will argue that ending the debate about knowledge is neither desirably nor necessary, it is not even possible. Because of the diverse and dynamic character of vocational knowledge, no conception hereof is all encompassing and final. Following Wittgenstein, knowledge involves judgments and being sensitive to disruptions, eruptions, ambiguity and contradiction. Hence, the Wittgensteinian approach that I develop suggest the need to move beyond current conceptions of evidence-based practice towards a conception of evidence-reflected practice in which vocational knowledge is regarded not as a fixed base, but as involving judgments of disruptions and eruptions in both the rigor and the relevance of what they are doing.

Network 2: Arts Culture and Education

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-203 Chair: Ninnie Andersson

480 I knit, therefore I am! Learning and identity in informal space

Marie Koch

Åbo Akademi Vasa, Faculty of Education

The purpose of the paper is to investigate how new value attributions can generate novel and usable knowledge to the field of craftsmanship, thus displaying a different and overlooked philosophical and cultural potential in a reflexive mode of expression, which reflects the normative comprehension of craftsmanship. The dissertation, ´I Knit, Therefore I am!´ on which the paper is written focuses on learning and identity in informal spaces of learning and how it is possible to relate such a learning perspective to crafts training in educational establishments. The empirical foundation is 'craftivism'. Activists from the Nordic countries have been interviewed about what they do when they put up their textile graffiti in public spaces.

Three research problems are presented: 1) What stories do people who work as crafts activists, tell about ways of relating and methods of action when they make crafts?, 2) What do these stories tell about learning and identity?, 3) How may the research results influence training and education in craftsmanship? The dissertation's theoretical foundation is post structural (Butler, 1997, 1999; Davies, 2000, 2003; Foucault, 1993, 1994) and socio cultural (Wenger, 2008; Säljö, 2000, 2005) combined with hermeneutical-inspired qualitative interviews (Brinkmann & Tanggaard, 2010). Starting from cultural studies, it is possible to see the activist subject's conditions of possibilities in the culture, as the activism of the sub-cultural phenomenon's craft lights up through a performing approach to the individual's actions.

The results show that activist subject constructs an individual who takes part in a community by e.g. creating joy, changing the world's perception of sustainability or by feminizing the public space. By taking crafts over the borders crafts become contextualized in a novel fashion thus obtaining an independent status. In this fashion the dissertation writes itself into a new method of comprehending and performing traditional craftsmanship techniques.

Network 2: Arts Culture and Education

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-203 Chair: Ninnie Andersson

476 Design pedagogical projects striving to make a change

Cecilia Andersson

Departement of Visual Arts Education, Konstfack, University College of Arts, Crafts and Design

As a senior lecturer at the Department of Visual Arts Education (Konstfack University College of Arts, Crafts and Design) in Stockholm I work with students who carry out their degree projects in the course Design and learning.

In this paper I discuss opportunities within today's Swedish teacher education to work with students in such a way that they can be offered (to create) tools to understand and experience didactic methods, design- and pedagogical theories as something that can make a difference.

I point out how the students projects strives to make a change, however small it may be, of existing realities such as marginalization of places, exclusion of people and the structural inequality in society.

This paper also discuss various strategies that students adopt to make a difference, and furthermore I discuss the possebilities of working towards social change in relation to the concept of design.

In the examples set out, the students has been working with inclusive, participatory and collective pedagogical design projects. In the students active learning processes appear skills that promote participation and inclusion in relation to the people involved and the places where the projects has been conducted.

Cecilia Andersson, Lektor i bildpedagogik/ Senior lecturer, PhD
Departement of Visual Arts Education, Konstfack,
University College of Arts, Crafts and Design
Box 3601
S-126 27 Stockholm
Sweden
cecilia.andersson@konstfack.se

Network 2: Arts Culture and Education

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-203 Chair: Ninnie Andersson

163 Physical education (PE) in Norway at a glance – a part of a Scandinavian model for PE in Primary and Lower secondary schooling?

Helga Aadland and Trond Egil Arnesen

Stord/Haugesund University College

In a review of R & D work in PE in Norway, it is pointed out that PE as a curriculum subject is under-researched (Jonskås 2010). The same report describes research based knowledge of what students learn in PE and how teaching happens as "very deficient" (Jonskås 2010 p. 7).

Annerstedt (2008) suggests that we can talk about a Scandinavian model for PE, characterized by a broad contents area, where pupils choose from a kind of 'smorgasbord' of physical activities. In this presentation we ask:

What is the status with respect to curriculum subject contents, working methods and organization of PE at year levels 1-4, 5- 7 and 8-10 in Norway? And how do these findings fit into what Annerstedt (2008) describes as a Scandinavian model for PE?

In this presentation we present descriptive statistical results of PE teachers' priorities related to contents, working methods and organization of the three year levels 1-4, 5- 7 and 8-10 in Norway. Our data is based on responses from PE teachers on two multi-subject national online surveys, Skolefagsundersøkelsen 2009 (lower secondary school) and Skolefagundersøkelsen 2011 (primary school). Answers were analyzed using SPSS and discussed in a multi-subject research group. Our theoretical perspective is inspired by curriculum theory and Schulman`s (Shulman 1986) pedagogical content knowledge theory (PCK).

One main finding on all three year levels is that PE is characterized by a broad contents area, including widely different activities such as sports, traditional games, outdoor activities, dance and skiing. This support Annerstedt's suggestion of a Scandinavian model for PE. However, despite the similarities between the year levels our findings also show that there are differences between the three year levels 1-4, 5- 7 and 8-10 in respect to contents. The most significant distinction is between year level 1-4 and the two other levels, which share most of its' main content characteristics.
When it comes to working methods and organization of PE it seems like it is more that unites the year levels than what separates them.

Network 3: Early Childhood Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-204 Chair: Helena Ackesjö

589 Children transition from preschool to school: expectations, experiences and (re)constructions of identities when crossing borders.

Helena Ackesjö

Linnæus University, Sweden

Research topic
Most research about transition describes children's entering into new contexts, especially transition from preschool to school. However, the overall research focus in this study is to describe how the transition process can be characterized at the end of the preschool period.

Theoretical and Methodology framework
The study aims to approach the children's perspectives of transition, and the data is constructed through both observations and conversations with children. The theoretical framework providing the basis for this study includes theories of transition, borderland theories and theories of identity constructions. The study adopts the theoretical position that children pass through certain institutional borders in transition from preschool to the preschool class. Transition is a phase in which individuals start to re-define their perception of who they are as they enter new social contexts. One assumption is that children themselves can influence, challenge and stretch those borders, or even create their own borders.

Main findings
The results support the conclusion that transition is a circular process rather than linear, or maybe as a spiral that loops back and forth. It is shown that children enter the transitions process long before they actually enter or visit school, but it is also shown that the transition process isn't all clear for all children. The study also proposes that transition is a period when the constructing of identities as Ex preschool children is important.

Relevance for Nordic Educational Research
The transition from preschool to school is managed in different ways and at different times in children's life across the world. This study puts the spotlight on the Swedish preschool class that is placed at the crossroads, in the borderland, between preschool and primary school.

Network
Early Childhood Research

Network 3: Early Childhood Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-204 Chair: Helena Ackesjö

397 Cross-curricular learning in pre-school and grade 1 in basic education - A holistic approach

Eva Ahlskog-Björkman and Therese Backlund-Smulter

Åbo Akademi University, Vasa, Faculty of Education

Nordic research often emphasises that pre-school is much more closely related to the child's own world, the child's praxis, while school tends to be more theoretical in its approach to learning. From research we draw the conclusion that if pre-school and school resembled each other more, the transition between these two worlds would be easier for the child.

The Core Curriculum for Pre-school Education in Finland (2010) recommends a holistic approach to education, while in basic education (grades 1-9), learning is more geared toward various subjects (2004). In order to create a smoother transition between pre-school and grade 1 in basic education, learning at the age of 6-8 is seen as a chain of events for the child, where play and learning go hand in hand. The question put forth in our research is: In what ways, could a holistic approach to education in both pre-school and grade 1 in basic education further children's learning?

As researching teacher educators, we seek to answer this question by exploring the phenomenon from a teacher's perspective in a Finland-Swedish context. The study can be viewed as a contribution to heightened insight and understanding of children's learning in the transition from pre-school to basic education. The aim of the present study is to investigate and compare in what ways teachers in pre-school and in grade 1 in basic educational setting respectively experience 1) the integration of various subject areas 2) the continuity of learning and 3) the significance of play in learning.

The theoretical approach relies partially on the Finnish core curricula for pre-school and basic education (2010 and 2004), and partially on theories of play and learning in a holistic approach to education. The starting point of this empirical study is a phenomenological research approach, which is realized through focus group interviews with pre-school teachers and primary school teachers in grade 1 of the Finnish basic education.

Network 3: Early Childhood Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-204 Chair: Helena Ackesjö

478 Invented spelling and other emergent literacy skills

Hilde Hofslundsengen and Bente E. Hagtvet

Sogn and Fjordane University College, NAFOL, University of Oslo.

Many children write spontaneously long before they learn to read and write alphabetically in school. In literate societies this early explorative writing, often referred to as invented writing or spelling, appears to be an inherent part of a child's emergent literacy (Clay, 1975; Ferreiro & Teberosky, 1983; Liberg, 1993; Hagtvet,1988, 2002, 2010; Sulzby, 1985; Tolschinsky, 2004; Treiman, 1998; Vygotsky, 1978; Whitehurst & Lonigan, 2002). While the impact that preschool phonological awareness skills and letter knowledge has on later literacy skills is well established, the roles played by invented writing skills are less well understood (but see Ouellette & Sénéchal 2008 for exceptions). Also, we have a limited knowledge about the interrelations between these skills and other language skills in preschool and their predictive relations are much more typically studied in relation to reading than writing.

The aim of this study is to investigate the interrelationships between vocabulary knowledge, phonological awareness, letter knowledge and invented spelling in Norwegian speaking children at age five.

Our main research question is, What are the interrelations between vocabulary knowledge, phonological awareness, letter knowledge and invented spelling in Norwegian speaking five-year-old boys and girls respectively? More specifically we want to investigate the unique contributions made by component skills like phonemic awareness, letter knowledge and vocabulary knowledge to invented spelling. The sample consists of 111 five-year old children from 12 Norwegian preschools and the following variables were focused, Phonemic awareness, Invented spelling of words and nonwords, Letter knowledge and Vocabulary knowledge. Multiple regression analyses were used to investigate the interrelations between variables.

Findings suggested close interrelationships between invented spelling, phonological awareness and letter knowledge. Phonological awareness and letter knowledge predicted invented spelling, even when controlling for vocabulary knowledge. Also, girls outperformed boys in the invented spelling tasks. Implications for practice are discussed.

Being a knowledge area that by tradition has had a limited professional focus in Nordic preschools and also in Nordic preschool teacher training, the research area appears to be of great relevance to Nordic educational research and to the NERA.

Network 4: Classroom Research and Ethnographic Studies

Session 3 (Friday, 8 March 14:30 - 16:00)

Room: K-103 Chair: Emilia Andersson

555 Incidental foreign language learning of young children

Samúel Lefever

University of Iceland

In many European countries foreign language instruction, in particular English teaching, begins at the onset of primary education or even earlier. This is in response to the changing social and linguistic reality of Europe which, because of globalization and mobility, is becoming increasingly multilingual. Part of this new reality is the development of English as a global language and its increased use in several domains of society. It may also be in reaction to the general belief (found in smaller European countries such as the Netherlands, Belgium and Iceland) that young children already know a considerable amount of English when they begin primary school (d'Ydewalle & Van de Poel, 1999; Koolstra & Beentjes, 1999). This paper looks at this type of incidental foreign language learning – how children pick up English on their own outside the classroom. It discusses a research study which looks at the English skills of eight-year-old children in Iceland and the factors that may influence their English learning.

The study tested the reading, listening and oral communication skills in English of children who had not received any formal instruction in the language. In addition, information about the children's background and use of English in the home was obtained through interviews with their parents. The study was partially funded with a grant from the University of Iceland Research Fund.

The findings of the study clearly show that a large percentage of children have already attained a basic understanding of spoken English by the age of eight years without any formal instruction in the language. In addition, over half of the children could successfully participate in a simple conversation in English, demonstrating a surprising level of oral communication skills. The parent interviews revealed conditions in the children's home environments which seem to play an important role in their English learning: easy access to English through a variety of media, positive attitudes towards learning English and motivation to use English for their own purposes. The findings of this study are likely to shed light on possible similarities to children's foreign language learning in other Nordic countries.

Network 4: Classroom Research and Ethnographic Studies

Session 3 (Friday, 8 March 14:30 - 16:00)

Room: K-103 Chair: Emilia Andersson

95 Teachers use of different teaching moves in discussions around texts in Norwegian language art classrooms.

Emilia Andersson

University of Oslo

This paper reports on a study about the creation of discussion around texts in Norwegian language arts in ninth grade classrooms. The aim is to explore teacher moves in discussions with students around different texts and how these different teacher moves form the discussions. Research shows that discussions can be recycled in to good writing and reading; hence to be able to reflect and engage in discussion about written texts is important for students' development of writing and reading skills (Lawrence & Snow 2011). With this in mind, conversation around texts in the classroom becomes essential to students' development of abilities. Students' participation in conversation is also important in fostering students learning and knowledge building in general. Hence the focus on teaching moves and how they can enable the discussion around different types of texts is of importance. This study builds on video analysis of 8 lessons in Norwegian language art classrooms. The videos have been coded for dialogic and authoritative teaching moves, building on an analytical framework developed by Furtak and Shavelson (2009). After coding, segments of discussions around different type of texts were selected, such as fiction texts, chronicles and articles. These segments have been transcribed and analysed both with references to the codes and to the type of text that were discussed. Findings indicate that teachers use different teaching strategies depending on the aim of the discussion and what type of text they are discussing with the students. The teachers seem to have a more authoritative strategy when testing students understanding of the text and more of a dialogic approach when discussing the text to find out more about the students interpretation.

Lawrence J.F & Snow C.E (2011): Oral Discourse and Reading. In Kamil, M.L et. al (Red): Handbook of Reading Research, Volume IV New York: Routledge

Furtak, E & Shavelson, R (2009): Guidance, Conceptual Understanding, and Studant Learning: An Investigation of Inquiry-Based Teaching in the US. I Janik, T & Seidel, T (Red.): The power of Video Studies in Investigating Teaching and Learning in the Classroom. New York: Waxman.

Network 4: Classroom Research and Ethnographic Studies

Session 3 (Friday, 8 March 14:30 - 16:00)

Room: K-103 Chair: Emilia Andersson

520 What's going on in the primary mathematics classroom? A video-based study during second and third years of Primary School

Margareta Engvall

Department of Behavioural Sciences and Learning (IBL), Linköping University

BACKGROUND: Reports from the National Agency for Education together with quality audits by the Swedish Schools Inspectorate point out that mathematics education seems to be similar in almost every classroom in the Swedish compulsory school. Most lessons are dominated by students' individual work with the textbook, sometimes preceded by a short teacher instruction. Additionally, discussions on mathematical topics between students and teachers are rare. During the last decades classroom culture and its importance for mathematics education has met with growing attention. Different kinds of artefacts, like e.g., language and teaching materials, are elements with a core function in the culture of the mathematics classroom. Researchers also claim that social and cultural aspects, like values, norms and praxis in the mathematics classroom, are crucial for students' mathematical learning.
AIM: The main purpose of this study was to find out what kind of actions with regard to cultural, social and didactical aspects that could be identified in teacher - student interaction during the Mathematics lessons. The secondary aim was to examine what kind of mathematical knowledge was made possible for the students to learn, based on teachers' and students' interactions
METHOD: Starting at the end of 2nd grade, data collection continued through the first months of 3rd grade. A total amount of 26 lessons were videotaped in five different classes while the same mathematical content was taught, i.e., addition and subtraction with regrouping. After transcription, a thematic analysis was accomplished. In order to achieve the secondary aim a model based on activity theory will be used in a forthcoming analysis, not reported here.
RESULTS: Despite an initial impression of similarity between the classrooms, a more in-depth analysis indicated four different types of mathematics classroom. They were characterized due to teacher's actions/students' actions +level of common values visible in the classroom, as (1) structured instruction/skill practice+agreeable community, (2) spontaneous instruction/skill practice+inconsistent community, (3) structured explanation/exploring and practice+unanimous community and (4) spontaneous guidance/discussing and exploring– opposing community.
CONCLUSION: Although mathematics classroom may appear similar on a superficial level, large differences can be shown when cultural and social aspects are taken into consideration.

Network 5: The Curriculum Research Network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: H-209 Chair: Daniel Sundberg

50 The Use of "Culture of Others" in Education. Aims and Emphases as Didactic Tools for Social Justice.

Lotta Brantefors

Department of Education, Uppsala University

Objectives & Framework: Despite an increased democratization of society where fixed relations as a "we" and a "them" gradually are dissolved there has been a neo-national turn in the last decade with focus on national values to promote stabilization of the relations in the multicultural Sweden. This is, together with for a long time strong emphasis on " the culture of others" – an othering, a democratic problem, as children should participate as peers. The purpose of this paper is to describe and discuss the use of "the culture of others" in Swedish education and the limits and possibilities for justice that different educative content of culture contribute for. Methods, Results & Conclusion: Based on a two step neo-pragmatic and discursive text analysis of authoritative educational documents, the paper demonstrates how and why "the culture of others" as an educative content has been put forward in Swedish education and is described in terms of three curriculum emphases: First and foremost culture has a value in itself for the minority groups themselves to preserve; second it is a source of knowledge for the majority population to be enriched by; and three it is a means of promoting tolerance between different cultural groups. "Their culture" is used and pointed at as both the problem and the solution. The curriculum emphases show how different aims and educative content are making up different kinds of education with different consequences for the relationships of the participants. The conclusion is that with a didactic tool like this "typology of culture", social and cultural awareness in the diversity classroom could be promoted in greater extent and more conscious democratic education could be developed.

Network 5: The Curriculum Research Network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: H-209 Chair: Daniel Sundberg

445 Welfare and democracy in school: Children exposed to domestic violence and school responses

Guðrún Kristinsdóttir

School of Education, University of Iceland

Contemporary schools have increased their awareness to address social issues. In the Icelandic national curriculum guide children's health and welfare and democracy are introduced as two of six paramount issues. The pillars refer to school legislation where social and educational objectives of the individual are to be achieved. The democracy pillar entails that knowledge about basic rights of children and adults has to be improved. Domestic violence is both widely acknowledged as a health problem and as a violation of human rights. It seems reasonable that teaching about domestic violence is clearly included in the new curriculum.

Legislative reforms tend to be a limited impetus for change. Considering that, the seriousness of the issue of domestic violence and time it has taken the Icelandic school system to put into effect programmes to deal with socially related problems of pupils, it seems vital to address issues of health/welfare and democracy in the context of schooling. Studies have shown that children are capable of answering questions and reasoning about domestic violence. Children in Iceland have expressed the wish to learn about it in school. Interview studies show that schools do not respond sufficiently to individual children who are exposed to violence in their homes.

The paper outlines the existing structure of safeguarding children in school, scrutinizes curricular text and relates to findings where domestic violence was surveyed in a general population and children and mothers exposed to violence were interviewed. Although studies on children's lives increasingly turn to themselves, it is expected that research of these matter is too rarely child-centred and even more seldom child-directed. The latter is a recent research approach which has shown to be effective to refine adult understands of children's concerns and experiences in daily life.

Network 5: The Curriculum Research Network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: H-209 Chair: Daniel Sundberg

748 Civil War as a Curricular Dilemma?

Jörgen Mattlar

Uppsala university Department of education

The underlying premise of this study is that (20th century) civil war is a problematic topic to address in contemporary history textbooks. The problem that this paper highlights is that textbooks are per se consensus-oriented and have the overarching aim of maintaining or producing a conception of a unified society. The fact that civil war divides a population in two or more parties is in this perspective a problem, especially if you consider textbook content in relation to pupils whose ancestors and relatives have experiences from the era of the Finish and Spanish civil war.

In the light of this perspective, the paper focuses on what textbook strategies that are used in order to deal with the inherent national conflict theme which is at stake in chapters dealing with civil wars in Finish and Spanish history textbooks. Methodologically and theoretically the paper takes as its starting point that curricula and textbooks are authoritative texts expressing the dominant ideology in a community and as such help to maintain and negotiate certain views on historical events and processes. Although this assumption is an established idea in curriculum studies the paper focuses on differences in textbook material which have ideological implications and hypothetical impact on pupils understanding of the civil war. The results presented in this paper are preliminary of an ongoing study which includes Finish and Spanish history textbooks published between 1993 and 2007. The results show that there are similar strategies in how Spanish and Finish textbooks deal with the conflict theme. There are also national differences and quite significant ideological differences especially in the Finish textbook materials.

Network 5: The Curriculum Research Network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: H-209 Chair: Daniel Sundberg

285 Bilden av samer och samiska i läroböcker - Nordic language

Antti Ylikiiskilä

Dalarna University

Syftet med denna undersökning är att undersöka om och i så fall vilken bild som förekommer i läroböcker om den i Sverige officiella nationella minoriteten samer och minoritetsspråket samiska. I styrdokumenten för skolan (grundskolans högstadium och gymnasiet; Lpo 94, Lpf 94) står att elevernas ska ges orientering om, få kännedom om, tillägna sig ett brett och djupt kunnande om samt insikt om de nationella minoriteterna i Sverige. I tidigare undersökningar (till exempel SIL:s 1990, Andersson 1993, Karlsson 2004, Skolverket 2006 och Ylikiiskilä 2006) har visat att de varit så gott som obefintliga i läroböckerna. Stämmer detta även i läroböcker utgivna under 2000-talet. Materialet består av totalt 95 läroböcker utgivna 2001-2009, av dessa är 59 läroböcker i svenska, 33 läroböcker i historia och dessutom en lärobok var i ämnena geografi, samhällskunskap och religionskunskap och omfattar drygt 21 000 sidor. Metoden som använts kan kallas kritisk närläsning.
Förväntat resultat är att förändring sker men långsamt.
Källförteckning
Andersson, 1993: "Bilden av samer" Svenska läroböckers beskrivningar av samer 1842-1992. C-uppsats
Karlsson, T. 2004: Exotiska renskötare och trolltrummans magi. Samer och samiska frågor i grundskolans läromedel för de samhällsorienterande ämnena. Institutionen för barn- och ungdomspedagogik, specialpedagogik och vägledning, Umeå universitet.
SIL 1990: Samerna i svenska läromedel Rapport 1990:2. Stockholm: Statens institut för läromedel.
Skolverket. 2006a: I enlighet med skolans värdegrund? En granskning av hur etnisk tillhörighet, funktionshinder, kön, religion och sexuell läggning framställs i ett urval av läroböcker. Rapport 282. Stockholm: Skolverket.
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Network 6: Educational Leadership Network

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: E-303 Chair: Renata Svedlin

569 School leadership and new teachers

Gunnar Engvik and Anne Berit Emstad

NTNU

The purpose of the text is to highlight and discuss various aspects of the profession to beginning teachers. We study how school leaders actively work to ensure that newly educated teachers receive support from the needs they have, and also how they get the opportunity to contribute with their expertise in the school's ongoing efforts to develop their practice. Our research question is: What kinds of experiences have school leaders with newly educated teachers in their first year as teachers?

Monitoring of newly educated teachers is a very relevant issue in the Norwegian school discourse. In Norway, a large group of newly educated teachers will enter the school in the next ten, fifteen years (Roksvåg & Texmoen, 2012). OECD stresses in an evaluation report from 2011 that Norway has no laws regulating the guidance of teachers at each school and the municipalities are free to establish their own rules for teacher evaluation. Few schools use standardized evaluation system, which may reduce the opportunity for teachers to get good feedback from employers.

The theoretical framework is related to the development of the teaching profession in four phases (Hargraves, 2000), and to five contextual changes that to influence teachers' teaching (Day & GU, 2010). This is also topic in Norwegian and Nordic research literature (Fransson & Gustafsson, 2008; Hoel, Engvik, & Hansen, 2010; Smith & Ulvik, 2011). Another theoretical foundation highlights that emotion is the heart of teaching (Hargreaves, 1998), and that the professional identity development in the first months of the profession is dominated by emotional and relational factors (McNally, 2011; McNally, Blake, Corbin, & Gray, 2008). The theoretical basis also includes contributions that illustrate the importance of a good mentor program for newly educated teachers (Totterdell & Arrowsmith, 2007), and how to lead the teachers learning (Timperley et. al., 2007).

The study is a qualitative case study using focus interviews with four Norwegian principals, and that will take place in January 2013. After a presentation of the analyses from focus group interviews, we analyze and discuss how the study can contribute with new knowledge in the development of good school leadership for newly educated teachers.

Network 6: Educational Leadership Network

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: E-303 Chair: Renata Svedlin

259 Educational research –contributions to School Development

Ann Elisabeth Gunnulfsen

University of Oslo, Institute for Teacher Education and School Research

Research topic/aim
Collaboration between researchers and practitioners has for the past decade been a core request in education policy making. A number of national programs emphasize partnerships and closer links between researchers and school development projects such as in the Norwegian national project "The Knowledge Promotion Reform – from word to deed". This paper will report on the results of collaboration focusing on the researchers' positioning and contribution to the national development project.

Theoretical and methodology framework
Based on a system theoretical perspective (Rasmussen, Kruse & Holm 2007, Andersen & Born 2001) this paper outlines various types of expectations towards researchers in terms of providing evidence, practical orientation, political communication or being fair communicators. Within this framework, expectations refers to various functional systems reflected in social communication. This paper outlines how the researchers in this project chose to respond to the different expectations. The study is, in addition to observations during the two years in the project, conducted by four in depth interviews with different researchers.

Conclusions/findings
The results show that the researchers responded differently to the addressed expectations by possessing different system references based on their own experiences and each respondent's interest in the project. Nevertheless, the findings suggest similarities which appears to be characteristic of such a project where researchers deal with partly paradoxical expectations. This implies being able to exceed the established limits between ensuring evidence in their contribution and/or contributing to useful knowledge which schools seems to be interested in.

Relevance to Nordic educational research.
The study is a contribution to research impact on Educational leadership (Sivesind, Langfeldt and Skedsmo 2006), and the model of the four systems would function as a framework for reflection on evidence based school development (Slavin 2008). This proposal presents suggestions for future research regarding the mutual influence on educational science and school leadership.

Attachment to NERA-network and/or symposium
Educational Leadership, School Development.

Network 6: Educational Leadership Network

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: E-303 Chair: Renata Svedlin

756 The economic melt-down and schooling in two Icelandic communities: A school crisis?

Guðný Guðbjörnsdóttir, Sigurlína Davíðsdóttir, Anna Kristín Sigurðardóttir, Arna H. Jónsdóttir, Börkur Hansen, Ólafur H. Jóhannsson, Steinunn Helga Lárusdóttir

University of Iceland, School of Education

A study on the effects of the economical melt-down on schools in two municipalities was carried on by the Centre for Research on School leadership, Innovation and Evaluation at the School of Education, University of Iceland. It was considered important to find out if the external evaluation of Education International (2010) that the impact of the educational crisis on education was greater in countries like Iceland and Ireland than elsewhere in Europe, and to find out how the effect is in two different communities. One of the studied municipalities is in an agricultural area and the other one in a fishing-, and service community. Information about staff and school costs was collected for the years of 2005, and 2007-2010/11. Interviews and focus groups were conducted with superintendents, school leaders, teachers, other staff, parents and pupils of selected pre-, primary-, and upper-secondary schools. In one of the communities the crisis was foreseen since 2006, softening the hit. Even so, the basic school functions were protected, to a greater extent by law for the compulsory schools than the pre-, and upper-secondary schools. No overtime work is done, classes are bigger, administrators substitute teach, administrative positions were cut, support staff is hired on a part-time basis, extracurricular activities and specialist work of the schools, such as counseling, were cut, also maintenance of equipment and buildings. The main opportunities henceforth lie in tighter co-operation between preschools and homes, a reorganization of specialist teaching in the compulsory school and co-operation between upper-secondary schools. School crisis can be defined as an event or events that threaten the basic values of the school and its administration. In this case the economic crisis was external and foreseen, making it possible for the school leaders to reduce its impact on the schools and hopefully preventing a real crisis in the schools.
This research is of interest in view of the economic crisis in the Nordic countries and the similarities of our school systems. Also it fits well with the theme of the conference.

Network 10: Higher Education

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: K-207 Chair: Glenn-Egil Torgersen

535 Student attitudes towards group examination in HE

Annie Aarup Jensen and Lone Krogh Kjær-Rasmussen

Department of Learning and Philosophy, Aalborg University

The Danish government has decided to re-introduce group examinations as assessment form. From an alignment perspective (Biggs and Tang, 2007) this is considered good news in a group based problem oriented university such as Aalborg University, and preparations at all levels are made in order to re-instate group examinations. However, not all involved stakeholders share the enthusiasm for this change. In a small survey among university students in 4 master programs we found that the majority of the students today seem to resent the idea of group examination: they prefer to work alone, or to be only responsible for their own work during the examination; they want to be sure that the examination gives them the opportunity to 'shine' without having to be considerate towards other students etc. They do not necessarily experience breach in the 'alignment' between the group work process and the individual examination and they feel that the individual examination is a better and more trustworthy foundation for a valid assessment of their individual knowledge, skills and competences. Based on the results from a larger questionnaire survey among students at different levels (BA and MA) this paper will investigate the reasons for the students' unfavorable attitude – is it for instance due to individuality (Illeris et al, 2009) or lack of confidence in the educational system - and discuss what measures can be taken to relieve this, as well as examine the positive attitudes and expectations. In this connection the role of the educational system and group's supervisor will also be discussed.

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Network 10: Higher Education

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: K-207 Chair: Glenn-Egil Torgersen

214 Experiences with Problem-based learning in Health Education

Asgeir Mamen

University College of Health Sciences-Campus Kristiania, Oslo and Sogn og Fjordane University Colleg

Problem-Based Learning (PBL) was developed at the Canadian McMaster University about 40 yr ago, for the medical studies, Barrows & Tamblyn (1980). PBL deviate from traditional teaching by giving the students cases and not facts in the beginning, thereby forcing the students to find solutions by themselves. This has in some cases given enhanced learning, especially in practical topics, but the superiority of PBL over traditional education is equivocal (Colliver, 2000). At University College of Health Sciences-Campus Kristiania, PBL is a new approach; we therefore wanted to see how first year students experienced PBL learning. 96 first year students (70 % females) filled in a questionnaire after finishing their first medical course. The questionnaire was originally developed by Hong Kong Polytechnic University (www. teaching.polyu.edu.hk/datafiles/R79a.doc) and adapted to suit our situation. The students stated their satisfaction with PBL on several items using a Likert scale 1-5 scoring system, where 5 was most positive to PBL. The response was strongly positive to PBL on the items "more relevant content" and "more learning from each other", with a score of 4.1 and 4.0. Other items showed a positive response; "more thorough learning" (3.6), "better understanding of the topic" (3.5), and "learning more with PBL" (3.3). The standard deviations of the responses were in the range 0.8 to 1.1, indicating relatively uniform scoring. The response did not differ significantly by gender or by years of academic experience. In all, students expressed their satisfaction with PBL. Group work enabled them to learn from each other, and the understanding of the topic was felt to be more thorough, compared to traditional teaching. Many also felt that they used less study time with PBL. It's important to emphasise that satisfaction with a teaching method not necessarily is indicative of superior learning over time. PBL is a relatively new approach in higher education in Norway, and more research should be conducted to clarify its efficacy and shortcomings in a variety of study topics. Conclusion: After their first medical course, first year students rated their experience with PBL positively.

Network 10: Higher Education

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: K-207 Chair: Glenn-Egil Torgersen

713 Who remembers visual images most easily? The nature of expertise and ability differences in various professional educational programs

Glenn-Egil Torgersen

Norwegian Defence University College

This paper will show selected approaches and results from the ongoing research project "The Noble Image of Bildung (NIB)," with the overall research question: Who remembers visual images most easily? The purpose is to examine how well students belonging to different professional programs remember details from a particular image (art students, n=72; teacher and psychology students, n=194 and officers/military cadets, n=94). Such an approach can reveal the nature of expertise and ability differences in the various professions, and thus contribute to greater accuracy in the development and facilitation of professional educational programmes. The authors introduce a theory and method called The Bildung Load Theory (BLT). The study relates to, and combines the German word Bildung, which activates a broad association register, and the concept of Working Memory Capacity (WMC) and Cognitive Load Theory (CLT) (e.g. Cowan, 2005; Paas et al., 2004). The notion of Bildung is fairly unique in the sense that it combines the idea of creation and transformation with the use of evocative images (Biesta, 2002; Løvlie, 2003). Bildung is in many ways to transform oneself as a human being in the light of a by-frame or an ideal (Sæverot, 2010). The study will reveal if any student group have a greater capacity to remember pictorial information than others with different backgrounds, but not in a stigmatising way. These cognitive processes can affect iconophobic development, and may also be an underlying cause of art skills. The project NIB uses a developed digital-based short-term memory test measuring visual capacity including selected parts of Raven's Advanced Progressive Matrices (RAPM) (Torgersen & Barlaug, 2004).

Network 10: Higher Education

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-208 Chair: Anna Ólafsdóttir

142 The relationship between nursing students' mathematics ability and their performance in a drug calculation test

Kari Røykenes

Betanien Diaconal University College

Background/Aim
Nurses and nursing students need good mathematics skills to do drug calculations correctly. As part of their undergraduate education, Norwegian nursing students must take a drug calculation test, obtaining no errors in the results. In spite of drug calculation tests, many adverse events occur, leading to a focus on drug administration skills both during students' courses and afterwards. Adverse events in drug administration can be related to poor mathematics skills education.

The purpose of this study was to investigate the relationship between students' mathematics experiences in school (primary, secondary and high school) and their beliefs about being able to master the drug calculation test.

Methods
A 10 items questionnaire was given to 116 first-year Bachelor of Nursing students. Four sections are examined; length of mathematics education, former mathematics experiences, significant others regarding mathematics interest and students` thoughts about having to obtain correct answers on the flawless drug calculation test.

Findings
Students who assessed their mathematics knowledge as poor found the requirement to perform flawlessly and obtain a full score in the drug calculation test more stressful than students who judged their mathematics knowledge as good. The youngest students were most likely to find the test requirement stressful. Teachers in high school had the most positive influence on mathematics interest, followed by teachers in secondary and primary school

Network 10: Higher Education

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-208 Chair: Anna Ólafsdóttir

613 From Working-class to University

Kuusela Sini

University of Turku

Historically the university in Finland has been an elite educational institution. It was only after the World War II when the HE system opened up to the masses (Ahola 1995; Trow 1996). In spite of the efforts to decrease educational inequality the family background still determines the chances to access university education. A recent study on Finnish higher educational selection shows that the offspring of the most educated and high social status not only apply to the university more but also get admitted more often (Nori 2011.)

Despite of harsh competition over study places there are working-class students with no academic heritage studying in Finnish universities. These students constitute an interesting group who´s experiences have been mainly neglected in Finnish educational research. Previous studies suggest that in order to adapt to the academic life, the students must learn the rules of "hidden curriculum" (Bergenhenegouwen 1987; Ahola & Olin 2000). The ability to conform to hidden curriculum is connected to students´ social background. Students with suitable backgrounds, resources and "habitus" fit in better to the academic life.

My presentation is based on a study where I examined working-class background students` study experiences. I was interested to find out what sort of meanings the students give to their studies and how they describe their social background and its´ effects on study choices and success. The data consists of 21 autobiographical stories and 10 interviews. From the data I constructed four student types. For "the Achievers" working-class background was a source of strength and a pride. For them studying in the university was a culmination of the successful study career. "The Strugglers" on the other hand had encountered many difficulties during their studies. "The Criticals" showed cynicism towards the university and downgraded the benefits of university degree. In contrary they had started to dream of "simple working-class jobs". For "the Disengaged" studying in university was a personal educational project and a possibility to "cut loose" from the working-class culture.

In my presentation I link the results with contemporary discussion about class and tell about my new research concerning Ph.D students with working-class background.

Network 10: Higher Education

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: K-208 Chair: Anna Ólafsdóttir

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74 How do Teacher Students Learn Compared to Nursing Students in Sweden? A Comparative Study of Two Different University Student Groups in Sweden

Lena Boström and Karin Hallin

Department of Education,& Department of Health Science, Mid Sweden University

The teaching profession has been continually challenged to provide evidence of the effectiveness of teaching and learning methods. The teacher education systems are currently undergoing reforms in Sweden. Hence, it is importance for educational institutions to be aware of the different ways that their student teachers learn and it is importance for prospective teachers and nurses to become aware of their own learning styles. The purpose of this research was to explore the learning styles preferences for two student groups: teachers and nurses to analyze their differences in the light of international research on learning styles. If these groups of prospective teachers differ, this would have an impact on higher education, students´ learning strategies and teachers´ teaching strategies. The study involved 78 teacher students and 78 nursing students. Twenty subscales of the Productivity Environmental Preference Survey (PEPS) (Dunn, Dunn, &Price, 1984, 1991, 2000) were used to identify the learning-styles preferences of the participants. The results showed statistically significant differences between the two student groups. Based on the results, it can be concluded that in comparison to nursing students, teacher students differed in need for light, motivation, need for authorities, kinesthetic preferences, need for intake and time of day. The findings suggested the need for widely diverse teaching approaches in higher education for teachers.

Network 12: Inclusive Education

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-101 Chair: Jenny Steinnes

99 SENCOs´ and Special Teachers´ different roles and mission – different ideas encounter the realities of pedagogical practices.

Désirée von Ahlefeld Nisser

Dalarna University/School of Education and Humanities

The aim of this paper is to investigate and understand the roles and missions of SENCOs and Special Teachers by using the perspectives of Habermas' linguistic philosophical role theory and Karen Barad´s theory of agential realism. The aim is also to investigate how special needs education develops when the two professions encounter the realities of pedagogical practice. What ideas do SENCOs and special teachers have about their missions? How do they handle their missions? How do the preschool/school principals experience the similarities and differences between the two professions? How can the missions be handled when the two professions encounter the reality of pedagogical practice?
The methodology framework is based on Habermas´ theory of argumentation (Habermas, 1995/1981; Ahlefeld Nisser, 2009, 2011) while the theoretical framework used, to analyze the empirical data, is post humanistic (Lenz Taguchi, 2012). Two different scientific disciplines are brought together; (1) Habermas' linguistic philosophical role theory (Habermas 1995/1981, p. 152 part II; 2007) and (2) Karen Barad´s theory of agential realism and intra-acitity (Barad, 2003, 2007; Lenz Taguchi, 2012, 2011)
The findings show that there are similarities in roles and missions but that it also is possible – and necessary - to draw out differences in roles and missions in order to improve inclusion and to develop ethical values and attitudes in special education.

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Network 12: Inclusive Education

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-101 Chair: Jenny Steinnes

111 Meetings of Perspectives in Schools and Consultation - Teachers' Thoughts on Consultation in Special Education

Christel Johanna Sundqvist

Åbo Akademi University

Cooperation between teachers is fundamental in the inclusion process. A form of professional collaboration comprises the special education teacher providing consultation to the class teacher (Bladini, 2004; Dettmer et al. 2005; Idol, 2006). The aim of the study is to deepen the knowledge on how consultation in special educational contexts can be understood and developed based on the descriptions by special education teachers and class teachers on this particular form of activity, interpreted against different perspectives on consultation. The study´s empirical data consist of interviews with teachers. The teachers' descriptions of special education consultation are interpreted in the light of directive approach-, a non-directive approach and a collaborative approach on consultation (cf Dettmer et al. 2005), and also in the light of different perspectives on special education needs (cf Nilholm, 2003). The study uses an abductive research approach combined with a hermeneutic approach. Three different types of consultation appear that indicate how special education consultation could be understood and developed. Special education consultation as counseling conversations is evident in the results, whereas special education consultation as reflective conversations occur, but are still quite foreign in the Finland-Swedish school. The co-operative conversations have potential in the development of special education consultation. In the co-operative conversations, aspects from the other two types of conversations are able to meet.

This study will be relevant to the field of developing inclusive education concerning the role of the special education teacher in the inclusive school. The results can also expand the knowledge about consulting models that are effective in school. The co-operative type of consultation could potentially bring the Nordic research in this area a new perspective on consultation in special education contexts.

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Network 12: Inclusive Education

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-101 Chair: Jenny Steinnes

698 Tools for inclusion: Functional Behavioral Assessment and Behavior Support Plans

Anna-Lind Pétursdóttir

School of Education, University of Iceland

The educational system in Iceland is based on inclusion with the goal of enabling all students to participate in mainstream schools to the best of their abilities, whatever their special needs. However, student problem behavior presents an obstacle to inclusion. Teachers in Iceland have expressed difficulties and concern over how to meet the needs of students with problem behavior in mainstream classrooms. Functional Behavioral Assessment (FBA) and Behavior Support Plans (BSP) are evidence-based strategies for reducing long-lasting behavior problems. These methods are based on behavior analysis and involve assessment of environmental variables that contribute to the problem behavior and positive instructional interventions needed to support socially acceptable behavior. Since 2009, training in FBAs and BSPs has been part of an elective course on emotional and behavioral disorders in the School of Education at the University of Iceland.

In this presentation, data from two studies will be presented. First, a detailed case study with a single-subject design will be presented, describing how a FBA-based BSP was used to resolve chronic disruptive behaviors of an 8-yrs-old student in a mainstream classroom. Despite previous interventions, his behavior was so disruptive that he was spending increasing time in a segregated special education classroom and was to be placed there altogether. Following implementation of the BSP, the frequency of disruptive behavior decreased from an average of 43 disruptions to two per 20 minute observation intervals and on-task behavior increased from an average of 69% to 95% in the mainstream classroom. Six months following intervention the student was nearly completely included in the mainstream classroom and both student and teachers expressed great satisfaction with the process.
Second, findings from a larger study with 49 participants with chronic behavior problems will be presented. The study evaluated the effects of FBAs and BSPs conducted by graduate students on the behavior problems of preschool, elementary and secondary students they worked with. After FBA-based BSPs were implemented disruptive and aggressive behaviors decreased on average by 75-88% and active class participation increased by 92%. Implications and future research are discussed.

Network 12: Inclusive Education

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: E-205 Chair: Ulla Højmark Jensen

431 Thailand's 'mega-flood' and its effects on the educational situation of children with disabilities in Bangkok

Michelle Proyer

University of Vienna/ Department of Education

Topic/aim
Due to human-made changes to the environment, natural disasters hit more regularly and with never-experienced intensity. Climate change is a recurring global topic. The impact on everyday life in general and education in special can be devastating. This holds even more true for children with disabilities who have to face a wide range of disadvantages (e.g. travel long distances to attend school, low qualified teachers), even during 'uneventful' periods.
The proposal aims at describing how natural disasters and necessary arrangements to daily routines affect the educational environments of children with disabilities in one of South East Asia's biggest cities, Bangkok. Thailand has seen many floods but the one that hit in 2011 was deteriorating. School staff's, parents' and fore mostly children's perspectives were of central interest and will be voiced in the presentation.
Theoretical and methodology framework
In the course of an international research project (CLASDISA) children with disabilities visiting different types of schools, their parents and teachers were asked to share their opinion about barriers affecting education in the course of several phases of field research in Greater Bangkok. One of these had to be postponed to early 2012 due to the precarious conditions during the flood.
(Expected) conclusions/findings
Only a few weeks after the flooding, neither school authorities nor parents found it worth mentioning when asked what had affected the children's education in the course of the last year. Despite unpaid extra-hours that had been ruled by the government to compensate for the postponed start of the term, none of the interview partners referred to these as especially annoying.
Relevance to Nordic educational research.
Natural disasters or the economic crisis in (Northern) Europe fill headlines and are analyzed in detail. Experts claim to be (un)able to predict further developments. Both ways, the future looks bleak and the declared goal is to secure the welfare states' well defended treasures (such as education for all). The high levels of experiences in coping with precarious circumstances that are part of everyday life in the majority world (a term used to substitute 'developing countries') are exempted from these discussions.

Network 12: Inclusive Education

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: E-205 Chair: Ulla Højmark Jensen

625 The concept of dyscalculia

Ingemar Karlsson

Inst. för utbildningsvetenskap, Lund University

The problems to find a suitable explanation of the concept of dyscalculia have relevance to how we can give appropriate help to the pupils with special educational needs in mathematics. Medicine, (mostly neurology), neuropsychology and remedial pedagogy and some of the areas who have contributed to illustrate this concept.

In the first part of my research project I aim to give a theoretical background to concept of dyscalculia and set focus on what way this conception and various cognitive difficulties are scientifically established in the international research literature.

The second part will consist of a qualitative investigation containing how many pupils who don't pass the examination in mathematics in year 6, 7, 8 and 9. In one municipality I will get a picture of how many pupils who don't pass the examination in the other subjects at school.

A third study will include interviews with the teachers of mathematics who have trained the pupils who didn't pass the examination in year 6, 7 and 8. Furthermore I want to investigate the reasons why the pupils didn't get the mark and the factors which caused their difficulties. This study will also consist of interviews with some of the pupils who have special educational needs in mathematics. In these interviews focus will be in the procedures which have caused the difficulties in this subject.

The results of the study aim at a discussion not only about the specific reasons behind the pupils' special educational needs of education but also about what appropriate measures can be taken in order to give these pupils maximum support with theirs mathematical studies. In the future it is most important that research within educational science can play a more outstanding part in this discussion about the origin of the difficulties and how school can help pupils with special educational needs in mathematics.

Network 12: Inclusive Education

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: E-205 Chair: Ulla Højmark Jensen

218 Early Intervention in Education: a litterature review and pedagogical challenges

Stine Vik

Lillehammer University College, Norway

This paper is based on an exploratory investigation of early intervention literature, both international and within the Norwegian context. The main objective is to present an overview of early intervention literature and to point out some challenges for early intervention in Norwegian schools.
The Norwegian Government presented Early Intervention as a core strategy, in report nr. 16 (2006-2007), in order to face two of the main challenges in the Norwegian educational system: 1) Increase the learning achievement and competence development for all children from kindergarten throughout compulsory school. 2) Contribute to social equalization. The White Paper presents the Government's policy for how the education system can make a greater contribution to social equalization. There has been a tendency in Norwegian schools to 'wait and see whether the pupil matures' instead of intervening at an early stage of the pupils' development and learning. Statistics showing the scope of special education support the assumption that measures are initiated too late. The use of special education increases with the pupils' age, a tendency that has increased over the last ten years. This indicates that early intervention has not become an integrated part of education in Norway.
The literature in the exploratory investigation was collected from 3 databases: ERIC, Academic Search Premier and BIBSYS. The data was organized into 4 categories based on the content of the publications. 1) General discussions. 2) Program and project-descriptions. 3) Evaluation reports and cost-effectiveness analysis. 4) Governmental documents. These categories are discussed in relation to early intervention challenges. The literature is interdisciplinary oriented and mainly American. There are very few publications on this topic in the Nordic area. This paper argues that the Nordic educational discourse lacks a discussion of theoretical, practical and ethical issues attached to early intervention within a pedagogical framework.
Inclusive education is a core objective of the Norwegian educational system. The Early Intervention principle is an implicit carrier of an individual, pathological oriented approach, based on a narrow normality perspective. This creates a difficult tension between early intervention and the objective of inclusive education for all children in Norwegian schools. This paper argues that early intervention must be carried out within an acceptable ethical framework according to the Norwegian goal of inclusive education.

Network 14: Multi Cultural Educational Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-205 Chair: Frederique Brossard Børhaug

562 The I-Thou encounter in an intercultural context. Teacher meeting parents: An introductory study.

Rita Nordström-Lytz

Åbo Akademi Vasa

The philosopher Martin Buber distinguishes in people´s encounter between I-Thou and I-It. When encountering the other person as It, he or she is an object for my consideration and reflection, based on my earlier experiences, knowledge and prejudices. For the teacher, in an intercultural encounter with the parent, this attitude includes aspects like "what do I know from before about this culture", "how did other parents of this culture react", "I am sure that this meeting will end in…" or "how should I express my points of view to make this parent understand me". In encountering the other person as Thou, the teacher´s earlier knowledge, attitudes and experiences are momentarily set aside and instead the focus is on the open registering of the speaking and listening that occur. In the same way the parent can be occupied by prejudices, attitudes and experiences of meeting teachers, both from other cultures as well as the actual culture – and also the parent may open up for an I-Thou encounter.

In the Finland-Swedish educational context immigration has recently started. Teachers do not have much experience and feel insecure in the intercultural encounter with the parents. Knowledge and experiences are needed, but also the open minded attitude towards the other. In my introductory study I have interviewed a couple of teachers and parents in Närpes, a small Finnish municipality with 10.000 inhabitants, where 10 % are non-Finnish. Teachers and parents describe their intercultural encounters, where both I-It and I-Thou can be found. My paper presents these introductory findings, and my plan is to broaden the study.

Network 14: Multi Cultural Educational Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-205 Chair: Frederique Brossard Børhaug

805 Everyday nationalism and the creation of us and them

Johannes Lunneblad

Department of Education, Communication and Learning University of Gothenburg

This paper is from an ongoing study about the integration of young refugee children and their families in a large city in Sweden. Refugee children and parents who have received a residence permit are entitled to introduction into the Swedish society. Preschool has a special responsibility in this mission for children in the age 1-5. Preparedness and knowledge about how to support refugee children and their families are needed in order to create a successful meeting in. The setting for the study is a multiethnic area located on the outskirts of the city. Municipal statistics indicate that the number of unemployed adults is higher and the average income are lower than in the surrounding municipality and near 35 percents of inhabits are receiving economic support from the social welfare. This situation makes demands on the municipality organization as well as on the preschool and on the professionals? attitudes and abilities to meet refugee children and families from their current living situations. Using a critical narrative approach, I aim to explore the texts and types of knowledge that govern the practice(s) of how educators and municipal officials receive refugee children and their families. Methodologically an extended case method is used.

Network 14: Multi Cultural Educational Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-205 Chair: Frederique Brossard Børhaug

572 Internationally adopted children in Iceland: A longitudinal study

Hanna Ragnarsdóttir

University of Iceland, School of Education

The aim of the study, which began in 2005 is to identify the situation and adaptation of internationally adopted children (from China and India) in Iceland. The children's adjustment to their families, preschools and compulsory schools are examined as well as their adaptation to their peer groups and communities.

The main research questions in the project are: What are the parents' experiences and expectations regarding their children and their own role as parents and how do these change with time? How were the children received upon their coming to Iceland – by individuals, schools and other institutions? What are the children´s experiences of their peer groups, schools and communities? What support, formal or informal is available to these children and their parents?

The theoretical background of the study includes a discussion on attachment theory and the development of internationally adopted children´s self-identity (Ainsworth, 1989; Bowlby,1988; Sætersdal and Dalen, 1999). The experiences of the children in diverse school settings, their development of language and self-identity and their social networks in a multicultural society are other issues that are considered in the study (Ragnarsdóttir, 2011). According to research there is a close relation between the development of language and self-identity of a child (James and Woll, 2004; Mills, 2004; Ragnarsdóttir, 2008) and this is relevant to the education of internationally adopted children.

The study is a qualitative longitudinal study. The methods are regular in-depth interviews with parents, teachers and the children. The participants are 20 families and their internationally adopted children who came to Iceland in 2002 (10 children) and 2004 (10 children). So far all the families have been interviewed twice, in 2005 and 2007. The children´s preschool teachers were interviewed in 2007. In 2012 all the children were interviewed for the first time and all their supervisory teachers.

In the paper the main emphasis will be on findings related to the children´s experiences of schooling, their peer groups and family life. The findings are an important contribution to research on experiences of and education for internationally adopted children in the Nordic countries.

Network 14: Multi Cultural Educational Research

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-205 Chair: Frederique Brossard Børhaug

464 Accentuating difference as a logic of exclusion: How ethnicity, race and language demarcates in institutions of learning in Sweden

Joyce Kemuma

Dalarna University

Since time immemorial ethnicity, race and language have among other factors been used as markers of difference. This representation has in most cases justified differential treatment and marginalization of those in less positions of power. This process of differential treatment and subsequent marginalization is characterised by dominant power discourses of 'we' and 'them'. This 'othering' prevalent in the globe is felt in western countries by immigrants and especially those from non-European countries. In Sweden, for example, it is argued that immigrants are to blame because they lack what is needed in order for them to be integrated. Among the things that immigrants are said to lack are; not able to speak good Swedish language, lack of relevant education and knowledge, lack of working experiences and that their foreign cultures make it hard for them. Departing from this scenario, the aim of this paper is to explore and analyse how some immigrants (men and women) from third world Africa, as learners whose skin colour and languages make them hyper-visible, in different institutions of lifelong learning contexts in Sweden dominated by white students and teachers of Swedes descent, experience their learning. The paper informed through interviews with these immigrants involves exploring how they experience the modus operandi of racialization from privileged white Swedish normality. The paper argues that in contexts where ethnicity, race and language as conspicuous markers of difference, and often accentuated by teachers and to a less extent classmates, immigrant students find themselves in various subordinate positions as those not fitting or assumed not to fit by virtue of who they, into the white Swedish normality. The students with marked bodies are seen as representatives of their cultures and carriers of other 'deficiencies'. They are rarely treated as students. Their identity of the óther´ is used to define and position them all the time. As the 'other', they are silenced and disempowered. Further from the analysed experiences, the paper argues and concludes that obvious difference as pertains to ethnicity, race and language different from the Swedish language, leads to differential treatment and exclusion.

Network 18: Research on Teacher Education and Beginner Teachers

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-201 Chair: Ebru Oguz and Marcus Samuelsson

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197 Teacher recruitment in context: Differences between Danish and Finnish beginning teacher education students

David Reimer

Department of Education, Aarhus University, Denmark

Against the background of different admission selectivity, structure and status of teacher education in Denmark and Finland we analyze to what extent beginning teacher education students differ with respect to previous educational pathways, socio-demographic characteristics, academic self-concepts and occupational motivations. In both Denmark and Finland representative groups of first year teacher education students as well as last year upper-secondary students were surveyed. The collected data enabled us to characterize teacher education students in contrast to a baseline reference group of school students and to compare these differences across countries (difference-in-differences estimation). The results of our study indicate that Danish student teachers lag behind their Finnish peers in the valuation of their math skills. In addition, the average motivational profiles of Danish and Finnish teacher education students differ markedly. Implications of our findings are discussed.

Network 18: Research on Teacher Education and Beginner Teachers

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-201 Chair: Ebru Oguz and Marcus Samuelsson

457 A German perspective on the administration of student selection within teacher education in Finland

Johanna Ray

TUM School of Education, Lehrstuhl für Empirische Bildungsforschung

In Germany, empirical educational Research (Bildungsforschung) can be said to have experienced new popularity due to the so called German PISA-shock. This shock was caused by the first PISA-assessment in 2000, indicating that the competencies in reading, maths and science among German pupils were significantly below international average. This disrupted the prevailing picture of Germany as a country with a high quality school system characterized by its particular strength in subjects like maths and science. In the wake of the PISA-shock, educational systems in top performing countries like Finland have been the target of numerous studies within the field of Bildungsforschung (Kobarg & Prenzel, 2009).
Despite the fact that German articles often generally refer to the hard competition between university applicants in Finland as well as to its high-quality teacher education programs, surprisingly little research has been devoted to the question of how applicants who want to become teachers are selected in Finland. Not at least because of the fact that Finland, in contrary to Germany, has a long history and general acceptance of the implementation of student admission tests for people aiming at a teacher career (Räihä, 2010; cf. Rothland & Terhart, 2011), further elaboration was found to be legitimate.
The aim of my study was to critically compare the Finnish way of selecting prospective teacher students with the German discourse of Eignungsabklärung prior to entering university. The central questions were: (i) How, (ii) on what basis and (iii) with what degree of success do student selection take place at teacher education departments in Finland? The empirical material consisted of university documents and texts on the conceptual design of the application process and the admission procedures for prospective teacher students.
According to the selection instruments and procedures implemented in Finland in 2012 considerably differences between but also within universities were found. Surprisingly, the scientific substantiation for the "Finnish model" was to be found rather insufficient.
On the basis of the results, possibilities and challenges related to aptitude assessments prior to university studies at teacher training departments will be discussed.

Network 18: Research on Teacher Education and Beginner Teachers

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-201 Chair: Ebru Oguz and Marcus Samuelsson

606 A study of the relation between education policy and teacher education system - from a perspective of Japanese trends

Masahiro Nakada, Tetsuhito Sakata and Hisashi Fusegi

Graduate School of Teacher Education, Teikyo University

It is a world-wide issue to improve education for sustainable development in all fields. In Japan, as well, it is important issue to cultivate human resources capable of making innovation happen and solving problems from a global view.
In order to realize this education, teachers are required not only developing their profession and enhancing the practical teaching skills but also to renew their knowledge and skills through their career as teachers.
Under such circumstance, aiming to improve the teachers' profession, it has been promoted various reforms rapidly at the national level in Japan.
In 2008, the master's level professional school in teacher education has been launched. In 2009, the new regulation of teaching license has been effective. In this regulation, teaching license expires in 10 years (in former regulation, teaching license is never expired). In 2013, quality assurance system in pre-service teacher education also has been implemented. And many discussions about higher qualification system is still going on.
We researched about teacher education system through visiting and interviewing teacher training institute in each countries. And we investigated several kinds of publicized documents concerning national education policy in Finland, Denmark and the Netherlands.
Also we have presented at this NERA conference last two year on the topic of teacher education. Using this knowledge and perception, we are now investigating a trend concerning changes of Japanese teacher education system, and comparing among several countries including we have mentioned above.

We are trying to reveal the meaning and function of reforming teacher education system for improving quality of teachers and quality of education.
We do not expect that this study will bring the complete and total model of these discussions exactly, but at least we can provide the opportunity of re-consideration of reforming concerning teacher education.
This presentation is concerning Japanese educational situation, but Japanese educational policy makers often refer to Nordic countries' education. And our previous study was also including these countries' data.
And this study eventually aims to develop a model as a world-wide level.
From these aspects, this study has possibility to contribute Nordic educational policy and educational research.

Network 18: Research on Teacher Education and Beginner Teachers

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-201 Chair: Ebru Oguz and Marcus Samuelsson

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603 Ideas and Concepts Among European Student Teachers' about their forthcoming work as teachers

Marcus Samuelsson and Ebru Oguz

Mimar Sinan Fine Arts University-Linköping University

The purpose of this paper is to present an ongoing analyze of data about European student teachers ideas and concept about their forthcoming work as teacher. In the study, questions of importance for teachers work in all sorts of education system were asked. This was initially done among student teachers in Turkey. It was then secondly done as part of a course for exchange students given in Sweden during autumn 2012. It was finally done with a couple of student teachers in Sweden. The idea behind this was trying to grasp something about a European viewpoint of student teachers thinking of teaching. In all 12 student teachers participated. They came from different European countries, such as Turkey, France, Spain, Germany, Austria, Lithuania and Sweden. Therefore maximum diversity was ensured. Data was gathered, using a structured interview form. The student teachers were asked to give written answers to five questions, such as: What do you think you would need in order to be effective/good teacher? What do you think about school system and school building in general? Please define your dream schools? What sorts of should and classroom rules would be needed? And what do you think about principals? Their answers from the student teachers were then analyzed by the use of qualitative content analysis.

Network 20: Teacher's work and life

Session 1 (Friday, 8 March 14:30 - 16:00)

Room: K-202 Chair: Hege Fimreite

712 Teacher tutors' peer group in an andragogical education programme

Terhi Skaniakos and Arja Piirainen

University of Jyväskylä, Teacher Education (Skaniakos), Health Sciences (Piirainen)

The study focuses on a peer group formed by teacher tutors working in Pedagogical Studies in Adult Education (PSAE) University of Jyväskylä, Finland. In this nine month programme, each teacher tutor is responsible for students' learning group. The structure of the programme includes also teacher tutors' own peer group, which summons regularly before and after contact periods. Our aim is to find out tutors' peer group's meanings. PSAE is based on andragogically formed principles: personalized learning, inquiring attitude, dialogue. We use andragogy as an approach to the entire phenomenon (Rachal 2002; Savisevic 1999). The research material consists of texts written by eight teacher tutors who have been working at least for 2 years in the programme. We asked them to write about two topics: 1) Describe yourself as part of the peer group; 2) Describe the meaning of the peer group to your work and the entire programme.

The material was analysed by a phenomenographic method, in which the focus is on analysing how the phenomenon appears and what are the structural components of the categories of description. Key meanings are described as themes and as variations of these themes, which then are formed into hierarchical categories of description. (Åkerlind 2005.)

The four emerging themes were growth as a tutor, support of the well-being, appreciation of the membership, and development of the programme. Based on the descriptions of these themes, we able to group together and distinguish varying ways of understandings. Four hierarchical categories of description emerged: 1) Teacher tutor's participation in the peer group; 2) Peer group as teacher tutor's mirror and support; 3) Community as the basis for a high-quality education; 4) Inquiring community developing andragogical education. The results of the study indicate how and why teachers tutor's peer group is significant in andragogical education.

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Savicevic, D. 1999. Adult education: From Practice to Theory Building. Frankfurt: Peter Lang.
Åkerlind G. 2005. Variation and commonality in phenomenographic research methods. Higher Education Research & Development 4:321–34.

Network 20: Teacher's work and life

Session 1 (Friday, 8 March 14:30 - 16:00)

Room: K-202 Chair: Hege Fimreite

240 Mentoring Newly Qualified Teachers (NQT)

Hege Fimreite

Sogn og Fjordane University College

Background and objectives
"Mentoring newly qualified teachers" (NQT) in a Norwegian context is a collaboration between universities, colleges, schools and kindergartens. From the autumn of 2010/2011, all novice teachers in school and kindergarten have the right to supervision. In cooperation with the employer colleges contribute with expertise in guidance and mentorship. The objective of the study is to find out how the NQT experience this supervision, focusing on individual supervision and how the novice teachers experience their role in a knowledge-building environment.

Methods
To answer the research question I will conduct a qualitative study based on in-depth interviews with a group of newly qualified teachers. The interview will focus on how the novice teachers experience the supervision in their first years as teachers in a professional context. The present study is based on two earlier studies conducted in 2011. The first study focused a selection of municipal plans, identifying in what way and to what extent mentoring of NQT was materialized. The focal point of the second study was the mentor teachers and how their expertise was valued and applied.

Conclusion and expected findings
The results of these studies show that school and kindergarten owners have not developed plans for mentoring new teachers, and there remains a lot of work before the local authorities have a system that ensures professional mentoring of NQT. None of the plans focused on inviting the novice teachers in the development of knowledge-building environment (Aili et al 2003, Bennett 2008). The results also show that the mentors gain little interest and understanding in how to use their expertise and knowledge. The findings also indicate that mentoring NQT easily can become a fragmented services based on individual and limited contact between the novice teachers and their mentors. The results from the in-depth interviews will be seen on the basis of my earlier findings as well as national and international research when it comes to mentoring NQT.

Network 20: Teacher's work and life

Session 1 (Friday, 8 March 14:30 - 16:00)

Room: K-202 Chair: Hege Fimreite

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423 The teachers' responsebility for involving the learner in their own learning process

Elisabeth Suzen

Nord-Trøndelag University College, Norway

Elisabeth Suzen
Nord-Trøndelag University College
Stjørdal, Norway

The teachers' responsibility for involving the learner in their own learning process

"In which ways have the teachers understood and experienced their responsibility of involving the learner in their own learning process?"

This abstract present some parts of my on-going PhD regarding driving teachers' thoughts and experiences about assessment for learning.

Assessment for learning is a national effort in Norway for the period 2010 – 2014.
The intention is to make a better learning process for the learner, but unfortunately most focus has been on methods and not the underlying principles and intentions. The Norwegian curriculum for driving teachers emphasizes the involvement of the learner in their own learning process. Subjects like self-assessment and reflection are important and the teachers have been given the responsibility to arrange this to happen. My field of interest is thereby; what kind of experiences do the teachers have of assessment for learning during the learning process?

Assessment for learning is not a method, but it is a set of ideas and thoughts regarding how we learn, where assessment for learning often falls back on the social constructivism and the writings of those inspired by Dewey. To involve the learner in their own learning process requires that the teacher has understood the principles and learning point in the curriculum. It requires also a new understanding of their own role as a teacher, and to explore their own practice.

My project is a qualitative study, where I'm using a phenomenological approach. I have been doing interviews among 6 teachers. A phenomenological approach has given me the opportunity to reach a greater and deeper understanding of the teacher experiences and the challenges regarding assessment for learning. The purpose is to reach an understanding the teachers' experiences and understanding of assessment from their own practice, including the changes they have experienced in their own role as a teacher. I would like to share some of my interesting findings with you all.

Network 20: Teacher's work and life

Session 1 (Friday, 8 March 14:30 - 16:00)

Room: K-202 Chair: Hege Fimreite

186 "It is so different to learn about trees [by being] outdoors than looking at them in a book" How teachers see the role of the outdoor environment in children's learning

Kristín Norðdahl and Ingólfur Ásgeir Jóhannesson

University of Iceland and University of Akureyri

The aim of this study is to enhance the understanding of teachers' ideas on the role of the outdoor environment in children's learning.
The sample in the study is a convenience sample, drawn from schools participating in a research and development project intended to study and further education for sustainable development (ESD) in Iceland. Altogether 25 teachers and principals from four compulsory schools and four preschools participated in the study. These teachers used the outdoor environment in their teaching more or less which made them a good sample for this study.
Interviews were used to gather data. The questions regarding the outdoor environment was a part of a bigger interview about teachers' experience, ideas and understanding of different issues regarding the ESD project. However, participant's ideas about the outdoor environment also appeared in answers to questions focusing on other issues.
The participants were asked what kind of outdoor environment they found well-suited to further children's play and learning. How they used the school outdoor environment, why they used it, what kind of outdoor environment they used and preferred and about the role of the outdoor environment in children's learning. As these participants were involved in the ESD project they were likely to connect education for sustainable development to the use of the outdoor environment. This is what many do, and it is interesting to study how teachers see this connection.
Taking about the outdoors the teachers mostly referred to natural environment and found it positive to use it in children's learning. The teachers saw the role of the outdoor environment as: getting experience that conduce learning; an arena for play and creativity; further children's physical movements and healthy lifestyle; as an opportunity to create variety in the teaching and to meet the needs of different children and to use of the outdoors as an arena for sustainability education. The connection of the ESD and using the outdoors according to the teachers was: to influence children's attitudes and action towards the environment, for children's understanding of how nature and society works, for children's participating in society and to further children's well-being.

Network 21: Politics of Education and Education Policy Studies

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-202 Chair: Tone Cecilie Carlsten

350 The Successful Student, A Study of how Swedish Youth Discursively Represent Engineering Students

Patricia Kingdon

Department of Philosophy and History of Technology, KTH, The Royal Institute of Technology

This paper is part of a project that critically examines how students are recruited to technical universities in Sweden. The overall objective is to examine who is included or excluded from the technological field of knowledge in representations of engineering students. The theoretical perspective is inspired by governmental studies. This paper reports a study in which Upper Secondary Students were invited to express their views on engineering and engineering students in small groups using mind-mapping techniques facilitated with post-it notes. The results indicates that Swedish youth find engineering students to be an exclusive group of successful students who have specific skills and qualities that lead to a high status. It is argued that if this view is reinforced in recruiting activities, then those activities may be counterproductive.

Engineering is considered to be especially important for nations' ability to do well in the future, and governments strive to increase recruitment to technical universities as a means to improve the nation's wealth and economical growth. This may be why hardly any critical examinations of this practice have been performed. This makes this research project rather unique. Its results should be of interest for studies of politics, governmental studies, and studies of higher education.

Network 21: Politics of Education and Education Policy Studies

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-202 Chair: Tone Cecilie Carlsten

320 A study of implementation environments: Universities as providers of lifelong learning at the master level.

Jakob Wandall & Søren August Ehlers

NordicMetrics & Aarhus University

The Nordic countries in general are effective in their implementation of acts related to lifelong learning (Ehlers 2011). The main argument for this statement is the findings when the implementation environments were compared decade by decade. The Nordic governments did actually use a flexible and currently adjusted approach in relation to the needs of adult learners.

The Bologna Process starting in 1999 recommended universities to include lifelong learning as one of the services delivered to their societies. In Denmark this was implemented as The act on VFV (Videreuddannelse for voksne / Further Education of Adults). The intention was that the educational activities should take into consideration and make use of real life competencies of the target group: At least 25 years old and having two years relevant working life experience.

However, some universities did not change their educational practice developed for learners admitted directly from upper secondary schooling (freshmen). Other universities implemented the act on VFV according to the policy design provided by the Ministry. In April 2012 the Danish Minister for Higher Education decided to establish a review of the educational practices provided by Danish universities. It resulted in a critical report that indicates that the implementation did not happen as intended.

Is this criticism fair? As designers and providers of lifelong learning, did the universities not try to implement the guidelines from the Danish ministry? And if so what happened and what are the plausible explanations on the implemented vs. the intended administrative principles and instruments?

The theoretical framework is first of all the integrated implementation model (Winther 2003) combined with the distinction between hierarchy, market and network (Thompson 2003) in the view of the instruments regulation, economic means and information (Vedung 1998).

The methodological approach is a number of case studies supplemented with relevant existing statistical material on the activities. The case studies are based mainly on document analysis and interviews primarily with staff in the universities.

Network 21: Politics of Education and Education Policy Studies

Session 4a (Friday, 8 March 14:30 - 16:00)

Room: H-202 Chair: Tone Cecilie Carlsten

655 Talent Development Policies – working across sports and education

Annette Rasmussen and Lotte Skrubbeltrang

Aalborg University

Talent development has become an important issue in sports as well as in education policies. During the last ten years an increasing amount of initiatives have been taken to set up special facilities for talents; talent centres; talent classes; and talent programmes; just to mention a few.

The increased focus on talent has led to changes in the way the Danish sport clubs are structured and cooperate with the school system. New regulations of the elite sports law in 2007 allowed collaborating between the Danish national institution for elite sport Team Danmark and educational institutions at lower secondary school level. Since then, several schools have made room for talent classes, where selected talented athletes can focus on both sports and school. By doing so the schools and Team Danmark are meeting the acquirements of the law for elite sports in Denmark, stating that talent development must secure the athletes' educational and occupational opportunities after and during a carrier in sports. But at the same time, there is a potential conflict with the Danish law of basic education, which does not allow schools to select between students.

To understand talent development in its broader political context it is necessary to ask, what is the rationale behind such education political priorities? Different rationales can be identified; varying from educational concerns about catering to the educational needs of all children, economic concerns about driving up performances in the knowledge economy, to social equity concerns stressing needs to identify talent in hitherto unrepresented groups of the population.

Focusing on the issue of talent development the purpose of this paper is twofold. First it contains a description and analysis of contemporary policies and research within the area of talent development in sports and education – in a Nordic context. The analytical perspective is focused on tracing the pedagogic implications of the talent development policies for sports and basic education. Second, it aims to discuss these trends of talent development more broadly – in their wider educational and social perspective.

Network 21: Politics of Education and Education Policy Studies

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: H-207 Chair: Sonja Kosonen

171 From home to school. Social structure of the city and pupil enrolment to classrooms with differing reputations in Finnish comprehensive schools

Sonja Kosunen and Piia Seppänen

University of Helsinki & Univeristy of Turku

Traditionally the composition of classrooms has been socially mixed in Finland, and school achievement relatively equal across country (OECD 2011, 455). Currently in some cities there has been an increase in the differences in student achievement (Bernelius 2010, Kuusela 2010) between schools and also notable differences in reputations between classrooms, where basis of pupil admission differs (Kosunen, under review). In urban areas, where there is a space and market-like policy setting for parents to express a preference of a school the child will attend, the social background of parents has an impact on their school choice (e.g. Seppänen 2006, van Zanten 2009, Power et al. 2010). Also the demography of the area has its role in parental school choices (e.g. Delvaux & van Zanten 2006, Parsons et al. 2000).

The paper aims to explore how social structure of the city is connected to pupil enrolment to various classrooms, emphasized classes that use selective intake, and general classes that use mainly neighbourhood school allocation, in comprehensive schools with differing reputations in two Finnish cities.

The study tackles the methodological challenge of combining and contrasting data of pupil allocation to schools and classrooms attached to the neighbourhoods where the pupils live (12-year-olds age cohorts n=2404 and n=1336), socioeconomic indicators of neighbourhoods, and reputations of these different educational routes experienced by parents (interviews n=95 and n=101).

We expect to find spatial and social variation in the pupil composition of different classrooms and capture how school reputations and social structure of neighbourhoods intertwine and shape parental school choices. The study provides new information on the outcomes of school choice policies in the Finnish comprehensive schooling, where differences between schools in both, student achievement as well as social structure, have traditionally been small, but seem to be emerging in certain urban areas.

Network 21: Politics of Education and Education Policy Studies

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: H-207 Chair: Sonja Kosonen

340 School choice and social segregation: Market experiment in Estonia

Kaire Põder

Tallinn University of Technology, TSEBA

We study school choice under the conditions of natural experiment. Our aim is to indicate the segregation effects under uncontrolled school market. Our case is as follows. 2011 local government of Tallinn, capital of Estonia, decided to abolish all geographical catchment area based intake of students to primary schools. Schools were declared as independent in designing their own admission criteria that most often took the form of aptitude tests. Families were free to apply to any school within urban geographical area.

Our theoretical framework is built on the empirical and theoretical interdisciplinary evidence about segregation effect of the school choice. Both, rational choice tradition and Bordeaux's cultural capital literature give theoretical explanations for the segregation effect. However, the research gap showing empirical evidence under total market situations is present.

Our methodological approach is relying on microeconometric models using data from the Parents Survey. This involves the estimation of bivariate probit models for examining the effect of parental background characteristics and parental strategies on the acceptance to the 'good' and 'not-so-good' school. Because we do not have good explanation variable indicating the preferences of the parents (or student) we use instrumental variable method for specification of the model. Location or distance from the good school is used as an instrument.

The results indicate that despite of the 'free school market' intakes of schools are geographically concentrated. In addition, many other segregating effects appear. For instance, family background characteristics – like mother's education and family wealth – have remarkable effect on acceptance to the 'good' school.

School choice is increasingly debated in countries which have a long tradition of comprehensive schooling, like Nordic countries (excluding Sweden). Our case specific evidence about threats and caveats can give normative policy implications and enrich school choice debate despite of case specific limitations.

Network 21: Politics of Education and Education Policy Studies

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: H-207 Chair: Sonja Kosonen

447 WHEN PUBLIC ACTS LIKE PRIVATE: THE FAILURE OF ESTONIA'S SCHOOL CHOICE MECHANISM

Triin Lauri

Institute of Political Science and Governance, Tallinn University

This research shows the segregation effect of the market-like matching of students and schools at the basic school level. Our natural experiment case is the capital city of Estonia – Tallinn. The current school choice mechanism applied by our case is based on entrance tests. There are increasingly over-demanded intra-catchment area public schools, where high reputation is reinforced by publicly reported league tables. The current mechanism has created parental strategies of prep-schooling and manipulation with addresses. Logistic regression results reveal that under competitive entrance the success of admission to high reputation schools is determined by family educational strategies and family background characteristics. Understanding this heterogeneous strategic behaviour is important for the effective design of school choice mechanisms.

The theoretical framework is built on the empirical and theoretical interdisciplinary evidence about segregation effect of the school choice, i.e. the question of 'why choice segregates' is handled by approaches of preferences and constraints through economic and sociological rational choice and cultural capital theory.

The methodological approach is relying on econometric model of logistic regression to study the relationship between final allocation and background, school entrance strategies and other family characteristics. Our empirics, survey data collected from 840 parents about their background characteristics and preferences, indicate that parental educational strategies will not bring along social mobility. Admittance can still be in a huge part explained by family background characteristics (e.g. mothers' education and high-income), but educational pre-training dominates over the latter.

The choice debate in education and the parental freedom to choose has been a prominent topic in educational research. However, although there have been plenty of evidence of choice based models potential to cause segregation, the arguments have been that much depends on context and particular design of choice models, i.e. choice policies work best in systems where the major equity problems have been solved. Country studies like this article add useful insights in searching for proper choice designs in diverse and complex era of democratic education and active citizenship.

Network 21: Politics of Education and Education Policy Studies

Session 4b (Friday, 8 March 14:30 - 16:00)

Room: H-207 Chair: Sonja Kosonen

451 SCHOOL CHOICE AS THE PROBLEM OF EDUCATIONAL GOVERNANCE

Triin Lauri

Institute of Political Science and Governance, Tallinn University

This article defines the problem of school choice as the problem of educational governance. This means that the increased parental freedom to choose the school for their child is approached as a potential measure to improve the efficiency of the education system and is analysed in the wider context of a paradigmatic shift of governance models. The paradigmatic shift indicates the new demands of government models to succeed with contemporary 'wicked problems' for which neither the classical, hierarchical, command and control type of government nor the market based solutions provided by New Public Management are adequate. New governance, which is influenced by system theory, presumes reflexivity instead of fixed rules, collaboration instead of competition, internal and value-based motivation instead of external and standard-based targets in order to meet the challenges of today's complexities.

This is theoretical article. In the school choice context, where we tackle the problem of how to efficiently and equitably match children and schools, we indicate that presently the classical (catchment based) assignment and the choice driven market, with the money-follows-kids incentive mechanisms, are not adequate; as they are desegregative solutions for the allocation problem. Thus, the research question looks to the reflexive choice model to manage the era of active citizenship and a post-dichotomised, network-based providers' model, where freedom to choose is preserved, but not at the expense of segregation.

This article looks for the solution from institutionalism and related mechanism design approach. This assumes that the community agrees on a local priority list that will be matched with parents' preferences of schools for their children. There are several known algorithms to implement the matching processes; where different weights are given to particular priorities. This matching mechanism could be a reflexivity enabling combination of efficiency offered by market based solutions (e.g. parents' freedom to choose and efficacy of solution is delivered) and public policy aiming at more equal distribution of educational opportunities.

Theoretical and empirical evidence indicates number of problems related either to the hierarchical catchment or to individualised market based models. However, literature is not that transparent about the solutions for the distribution problem. Thus, the article is rather meta-analysis of choice mechanisms and related problems with case specificities approached within wider context of public policy analyses and paradigmatic shift from government to governance.

Network 24: School Development

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-208 Chair: Caitlin Meleney Wilson

60 Three years after the intervention- was the assessment for learning culture sustained?

Kari Smith and Knut Steinar Engelsen

Smith: University of Bergen. Engelsen: Stord/Haugesund University college

The research topic is assessment for learning, a topic central to educational discussions in Norway as well as in the other Nordic and European countries. There is solid research evidence that teachers' high competence and skills in formative assessment enhances student learning (Black & Wiliam, 2009; Hattie, 2009). Recent Norwegian research has shown that long term projects are necessary in order to develop an AFL culture in school (Engelsen & Smith, 2010). However, little is known about how to sustain the formative assessment practice in schools which have succeeded in developing an AFL culture. The current paper examines the sustainability three years after a 2 years intensive AFL project in a Norwegian primary school.

Theoretical and methodological framework:
An AfL culture is about developing a learning dialogue between all partners in school, leaders, teachers and student, based on information collected from assessment activities (Smith & Engelsen, in progress). Thus the theoretical foundation is a socio-cultural perspective to learning and development (Dysthe, 2001; Säljö, 2001).
The current study is a phenomenological oriented (Postholm, 2004) case study of one primary school. Data is collected by interviewing the school principal and 3 focus group interviews with different groups of teachers, analyzed by acknowledged methods for analyzing qualitative data (Kvale & Brinkmann, 2009).

Expected conclusions
Both the principal and the teachers claim that assessment practice in the school involves the students to a larger extent than prior to the R&D process five years ago. A second finding is that the school and the teachers have developed their own assessment practice informed by the knowledge acquired through the project. They claim that the reason for this is the long term and deep collective learning that took place during the R&D process. To get a better understanding of teachers´ assessment practice and student perceptions further research is needed.

Relevance to Nordic education
All the Nordic countries are looking for ways to develop knowledge about how to enhance student learning. The current project contributes with new knowledge about how to develop a sustainable AFL culture in schools.

Network 24: School Development

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-208 Chair: Caitlin Meleney Wilson

628 Framed School

Anders Persson

Inst. för utbildningsvetenskap, Lund University

This paper is primarily about frames and also considers frame factor theory. Since the differences between these are important, the paper starts by comparing the frame concept as developed by the Canadian-American sociologist Erving Goffman and the frame factor theory, originally developed by the Swedish researchers Dahllöf and Lundgren. The latter emphasize factors that restrict schooling and teaching, for example constitutional and organizational factors. Since these frame factors are contradictory, several different schooling definitions or school faces actually present themselves, for example school as an institution (stressing the being in school), school as an organization and a movement (focusing the management by objectives and goal-steering) and school as a seminar (accentuating the fact that school also can be seen as a kind of seeding). Goffman´s frame concept, on the other hand, lays stress on the way actors, such as students and teachers, organize their experiences of schooling and teaching. In spite of framing factors, actors are able to frame schools and school activities in a lot of different and inconstant ways. These two theories are very likely to produce different results when they are used to answer questions about change and resistance to change in schools. The paper concludes by raising and answering these questions.

Network 24: School Development

Session 4 (Friday, 8 March 14:30 - 16:00)

Room: H-208 Chair: Caitlin Meleney Wilson

435 Involving the participants in an Intervention research study

Eva Brustad Dalland

Nord-Trøndelag University College

Involving the participants in an Intervention research study
A study about assessment and how to create new tools and methods in the Driving test.

How is the relation between the researcher's role and the participant's engagement in the project?

The Activity Theory is the foundation in my ongoing PhD, which I hope will be in the final phase in 2013. I have done an intervention research study in a project involving 8 Driving examiners from the Norwegian Public Roads Administration. We have developed and tried out new tools and working methods in the Driving test in real situations with aproxomately 200 candidates.
I have used The expansive learning cycle (Engeström in Engeström, Miettinen & Punamäki, 1999/ 2006, p 384), as a tool in the project, and The model of research and development (Postholm & Moen, 2009) help me to see my role as a researcher in the process.

The starting point of the project was the existing gap or tensions between the constructivist view in the curriculum for the Driver education (2004/2005) and the positivist view in the Driving Test. The assessment is still based on observations, even though the dialogue, reflections and self-assessment are emphasized in the written curriculum. The aim of the project was to develop tools and methods which can be used in the future.

The diversity and the differences among the participants made tensions in the discussions, and became good sources to provide new ideas. I have collected data from the examiners process by recording the discussions and reflections in the group, logs and interviews where they tell about their experiences. The examiners were familiar with orders from the top of the system, and became very surprised and engaged by contributing with their own ideas in the project. The examiners collaborative knowledge creation and their individual development are the key findings I will present.

Network 25: No network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: K-204 Chair: Sólveig Jónsdóttir

370 "Can I write today?" The importance of good writing instruction in the primary grades

Sólveig Jónsdóttir

University of Akureyri, Faculty of education

Good writing skills are crucial for anyone to participate effectively in modern society. Previously, reading was thought to be a necessary precursor to writing. While most scholars nowadays believe that children develop reading and writing simultaneously, significantly higher emphasis is generally placed on the teaching of reading, rather than writing, in the elementary stages. Most children are highly confident of their ability to write when they begin school and this paper argues that their teaching should be based upon this confidence. The paper provides a literature review of recent writings in the field of teaching young children to write. The aim of the analysis was to find out if and how important it is that children write spontaneously and imaginatively in school and what kind of writing instruction is likely to enhance the possibility that children can utilise writing as an aspect of their life skills. The paper adresses how children, as early as in first grade, can become skilled writers given good teaching. It also explores the most important aspects in the teaching of writing. The findings indicate that being able to write freely is of high importance to children's development; giving them an outlet through which they can "write themselves away" from worries, process real problems, and by using a certain type of free writing, they can activate complex thought processes which are of benefit elsewhere in their schoolwork. The most important aspects in the teaching of writing are found to be time, control, method and conditions. It is recommended that children should be taught to write by the method of process approach, since this technique is believed to ensure that they can utilise writing as a life skill. According to process approach, writing is taught as a process extending over a longer period of time; the children are in the position of authors and they feel a strong right of possession over their writing. This method has become highly popular in many countries, but has not taken root in Iceland, or other Scandinavian countries, to any significant extent.

Network 25: No network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: K-204 Chair: Sólveig Jónsdóttir

412 Teenage Readers in Europe

Guðmundur Engilbertsson

School of Humanities and Social Science at the University of Akureyri

The research Teen Readers in Europe (TRE) aims to survey, analyse, study, evaluate and disseminate the reading habits and practices of teenagers in secondary school in the age range twelve-fifteen years old. The research is conducted in colllaboration with academics in Bristol England, Murcia Spain and Ancara Turkey and will be placed in the four country. The research group have conducted a similar research Learning and Teaching Children's Literature in Europe for the age of seven-eleven years old (Aðalsteinsdóttir, 2011).

The (TRE) research has the following operational objectives: Reflect on the way teenagers' literature is being taught and learnt in secondary school; gather information on the way reading literature is approached in the classroom; the influence of social environment in the reading habits of the students, as well as their preferences regarding literary genre; analyse the results; disseminate the results; editing of a book with the main conclusions of the project and distributing it in the international academic and researching community; creating and maintaining an operative, easy to reach, multimedia, attractive web site for general audience.

Approach includes design of two different surveys to be passed to teenagers and teachers. They will be piloted in two schools to check the understanding of the questions and the time of completion. Thereafter the surveys will be passed to students and teachers in schools, located in different socioeconomic areas. Interviews will be carried out to two different groups of at least 12 students (4 per age group) and the teachers involved in this age group. The data collected through the questionnaires will be analyzed in order to have statistically significant comparable results. These questionnaire and interviews results will be base for a Final Report and for dissemination actions which follows. The Final Report will reflect recommendations on how to improve reading habits and practices within the students pertaining to the age range under survey.

Aðalsteinsdóttir, K. (Ed), Kiris, A., Butler, C., Newman, E., Engilbertsson, G., Carter, J., Erol, N., Harnett, P. og Sánches, P. (2011). Learning and teaching children´s literature in Europe - Final report.

Network 25: No network

Session 2 (Friday, 8 March 14:30 - 16:00)

Room: K-204 Chair: Sólveig Jónsdóttir

417 Learning and Teaching Children's Literature in Europe

Guðmundur Engilbertsson

Lecturer at the School of Humanities and Social Science at the University of Akureyri

Learning and Teaching Children's Literature in Europe
The project Learning and Teaching Children's Literature in Europe is a two-year investigation (2009–2011) into the learning and teaching of children's literature in Europe, undertaken by the University of the West of England (UK), the University of Akureyri (Iceland), Gazi University (Turkey) and the University of Murcia (Spain), with funding from the Comenius sub-programme of the European Commission's Lifelong Learning Programme. The aim was to gather, analyse and disseminate information about the current role of children's literature in schools and in children's lives in Europe, focusing particularly on the 8-11 age groups. This involved a comparison of reading habits, learning and teaching methods, and the cultural place of reading. The data for the project was gathered largely by means of surveys administered to pupils and teachers, and by focus group interviews conducted with both groups.
The current project combines children's reading views, teachers´ views and the current reading priorities of each partner country: Spain, Turkey, Iceland and England. Equally important is its practical emphasis on outcomes and impact, which will include both general recommendations and highlighting of good practice contained, and a number of Continuing Professional Development packs for use across European countries, using the identified good practice examples. Opportunities will be taken to learn from children and teachers and the project website can be used as a resource both for academic researchers and educational practitioners. The project thus brings together academics and practitioners, ensuring not only a project of academic significance but also one of practical application for the benefit of children within the partner countries, and in support of intercultural understanding and European citizenship goals.
There are multiple differences in children's answer as well as teachers related to background, country, age and gender. The results report that the majority of children enjoy learning through children's literature. They say they learn about themselves, the others and about the world by using literature as learning material in school.
Main results will be introduced in the NERA conference.
The project final report:
http://www.um.es/childrensliterature/site/file.php/1/Deliverables/LTCL_final_Report.pdf

Network 1: Adult learning – at work, in education and everyday life

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: K-205 Chair: Vibe Aarkrog

691 Assessment of vocational knowledge – multimodal design as a tool for teacher students' learning

Katarina Sipos and Jan Pettersson

Stockholm university

Research topic/aims:
The aim of the project is to elaborate how the vocational teacher students can make use of various visual experiences gained outside the higher education context (VFU) for their professional development in order to assess vocational knowledge. Drawn from the results of the project the concepts of visualization and multimodality are presented as a didactic tool in vocational teacher education.
Theoretical framework:
Multimodal theory is about communication and meaning making. Modes of representation and how social meaning is constructed must be understood in relation to a particular culture. To make an inclusive educational setting we need to use different modes of representation. The modes of representation will affect the meaning making process and outcome.
Research design:
The project is carrying out during 2012 with students´ tasks in two courses in the higher education for vocational teachers. The students made their own material, in forms of photos, films or written material in order to highlight vocational knowledge in their professions and the task was especially about how to assess and argue for a certain grade or quality in relation to the product and the Swedish National Agency for Education criteria. The students showed their photos/films, wrote and discussed within their study group. They had collective seminars, got feedback from different teachers and finally each of the students wrote a paper on the dilemma of assessing vocational knowledge.
Findings from the research:
Preliminary research results indicate that students' own material increases the motivation for the task. The quality in terms of learning can be understood as the dialogue in assessing, quality, test conceptions are made in a higher level of understanding as far as we can observe and understand in the project. The systematic evaluations from the students point into the same direction.
Relevance to Nordic educational research:
Inspired by multimodal theory we have experienced the power of using different modes of representation in the vocational teacher education.

Network 1: Adult learning – at work, in education and everyday life

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: K-205 Chair: Vibe Aarkrog

77 Early VET (Vocational Education & Training) the possible solution? - Dilemmas of motivation for vocations and labour markets needs

Lázaro Moreno Herrera

Department of Education, Stockholm University

Amongst its several ambitions latest educational reforms, like the one of the Swedish upper secondary school on 2011, are expected to contribute to satisfy a felt increased need of qualified work forces in different occupational sectors (for example, services, ICT, industry). Generally described, there is a focus on practical rather than theoretical knowledge, development of qualifications and competences, all intended to have an impact on employability. Emerging problems in the implementation phase have been, e.g., low rates of students' recruitment in some of the training programmes as well as higher levels of drop-outs. Arguments and explanations go from intensive political debates to attempts to deal with the problem from different research´s stand points.

This paper intend to contribute to the on-going debate concerning motivation for vocational studies (consequently for working life in the mentioned sectors) by exploring important dimensions of the so called early, or pre, vocational education and training (early VET in the following). What aspects are there in the compulsory education that needs to be highlighted in order to deal with the mentioned problems?, what does experiences and studies of early VET in different educational context, Nordic and beyond, tell us in terms of early motivation for vocations?

The paper essentiality argues that there is a need to transcend and widen the focus of the present debate; it suggests a shift of attention toward the important dimensions of early vocational education and training. Methodologically the paper draws on national and cross-national studies of early VET, empirical research done by the author is also used to support some of the lines of argumentation.

Network 1: Adult learning – at work, in education and everyday life

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: K-205 Chair: Vibe Aarkrog

525 Working class masculinities in vocational adult education in Finnish context

Toni Mikael Kosonen

University of Eastern Finland

My ongoing doctoral work deals with men between 30-64 years of age who have participated in qualification-oriented vocational adult education and training in forms of voluntary supplementary vocational training and labour market training aimed for the unemployed. I am interested in how these men, most of whom share a similar social position as wage-earners in male-dominated fields of technology and transport, relate to learning and education in general and to learning at work and in adult education in particular. In the thematic interviews (n=33), I have asked them to talk about how they learned and became skilled workers in their trades, how they learn and educate the young at work, and what were their experiences of participating in vocational training in adult age like.

The target group of the study is particularly interesting as low-qualified men seem to participate less to adult education compared to their higher-qualified peers and women in general. In the Finnish education policy discourse they are defined as an at-risk group and problematized in individualized terms (in terms of their assumed low aspirations etc.). Consequently, in social and cultural terms, working class masculinities are being problematized, in line with prevailing discourses on 'masculinity in crisis' and on 'failing boys' in the school context. My study aims at investigating how these men become to be positioned in the social and cultural orders of the learning society in Finnish context today. Further aim is to study a group of men that has been relatively little studied in this particular context in Finland as well as abroad, and contribute to the understanding of working class masculinity in more general terms.

In my presentation, I shall review and evaluate relevant research done in British context on working class masculinities in educational contexts (e.g. Archer, Burke, Reay). The British research is often cited and taken as a point of departure when discussing working class masculinities in various national contexts. I shall discuss the applicability of this research in my study with its specific target group and in Finnish context representing distinctive Nordic class and gender structures and cultures.

Network 2: Arts Culture and Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-203 Chair: Marie Koch

597 The Child, the Story and the Situation

Kristin Aadland

The Department of Educational Research, University of Oslo

The paper will present parts of an ongoing PhD project. The research topic is children's experience of oral storytelling situations at school. These are situations where a professional storyteller tells stories (without book) to a group of pupils, within a school context, but out of an ordinary classroom context. The school is a multicultural school, and the study is done in 1st grade. Six of in total 12 storytelling situations have been observed with camera during spring 2012. Focus has been on both storyteller and children. Six children, two storytellers and one teacher are interviewed after the last session. The children are in interviews also asked to retell a story from one of these situations.

The observations and interviews are analyzed with focus on the children's experience of the situation and the interaction between children, storyteller and story. The retelling in the child interviews is seen as a way to illustrate what the children remember, of the story itself and of the storyteller's way of telling, but also to see what are the children's own contributions to the story. The theoretical framework is dialogical and socio-cultural, with contributions from narrative and aesthetic theory.

Most children enjoy listening to stories. Expected findings of this study are that the children co-produce when they retell, not just reproduce, and that oral storytelling amongst other things can serve as a support for these children to actively using the language and to develop creativity. Oral storytelling is an old tradition which is brought to life again over the last 20-30 years, in many western countries, among them several of the Nordic countries. In countries such as the US, Canada, UK and Germany there have been done quite a lot of research on storytelling in pedagogical practices. In Norway we have an expanding use of storytellers in school, and there is also an expanding focus on oral ability in the curricula. But there has been done less research on both storytelling in school and oral ability. This project is an attempt to contribute to this field.

Network 2: Arts Culture and Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-203 Chair: Marie Koch

250 What of spirit and hand i education?

Agneta Knutas

NTNU program for teachers education

As a Teacher educator meeting experienced craftsmen/women taking their master in vocational didactics, I am experienzing that vocational education (gymnasium/Norway) is under a effeciancy constraint regarding program, testing up against goals and academic level.
In constrast to efficiancy in vocational education, a bakery on the countryside in Norway is wellknown for it`s slow working paste. Slow paste allows product as well as the craftperson time in production and quality in relation to market. Thus this bakery argue`s they are underlining the importance of aesthetic in craft, the close connection between spirit and hand, as well as the association of tradition as part of the craft. From a reserachers point of view spirit and hand also indicates that embodyment between product and craftsperson is emphasized. Another point taken is the fact that time to understand both craft and tradition is what makes knowledge meaningful (Arendt,1998/1958). Following craftsmen at this mentioned bakery in Norway close at hand for a couple of days through observation and interviews this paper intend to analyze the empirical data gathered.
In comparison to slow paste in craft, efficiany regarding production, (as well as craft and education) is something that according to Sennet (2008) leads to professions without community, leaving us only with bureaucracy (Sennet, 2008). With the result from the study and with support from Sennet (2008) and Arendt (1998/1958) focusing upon words such as action, fellowship, spirit, experience, time and meaning, the aim in this paper is to point towards central issues regarding the importance of an understanding of aesthetic and it`s contribution to/in education in times of efficiancy and globalization.

Network 2: Arts Culture and Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-203 Chair: Marie Koch

524 Youth, Images and Emancipation

Ane Malene Sæverot and Ove Skarpenes

Department of Education, University of Bergen

Educational policies have the last decades' witnesses an increased focus on pupil-centered learning and individually adapted education and assessment. New forms of individualized curriculum and learning methods have been introduced in combination with an immense growth in bureaucratic routines for control and evaluation. Thus, educational changes may have contributed to a process of individualization that seeks it's justification from both a romantic understanding of the individual (everyone is unique and entitled to unique education training) and a neoliberal understanding of the individual (everyone is utility-maximizing). The institutional arrangements following in the wake of this cultural configuration affects educational systems all over the Western world. On the one hand, individual aesthetic education (bildung) is incompatible with the current neoliberal regime of control and evaluation, and on the other, the idea of the collective communities seems to crumble in the face of today's romantic individualism. The paper focuses on the educational potential of aesthetic education by discussing the relationship between individual aesthetic experiences and the communication and distribution of such experiences to a wider community. Inspired by Jacques Rancière's notion of `redistribution of the sensual' we have interviewed pupils in upper secondary schools with an ambition to grasp the visual images they report to be of lifetime significance. Furthermore, we have constructed knowledge on how students justify their choices and how they communicate their experiences to others. According to Rancière, when individual experiences of art are communicated and distributed, experiences are made available to a larger community. Herein lies the political power of art. Based on the empirical findings and by following the reasoning of Rancière, we discuss the educational opportunities for combining aesthetic experiences and political emancipation.

Network 3: Early Childhood Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-204 Chair: Cecilia Heilala

590 Research-based early childhood education

André Vaagan and Anton Havnes

Centre for the Study of Professions, HiOA

The aim of early childhood education in Norway is to offer an integrated, professionally oriented and research-based education. In this paper we address the potential tensions between research-based knowledge and the requirements inherent in the professional practice of early childhood teachers. We also question how research-based knowledge and research-based education is interpreted in professional education. Are there distinct characteristics of research-based early childhood teacher education compared with, for instance, disciplinary programs at universities? Are there specific characteristics in undergraduate programs, compared with graduate (master) programs? Does research-based education need to pay attune to the characteristics of professional practice? For instance, day care is typically a work setting with a high degree of layman characteristics. Many employees do not have higher education. The structure of division of labour is often "flat", in that staff with professional education typically does the same kind of work as those who do not have a professional education.

Based on his research on American professional education William Sullivan has described professional education institutions as "hybrid, bridge institution with one foot in the academy, so to speak and one in the world of professionals" (Sullivan 2005: 25). Taking as a starting point that early childhood education has to balance its academic and its practical orientation, to what extend – and how – could research-based education be implemented?

The analysis is grounded on two conceptual frameworks. One is the conceptualisation of professional education as distinct from disciplinary programs (Sullivan 2005, Grimen 2008). The other is Healey's (2005) and Healey and Jenkins' (2009) model of four modes of research-based education.

The analysis builds on interview data with third year early childhood education students. Students' conceptions of, and experiences with, research-based education is analysed first in terms of Healey and Jenkins' model, secondly reframed in terms of theorising of professional education.

The analysis leads up to a reframing of the notions of research-based education to identify its place and role in early childhood education. We found that Ernest Boyer's notion of four "scholarships of the professoriate" expanded the conception of research-based education beyond it traditional conceptualisation.

Network 3: Early Childhood Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-204 Chair: Cecilia Heilala

513 Schoolification of nursery schools with deaf and hearing children

Ann- Elise Kristoffersen

Skådalen Resource Centre

In Norway today, most deaf children are in their local nursery school together with hearing children. This presentation reports from a study where the aim was to identify what may impact on children's possibilities for interaction in literacy events. Data are based on video recordings, field notes and interviews with teachers. The study is conducted within a sociocultural framework. The findings indicate that both the framework for the nursery school and the nursery expertise impacts on the possibilities for interaction. In this presentation we discuss specially how schoolification of nursery schools may impact on deaf children`s possibilities for interaction in significant literacy events.

Network 3: Early Childhood Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-204 Chair: Cecilia Heilala

734 Professional roles, leadership and identities of Icelandic preschool teachers: Perceptions of stakeholders

Arna H. Jónsdóttir

University of Iceland, School of Education

The aim of the research was to get a comprehensive picture of how the preschool teachers see their professional roles and leadership and how other stakeholders perceive these elements. Further, the contextual factors the preschool teachers perceive as affecting their roles and leadership are investigated. At last, light is shed on how these perceptions and factors appear to affect the professional identities of the preschool teachers.
According to Vandenbroeck, Coussée and Bradt (2010), the early childhood education fulfils several functions in societies: The educational, economic and function of social justice. These functions, as research on roles, leadership and identities of preschool teachers and literature related to 'democratic professionalism' was used to analyse the data.
The theoretical perspective, or the philosophical stance informing the methodology of the research, is interpretive, or 'symbolic interactionism'. The methods used to collect the data were focus groups interviews and individual interviews with politicians.
All necessary permissions were applied for and the participants gave their personal 'informed consent' (Creswell, 2007) by signing the relevant papers on the spot before each interview.
The preschool teachers focused on their educational role and there they perceived themselves as professionals and experts, but they did not express themselves as potential leaders. The parents and politicians did not call especially for the preschool teachers' expertise and gendered assumptions could be noticed, which affected the preschool teachers' identities.
In the presentation the focus will be on the preschool teachers' identities and the stakeholders' perceptions which seem to affect them the most.

Network 3: Early Childhood Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-204 Chair: Cecilia Heilala

582 Effects of early intervention on well-being, education and socioeconomic position

Cecilia Heilala

University of Helsinki

During WWII 48,628 children were evacuated to Sweden and temporarily placed into foster families. The purpose of this study is 1) to analyse the variables related to the evacuation (e.g. age at evacuation, length of stay, gender) event in relation to psychological and physical well-being in 2005; 2) to explore the impact of the intervention among separated compared to non-separated, and how it is related to their education and socioeconomic position (SEP) as adults. Pre-evacuation data on the separated children was collected from the archives. The Population Register Centre identified the separated children in 2005, and drew a sample of non-separated matched on age, gender, place of birth, and mother tongue (Finnish/Swedish). Data were collected by a postal questionnaire sent to both separated and non-separated in autumn 2005. The sample consists of 749 separated and 1535 non- separated persons. Multivariate analyses were used to analyse the relationships between the variables (factor, cluster, and regression analyses). No variables related to the evacuation event reached statistical significance in predicting well-being in 2005. The socioeconomic position (SEP) and education of those Finnish-speaking separated children who had lost their mother tongue when returning home were lower compared to the Finnish-speaking non-separated children. On the contrary, the SEP of the Swedish-speaking separated persons was higher than that of the Swedish-speaking non-separated persons. Children from homes with a warm and caring atmosphere seem to be better equipped to face the challenges of an evacuation. For the Swedish-speaking separated persons the event might have paid off socially, but for the Finnish-speaking separated persons no such effect was found.

Network 4: Classroom Research and Ethnographic Studies

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-101 Chair: Elisabeth Bjørnestad

453 The Assessment Process in Two Different Year Five Classrooms

Tord Göran Olovsson

Department of Education, Umeå University

In Sweden, over the past few years, there has been much attention placed, with various perspectives, on the role of assessment in compulsory education. The government has, at a systemic level, tightened its control of pupils´ performance. In parallel with this, assessment is regarded a pedagogical tool for both teachers and pupils. From the autumn of 2012, end-of-term grades are being awarded in year six and above (previously this had been done from year eight). This reform was instituted by the government in order to, among other things, increase pupils´ goal achievement. The aim of this study is to explore, describe and analyse the assessment process and its empirical expression in two different year five classrooms in Swedish schools. The assessment process is defined as the relationship between learning goals, teaching and assessment. The study is based on daily observations (using hand-written protocol, video recording and a portable microphone) in two year five classrooms in two schools in the northern part of Sweden. The observations, which were conducted over ten days and add up to approximately 30 hours in each class, are complemented by interviews with eighteen pupils and four teachers. The field study was conducted during the term prior to the introduction of grading in year six. The data were analysed in relation to the theoretical concepts formulation arena and realization arena (Lindensjö & Lundgren, 2000). Other tools that were used to understand the classroom contexts are Bernstein´s (1996/2000) concepts framing and classification, together with regulative and instructional discourses. The analysis indicated differences in the assessment process between the two classrooms: Firstly, the systematicity and transparency of the learning goals; secondly, the approach to the school subjects and the use of teaching methods; and thirdly, the focus of the assessment in the classroom. It is notable, also, that the assessment process seems to affect individual pupils´ socialisation in different ways. Finally, the assessment process in the classrooms appears to be affected by conditions originating from the various levels of governance. Particularly influential conditions are those created by the externally provided tools for pupil documentation and the teachers´ in-service training.

Network 4: Classroom Research and Ethnographic Studies

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-101 Chair: Elisabeth Bjørnestad

432 Classroom observations of formative assessment in dance

Ninnie Andersson

Luleå University of Technology

This presentation mediates a study that is a part of a larger study about teacher's assessment of dance knowledge in upper secondary schools in Sweden. The purpose of this specific part-study is to analyse and describe the phenomenon of assessing dance knowledge from a teachers' perspective.

Theoretical and methodology framework
The study is based on phenomenological philosophy. A phenomenological way of thinking allows that human beings are inter-subjective linked with and within the world. According to this theory there are no distinguish between body and soul, but they form an entirety. According to Merleau-Ponty (2006) the only way to gain insight of the world is through human experience of it. A basic rule and the starting point for research within the philosophy of life-world-phenomenology is to turn towards the things themselves and to be adherent to the things.

The tacit knowledge of dance can often be difficult to verbalize. To make visible the tacit knowledge of the phenomenon data is gathered in this sub-project through methods as observations that are documented using field notes, video documentation, teachers' notes and conversations with teachers about their reflections upon assessment of dance. The different methods will constitute a base for the analysis of the study and create the unity of purpose an opportunity to capture different perspectives of the phenomenon. The observations are taking place in three selected schools in the course Dance technique 1.

The expected findings from this research are how dance teachers use assessment of dance knowledge in their teaching in the Swedish upper secondary school. From analysis of produced material from observations the study can show how teachers use formative assessment in classroom-teaching and grad conversations. To see how the teachers elucidates goals of the teaching, how teachers make achievements visible in relation to the goals of the course and how teachers make the students aware of how to increase achievements in the course.

Network 4: Classroom Research and Ethnographic Studies

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-101 Chair: Elisabeth Bjørnestad

674 Learning Strategies in a Natural Classroom Setting

Annika Lejon

Department of Behavioural Sciences and Learning

During the last few decades pedagogical research has shifted its focus from teaching to learning and consequently from teacher to student. The aim of this ethnographically informed exploratory study is to provide a contribution to empirically based research regarding how students learn.

This paper presents empirical findings from observations in a 6th grade classroom, combined with results from in-depth interviews with some of the students regarding their learning processes. Questions posed in this study were: What do students' learning processes look like? How do students learn in a natural classroom setting? How do students themselves reason about their own learning?

In this praxis-oriented classroom research videotaping has also been used in order to further sharpen the classroom observation. The study was mainly undertaken during the fall of 2011. It involved a group of 16 students. With the starting points in actual classroom events students were asked to depict and discuss their learning strategies at different occasions, with the intention to unveil the way students themselves reflect on different learning oriented actions in the classroom.

In the course of the study two different kinds of strategies for learning have been identified. Those are, on the one hand, learning strategies with verbal dimensions and, on the other, those with cognitive dimensions. My study also reveals that, in addition to verbal or cognitive dimensions, there is a dependence on contextual circumstances within students' learning processes, which has social as well as regulating aspects.

In conclusion the results point at students' usage of various strategies for learning. A tentative analysis suggests that those learning strategies may be sorted into four different praxis-oriented categories which are: verification, adjustment, alteration and imitation.

Network 4: Classroom Research and Ethnographic Studies

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-101 Chair: Elisabeth Bjørnestad

438 Storyline as an Active Learning in the classroom

María Steingrímsdóttir

The University of Akureyri Iceland

The Storyline method was developed in the 1970s by a group of staff tutors at the Inservice Department of Jordanhill College of Education in Glasgow, (now the Faculty of Education of the University of Strathclyde) in the wake of curriculum changes in Scotland.
The key features of the approach are the quality of the partnership between the teacher and the learners, opportunities to cross-curricular work, and the learners are supported to think creatively, cooperate, solve problems, and examine values and attitudes. In Storyline classrooms teachers emphases critical thinking and democratic ways of working.
Storyline is well known in all the Nordic countries and sits well with the general emphasis in Nordic education on higher order critical thinking, democracy and citizenship. The Icelandic National Curriculum 2011 also calls the attention to the principles of Storyline to achieve the aims of its six fundamental pillars: literacy, sustainability, health and welfare, democracy and human rights, equality and creativity.
The aim of this paper is to address the question if, and then how, Storyline helps pupils to become active learner and motivates them to learn. 25 experienced Storyline teachers participated in a research project. They had experience of teaching children from five to fifteen years of age. The teachers were divided into five focus groups where they discussed the main question - underlined above. They looked back into their own teaching and gave examples from Storyline topics where they highlighted principles of Storyline that motivated the children to be engaged and active learners.
The main result indicated that the teachers experienced believed that the variety of activities, the creativity and imaginative thinking of the Storyline approach, as well as the flexibility and easy adaptation of curricula for the diverse needs of individuals, encouraged the children's activity and helped to stimulate greater interest in their learning.
Furthermore, it was found that the teachers' answers and examples from their own experience mirrored theories of active learning and intrinsic motivation.

Network 6: Educational Leadership Network

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: E-303 Chair: Marit Aas

388 A socio-historical analysis of the development of educational ledaership in Finland

Michael Uljens and Cilla Nyman

Åbo Akademi University, Faculty of Education

This paper aims to provide a model of how Finnish educational leadership, administration and policy have developed in response to societal and political tensions. In doing this, the paper also explains why the neo-liberal policy solutions of the international political agenda have only mildly influenced the development of Finnish education. In Finland education is highly esteemed, and cherished by the country's strong political consensus. Basic education is provided by comprehensive schools, mainly run by the municipalities and state-financed. Educational leadership is conducted at different levels of the education system.

Educational leadership is here regarded in relation to its cultural-historical context and is interpreted in a critical-hermeneutic manner. By pointing out some major changes that have occurred during the past 40 years in educational policy, leadership and administration it is shown how solutions in these areas correspond with experienced needs and aspirations of each period, with respect to prevalent tasks and functions of education. The paper is limited to educational leadership and administration mainly of the nine-year compulsory education system.

As a result, a conceptual analytical model for educational leadership policy changes is developed. The model is built on two main dimensions: a) planning and b) evaluation of education, and identifies four historical educational positions. The authors expect a stronger orientation towards the fourth position, "Research-based school development and development-oriented research".

It is found that a distinct feature of Finnish education and educational leadership is the great degree of freedom and trust in educational expertise. The authors predict this to be predominant also in the future, although the international competition-oriented trend may challenge the Finnish system that combines the idea of a school for all with high standards.

From a Nordic and international comparative educational research perspective, an analysis of this kind is valuable. The Finnish experience of developments of education and educational leadership may well serve as insight to others who wish to gain greater understanding of how education in a particular society responds to political circumstances.

Network 6: Educational Leadership Network

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: E-303 Chair: Marit Aas

338 The role and key challenges of leadership in processes of innovative work in school development

Kirsten Foshaug Vennebo

Department of Teacher Education and School Research, University of Oslo

Exploration of the interactional nature of leadership in processes of innovation and change in schools has received scant attention in empirical research. This article suggests that the adoption of a cultural–historical activity theory (CHAT) perspective opens up for insight and implications that depart from current views of the constitution and role of leadership in processes of innovation. Drawing on longitudinal research conducted in school development projects in Norwegian schools, this paper investigates actions and interaction between project team members in innovative work processes and analyse leadership in such processes. In the paper, dilemmas, conflicts, critical conflicts and double binds (Engeström & Sannino, 2011) are used as key analytical concepts to investigate the constitution and role of school leadership in innovative work (Vennebo & Ottesen, 2011). Preliminary analyses show that the role of leadership often is task oriented and mediated in the complex interplay of conflicting interests and agency-authority relations embodied in the interactions between individuals, their practices and the organizational context. It follows that the outcome often is serendipitous. Key challenges are related to the assessment and alignment of diverging perspectives in a productive way. A key contribution of the paper is a suggestion to change the perspective on leadership from a conception as "a distributed practice" to "distributed interaction" which implies a need to pay attention to the detail and dynamics of local interactions in which the work of school leaders is constituted and carried out.

Reference

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Network 6: Educational Leadership Network

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: E-303 Chair: Marit Aas

176 Leadership and Learning Environment-projects

Renata Svedlin

Åbo akademi, tillämpad pedagogik

The national program for improving the ICT- learning environments in schools started originally in the 1980-ties. Since then the aim of the program has changed and new focuses has been implemented. Now there is an interest in studying the forms of leadership that has evolved around the new projects for development of learning environments in a group of schools in Finland. How is the new projects lead in the schools, what kind of organization is build around them, and what kind of learning situations for the teachers is accomplished in the project? Basic data from schools (headmaster and teachers) is collected during autumn 2012. A follow up with interviews is planned later on. The theoretical foundation of the approach and analysis is problematized and discussed. Under consideration is application of Engeström Expansive learning and innovative learning in work teams and Berg Cultural analysis of school (in Skolledarskap och skolans frirum).

Network 6: Educational Leadership Network

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: E-303 Chair: Marit Aas

425 Challenges in leading your peers?

Mette Bunting

Telemark University College

In the Norwegian Upper Secondary Schools, leadership is divided between the Principals and the Heads of Department. The school is usually led by Principals, consisting of a Leading Principal and some Assistant Principals. The Head of Department on the other hand, leads their department in relation to resources, economy, and personnel. Due to the size of the school, it is the Heads of Department that in practice lead the teachers. Another aspect of the Head of Department as leaders is that their position usually consists of between 40 – 50% teaching. This again means that they are not only leaders, but also colleagues to their teachers.

When working with school development, the Heads of Department is essential to the Principals of the school because of their role in leading the staff. They know the staff well, follow up personnel matters and are in daily contact with them. How do the Heads of Department experience this double role of leading and teaching?
The research question is as following:
How does the Head of Department as both leader and fellow teacher lead the work of school development?

In the interviews we want to find out:
How do the Heads of Department describe their role as leaders?
How do the Heads of Department describe their work in school development?
How do the Principals describe how the development is lead and implemented?

The research is in a qualitative tradition, looking at the leaders description of their roles. One school has been chosen, and all the leaders have been interviewed. All in all, there have been 12 singular semi-structured interviews. These have been transcribed and together with other documentation are analysed using Nvivo.

Network 7: Empirical Research on Value Issues in Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-103 Chair: Robert Thornberg

215 The teacher as a moral agent in late modernity

Kennert Orlenius

Högskolan i Borås

The research topic concerns the teacher as a moral agent in a late modern society and hereby students' expectations of the teacher as a role model, including expectations about influencing students' ethical attitudes and beliefs. Historically, the teacher was a role model and a powerful defender and protector of the established society, a key factor for preventing a value community within the nation based on Christian faith and tradition. Therefore devoutness, authority and high moral level formed the foundation of teacher competence. What about today when the conditions by sociological theorists like Thomas Ziehe, Anthony Giddens, and Zygmunt Bauman are described in terms of post or late modernity? If conformity to collectivism (on both a personal and societal level) was the former life paradigm the individual freedom and autonomy seems to be the opposite according to those sociologists. Youths have been described as cultural liberated (by Ziehe). Norms and values in everyday life have gradually eroded and the value changes mean that the young generation is free from the power and safety of tradition. In this paper virtues in teaching and the issue of trust as a linchpin in educational work is discussed from that point of view.

However, does the late modern paradigm mean that students are emancipated, independent, and dissociated from their teachers? Do they express desires to be free from teachers influence about ethical issues? And do they perceive teachers as important role models? Data from our questionnaire, comprehending 325 students from year 6 and 9 in comprehensive school and year 3 in upper secondary school in Sweden (located to three small or middle-sized communalities), show that three of four students find that teachers are important role models for students. A majority in all classes maintains that school should influence students to care about social justice in society. Almost none of the students totally disagree on these two items. The paper focuses on the Swedish context. However, the questionnaire has also been used in collaboration with researchers from the Faeroes and Iceland, why we also can present comparing data at the conference.

Network 7: Empirical Research on Value Issues in Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-103 Chair: Robert Thornberg

428 Upper secondary school students' values of nature

Pia Sjöblom

Faculty of Education, Åbo Akademi University

The environmental ethics perspective rarely appears concretely when the learning of students is evaluated. The aim of the research is to investigate what kind of values of nature upper secondary school students express. My ambition is to make visible how students reason about topics such as human rights and obligations towards nature, and why they consider that nature has, alternatively does not have, a value.

Kellert's (1993) research has resulted in a typology of nine basic values of nature. The values are regarded to have their basis in the genetic heritage of humans, but are influenced by learning. Nature has (1) utilitarian value: it gives commodities, (2) naturalistic value: it gives recreation, (3) ecologistic-scientific value: humans can gain knowledge from it, (4) aesthetic value: it gives experiences of beauty, (5) symbolic value: it gives expressions to our language, (6) dominionistic value: it gives challenges, (7) humanistic value: humans can evolve near relationships to other organisms, (8) moralistic value: it makes humans reflect on what is right and wrong in the interaction with nonhuman creatures, and finally, (9) negativistic value: it can give rise to reactions of loathing and rejection.

The empirical material consists of parts of two studies in my doctoral thesis. An introductory quantitative questionnaire (N=678) was used in order to get a general description of the topic. This study also gave a basis for the selection of respondents with varying interest in nature for the following interview study. The analysis of the fourteen interviews was inspired by the hermeneutical approach.

All the interviewees thought that nature is worth preserving. This standpoint was argued for from the point of view of the material value of nature, the recreational value of nature, the aesthetic value of nature, the biological diversity of nature, the future value of nature and as a consequence of a holistic view of nature. These values are reflected against Kellert's (1993) typology, and implications for environmental education are discussed.

Kellert, S. R. (1993). The biological basis for human values of nature. In: S.Kellert & E.O. Wilson (Eds.) The biophilia hypothesis (s. 42–69). Washington, D.C.: Island Press.

Network 7: Empirical Research on Value Issues in Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-103 Chair: Robert Thornberg

212 Eco-school effectiveness: a matter of values?

Peter Van Petegem and Jelle Boeve-de Pauw

University of Antwerpen

The eco-school programme is implemented in 47 countries across the globe (http://www.eco-schools.org/). The main principle of the eco-school programme is that eco-thinking and the corresponding values should become a way of life and that, in the long run, students adopt a sense of environmental stewardship and environmentally relevant behaviours. In this way, future consumers, manufacturers and those involved in decision-making become more sensitive to the environment.

The proposed paper presents the results of a large scale quantitative evaluation study that examines the effectiveness of eco-schools concerning three student outcomes: (1) environmental knowledge (2) environmental attitudes, as described by the two-dimensional model of ecological values (Wiseman & Bogner, 2003) and (3) environmental affect.

The quasi-experimental study includes 1287 10-12 year olds from 59 schools (38 eco-schools and 21 control schools) in Flanders (Belgium). Controlled for gender, social, cultural and economic status of the participating children, the results of multivariate multilevel regression analyses show that eco-schools mainly influence their students' environmental knowledge. This increased knowledge is not reflected in a greater affective connection with the natural environment. Eco-school students furthermore have equal preservation attitudes, and lower utilization attitudes, as compared to control-school students.

Previous research has illustrated that preservation attitudes rather than utilization attitude are a condition for internalised environmental behaviour, the results of the current study therefore suggest that the pedagogy currently applied by Flemish eco-schools has a low chance of achieving behaviour change in the long run.

As the Nordic countries are also involved in the eco-school programme, the presentation will be an opportunity to reflect on the pedagogies of and practices in eco-schools. Furthermore, we would like to discuss our research design and the choice of variables, and to encourage researchers to replicate this research in order to increase our understanding based on comparison of results.

This proposal is most closely connected to the NERA-network 'Empirical research on value issues in education', as the two-dimensional model of ecological values is a crucial component in our research.

Network 10: Higher Education

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: K-207 Chair: Terhi Skaniakos

405 Challenging the role of the university teacher – in a PBL context

Annie Aarup Jensen and Hanne Dauer Keller

Department of Learning and Philosophy, Aalborg University

Aalborg University is based on principles of Problem Based Learning (PBL). PBL is based on social and practice oriented approaches to learning and the theacher's role is to supervise and guide the group's project work. Nevertheless it often happens in practice that the project work is supplemented with teaching sessions in the form of lectures which build on traditional scholastic approaches to learning. This means that the teaching often is not problem-oriented in its form, but rather based on topics or disciplines. Consequently, there is still a need to challenge the understanding of the connection between teaching and learning, and the role of the university teacher in a PBL context. In a radical experiment we created a teaching scenario in which the teachers were almost invisible. Their role was to plan, structure and orchestrate a learning process for the students in which the students became highly motivated and active learners. The concept 'responsibility for own learning', which in a traditional HE context might result in the individual student having to cope on his/her own with understanding and learning, was here a part of a social learning approach, where students learned together and from each other in a highly structured process. The paper will describe the experiment and examine the teachers' role, the demands on the teachers and on the didactical planning. It will describe the learning goals of the experiment and document the learning outcome, and thus challenge the concept of the university teacher as a knowledge 'bank' to be drawn on and the concept of quality of teaching as solely a question of number of confrontation hours (face-to-face hours) with the teacher. The experiment also indicates the contours of a new teacher role in HE characterized by being directive on process rather than on content and thus being in accordance with the PBL principles governing the project work. The research methodology is ethnographically oriented and data consist of the documentation of the planning and implementation process, observations of the students' processes and the resulting output / products.

Network 10: Higher Education

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: K-207 Chair: Terhi Skaniakos

554 The Secret Ingredients for Universities' Successful International Cooperation.

Antti Ronkainen

University of Eastern Finland, Philosophical Faculty, School of Educational Sciences and Psychology

International cooperation has been a major issue in many universities for some time. In my master's thesis I studied the early internationalization process in a Finnish university, the University of Joensuu, from its founding year 1969 until 1990 to see how everything got started. The main data consist of interviews of senior university employees (n=14). In my paper I will discuss the development of international relations and cooperation in a small, remotely located, and recently founded university.

Especially in the early days the meaning of international relations was seen differently than today. Although it was understood to be an elementary part of academic research, individual researchers weren't pushed into starting any international cooperation and neither were they supported in doing so. At the same time however, international interaction was organized on institutional level, too. This was based on goals which were often different from the scientific ones, geopolitics and cultural exchange being significant motives. Despite the lack of institutional backup, various members of teaching and research staff still managed to establish extensive foreign networks.

It can be argued that scientifically the most valuable achievements came out of the individual initiatives rather than the institutional ones. The whole process of developing international cooperation appears to be somewhat coincidental and free-forming and therefore hard to regenerate. Mutual interests, interpersonal chemistry, right timing and sheer luck all play significant roles in establishing lasting fruitful cooperation. My conclusion is that the secret ingredients for universities' successful international cooperation are not so much the resources and authority put in, but the enthusiastic people with ideas and freedom to experiment and fail. Sadly, this seems to be easily forgotten in this time of growing demands for cost efficiency and result-focused management.

Network 10: Higher Education

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: K-207 Chair: Terhi Skaniakos

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497 Challenge or Impossibility - Vocational Education Teachers Discuss Teaching Students in Need of Special Support

Camilla Björk-Åman

Åbo Akademi

The aim of the study is to clarify how the educational ideals and intentions of "equality in education" (Utbildningsstyrelsen, 2009, 270) is discussed and negotiated among teachers in vocational education in Swedish-speaking parts of Finland.

Theoretical and methodological framework:
VET is considered to be an instrument for both excellence and inclusion. According to Frontini (2009) the Finnish policy stress excellence and competitiveness but there also are aspects related to inclusion present. The teacher can be seen as in a tension field between different influences and in practice it is much up to each teacher to decide his or her priorities.
The starting point in this study is the dialog between teachers. Language is not a transparent medium and a bridge to the "real reality", the reality as we describe it, is a construction made by us is social interaction (Potter, 1996). However, some versions of reality may be preferable to others and some versions of the school-reality, as teachers construct it, means a better position in the studies of students in need of special support than other versions.
The method used is discourse analysis. Data is collected through focus group discussions

Conclusions
The identification of different discourses is an important contribution to an ethical discussion in VET. The results both comprise discourses where excellence, the demands of the working life and effectiveness among the students are stressed. The individual can then be sacrificed on behalf of the other students in the group since the teaching will be more effective. An opposite discourse is the one where teachers stress the individual's need of an education to be able to get a work and a position within society - an inclusive discourse.

Relevance to Nordic educational research
Even though the context of the study is the Swedish speaking parts of Finland the discoursers that are identified can most likely be recognized in all the Nordic countries especially in VET perspective.

Frontini, S. (2009), Global influences and national peculiarities in education and training: the Finnish case.
Potter, J. (1996) Representing Reality. Discourse, Rhetoric and Social Construction.
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Network 10: Higher Education

Session 5b (Saturday, 9 March 09:00 - 10:30)

Room: K-208 Chair: Elina Ora-Hyytiäinen

611 Internationalizing academic minds: educators as national assets and nation builders?

Meeri A Hellstén

Södertörn university

Internationalization emanated from the globalization movement of the late twentieth century. The phenomenon of internationalization of higher education is commonly confused with the general topic of globalization, which includes political and market regulated flows of people, money, goods and services. In contemporary society, political and economic systems are increasingly integrated (Waks 2003) driving a global academic ecosystem that converges in internationalization. This discussion paper takes up the critical and timely issue of the conceptual function of pedagogy in international (higher) education. Central to the theme is the cultivation of intercultural pedagogy in the context of international education.

Marginson (2009) describes current global development in higher education in terms of status competition. The past few decades have seen universities increasingly under pressure to become more self-supporting financially and subject to reductions in state funding, influencing some universities to utilize educational mobility as a commodity. Concurrently, there is great concern for the decline in morale and standards within the teaching profession. Hargreaves and Fullan (2011) convincingly argue for the collective need in increasing educators' professional capital, articulated as work, capacity and effectiveness (p. 1) in influencing educational standards and societal change.

This presentation focuses on the self-reporting of scholars involved in the teaching of international students in Scandinavia and elsewhere. Central in the presentation are examples of data collected from senior academics that highlight scholarly conceptions with regards to intercultural, pedagogical and professional challenges resonating in new thinking and transformation. The data is applied to a narrative and discourse analytic framework (Trahar , 2011).

Epistemologically, the research methodology draws on educational narratives (e.g. Bruner, 1996) that are grounded in the intentions of individuals to understand each other in meaningful ways. The paper critically explores these conceptualizations among international educators in their approaches on this issue to Nordic teaching and learning, professionalization and pedagogical value, and offers some concluding examples of implementation for educational practice.

Network 10: Higher Education

Session 5b (Saturday, 9 March 09:00 - 10:30)

Room: K-208 Chair: Elina Ora-Hyytiäinen

109 Learning and Innovating in Cooperation between Working Life and Higher Education

Elina Ora-Hyytiäinen

Laurea University of Applied Sciences

Higher Education in Finland has an legal obligation to benefit regional development . Development and innovation work can be integrated to learning and teaching. Joint work of development and innovation in cooperation between working life and higher education offers learning in authentic situation and support to implementation of innovations. The action model used in the cooperative process was developed in Laurea University of Applied Sciences and is called Learning by Developing (LbD).
Creation of competencies and practice innovations in cooperation is a reciprocal process. Both partners are learning, creating new knowledge, competencies and practice innovations. Community of practice is the environment of the process. The outcomes are implemented directly into the daily practice and, in the best case, develop the practice of profession further . Educators from higher education coach, counsell and facilitate the dialogue between the students and the nurses. Supervisors from the practice community lead and manage the process and the implementation. The creation and implementation of practice innovations requires good cooperation between the educator and the supervisor.
Action model of Management of the competence creation process in hospital setting is developed in Lohja Hospital Area. The theoretical framework consists of concepts of leadership and management in health care, theory of change in health care, and is piloted in three cooperative projects between higher education of nurses and unit of surgical care.
The aim of this paper is to present some of the results from the evaluation of two development and innovation projects jointly created by higher education of nurses and hospitals of specialized care during 2010 and 2011. Also a measurement of learning and development experiences of nurses was conducted 2012. The results concerning the unit of surgical care are presented. Quantitative data was collected from the evaluation of projects and the results show that the model of management could be an effective tool for creation of competence and practice innovations for communities of nursing care.
This paper is presented to Network 10. Higher Education and its purpose is to present the changing and evolving role of educators in Nordic pedagogy of higher education.

Network 10: Higher Education

Session 5b (Saturday, 9 March 09:00 - 10:30)

Room: K-208 Chair: Elina Ora-Hyytiäinen

391 Personal epistemology in the digital age

Tore Ståhl

Arcada University of Applied Sciences, University of Tampere

Anecdotal evidence from schools at all levels suggests that pupils and students do not regard knowledge and learning in the same way as their parent generations did. The immediate and ubiquitous access to information, brought about with modern information technology, has surely changed the way people use and access information. The question arises, has it also changed the way especially young individuals relate to knowledge and learning?

The concept of epistemic beliefs, or personal epistemology, deals with the question how an individual views her own knowledge and learning. This study follows the research line where personal epistemology is regarded as a set of dimensions that develop more or less independently of each other. Several self-report instruments to measure personal epistemology have been developed but during this development, the past twenty years' change in the information landscape has not been taken into account.

This paper presents an attempt to capture ways of relating to knowledge and learning commonly attributed to young individuals also referred to as Digital Natives, Millennials etc. For this purpose, previous self-report instruments were combined and extended with new items describing just-in-time-learning, reliance to internet sources and a connectivist approach to learning (as described by George Siemens).

The modified instrument was used to collect data among new students at Arcada University of Applied Sciences in the autumn of 2011 and 2012 (N=442+390). Data were then analysed using exploratory factor analysis in order to replicate the analysis procedures used on previous instruments. Suggested factor solutions were also subject to reliability analysis and confirmatory factor analysis.

The results suggest that some new dimensions can well be identified, and also that some dimensions appear differently across degree programmes, which would support previous findings regarding domain specificity of epistemic beliefs. Possibly, there may be a connection also between certain dimensions and the students' computer and media history.

Results will be presented and the audience is invited to discuss the credibility of the suggested dimensions and whether it is defendable to include them in instruments measuring individuals' personal epistemologies.
The study is supported by Arcada University of Applied Sciences and Föreningen Konstsamfundet.

Network 12: Inclusive Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-101 Chair: Anna-Lind Pétursdóttir

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309 Exploring Inclusive Learning Environments in New York City high schools – What opportunities and barriers are there for adaption in the Scandinavian context?

Ulla Højmark Jensen

Aalborg University, Copenhagen. Denmark

Research aim/topic: The aim is to explores structures in the learning environment in high school and detail how these structures produce different opportunities for students. Contributing to a cross boarder theoretical framework answering the question: How can we create a learning environment in high schools that all students can profit from?
Theoretical and methodology framework: The focus is on reconsidering existing sociological theories (especially Bourdieu, Bernstein, Ziehe, Goffmann and Lave and Wenger) and using qualitative case study methods. I had the privilege of being a visiting scholar at The Urban Education Programme, The Graduate Center, City University of New York (CUNY) for one year (2009-2010). In this period I had the opportunity to be part of LAT-NYHS - a large scale study of Latino students in New York City High Schools. The LAT-NYHS team conducted observations at 10 carefully selected high schools in New York City. In this paper I will solely refer to the 5 observations studies that I participated in.
(Expected) conclusions/findings: Supporting the approach that young people with (or without) oppositional behavior have desires for academic achievement, and that all students are to be provided with welcoming, relevant, and respectful educational experiences. I will add a culturally orientated youth perspective by addressing the overall attitude toward and perception of youth in the high school context. And conclude on how teachers and educational institutions can organize the everyday pedagogical and didactic educational settings and structures so that al students can benefit from it.
Relevance to Nordic educational research: The paper has relevance to Nordic educational research by addressing the cross boarder discussion on how to solve inequality in education and how teachers and schools can contribute by creating inclusive learning environments.
Attachment to NERA-network on inclusive education

Network 12: Inclusive Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-101 Chair: Anna-Lind Pétursdóttir

730 'We don't do that here!': Stratification and social segregation in Swedish and Finnish schools

Jennifer von Reis Saari

University of Helsinki

Finnish and Swedish schools are often assumed to be egalitarian to a fault (see e.g., Mattson and Bengmark, 2011 or Schofield and Hotulainen, 2004). However, do school structures in Finland and Sweden really embody the egalitarian utopias their critics suggest?

In a context of rising childhood economic inequality in Finland (Naumanen and Silvennoinen, 2011), increasing use of school choice by more priviledged families (Seppänen and Sairanen, 2011), and widespread ability grouping in Sweden (Skolverket, 2006), this paper seeks to address the question: Is the state of social differentiation in Finnish and Swedish schools radically different from the use of stratification in systems such as the United States?

Drawing on interviews (Finland: 26, Sweden: 29, USA: 19) and surveys (Finland: 255, Sweden= 130, USA=288) it is argued that students' experiences and uses of stratification in Sweden and Finland are found to be strikingly similar to those found in the United States and other systems, despite structures unique to each setting. It is suggested that increases in social segregation are best explained, not by alien neo-liberal forces, but rather shaped by the desires and demands (Labaree, 2007) of families in our local communities. It is further argued that hidden policies, lacking transparency, are possible drivers of increasing inequality.

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Seppänen, P., and Sairanen, V. (2011). The need and distinction of emphasised classes in Finnish urban comprehensive schooling: views of mothers under school choice policy. Nordic Educational Research Association Congress 10–12 March 2011: Rights and Education. University of Jyväskylä, Finland.

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Network 12: Inclusive Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-101 Chair: Anna-Lind Pétursdóttir

537 TheTeacher in an Inclusive School: Influences on the Ideas of Icelandic an Dutch Compulsory School Teachers

Hermína Gunnþórsdóttir

University of Akureyri. Faculty of Education

Research topic/aim
Inclusive school, policy and education. The aim of the overall study was to address how teachers construct their ideas on inclusive education and what role the national education policy may exercise in that respect.

Theoretical and methodology framework
This is a qualitative study of primary school teachers´ perspectives on the ideology and practice of inclusive education and how these affects their professional work habits and general ideas about education.

The study was conducted in four primary schools, two in Iceland and two in the Netherlands. The study is located within an interpretive framework and data was gathered by interviews, written documents including a teaching log.

(Expected) conclusions/findings
The differences and similarities between the teachers in the two countries will be highlighted. The findings will be reported under following themes: Towards the Inclusive School?; previous experience of diversity; the role of national educational policy, and the role of head teachers in promoting inclusive education. The findings show that there are considerable differences between teachers' ideas in those two countries which can be explained by differing educational structures and policies. Further, the findings show that teachers' ideas of inclusive education and the implementation of inclusive practices are sometimes characterized by contradictions in terms of their ideas on education in general, on the one hand, and ideas on inclusive education on the other. This, in turn, means that school staff find it difficult to distinguish between procedures that lead to discrimination and exclusion of students, and those that do not.

Relevance to Nordic educational research.
The findings show the need to explore in more depth the direction of educational reforms such as inclusive education and practices in regular classrooms, such as: How does global ideology affect local and a tiny Nordic education system as Iceland is, where there are strong Nordic principles about school for all? Has the financial and economic crises affected the Nordic vision that schools providing regular education should be for all children?

Attachment to NERA-network and/or symposium
Network 12: Inclusive Education

Network 12: Inclusive Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-101 Chair: Anna-Lind Pétursdóttir

608 Exclusion from education as personal and societal catastrophe. Learnings from a Bolivian case study.

Simon Reisenbauer

University of Vienna / Department of Special Needs and Inclusive Education

In the context of education one may refer to diverse situations and circumstances as catastrophes. The objective of the presented research project was to identify structures influencing schools' and especially teacher's management of such "catastrophes".
Building on the UNCRPD, a just distribution of high-quality education is seen as baseline for achieving inclusion for all members of the community and therefore declared as a fundamental human right. Exclusion from education increases the probability for children to experience exclusion from the community and/or society which can be seen as personal and/or family catastrophe. What structural challenges do teachers and parents face in Bolivia? To what extent are schools able to tackle these challenges?
The research project is based on Grounded Theory Methodology and uses techniques of school ethnography for data collection. Data has been collected through interviews with various stakeholders – including teachers, parents and associated persons – and participant observation in and around the classroom at a pilot project for inclusive education in Sucre, Bolivia. The project took place at a pilot school for inclusive education maintained by an NGO and partially funded by the Bolivian government.
Major challenges for children with learning difficulties and their families are poverty, rurality, disability and lack of social and financial resources. These factors have a negative impact on children's education opportunities and increase the possibility of exclusion from education.
One of the main results of the research project was that "cooperation" emerged as key element for providing adequate systems of assistance to all children and thus to overcome the structural barriers mentioned above. Different professions had to balance the tension between organisational structures and personal agency to create spaces for developing effective strategies to provide a positive learning environment for all children.
By researching education systems in the Global South conclusions may give implications for education systems in European countries, where the quality of educational inclusion is facing economic and ideological pressures. Transferring these findings to other settings such as the prevailing settings in the Nordic countries may lead to new perspectives on the practice as well as the theory of inclusive education.

Network 13: ICT & Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-102 Chair: Debra Hoven

749 Effects of a cohort model on doctoral student retention and completion: students' voices in an online program

Debra Hoven

Athabasca University, Canada

Canada's first fully online doctoral program is now in its sixth year of teaching and implementation at Athabasca University and the first doctoral students have graduated. This program, initially in Distance Education, involves four content courses and two research seminar courses, all taught online over a period of 3-5 years. The remainder of the program comprises a research study and written dissertation, which are supervised and examined at a distance, using whichever technology tools and applications the students and instructors decide are appropriate. Increasing concern has been voiced in recent years, in an expanding body of literature, about problems in doctoral programs relating to poor supervision (Connell, 1985), lack of support structures and processes for both staff and students (Malfroy, 2005), student isolation during the conduct of research projects (Denicolo, 2004; Knight & Zuber-Skerritt, 1986) and inadequate preparation of students for the process of writing their dissertations (Kamler & Thomson, 2004; Krathwohl & Smith, 2005). As a result of these and other problems, a high number of doctoral candidates are either not completing their dissertations or dropping out of programs prior to commencement of, or early into their research projects. This presentation provides some insights into the design and decision-making that has contributed to the successful implementation of the EdD program and reports on an initial evaluation of the program and processes. Using a participatory, qualitative approach, interviews with graduating students and recordings of student-supervisor sessions were analyzed for problems and suggested solutions. All documents used in this study were collected and analyzed using communications technologies and online software. Details will be provided about the course content, assessment and research seminars running parallel with the conduct of the research study and dissertation, including observations and reflections on the supervision process. Flow through the program will be illustrated, in particular instructor and student choices of communications technologies for different purposes and applications. The formulation of guidelines and modifications and refinements of these will be listed, as they evolved in response to student questions and concerns and as the result of experience with the first graduating cohort.

Network 13: ICT & Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-102 Chair: Debra Hoven

300 The power of e-seminars in higher education

Lisbeth Amhag

Faculty of Education and Society, Malmo University, Sweden

The purpose of this study is to investigate and analyze the pedagogy in distance education and web-based learning, with a focus on students' participation and collaboration in interactive e-meeting system. The research questions are:
• What is the impact and added value of interactive e-seminars at distance for students learning and development?
• How can the students learning and development be supported and assessed in multimodal e-seminars?

Methodologically have interviews with student teachers and their participation of the e-seminars in the e-meeting system, Adobe Connect, been investigated and analyzed. During the e-seminars gives the opportunity for students and teachers to communicate through web-video and audio, face to face, as well to chat. Here they can have discussions about theoretical concepts, course literature and course assignments, but also give and receive peer feedback, collaborate with common notes and whiteboard, share screen and software with others, report project presentations and written papers. All e-seminars were recorded and made available online after the meeting in their web-based learning management system, It's learning, for repetition and further reflection and critical review.

The point of departure for the choice of methodology is based on the concepts of computer self-efficacy, CSE (Bandura, 1997; 1982; 2002; Compeau & Higgins, 1995; Tams, 2011), in which the sense of self-efficacy, i.e. the belief in their own ability, impact, outputs to carry out distance education successfully. CSE can be concretized through three interrelated dimensions: magnitude, strength and generalizability. The student's perceptions of e-seminars and ability to participate and use the meaning content of the communications during the e-seminars are identified and described. Another point of departure is based on the theories of computer supported collaborative learning, CSCL, in which our understanding of language, communication, culture and various aspects of the social context for students learning is central (e.g. Koschmann, 1996; Papastergiou, 2010; Stahl & Hesse, 2008). The result shows that there is an essential learning potential of e-seminars in relation to students self-efficacy, collaborative learning, participation and influence. However, there are challenges to develop further didactic strategies for multimodal e-seminars and prevent the preliminary technical dilemmas.

Network 13: ICT & Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-102 Chair: Debra Hoven

216 Students' goal orientation in learning and using ICT in a rich school environment

Jan Blomgren

University of Gothenburg: Department of Education and Special Education

The study to be presented is a survey among Grade 9 (15-year old) students in the Swedish compulsory school. These students attend schools located in three municipalities. Since the spring term of 2009 they participate in a so-called "One-to-One" project, which implies that every student and their teachers have their own laptop throughout the day. During school hours both students and teachers have free Internet access.

The study is based on the assumption that students' goal orientations (i.e. mastery, performance approach and performance avoidance) are differentially related to self-regulatory activities and school achievement. The purpose of the study was to investigate this assumption in a learning environment where students have access to digital resources (ICT) and almost all teaching activities are based on ICT.

This was investigated during the spring term of 2011 by the use of PALS (The Patterns of Adaptive Learning Scales; Midgley et al., 2000). Specifically, the three goal orientation scales as well as those on how students' perceive their classroom structure, their academic efficacy, the academic press and learning new things (novelty) they experience were used. PALS have not been used previously in a Swedish education context. The student questionnaire included also different scales focusing on students' digital competence and the use of ICT in different learning activities.

The results show that the students participating in the study are primarily mastery oriented toward learning and attend classrooms where their learning is supported and challenged by the teachers. The access and use of ICT have according to the majority of the students lead them to qualitatively better schoolwork, that they can organize and regulate their schoolwork more independently, they get better and faster feedback on their schoolwork by the teacher and they also believe themselves to have good digital skills. Some students (about 10 %) do not consider themselves to take advantage of the different ICT opportunities. The quality in terms of how ICT is used in different school subjects by teachers and students varies. The consequences of this for students' overall development and school achievement are to be investigated in the nearest future.

Network 13: ICT & Education

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: K-102 Chair: Debra Hoven

190 Student initiated disruption in online learning – eruption of new didactics? Experiences from the employment of a diversity of methods and technologies in online learning

Leikny Øgrim

Oslo and Akershus University College

Research topic/aim:
This study presents and discusses experiences from a variety of online learning situations, with respect to both technology and pedagogical methods, where each of them offer different possibilities of student engagement. The experiences include situations such as: 1) students' and teachers' collaboration and oral discussion at a distance, via videoconferencing systems, 2) asynchronous learning, with text based materials and ditto students assignments and teacher comments, 3) synchronous videoconferencing of lectures, and text-based students assignments and teacher comments, and 4) mixed mode, where videoconferencing or audiotaping of lectures functions as a substitute of physical presence.
In this paper we discuss how different online-learning technologies influence communication styles, teaching and learning methods and the possibilities to handle situations of disruption. Can the eagerness to try new technologies lead to eruption of new didactics in action?
Theoretical and methodology framework:
The study is based on data from three years of experience with online learning in a masters program in ICT-supported learning.
Distance online learning situations are analysed according to two dimensions: synchronous or asynchronous communication on the one hand, and lecturing or cooperation on the other. These dimensions of online learning are discussed according to the model of didactic relational thinking.

Expected) conclusions/findings:
With respect to the type of technology, the main finding is that functionality and usability in general has to be enhanced. Although the experiences are built upon mainstream technology for online communication, it still emerges as immature when it comes to functionality for teaching and learning. There are severe audio problems, video recordings cannot be re-winded or edited, text based systems are not easily searchable or mutually compatible.
When it comes to pedagogy, different subjects and different learning situations require different solutions for online learning. The preliminary analysis shows that the pedagogical and didactical considerations should govern the choice of online technology

Network 14: Multi Cultural Educational Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Christina Rodell Olgaç

584 "Multicultural societies" in Norwegian textbooks. Critical perspectives on Norwegian national self-understanding.

Åse Røthing

Østfold University College

Students in Norwegian secondary schools (8th-10th grade) are, according to the current national curriculum from 2006, supposed to learn how to discuss "possibilities and challenges related to multicultural societies" in Social science classes. This paper investigates how this specific requirement is addressed in textbooks for 8th-10th grade social science, published after 2006. Drawing on postcolonial perspectives and insights from critical whiteness studies I analyze the textbooks by asking what is presented as possibilities and what is seen as challenges, which actors are present in the texts and how are some "attached" to "possibilities" while others are connected to "challenges". Furthermore I elaborate on who seems to be the imagined reader of the textbooks and what kind of different emotions do the texts seem to offer or invite the different readers to feel while (or after) reading the text. Inspired by the Norwegian anthropologist Marianne Gullestad and her work on "New Norwegianness" and Norwegian self-understanding, I argue that Norwegian textbooks, when addressing "multicultural societies", seem to reproduce the idea of the Norwegian society as not racist, rather than to challenge this image by unveiling processes of racialization in daily life. Thus the textbooks may be contributing to reconstruct rather than challenge racial and national boundaries.

Textbooks can be seen as normative interpretations of the formal, national curriculum and in most Norwegian schools they seem to influence quite heavily how different topics are approached by teachers and seen or understood by students. Textbooks tend to present strong discourses of how the Norwegian society is seen, or rather how students should be seeing it, and the text may have an effect on how the students see themselves, how they view their surroundings and how they see themselves as part of the Norwegian society. Critical analysis of how textbooks present concepts of national identities and national self-understanding may offer perspectives on how to prevent reproduction of racialized and stereotypical images of "Norwegianness", "us" and "the others", which seems appropriate in the current, post 22nd of July 2011 Norwegian context.

This paper is proposed to the NERA-network "Multi Cultural Educational Research"

Network 14: Multi Cultural Educational Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Christina Rodell Olgaç

385 Multicultural Mathematics: Whose origins? Who decides?

Fred Dervin

University of Helsinki, Department of Teacher Education

Several notions are in use in worldwide literatures to talk about mathematics education that attempts to take into account diversities in its teaching and learning: Ethnomathematics, Multicultural Mathematics or
Culturally Responsive Mathematics Education (amongst others, Powell et al. (1997), Hall (2007), Riskowski & Olbricht (2010). By taking into account a less Eurocentric and more equitable approach in teaching mathematics, the proponents of multicultural mathematics claim that it allows more inclusion, transformation and democracy in classrooms, especially for pupils who have crossed national borders as immigrants, refugees or temporary guests. In order to talk about multicultural mathematics, teachers need to be aware of their pupils' origins to try to include relevant teaching-learning elements in their lessons. Examining 3 testimonies of mathematics teachers from different contexts, through a pragmatic discursive approach (Dervin, 2012), this paper answers the following questions: whose origins are put forward when the teachers talk about constructing their courses around the idea of multicultural mathematics? Who decides what origins should be taken into account? Whose origins are ignored? And why? The paper reveals that ethical problems emerge out of the decisions made by the teachers and especially risks in "over-boxing" some children, whose capitals are limited. Though multicultural mathematics aims at empowering ALL in the classroom, some of its uncritical and culturalist practices depreciates the goals set in multicultural education, which attempt to go beyond "culture as an alibi" and to allow pupils to enjoy their multiple/hybrid identities rather than being secluded in one sole identity.

Network 14: Multi Cultural Educational Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Christina Rodell Olgaç

358 Intersections between national identity formation and racism in education.

Christian Horst

Department of Education, ARTS, Aarhus University

Research topic.
The paper examines how ethnic minorities are excluded from educational steering documents and are socially constructed as deviants to national normality. A consequence of this is that ethnic minority children becomes objects of normalisation processes. These processes rely primarily on an effort to replace linguistic and cultural preconditions of ethnic minority children with adequate linguistic and cultural competencies in the national culture. This intersects with the anti-assimilation paradigm of the UN convention against racial discrimination. This challenges the construction or the negotiation of a multicultural democratic nation state (Taylor 1998; Parekh 2000).

Methodology/research design.
The study relates to political and educational theory but is mainly based on discourse theory (Fairclough 2008; Foucault 1982).
The empirical data consists of documents relating to the dialogue between the Danish State and the UN CERD-committee, showing how the Danish states legitimizes its position internationally and constructs a framework of educational normalisation processes on the national level.
The presentation is part of a wider research which looks both into the process of political decision making (which positions are involved) and the character and use of educational research informing these processes.

Expected findings
The research reveals that the non-recognition of ethnic minorities (i.e. of children of Third Country Nationals) in education is based on an exclusion of the same groups as distinct social categories in the educational steering documents. By not being included as social categories in educational steering documents the ethnic minorities become subject to marginalisation in institutional practices producing a gap in performance and educational outcome, in spite of initiatives to compensate for exactly these effects. This type of exclusion has been criticized by the UN's CERD-committee for violating art. 5 (e) (v) and (vi) and 7 in UN International Convention on The Elimination of All Forms of Racial Discrimination.
The research is part of an ongoing research project GLOB-US ('Bildung' and Cultural Heritage in a Globalised World), supported by the Danish Ministry of Science, Technology and Innovation.

Network 14: Multi Cultural Educational Research

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Christina Rodell Olgaç

51 Learning anti-racist values through the VaKE project: How to promote minority pupils' sustainable cultural capabilities?

Frederique Brossard Børhaug

NLA University College, Bergen, Norway

NERA 41st Congress states that "education can benefit from the dynamics of participation in communities but also that we can explore the contributions individuals make collaboratively and creatively to the transformation of practice, [...] to learning to be, do and know, to working towards sustainability" (http://www.yourhost.is/nera2013/congress-theme.html). In this paper I argue for the need to explore how learning "for individuals- in-context"(Biesta 2011) can take place within civic education. Starting from the discourse analysis of curricula within Norwegian and French civic education at upper secondary school (Brossard Børhaug 2008, 2012) I attempt to reflect on the further development of anti-racist education, where minority pupils can use own life experiences. In order to achieve sustainable human development (Nussbaum 2011; Sen 1999, 2007) the paper discusses the possibility of developing anti-racist capabilities through the use of the VaKE project developed at the University of Salzburg combining values and knowledge education (Patry, Weyringer and Weinberger 2007, 2010).

Education is never neutral. Dominant values embedded in a particular educational project can promote or restrain the individual's freedom to choose valuable behaviors with a transformative potential for more social justice (Vaughan & Walker 2012). The study of the curricula of French and Norwegian civic education at upper secondary school shows a considerable lack of attention towards the minority pupils' cultural capabilities. By promoting the abstract value of equality the curriculum discourses give a controversial space to cultural diversity. It reinforces exclusion processes for minority pupils facing high epistemological requirements, and alters their capacity of aspiration based on multiple-identity choice-making (Brossard Børhaug 2012). My question is therefore how to promote a quality discussion arena in the classroom where minority pupils come to value sustainable beings and doings through concrete moral dilemmas that could enable them to discuss worthwhile reasoned values along with a solid acquisition of knowledge. The VaKE project initiates an open teaching where pupils learn reflection and proflection on contradictory values combined with deeper epistemological understanding (Weyringer, Patry & Weinberger 2012). The paper will discuss to what extent VaKE can contribute promoting valuable anti-racist capabilities in the classroom through examples of intercultural moral dilemmas.

Network 15: Literacy Research Network

Session 3 (Saturday, 9 March 09:00 - 10:30)

Room: HS-202 Chair: Martina Norling

651 An examination of primary school students' mathematical work using semiotics

Anna Teledahl

Dalarna University and Örebro university in Sweden

The object of study in my dissertation is teachers' perception of the mathematical work of their students. I am using a semiotic perspective to examine primary school teachers' recognition and assessment of solutions to mathematical problems. Research questions include: what semiotic resources are used by students and what semiotic resources are recognised and subsequently assessed by teachers? As Kress points out "only what is recognised and accorded full recognition as means and modes for learning can be assessed. What is not recognised will not and cannot be assessed." (Kress, 2009).

The first part of the study concerns a multimodal analysis of mathematical work produced by students in primary school. The aim of this first study is to examine the semiotic resources that students use to produce meaning in their mathematical work. This examination will provide a ground for working sessions in which teachers discuss their own perceptions of a selected collection of mathematical work.

Throughout history, mathematics has made use of numerous different symbols and used many modes of representing basic mathematical ideas. It is possible to say that it is in the substitution and interplay of language, images and things and between symbol and referent that mathematics is created and communicable to others (Pimm, 1995). It is also possible to argue that mathematics represents the field that displays the largest range of semiotic representation systems (Duval, 2006). What are the consequences of this access to multiple representations?

It should be interesting to investigate the different ways in which students in primary school represent their mathematical ideas together with the semiotic resources they use to make meaning and communicate. There are mathematical, aesthetic and representational aspects to the analysis and ultimately the question is: what counts as signs of learning?

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Network 15: Literacy Research Network

Session 3 (Saturday, 9 March 09:00 - 10:30)

Room: HS-202 Chair: Martina Norling

299 Students' 'pre-writing phase' - searching at the web

Marie Nordmark

Örebro University, School of Humanities, Education and Social Sciences

This paper elucidates and discusses interaction and writing strategies in writing processes in lessons in Swedish in the secondary upper school. From an ecological perspective on literacy (Barton 1994/2010, Smidt 2002) I analyze multimodal semiotic understanding) of digital writing in classroom settings (Kress et al 2005). The study examines negotiated understanding of school tasks and how writers construct discursive roles and self-positioning (Smidt 2002, Ongstad 1999) in a context of room layout. The analyzed episodes illustrate how the students respond to, and help each other to write individual arguing essays. In the ongoing project I have an ethnographic (Hammersley & Atkinson 1983/2007, Heath & Street 2008) and socio cultural oriented approach (Vygotsky 1978, 1986/1996; Säljö 2000, 2005). The data material consists of video recordings and participant observations from field studies in three classes at two different schools.

The present findings highlight that students are in close co-operation with each other in the processes of creating texts. One characteristic finding is that digital writing implies scaffolding, that is, in this case frequent use of artefacts as mobile phones, Wikipedia and social media such as Facebook and YouTube. The students use these artefacts for inspiration and searching for suitable words in the writing processes. Another finding is that the 'pre-writing phase' is diffuse and even tend to be lost in digital writing. In the writing process there seems to be more focus on the form of the text, rather than a focus on developing meaning and content. The students start out at once writing sentences at the computer screen but after a short while they often stop because they do not really have any plan for their writing and thus, they do not know how to continue their writing. The task of writing is understood as an individual task, but the text written is in fact very much a collective enterprise.

Network 16: The Nordic Society for Philosophy of Education

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: H-001 Chair: Erica Hagström

449 The phenomenology of gestures and the pedagogy of exercise and drill

Joris Vlieghe

Laboratory for Education and Society, University of Leuven, Belgium

In this contribution I develop a new perspective on the role of corporeality for understanding educational phenomena. In recent times there has been a growing interest for the body in educational philosophy and theory, but I argue that this so called corporeal turn treats the body in a very one-dimensional way: it is almost always dealt with from the Merleau-Pontian perspective, i.e. the idea that corporeality is itself a source of intentionality and meaning and that therefore educational processes can't be adequately understood if education is only considered as an edification of the mind or a merely cognitive process of transmitting knowledge, skills and values. One of the concrete implications of such a body-centered approach is that obsolete practices which were merely aimed at disciplining the body, like exercise and drill, should be substituted with activities that appeal to the meaning-creative potentials inherent to the body. I argue however that this body-centered approach isn't sufficient, because here the body just gets to play the role the mind had before the importance of corporeality was discovered. More specifically, the body is paid attention to because and only insofar it functions as a ground of intentionality and signification . I want to open a perspective that focuses on the body as such. Therefore I turn to another and not often discussed tradition in phenomenology, which is opposed to Merleau-Ponty, viz. the phenomenology of gestures as developed by Vilhém Flusser. His idea is that the sense and relevance of embodied practices should be understood from the concrete material and technological dispositions that constitute these actions, rather than immediately looking at them from an already given idea of what their meaning should be (starting from a traditional, mind-focused perspective). To make this more concrete, I concentrate on one practice Flusser has studied in great detail, viz. the gesture of writing. This will allow for looking in a new way to concrete learning and teaching activities, and more precisely for understanding practices like exercise and drill as embodied ways to relate to (written) language, paradoxically as it might seem, in a free and emancipated way.

Network 16: The Nordic Society for Philosophy of Education

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: H-001 Chair: Erica Hagström

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349 Project Leaders Ambivalence – Seven Teachers in Upper Secondary School Coping with Their Role as Teachers and Leaders of Teaching Learning Communities

Mikael R Karlsson and Peter Erlandson

Dept of pedagogical, curricular and professional studies. Univeristy of Gothenburg

This paper examines teachers reasoning on ambivalences concerning their roles as developmental project leaders in Teaching Learning Communities (Sigurdardóttir 2010). The data is based on semi-structured interviews with seven teachers in four upper secondary schools. We use theoretical tools based on existence philosophy and life-world phenomenology by Marcel (1948), Jaspers (1963), Merleau-Ponty (2002) and Bengtsson (1998) in order to describe and analyse the data, and develop a theoretical framework for conceiving educational work as a meeting place between life and work, between pedagogical ambitions and the demands and limitations of a social educational practice, between colleagues, students and school-leaders, and between local school project and policy doctrines. Our data point in the direction that the teachers' strategies for coping with these ambivalences falls into three categories: intellectualization, extended understanding and professionalization. Additionally, we propose that self-reflection is important for professional empowerment. We argue that self-reflection might be an underdeveloped theme in today's educational research. Finally, we suggest a strategy for how self-reflection can help teachers to cope with matters like ambivalence in their professional practice.

Attachment: The Nordic Society for Philosophy of Education

Network 16: The Nordic Society for Philosophy of Education

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: H-001 Chair: Erica Hagström

160 The marginalization of 'pedagogikk' as a science discipline in the age of educational science

Herner Saeverot

Department of Education, University of Bergen

In this article I am investigating three aspects in the educational ideas of the late Erling Lars Dale. Firstly, I argue that Dale, through his views on learning, turns away from the basic principles of 'pedagogikk,' with the result that 'pedagogikk' as a science discipline is weakened. Secondly, I point to the problem that learning has a limited vocabulary which makes it impossible to investigate important questions, for example questions about becoming an independent and responsible person. Thirdly, I highlight that Dale's concept of formation [dannelse] does extend from a vertical to a horizontal perspective. But there is still a problem here. The problem is that the concept of formation aims at reconciliation between the self and the other, whereupon the parties end up speaking the same language. Thus I propose to introduce the concept of uniqueness, where the responsibility is not related to any system whatsoever but rather to each individual. It is about an absolute subjectivity, where the single individual is responsible for his or her own responsibility. Dale, on the other hand, never goes into this issue, with the consequence that his perspectives of 'pedagogikk' ends with reconciliation of different sorts. Therefore I argue that 'pedagogikk,' as opposed to medicine for example, is first and foremost legitimized as science discipline when there is room for non-calculable aspects, as uniqueness neither can nor should be inserted in the frame of that which is calculable.

Network 16: The Nordic Society for Philosophy of Education

Session 4 (Saturday, 9 March 09:00 - 10:30)

Room: H-001 Chair: Erica Hagström

415 WHAT OCCUR, IF WE DONT CARE FOR SUITAPLE DIVELOPMENT?

Toini Matilda Wallin-Oittinen

University of Helsinki and Jyvaskyla

I am showing, from the dementia patient of the case, which lived by shaded the harmful effects of the mining.

The faults which have taken place them in the waste processing of Talvivaara mine, timed at same time, when processor of psychology practice belonging to the material studies. I got in the dementia home of the practice place. Patient was to me familiar, and so I knew his about past. I used favorability in the conversations. In addition with the help of music and storytelling, could from the past of Alzheimer-patient to this moment. Disease originator was used cleaning agent in the blood service of Red Cross, thus he had smelled all his working age. Disease had progressed to the final stage, but finally he recognized his conversation companion. Memory goes from the distress, from the disappearance of the identity, from 1930, years for the pension years. 1. Mine of the odd hill took-over by buying lake, which by the shore he you can get to spend childhood. 2. Family had to be changed to the Centre of Outokumpu. 3. On the school journey he saw, how waste silt spread from the water under to another. 3. War held occasionally escape to the population protection. 4. After1940 there was bad conditions. 5. As the nurse and mother he made work over power, but had the energy in the any case to help his nearby and sing in the choir. Patient dies 2012.
With the help of maps and photos, factor I told, how lakes polluted. I used information, what I had collected for the honors course of the botany. War to cause to the distress I did not manage to affect. Her husband was with Ihantola in the fights and die 2004. He did not recognize her husband pictures.

Too little is examined in the Finland, how environmental problems affecting to the human opinion.

Keywords: Outokumpu mine, mine waste, psychology.

Network 17: Leisure-time Pedagogy

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: H-206 Chair: Björn Haglund

249 Expressions for teacher professionalism – Leisure-time pedagogues' narratives about their mission

Anna Klerfelt, Ann Ludvigsson and Carin Falkner

School of education and communication, Jönköping University

The Swedish National Curriculum for the compulsory school, preschool class and leisure-time centre in Sweden prescribes that "Forms of co-operation between preschool, compulsory school and leisure-time centres should be developed in order to enrich each pupil's all-round development and learning" (2011, p. 18). This formulation can be problematized, as there is a lack of knowledge about what the various activities of the different contributions to enrich the children really consists of. Is there a shared general discourse in the educational traditions providing the basis for leisure-time centre activity? If so, how do teachers in leisure-time centres describe their work and how do they say that they realize their intentions? This study takes its point of departure within a sociocultural framework and the narratives will be analysed using discourse analysis.

The construction of data is carried out by collecting written narratives from 30 teachers responsible for schoolage educare activity in leisure-time centres.

The study is expected to construct knowledge about how teachers in leisure-time centres understand their practice and to describe how their understanding might be construed as belonging to a common discourse. From the expected findings of the analyses of the narratives we expect to be able to reflect upon the contributions individuals make collaboratively and creatively to the transformation of practice, to identity and learning, to working towards sustainability. This is likely to be essential description in the complex construction of the foundations of sustainable instruction and learning, keeping in mind that extended learning is the objective of leisure-time centres according to the National Curriculum. This research is also intended as a much-needed contribution to the development of this emerging field of research in the Nordic countries.

As this is a work in progress analyses will be carried out during the spring of 2013. Preliminary results will, however, be presented at the conference.

Network 17: Leisure-time Pedagogy

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: H-206 Chair: Björn Haglund

504 How do we work with students learning and understanding about a key concept? - The concept of Interculturality in a leisure-time teacher's education in Sweden

Anders Fjällhed

School of Culture and Communication, Department of Education, Södertörn University

The aim of this paper is to open a discussion how we work with students learning and understanding about a key concept, with the example from a extended school teacher's education in Sweden and their concept of Interculturality.

Many educations have some key conceptions that they regard as more important. It is vital to be more aware of and understand more about how we present and teach these main concepts, and how our students perceive the teaching and also how they integrate what they learn and how they practice the concept. Are we really following up and developing the concept, or is the key concept something that fades away with the years? How could we improve the learning of key concepts?

In Södertörns University the Teacher Education with an Intercultural Profile: Extended School has the concept Interculturality as one of the key conceptions, and we wish that the students will understand and practice this concept in their leisure time pedagogy. We are now doing a small investigation about which impact Interculturality has on the students and in the education.

Interculturality is a concept that is becoming more common these days, even if the definition of it still is in process. UNESCO has defined the word Interculturality as "the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect" (UNESCO, 2005) Others have said that Interculturality basically is about to accept, respect and bridge over differences (Goldstein-Kyaga & Borgström, 2012) or to be open and see solutions (Fjällhed, 2012).

Materials for example from some student evaluations will give some initial conclusions about the students view. As this example is focused on leisure-time teacher's students and their special education, the paper should be a part of the network Leisure-time Pedagogy.

Network 17: Leisure-time Pedagogy

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: H-206 Chair: Björn Haglund

709 The everyday practice in after-school care

Helene Elvstrand and Anna-Liisa Närvänen

Linköping University, ISV

The aim is to present a research project on after-school care that will be initiated during the spring 2013. As the project is initiated as an ethnographic action research, the main research issues, as well as the action, are defined by the teachers during the first phase of the research, in co-production with the researchers, inventing visions, restraints, possibilities and a plan of action. We are also planning to conduct ethnographic observations at the units and qualitative interviews with teachers, and even children. The design is though necessarily quite flexible at this point of time as it depends on the action and the issues that then may be identified as important for closer study. Depending on the financial resources of the project, the research will be conducted during about 3 years on either 3 or 6 after-care units. The presentation will focus upon the initial phase of the project and point out the research questions which are formulated in co-production with teachers who work in the after-school care. These questions can also be seen as important questions to investigate further in the area.

Network 17: Leisure-time Pedagogy

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: H-206 Chair: Björn Haglund

502 Work With Children`s Relationships

Marianne Dahl

Department of Education, Linnéus University

Research topic/aim
This presentation concerns leisure time pedagogues and their work with children's relationships at the leisure time centre. The study draws on an earlier licentiate´s dissertation (Dahl, 2011) where the purpose was to gain knowledge about children´s social life at the leisure time centre. In the new research project the purpose is twofold. First, to investigate practices and strategies in leisure pedagogues' work with children's relationships. Second, to explore ideas about children's relational work in pedagogues' talk. In what ways can structural and institutional conditions affect the pedagogues' work with children's relationships?

Theoretical and methodology framework
The theoretical perspective is influenced by sociocultural theory and Wenger´s social theory of learning in communities of practice (1998). The analysis is also inspired by relational theories, such as Gergen's work from 2009. The method is participant observation and interviews with leisure time pedagogues at two leisure time centres.

Expected conclusions /findings
The study aims at producing knowledge about how leisure time pedagogues can support children´s relationships despite increased group sizes. An ambition is also to discuss the affects that institutional conditions have on children's social lives.

Relevance to Nordic educational research
In Sweden more than 80% of the children between 6 and 9 years are enrolled in the leisure time centre. Among children between 10 and 12 years old 14 are enrolled. The National agency for education in Sweden has, on several occasions, drawn attention to a lack of quality at leisure time centres. The increased group sizes and the reduction of leisure time pedagogues in Swedish municipalities during the late nineties is a possible cause. Work with children's relationships is an important area of pedagogical quality and a relevant issue for discussion among Nordic researchers.

Contact marianne.dahl@lnu.se

Network 18: Research on Teacher Education and Beginner Teachers

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-201 Chair: Hafdís Guðjónsdóttir

379 Evaluating a strategy for enhancing student teachers' assessment and grading skills

Mariann Persson and Peter Edward Gill

Kristianstad University, School of Education and Environment

Background: As an assessment and grading culture becomes more widespread in compulsory and preschools in Sweden, teacher training is faced with specific challenges in developing student teachers' skills in this area. This project takes as its starting point coursework content that targets research-based assessment and grading while presenting student teachers with specific tasks. Objectives: While the primary goal was to enhance student teachers' learning about assessment and grading in primary and preschool as part of their university curriculum, a key step was to make students aware of relevant research when devising and carrying out practical assessments. This project describes a follow-up evaluation of this process, i.e. integrating their practice with a demand for research evidence. Methods: Outcomes were assessed by surveying course participants (N= 39 students, from autumn terms 2010 and 2011) about three months after course completion. Response rate was 54% (n = 21). Expected Findings: The goal of the course/project was to encourage and develop student teachers' capacities and expertise in making their teaching and educational content research-based, partly through an integration of academic and professional training. Students were expected to locate and integrate relevant research into assessment matrices developed for and applied during practicum. Conclusion: The results indicated three kinds of consequences: (i) participating students appreciated directed coursework where assessment rubrics were linked school curricula; (ii) students felt that they had developed their didactic and profession skills through the integration of examination and assessment strategies and teaching practice; and, (iii) the demand of continually accessing relevant research stimulated and helped students to base their teaching and educational content on current research.

Network 18: Research on Teacher Education and Beginner Teachers

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-201 Chair: Hafdís Guðjónsdóttir

644 Inclusive education in Initial Teacher Education

Hafdís Guðjónsdóttir and Jóhanna Karlsdóttir

University of Iceland School of Education

The purpose of this research was to investigate inclusive education in Initial Teacher Education (ITE) at the University of Iceland, School of Education (UIE). The goal was to gain insight into the opportunities student teachers had to strengthen their competencies to teach in inclusive schools. This paper is a report on the opportunities student teachers had to prepare themselves to work in inclusive settings and gives examples of what was offered at the UIE for student teachers to prepare for this type of education. The research was conducted on the three year B.Ed. offered for teacher education in 2009–2011 and in the paper we will discuss the courses we studied.
The theoretical framework of this research builds on theories of inclusion and pedagogy of teacher education. Icelandic law on comprehensive schooling and the national curriculum builds on theories of inclusion that ensure all pupils have equivalent opportunities during their comprehensive education. Student teachers need necessary competence to work in inclusive settings and to respond to all pupils' needs. The areas of competence should be developed during ITE and used as a foundation for later professional development. The areas of competence that guided this work were: valuing learner diversity; supporting all learners; working with others; personal professional development.
Qualitative research methodology was used to investigate the curriculum of the UIE for the academic years 2009–2011. Data included document analysis of the 200 courses offered, and an electronic open questionnaire that was sent to all teachers at the School of Education garnered 23 respondents. Data was analyzed through coding categories and constant comparative method.
The main findings from this study indicate that there was no course on inclusive education required for ITE. Some core courses introduced the policy of inclusive education, theoretical background and examples of inclusive practices. Inclusive education was the main focus at one selective course. Many courses focused on preparing student teachers to work with diverse group of students, although inclusion was not in focus. The limitation of the study was that it was only conducted at one teacher education university.

Network 18: Research on Teacher Education and Beginner Teachers

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-201 Chair: Hafdís Guðjónsdóttir

93 Students´ views of the scientific teacher education in Finland

Gunilla Eklund

Faculty of Education, Åbo Akademi University

The teacher education in Finland is well-known for its research-orientation and scentific approach. In studies (Eklund, 2009, 2010, 2012; Eklund-Myrskog, 2006, 2007) carried out at Åbo Akademi University, interesting results concerning students' views of the scientific teacher education have been found. However, these studies have all been carried out at the very beginning of the education. The interesting question is thus in what way students' views may change during the education.

Consequently, the aim of this study is to investigate student teachers' views of having research studies and writing scientific theses at the very end of the education. Data for the empirical study were collected at Åbo Akademi University and a number of 69 student teachers wrote essays about their views of the scientific teacher education. The essays (1-3 A4 pages long) were analysed in an inductive way and meaning categorization was used as the method of analysis.

As a result of the study, 69 students (100%) mentioned positive aspects of the research studies and the scientific theses, while 33 students (48%) also experienced them in a negative way. In the students' essays, these negative views were however accompanied by positive ones, forming together a general understanding of the scientific teacher education. Some students also gave alternatives to the research studies and the scientific theses. These alternatives were seen by the students primarily as complements, forming together a better teacher education.

In relation to previous studies (Eklund, 2009, 2010, 2012; Eklund-Myrskog, 2006, 2007) students' views have thus changed during the education into a more positive direction and their understanding of the scientific teacher education has increased. However, at the end of the education, the relation to the teacher profession is still diffuse for many students and the connection between the research-orientation and the teacher profession seems to be quite complicated for them. In order to develop the scientific teacher education, constructive discussions with the students concerning the research studies and the scientific theses within the teacher education should thus be focused on.

Network 18: Research on Teacher Education and Beginner Teachers

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-201 Chair: Hafdís Guðjónsdóttir

483 Students' reflection about meeting parents

Randi Faugstad

Sogn og Fjordane University College, Faculty of Teacher Education and Sport, Norway

Research shows that recently educated teachers are insecure about meeting parents because they get little experience in their own education on how to cooperate with parents (Olsen &Traavik, 2010). Norwegian education policy emphasize that good cooperation with parents are important to develop good learning environments, and to produce good learning results. Recently educated teachers can experience insecurities because they know their level of knowledge in cooperating with parents is limited.

The purpose of this study is to examine what students in teacher education view as important when they reflect on the academic and social benefit of pupils from a developmental conversation where the school, the pupil and the parents talk together. The study is to examine what reflections students in teacher education make regarding the link between the outcome and the intention of the meeting.
Every third year student, 60, in teacher education will participate in planning, observing and assess the outcome of a developmental conversation led by an experienced teacher. My analysis will be based on reflections the students document from this meeting. To answer the problem as presented I will use a discursive and hermeneutic approach to the texts (Hovdenak, 2006). The discursive analysis will on the macro level focus on education policy including the curriculum. On micro level the focus will be at the written texts compared with the student experience of training in a hermeneutic perspective.
The Education Act demands for cooperation through developmental conversations. It will be interesting to reflect on students experience about the schools and parents fulfilling the Education Act through real conversations, not only instrumental meetings. It's also important to reflect on what the students in teacher education do not reflect on.

The study intends to reveal what the students are missing in their education, and contribute to strengthen the training through change of focus on teaching and contents in the developmental conversation.
The students will deliver their reflections in the middle of November 2012.
Thanks to Ingrid Fossøy, Göran Søderlund, Albert and Astrid Øydvin for their contribution and good support.

Network 20: Teacher's work and life

Session 2 (Saturday, 9 March 09:00 - 10:30)

Room: HS-203 Chair: Kjersti Lea

499 Teachers professional development

Turid Irgens Ertsås

Department of Teacher Education, Nord Trondelag University College (HINT)

Just like other professionals, teachers are also part of the general professionalization in society. According to Dale (2001), working as a professional implies a combination of action competence and insight into the limited context the competence applies to, in this case the teaching profession.To be accepted as a professional, teachers must be able to develop and give rationales for their practice, not only based on their primary and secondary experiences, but also by drawing on research-based knowledge and regulatory documents governing the teaching profession (Eraut, 1994; Dale, 2001).

The paper is based on a study, where the data are collected through interviews with teachers in upper secondary school. The study is theoretically grounded in perspectives that deal with professional development and the concept of theorizing (Weniger, 1953; Eraut, 1994; Brookfield, 1995; Dale, 2001; Kvernbekk, 2005).

The study showed that the most important factors for teacher knowledge development were primary and secondary experiences. Own experiences and experience exchanges with colleagues were not only prevalent, but also the preferred method for developing knowledge. The teachers claimed that it was difficult to find good courses and studies that could help them master the challenges they encountered in their practice.

Drawing on findings from the study, I discuss challenges relating to teachers' knowledge development in the light of the expectations professionals must try to satisfy. I am particularly focusing on the role of theorizing in the knowledge development.

To improve teachers' development of knowledge and to contribute to improving professional practice, I discuss how to eliminate the dichotomy between theory and practice, by helping teachers to develop their ability to theorize in an on-going process that is informed by varying degrees of theory (Weniger, 1953).

In summarizing the discussion I direct the spotlight to the challenges teachers face in their knowledge development towards more professional practice. In conclusion I discuss how the study may have significance for the empirical field and the teacher education.

Network 20: Teacher's work and life

Session 2 (Saturday, 9 March 09:00 - 10:30)

Room: HS-203 Chair: Kjersti Lea

761 The Cultural Codes of Technical and Vocational Teachers

Hedvig Skonhoft Johannesen

Oslo and Akershus University of Applied Sciences

Background and objectives
This paper will explore and elaborate on some of the findings in my ongoing PhD-project, which is founded by the Research Council of Norway, with objective to obtain new knowledge about the professional development of technical and vocational teachers in school based teaching at the upper secondary level in Norway. The PhD-project is a cultural analysis aiming to reveal cultural and social mechanisms, which influence and inhabit the teachers in the technical and vocational teaching and training, while they are implementing new curriculum. This paper will focus particularly on the perspectives on knowledge, answering the following question: What views and perspectives do technical and vocational teachers have on knowledge and on transmission and teaching on knowledge?

Methods
The empirical material consists of 17 qualitative interviews with technical and vocational teachers, from three select educational programs, at two different schools, as well as data from participant observation of these technical and vocational teachers.

Expected findings and conclusion
1. The teachers in the material, from all three educational programs in the empirical selection, have a dialectical approach to the theory-practice elements in their teaching and training, opposed to the general belief that technical and vocational teachers always start with practice. They often switch between teaching a theoretical material from the competence aims in the curriculum in a practice near context, as they will just as elegantly teach a more practical topic with some theoretical approaches. Theory and practice is thus not a binary dichotomy in the school based technical and vocational teaching and training at the upper secondary level.

2. Occupational Bildung is made a priority in the technical and vocational teachers teaching and training at the upper secondary level, whereas general Bildung is often ignored. The technical and vocational teachers in the material have opaque and undisclosed knowledge of their assumed contributions towards the Bildung of the pupils, and often ignore using teaching the five basic skills as stated in the curriculum as a gateway and contribution towards building the Bildung in the pupils.
Conclusion: This paper brings new knowledge about the knowledge constructs and epistemologies of the technical and vocational teachers, and can thus be a contribution towards the discussion of the theory – practice.

Network 20: Teacher's work and life

Session 2 (Saturday, 9 March 09:00 - 10:30)

Room: HS-203 Chair: Kjersti Lea

429 What are the aims of Icelandic mother tongue teachers in upper secondary school?

Kjersti Lea

Bergen University College/University of Bergen

Theoretical and methodological framework:
The study is qualitative and empirical-theoretical. It attempts to describe and explain the practice and self-concept of mother tongue teachers in upper secondary school in Iceland, as these are accounted for by the practioners themselves.

The study is meta-disciplinary, rooted both in the humanities, the social sciences and educational studies. For a start, knowledge of the practioners' own academic field is of importance to understanding their reasoning and self-conception. Also, social theories are part of the study's basis. With regard to this, particularly Bourdieu's field theory has played an important part, as this theory offers a broad approach to the understanding of social practice. However, there are aspects Bourdieu's otherwise complex theory deals with in little detail, for example regarding our most profound motives. Both Aristotle and Taylor have contributed to perspective these. In addition, Ziehe's analyses of youth and education contribute to understanding the characteristics of education in our time.

The empirical material consists of logs from and interviews with seven Icelandic teachers. This material is analysed in a hermeneutical, yet Bourdieu-inspired perspective.

Findings:
The finding which will be discussed in the presentation is the fact that the teachers appear to be more interested in educational and didactic questions than in topics related to the subject matter. Both their professional self-conception and their practice circle around such questions, whereas their academic knowledge is practically habitual and taken for granted. What can explain this somewhat surprising emphasize among academically educated teachers?

Relevance to Nordic educational research:
Education is subject to cultural conditions, and so to understand education in a specific culture/nation, research within this particular culture is required. This is especially the case with regard to mother tongue education, which is to a high extent shaped by cultural factors and tied to culturally dependent expectations. Hopefully, such research may be profitable to researchers in the other Nordic countries as well, as these countries after all do have much in common, culturally as well as politically.

No former attachment to NERA-network or symposium.

Network 20: Teacher's work and life

Session 2 (Saturday, 9 March 09:00 - 10:30)

Room: HS-203 Chair: Kjersti Lea

683 Becoming engaged in inclusive learning environment: Teachers narrating their teaching experiences

Marita Mäkinen and Helena Rajakaltio

University of Tampere, Finland

The paper examines a narrative inquiry into Finnish in-service teachers' experiences with work engagement (teacher engagement) in inclusive learning environment. Both promoting inclusive education (e.g., Ainscow et al., 2006; Ainscow & Sandill, 2010; Hodkinson, 2009) teachers' work engagement (e.g., Schaufeli, et al., 2002; Høigaard, et al., 2011; Fernet et al., 2012) are current topics in the field of international education. Still, these two research strands have seldom intersected, perhaps due to their different theoretical assumptions. Nonetheless, teacher engagement and inclusive reforms are inter-connected phenomena.

Therefore, inclusive education is increasingly considered to be a precondition for a high quality of teaching for all students. Accordingly, the quality of teachers has been shown to be the most important factor in determining the quality of education that all students receive (cf. Darling-Hammond et al., 2012). Hence, making education inclusive is a very difficult task that can easily end in failure, unless all parties acknowledge the pivotal role of the classroom teacher. The teacher, indeed, is a vital partner in the development and success of inclusive education.

The data were collected from 72 in-service teachers' narrative essays. The data were content analyzed by using an abductive strategy. The analysis aimed to identify teachers' conceptualized recollections of experiences, events, assumptions, and ways of being involved in teaching in recently reformed learning environments in Finland. The results reveal three approaches to teacher engagement in inclusive settings: homogeneous, didactic-pedagogical, and transformational approaches to teaching. The teachers who were engaged in transformational teaching were also engaged in more in-depth reflection, specifically when the working conditions became complex and controversial. Furthermore, the results offered at least one additional perspective on teachers' work engagement: Teacher engagement seems to have a deeply interpersonal and social nature.

The results of the study contribute to discourse about teacher well-being in terms of improving teaching to better meets the needs of a diverse student population. Accordingly, the issue of how to develop more inclusive forms of education is a shared challenge throughout the world.

Network 21: Politics of Education and Education Policy Studies

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: H-202 Chair: Christina Segerholm

332 The Knowledge Promotion: All-embracing reform intentions and gradual institutional change

Eli Ottesen

Department of Teacher Education and School Research

The Knowledge Promotion: All-embracing reform intentions and gradual institutional change
The recent educational reform in Norway, The Knowledge Promotion, can be characterized as an ambitious and comprehensive reform, introducing a new and better system for governing the schools as well as promoting new practices in schools, e.g. by placing more emphasis on student outcomes, excellence and effectiveness. Based on policy documents and interview interviews with principals and teachers in the project "FIRE - The Role of Administration and Institutions in the Implementation of the Educational Reform LK06" the paper analyses and discusses the implementation of two key elements in the reform, student assessment and basic skills.
The paper combines institutional theory and network theory to explore the dynamics between national reform intentions and local change processes. The expectations of a reform are always ambiguous and subject to interpretation, debate and contestation, and in implementation they may take unexpected and unpredictable directions. Important issues are to what extent change is enforced through regulations, and the level of professional discretions in interpretation and implementation. Also, reform initiatives and contexts for enforcement are integrated, and the networks that actors are enrolled in can shape their understanding of reform expectations as well as the room for discretion.
The dynamics between policy and professional discretion emerges as different for the two chosen elements. While the implementation of basic skills first and foremost has been a local concern for the profession, student assessment has been gradually stronger enforced through law and regulation. In addition, the importance of networks is evident in the case of student assessment. In networks, connections and relationships established, and may contribute to redistribution of power and knowledge between local practices and across institutional levels. The implementation process is differs between the two reform elements; however, in both cases change is incremental, rather than all-embracing.

Network 21: Politics of Education and Education Policy Studies

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: H-202 Chair: Christina Segerholm

399 What is school inspection for? The assumptive worlds of the Swedish Schools Inspectorate

Agneta Hult and Christina Segerholm

Umeå University, Dept. of Education and MidSweden University, Dept. of Education

In Europe and many of the Nordic countries school inspection is now a policy and practice governing education in one way or another. Central to inspection practice are the inspectors and managers at different levels of the Inspectorate and their 'assumptive worlds' (Marshall, Mitchell & Wirt 1985), i.e. their notions of the purpose of inspection, of how inspection should be and is carried out, and of the impact/effect/influence of school inspection. This paper concentrates on notions of the policy problem the creation of the Swedish Schools Inspectorate (SI) was intended to solve, compared to notions of the impacts/effects of inspection. The empirical material consists of interviews with inspectors and inspection management at national and regional levels at the SI. Inspired by Bacchi (2009) a two-step analysis was performed. In step one the interview statements about inspection impacts were categorised and then deductively analysed to find out what policy problem(s) the impacts reported by the inspectors and inspection management correspond to. In the second step of the analysis, the deduced problems were compared to their notions of the policy problem(s) the SI was created to solve. The interviews show differences between the inspectors and inspection managers, especially when it comes to policy problems to be solved by the SI. The inspectors referred to the lack of educational equity for students in different schools and to municipalities and schools failure to comply with the steering documents. The inspection managers foremost referred to the lowered academic school performances in Swedish schools. The comparative analysis of the notions of policy problems and the deduced problems shows that there are both discrepancies and correspondence in this respect. One discrepancy relates to the problem of raising school performance perceived by the inspection managers to be a problem to be solved by SI. However no informant mentioned this as an impact from school inspection. Furthermore, the comparative analysis shows that there is correspondence between the policy problems most often referred to by the inspectors (i.e. educational equity and failure to comply with steering documents) and inspection impact, and hence the deduced problem of guarding individual students' rights.

Network 21: Politics of Education and Education Policy Studies

Session 5a (Saturday, 9 March 09:00 - 10:30)

Room: H-202 Chair: Christina Segerholm

492 Skolinspektionens verkningar i granskade grundskolor - rektorernas berättelser - Nordic language

Judit Novak

Mid Sweden University

The concept of quality assurance and evaluation is assumed to dominate European education policy and represent a form of governance that impact the development of knowledge-based societies (Ozga, Dahler-Larsen, Segerholm & Simola 2011). School inspection is part of this education policy and practice globally (Segerholm 2011). In Sweden, the central means by which education is regulated since 2008 is through the system of inspections carried out by the Swedish School Inspection (SI). In Sweden, education governance has developed to a control regime leaning on the belief that improvement is accomplished through control (Lindgren, Hult, Segerholm & Rönnberg 2011). This ideology is strengthened through the new Education Act. In contrast to the legitimacy and legality of the inspection, there is a lack of studies about the SI´s impact on education policy and practice towards educational betterment.

This paper addresses inspection impact. The main aim was to investigate the impact of the inspection process itself, focusing on process use by exploring how compulsory school principals perceive the impact of strengthened inspection on their work as well as on the school organization. The empirical basis consists of telephone interviews with principals in twenty compulsory schools in eleven municipalities having inspection in the latter half of 2011, i.e after the inspectorate´s audited operations gained enhanced legal support. Using a framework of evaluation influence (Mark and Henry 2004), change mechanisms initiated during the evaluation process are explored and organized into three levels of influence: individual, interpersonal and collective. The analysis illustrates conceivable forms of "pathways" that link evaluation processes to evaluation outcomes. Drawing on Dahler-Larsen´s concept (2011) "constitutive effects", the analysis and discussion of the empirical findings illuminate the contestable, socially productive and constitutive capacity of the evaluation process carried out by the contemporary SI and contribute to the understanding of evaluation as an essential part of policy making and education governance. The findings thus propose a contribution to the field of evaluation research, as well as the field of education research.

Network 21: Politics of Education and Education Policy Studies

Session 5b (Saturday, 9 March 09:00 - 10:30)

Room: H-207 Chair: Caroline Runesdotter

247 The OECD´s discursive orientation to evaluation/assessment in education

Cecilie Rønning Haugen

Programme for teacher education, Norwegian university of science and technology

The issue of evaluation/assessment is highly emphasized in educational debates. However, there are different ways to evaluate/assess based on different ideological grounds. The aim of the paper is to investigate the OECD´s discursive orientation to the theme assessment/evaluation in education.
4. Theoretical/methodological framework
The methodological framework is critical discourse analysis. OECD´s country report on "Reviews of Evaluation and Assessment in Education" for Norway will be analysed along three lines: how are the recommendations for evaluation/assessment related to a standardization or destandardisation, a specialization or despecialisation, and a centralization or decentralization of education? While assessments and evaluations related to standardization, specialization and centralization can be related to the old middle class´ interests (cf Bernstein 2000), assessments and evaluations related to destandardisation, despecialisation and decentralization can be related to a new middle class discourse (cf. Bernstein 2000).
5. Expected conclusions/findings
It is expected that the recommendations in the report to a high degree relate to an old middle class discourse. However, as the OECD is found to address a neoliberal agenda, the evaluation systems may also need to open for autonomy within the schools. It is difficult to foresee how the OECD balance accountability and autonomy.

6. Relevance to Nordic research
Discursive orientations to education in the OECD are extremely relevant for the Nordic countries, as the OECD is found to be a central premise provider in national debates on education. In this case, OECD policies addressed for a Nordic country is analysed specifically.

Network 21: Politics of Education and Education Policy Studies

Session 5b (Saturday, 9 March 09:00 - 10:30)

Room: H-207 Chair: Caroline Runesdotter

561 School ranking in media as a performative technology

Caroline Runesdotter, Gun-Britt Wärvik and Eva Andersson

Department of Education and Special Education, Gothenburg University

In this paper we analyze how ranking lists of schools appear in the media debate and we discuss how this debate can be considered as a performative technology. We have witnessed an increased interest to compare not only schools but also school systems with each other. This "politics of comparisons" should be seen against the backdrop of the last decades of increasing market exposure of the school in which schools compete to attract students, but also against ideological ideas of how to reach better performing schools in order to compete in the global knowledge economy (e.g. McKinsey & Co). As a consequence, different rankings of schools have started to appear in media, such as comparisons of popularity and reports from the School Inspection. These lists are used to compare and debate the differences in the performance of the schools. Some are comparing local schools, created by the newspapers themselves, but the phenomenon of comparisons is also taking place on an international level, comparing different national school systems.

The phenomenon of ranking in media can be seen as a performative technology, signifying not only what school-leaders and teachers should direct their attention to. This works even stronger, considering that both students and parents use the rankings when choosing schools. The position in the ranking lists is therefore of a vital interest for the schools.

Our aim is to analyze the ways in which this kind of performativity related to ranking lists is expressed in media. The questions are:

- what kind of ranking lists appear in media, and how?
- what different categories of performative techniques can be identified?

Our empirical data consists of editorials and articles from larger daily newspapers and local newspapers in Sweden.

A point of departure is that the way media works not only is about simple reporting and referring of events but also constitutes a force for societal change (Gewirtz et al. 2004, Strömbäck, 2011) that affects not only the performance of schools but also the political agenda for the school.

Network 21: Politics of Education and Education Policy Studies

Session 5b (Saturday, 9 March 09:00 - 10:30)

Room: H-207 Chair: Caroline Runesdotter

678 Framing the Nordic Education News Profile? Insights into the coding of a global website featuring news items on Nordic PK-12 educational policies

Tone Cecilie Carlsten, Deirdre Faughey and Thomas Hatch

NIFU - Nordic Institute for Studies in Innovation, Research and Education (1), Teachers College, Col

As a result of globalization, Nordic politicians increasingly focus on PK-12 educational quality in and across Nordic countries (NCM 2012). How is this cooperative educational PK-12 venture portrayed in the media for a global audience?

In this paper we explore the Nordic PK-12 news coverage in traditional media between 2010-2012. The approach is twofold; aiming at identification and explanation of the Nordic news portrayal. A descriptive analysis focus on global selection criteria as news items travel from Nordic media sources to a US-located global education news platform. The news-project is undertaken at Columbia University, operated by 24 scholars of education worldwide. It provides a global perspective on education news through links to news, research and reports that discuss «what's new, what's good, and what's effective» in PK-12 education drawing connections between topics, countries, and events (Hatch et al 2012).

Holding the websphere as unit of analysis we examine the Nordic education news profile that appears in a sociocultural perspective (Hine 2000, Foot 2006). We explore aims, strategies, and identity-construction processes of the website as it is produced, maintained, and mediated through links (cf. Foot and Schneider 2010). Such an approach balances the analysis of evolving content with an analysis of changing site structure, thus identifying the narrative of coding a Nordic news profile.

The second part of our approach explains the Nordic PK-12 media profile within a broader sociological-contructivist framework. Through the conceptualization of overflow, we discuss codes that identify, measure and contain information overflows (Czarniawska 2012, Callon 1998). In line with former studies, we claim that the Nordic PK-12 news arena is not only expanding, but re-emerging through situations where controversial news management becomes a rule rather than exception. As such, it becomes capable of being framed and explained.

Our approach informs educational policy studies, where we have been concerned with the theoretically weak framing processes in the teaching profession (cf. Klette and Carlsten 2012). By examining the management of Nordic news overflow in a global context, the analysis should also be of particular interest to NERA scholars involved in studies on globalization and politics of education.

Network 22: Poststructuralist Pedagogical Research

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-204 Chair: Simon Ceder

258 Caught between the experienced and the present – an education for the future?

Lotta Johansson

Lund university, Division of Education

In comparison with the past, the fact that the future does not yet exist makes it a difficult object to study (von Wright 1993). Because of its inevitable elusiveness space is given for expectations, misgivings, and valuations (Alm 2008), but also for dreams, creativity, and imagination. Above all, the future could be seen as a potential source of change in relation to the already existing present. Traditionally, this has mainly been expressed through ideology and religious convictions (Skovdahl 2011). Visions of the future constitute an indirect questioning of the already existing. In a society many label as postmodern, grand narratives have lost their importance – there are no ready-made packages or pre-formulated values and visions of the future to aspire to. According to this perspective, the individual has to develop their own set of values, aims, and visions (Bauman 2002). At the same time, the school system which both explicitly and implicitly claims to educate citizens for the future has an educational content which emphasizes the past, with experiences representing what often seems to be an objective, comprehensive history. This suggests a linear, progressive time view, which denies the potential multiplicity of the future (Deleuze 2010). Which possibilities does the school give the students to develop aims and visions about the future? How do the students conceptualize the not-yet-seen? This paper presents the results from several focus group interviews made with final year students in Upper Secondary School, where the students are given the opportunity to talk freely about a distant future within their expected life-times. The pilot study shows that the students have clear difficulties when articulating expectations as well as misgivings of the future, especially in terms of society. Although expressing pessimistic views of the future, the students are questioning the negative environmental discourses and the possibilities for joint global action, at the same time as they put great trust in technological progress. This suggests that a discussion about future potentialities and the multiplicity of the not-yet-seen is missing in the educational system.

Network 22: Poststructuralist Pedagogical Research

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-204 Chair: Simon Ceder

364 Transforming interviewing to intra-viewing in a study on school absence

Linnea Bodén

Department of Social and Welfare Studies, Linköping university

As part of a project on school absence and the use of a computer software to report student presence/absence in primary schools in Sweden, this paper aims at investigating the production of data and what analyses the data production makes possible in the practice of interviewing.

With the growing interest in what has been called "new materialisms", "material feminisms", and more specifically for this study, "agential realism" (Barad 2003, 2007), a set of methodological questions has emerged. In an agential realist account the interview, as a way to mirror/reflect and represent the meaning of an experience, immediately turns it into 'an already failed practice' (Mazzei & Jackson 2012: viii-ix). Hence, the aim of this paper is to explore if and how performing an interview based on an agential realist account can produce data and analyses differently.

The paper includes two sets of interviews involving a teacher, a researcher, a computer in a teacher's office, and the software. The first interview was based on social constructionist epistemological underpinnings where the data foremost enabled analyses of the teacher's and the researcher's interactions and co-constructed meaning-making about school absence and the computer software. The second interview was performed based on an agential realist understanding of the production of school absence in material-discursive intra-activities, involving both human and non-human performative agents. Within a time-space situatedness in the teacher's office the teacher, the researcher, the computer and the computer-software became part of the production of data. An active engagement between researcher, respondent, the computer and the software created data that enabled analyses of the production of school absence in the material-discursive enactments of reporting. The perspective brought attention to the agency of materialities in the processes of data collection. It also enabled an understanding of the production of school absence as a complex material-discursive phenomenon.

The onto-epistemological (Barad 2007) underpinnings of a relational materialist perspective transformed interaction in interviewing to intra-actions in intra-viewing. With an understanding of the analytic consequences of different kinds of methodologies this paper sheds new light on interviewing. This evokes interesting question for the collection of data in educational research.

Network 22: Poststructuralist Pedagogical Research

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-204 Chair: Simon Ceder

290 Inclusion as exclusion

Marie-Helene Zimmerman Nilsson

Halmstad university

In this study, which is a part of a larger research project, the ambition is to problematize and to critically discuss the first appointment between students with intellectual disabilities and the Academy of Music in Sweden. The aim of the study is to investigate subject positions which are constructed in an encounter between a group of music instrumentalist student teachers and a group of students with intellectual disabilities. Also, the aim is to study how identity is constructed in interaction between the actors. The theoretical framework is post-structuralist and social constructionist theory. Discursive psychology has been used in a micro analysis of the activities in the classroom. A Foucault inspired analysis has provided an overarching view on the concept of discourse and Discourse theory as it is formulated by Laclau and Mouffe is suitable for a discussion of different available subject positions and a so called overdetermined identity. Inspired by an ethnografic approach, video observations were made for an extended period of time in order to study how the culture was constructed in practice. The results show that inclusion can be considered as exclusion, since the teachers positions the group of students with intellectual disabilities in ways that obstruct interacting with the other student group, constructing a practice that widen the gap between them. Finally, the results are discussed in addition to inclusion as an ideal model in educational settings. The study´s relevance to Nordic educational research show as it is a pioneer study, covering the first time students with intellectual disabilities are gaining access to an university setting in Sweden, enabling a discussion of similar projects in other countries. Also, the issue of inclusion is of interest, as it constitutes a hegemonic discourse in Swedish, as well as in Nordic politics of education.

Network 22: Poststructuralist Pedagogical Research

Session 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-204 Chair: Simon Ceder

604 Becoming subject to a truth-process

Bosse Bergstedt

Department of Sociology, Division of education, Lund university, Sweden

This paper examines some of the central concepts of the French philosopher Alain Badiou, reading them as conditions of new possibility for educational thought. What makes teaching a liveable experience and how can teachers and students become subject to a truth-process?

Everyone has a capacity to think and to learn, to make and to act, to sense and tofeel; these processes constitute something enduring about being and becoming.
We become subjected to particular ideologies and practices within which such processes are conceived, performed and regulated. But this is not a completely deterministic process, a closed circle; rather, it is always open to disruption so that possibilities for new modes of becoming come into appearance. This is the point of French philosopher Alain Badiou's notion of being and event which denotes an ongoing process of existence and change.

Badious thinking of education begins where the teacher and student seek to become subject to a truth-process. Teaching cannot be a part of life if there is no truth told in its enactment or, more accurately, if the classroom is not first and foremost a place of truth seeking, truth discovering, and truth sharing. In maintaining fidelity to such a process, teachers and students are "becoming subject" to their learning and, thus, to their living. In doing so, we potentially constitute a collective "becoming-subject."

Instead of finding something in this world that can be analysed serving as the basis for everything else - language, logical expression, art or the Other - Badiou refers to something he blithely declares as being impossible to analyse. The event with a capital E. The event is in and of itself not analysable for it is elusive, both through its radicalism and its ephemeral nature, but we can see its forms and modalities what appear in our relations to the event. What happens in an event is that which used to be One has now become Two. Man's duty is according to Badiou, to imagine these Two at the same time. This is possible if we realize that there is something in the event beyond our comprehension.

Network 24: School Development

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-208 Chair: Rúnar Sigþórsson

137 Teachers view and experience of participating in the professional development program of Beginning Literacy

Eygló Björnsdóttir, María Steingrímsdóttir and Sigríður Margrét Sigurðardóttir

University of Akureyri

There is a world-wide emphasis on literacy education. UNESCO defines literacy as a human right, a tool of personal empowerment and a means for social and human development. In high-income countries, literacy is regarded as a cornerstone for citizenship, lifelong learning and academic attainment. This paper builds on data that is a part of a larger study of Beginning Literacy (BL) as an approach to literacy education. BL was developed at the Center of School Improvement at the University of Akureyri and is now employed in about 80 out of the total of 170 primary schools in Iceland. The method is implemented with a two year teacher professional development programme, developed as part of the BL approach. The aim of this paper is to shed light on how teachers experience the implementation programme and their professional development during the implementation process and analyse the findings in light of professional development theories. The data was drawn from a yearly evaluation, from 2009–2012, of teachers participating in BL, where they were asked to evaluate their ability to apply the teaching approaches of BL as well as the implementation program itself. Participants were asked to individually answer questionnaires consisting partly of open ended questions as well as to answer open ended questions in small groups. A qualitative approach was applied to analyse the data where themes were drawn from the teachers' answers. The results indicated that the project had a great value for the teachers' professional development; the teachers experienced more job satisfaction in their teaching, increased awareness of teaching methods and gained more confidence in using different methods. It highlighted the importance of well-structured implementation programs while teachers are becoming experts in new methods. However, there are also signs of that a longer implementing period might be needed and the program would have to be more individualized. The results should proof useful to the leaders, consultants, policy makers and others involved in the implementation of BL and other innovations and provide evidence that can be useful for further research on professional development.

Network 24: School Development

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-208 Chair: Rúnar Sigþórsson

318 implementing the icelandic national curriculum

Helga Rún Traustadóttir and Sólveig Zophoníasdóttir

University of Akueyri, Iceland

Following the economic crisis in 2008 the Icelandic government put their emphasis on restructuring the educational system to reflect the needs of modern society. The responding to changes in society was by shaping education policy and writing new national curriculum for preschools, compulsory schools and upper secondary schools in autumn 2011.

The Icelandic National Curriculum is based on six fundamental pillars. The pillars, along with an emphasis on competences, learning competences and metacognition, assessment for learning, and increased collaboration within the school community call for a rethinking of the content and arrangements of schooling.

In the spring of 2012 the compulsory schools in Akureyri applied for support from the School Development Centre at the University of Akureyri to implement the new National Curriculum. Following the application, an action plan was organized and the implementation process formally began in autumn 2012 in ten compulsory schools in Iceland. It is expected to take two years and is built on a process inquiry model of curriculum. That is based on a common vision, reflection, diversity and continuous efforts of the school community to improve.

The consultants will evaluate the implementation process with an action research project. The study addresses the participation of consultants in the implementation process and their aim is to monitor how the process unfolds and to learn from it.

The research has a significant value for school development, because the implementation process is shaped by every school involved and gives opportunity to collect rich data that can provide information on effective school development. The presentation will be report the first results of the research, hoping that they can shed light on opportunities to change school practices to meet the requirements of the 21st century.

Network 24: School Development

Session 5 (Saturday, 9 March 09:00 - 10:30)

Room: H-208 Chair: Rúnar Sigþórsson

796 The student plan and the efficiency of school

Stine Helms

Institute for Psychology and Educational research Roskilde University

This paper is concerned with one of a wide range of newer governance technologies implemented in the Danish school ? that is, the student plan. The requirement for student plans was introduced in 2006 with the explicit goal to increase students' academic learning outcomes. This goal emerged among other things on the basis of OECD reports and PISA studies, which showed that Danish students? reading performances was significantly poorer than students in many other countries. In order to succeed in a globalized community and on an international market, the Danish school had to be reformed - among other things with the introduction of a stronger evaluation culture. Evaluation as a way to improve student performance is not only a perception that prevails in Denmark. With the international spreading of The School Effectiveness paradigm, evaluation is more and more considered as the way to a more effective school, a more effective teaching and a subsequent strengthening of students' academic achievement. In this paper I discuss the perception that evaluation ? particularly the student plan - automatically leads to a more efficient school and teaching.
Based upon the educational sociologist Basil Bernstein's theory of pedagogic codes and empirical examples of student plans as well as conversations between teachers, students and parents, I thus show how the requirement for student plans and the intentions herein is not simply implemented seamlessly in school, but is transformed through concrete practices resulting in unintended consequences . Where the student plan as an evaluation tool should contribute to an increased focus on planning the teaching among the teachers, my study on the contrary shows, how the discussion of teaching in reality is blocked out in favor of a strong focus on students? 'personal' competencies and shortcomings.

In relation to the conference theme and the Nordic educational research in general my study contributes to the discussion concerning the efficiency of school. Not least in a Nordic context, where schooling traditionally has been concerned with student participation and an all-round development of the child, it becomes important to discuss what the implications of this efficiency may be. Student plans as a tool in the effort to make the school more efficient may not in itself block out the focus on the all-round development and the individual student's potential, but I would argue that it gives rise to a greater focus on student weaknesses and deficiencies.

Network 1: Adult learning – at work, in education and everyday life

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: K-205 Chair: Guðrún Geirsdóttir

49 Knowledge Creation in Teachers' Professional Development

Kristin Helstad and Andreas Lund

department of Teacher Education and School research, University of Oslo

Knowledge Creation in Teachers' Professional Development: Coping with Standards, Exploration, and Uncertainty when Working with Students' Writing

Research topic/aim
In the knowledge society teachers need to develop new knowledge. Hence, professional development is currently seen as a ticket to change, as teachers depend on professional growth to cope with their challenges as knowledge workers (Little, 2011).

The present paper, which is based on a sociocultural framework with emphasis on mediated, dialogical interaction, aims to show how teachers seek to expand their knowledge base by examining processes of knowledge creation among a group of teachers in a Norwegian upper secondary school who collaborated with university experts in order to develop knowledge about writing. The paper explores how cross-disciplinary talk and the use of artifacts stimulate processes of knowledge creation that took place within the learning community.

Theoretical and methodology framework
In order to expand the conception of mediation to capture processes of learning we turn to Paavola and Hakkarainen's notion of the knowledge creating metaphor (2005). In essence, this approach concentrates on mediated processes involving shared artifacts and objects. With its foundations in the Vygotskyan tradition of language as mediating thinking and activity theory's focus on shared artifacts as vehicles for mental development it functions as an analytical lens. The analysis, which is drawn from audio-recorded meetings, traces the interactions between the participants over a two-year period to reveal how professional knowledge emerges over time.

Findings/conclusion
Findings show that the discourse reflects knowledge creation at the juxtaposition of uncertainty, exploration, and the need for standardization. Such knowledge emerges as a result of material, social, and conceptual mediation. The study contributes to a nuanced understanding of how teachers' learning can be fostered in school settings, and is therefore relevant to educational research on teachers' professional development.

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Network 1: Adult learning – at work, in education and everyday life

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: K-205 Chair: Guðrún Geirsdóttir

230 Mentors' professional development

Ingrid Helleve, Anne Grete Danielsen, Kari Smith

University of Bergen, Norway

Background/Aim
Norwegian policymakers are concerned with teachers' professional development. Funding is provided to teacher education institutions to educate mentors, yet little is known about mentors' professional development (Langdon, 2007). Maynyard & Furlong (1993) refer to three different mentoring models, apprentice, competence, reflection model.
The current paper examines mentoring in the context of the University of Bergen asking:
How do mentors perceive and practice their role? What are possible differences between mentors with and without mentoring education?

Method
Data was triangulated to get a deeper understanding of the questions. The small sample (31 respondents, ca. half with, half without mentor education) responded to a questionnaire. Follow up interviews (3 with, 3 without education) exploited tendencies found in the questionnaire.
Findings
Preliminary findings suggest that stimulating reflection for mentees and mentors is an important part of mentoring. Individual mentoring is the most used model. Mentoring comes on top of the other work-load, and is understood as beneficial to pupils, mentors and school. Mentor education makes mentors reflect on own practice, improve planning, develop a language for mentoring, and to deal with interpersonal and intra-personal aspects of mentoring.

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Network 1: Adult learning – at work, in education and everyday life

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: K-205 Chair: Guðrún Geirsdóttir

217 Educational Policies in Europe – Explanations and Excuses for Inequality

Nanny Hartsmar

Malmö University, Faculty of Education and Society

This presentation is based on the EPASI in Europe study (Charting Educational Policies to Address Social Inequalities in Europe), www.epasi.eu . The aim of the study was to analyse, discuss and evaluate educational policies designed to counter disadvantage and inequality in Europe. Policies in fourteen European countries (with Sweden and Denmark as Nordic examples) were analysed, resulting in an overall report summarising principal findings, analyses and suggested actions. The overall report draws on more detailed analyses and data in 14 country reports on policies designed to address disadvantage in particular groups, thematic reports (socio-economic disadvantage, gender, disability, minority ethnic groups, indigenous minorities, linguistic minorities and religious minorities) and some 280 project study reports. The analyses were based on projects in fourteen European countries: Belgium; the Czech Republic: Cyprus; Denmark; France; Greece; Ireland; Luxembourg; Malta; the Netherlands; Slovakia; Spain; Sweden and the United Kingdom. We discuss inequalities between individuals and inequalities between groups and what may be applicable to both and draw on e.g. Burchardt and Vizard (2008) and distinguish inequality of income, inequalities in autonomy and inequalities in processes. The EPASI study was followed up in (Ross, Dooly & Hartsmar) Equalities and Education in Europe. Explanations and Excuses for Inequality (2012). Based on new analyses regarding the promise of education and what we mean by equality, evasions and excuses for doing nothing or very little and the dilemmas of targeting inequality, we conclude that "the intentions to address inequity run into head-on collision with other policy initiatives, or even with entrenched ideologies…with incremental competitive focus within education (and the subsequent increase in attention to rankings and standardized testing) linked to national unease and consequent policies that aim to promote higher national rankings which will lead to supposed economic benefits." (p. 118) (Apple 2001; Ball 2003; Biesta 2006; Bourdieu 1993; Holsinger & Jacob 2009; Laclau 2005; Nicaise (ED.) 2000; Olmeida Reinoso 2008; Wilkinson & Pickett 2009;). We see this as embedded in a neo-liberal competitive model for research and education. Critical here is the explanatory understanding of inequities rising and persisting since competing ideologies lead to competing and inconsistent educational policies.

Network 1: Adult learning – at work, in education and everyday life

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: K-205 Chair: Guðrún Geirsdóttir

420 Forming identities within different disciplines: Student focus

Guðrún Geirsdóttir

University of Iceland

In a recent study on higher education curriculum, Bernstein's analysis of the pedagogic discourse (Bernstein, 2000) was used to capture complex and 'multilevel nature' of the curriculum and the specific practice of university teachers in the curriculum planning process (Geirsdottir, 2011). The study was undertaken at a single university in Iceland and explored the conceptions and felt agency or space of university teachers within three disciplines (industrial and mechanic engineering, physics and anthropology) of making curriculum decisions. The findings demonstrated how each of the three disciplines carried within it a specific pedagogic discourse, focusing on different aims and goals, different attitudes towards the role of students and teachers and a specific instructional discourse. Among other issues, Bernstein's concepts were used to study teachers' perceptions of their disciplinary curriculum in terms of the student identity.
In a follow up phenomenological study, the educational experience of student within the three disciplines was explored in order to understand students' conception of their discipline and their socialisation process into the disciplinary pedagogic discourse. Twelve students entering the University of Iceland in 2009 participated in an interview study carried out regularly during their course of study.
In this paper the preliminary findings of the study will be discusses. The paper first explores the student identity as portrayed within the pedagogic discourse of the three disciplines and then focuses on students' trajectories through their disciplinary experiences and their activities to take on the disciplinary student identity. The findings indicate that students experience difficulties understanding the disciplinary requirements and use different strategies to overcome personal and educational hindrances. The research findings suggest possible strategies and awareness of adapting to students educational needs and their retention and progression both within the different disciplines as well as at the institutional level.

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Network 3: Early Childhood Research

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-204 Chair: Heide Osnes

662 Students in research projects - ohysical activity play in kindergartens

Heid Osnes and HIlde Nancy Skaug

Oslo and Akershus University College of Applied Sciences

The goal for the project is two-dimensional
We want to make our research as a part of the lessons and exam work we give to part time student in preschool teacher education over a year. At the same time we want to improve our knowledge about children`s physical play. We are teaching a kind of physical education for very young children and deal with themes like motor function and physical play for children in kindergartens. This year is the third and last year we will collect data, then about 240 students have collected data.

The main questions are:
• How can teacher educators involve their students in research projects during their teaching?
• Which factors hinder or promote physical play in kindergartens?

Theory
As far as we know there is not done many researches about physical play, neither in Norway nor international (Oliver mfl 2007).
Knowledge about which factors influence the physical play will be very important for the adaption for this way of playing in the kindergartens, both in a heath perspective and a physical literacy perspective (Whitehead 2010).

Design and method
The students will use a moment – to moment observation scheme for their observations. This scheme is modified after "The Observational System-Preschool / OSRAC-P" (McIver et al 2009). Every student is involved in preparing and testing the scheme before they start collecting data. All the data are basis for their written exam where they process and discuss relevant data for their research question. The students will registry their data in excel and further this will be transferred into SPSS.

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Network 3: Early Childhood Research

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-204 Chair: Heide Osnes

694 Children's participation as a basis for development of knowledge and educational practice in the kindergarten - Nordic language

Inger Vigmostad

Centre for Studies of Educational Practice

This presentation is based on a digital quantitative survey in the pilot study The kindergarten as an arena for learning and formation (e.g. bildung) in Norway. The survey is conducted in 17 kindergartens in 2012 with children, staff and parents as informants. The children are presented to questions designed as animations of daily situations, and they provide subjective information about different aspects of quality in their kindergarten. The main aim of the project is to develop research-based knowledge about good practice for strengthening the kindergarten as a learning environment and support upbringing and formation.
The purpose of this paper is to present and discuss the participation of children in the quantitative survey based on their subjective experiences. The project view children as active participants in its own development and with the potential to influence the kindergarten environment.
How the results from the children and other informants can be used to promote change processes in a development work in the kindergartens is also a topic. Blended learning with daytime courses, e-learning and reflection in employee groups is used in order to implement methods and approaches or improve existing practice.

Network 3: Early Childhood Research

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-204 Chair: Heide Osnes

715 Deconstructing the playschool in children's books

Kristín Dýrfjörð

Universtity of Akureyri

The aim of the paper is to critically deconstruct how the playschool appears in picture books for young children. Derridas theories will be used as well as tools and ideas developed by Cannella and MacNaughton. Criterion for the books that I choose to deconstruct are that they were published this century and cover a history of a least one full day at the playschool. The books are Icelandic, Finnish, Danish, Swedish and German. The aim is to look for similarities and differences, by the working methods of the playschool teachers, to explore how children's empowerment and self-agencies are promoted. The Nordic playschool is a well-known concept based on shared history of the early childhood education in the Nordic countries. A concept developed from the German kindergarten movement of Frobelian time with a high regard for the free play. Although there are similarities there are also differences, both between countries as well as differences based on knowledge and use of new pedagogical theories. The books that I choose are not written by playschool teachers' and reflect different believes and knowledge of pedagogy and the role of the playschool for children. For example in the Icelandic book the playschool teacher use a very direct teaching methods, the aim is to build skills but not to promote empowerment or self-agencies. The Danish playschool teachers fade into the background but are there for the children if they are in emotional need, and the emphasis is on free play, in the Finnish book the teachers co-construct the day with the children and educational play is promoted. I also look at gender roles, both from the teachers' perspective as well as the perspective of the children. Part of my conclusion is that the books reflect different theories on early childhood education as well as different ideas on gender and equity.

Network 3: Early Childhood Research

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-204 Chair: Heide Osnes

552 Dilemmas expressed by preschool teachers working with toddler groups in the Nordic countries

Hrönn Pálmadóttir, Nina Winger, Helen Bergem and Ellen Os

Högskolen i Oslo og Akershus, Menntavísindasvið HÍ

The presentation is based on a joint study in the Nordic network project "Young children in different group compositions in preschool – teacher training". A part of the project has been to investigate how preschool teachers in Sweden, Norway and Iceland experience everyday life working with toddler groups.
In these countries the participation of children under the age of three in preschool have increased dramatically in recent years. At the same time there has been a transition towards organizing the children in bigger and more flexible groups and in larger institutions. There have both been political and educational arguments for these transitions; the right for all children to take part in preschools, and children's opportunities to active participation in learning processes. Due to a considerable amount of pre-school quality research, small and stable groups seem to be associated with high quality care.
In this project the objective was to identify challenges and dilemmas preschool teachers experience in the present situation. Data was collected in focus groups conversations in Norway and Iceland, and by questionnaires in Sweden.Altogether 65 preschool teachers participated. According to preliminary findings 1)Taking care of children's well-being and providing sufficient safety seems to be difficult in bigger and more flexible groups.2)Bigger groups with fewer adults, increase problems with absence among the employees. The pedagogical consequences are focus on control and overview in daily routines.3)Bigger groups require that teachers spend more time organizing everyday life. As a consequence, the teachers are less involved with the children and less aware of children's needs. 4)Teachers' focus seems to be on routines, organisation and safety rather than following the curriculum. Children's opportunities to participate decrease. There are some indications from recent and ongoing research that small and stable groups seem to contribute to the very young children's well-being and development. But there is an urgent need for more research regarding consequences of organizational models for the professional, pedagogical work with toddlers.

Network 4: Classroom Research and Ethnographic Studies

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: HS-101 Chair: Rúnar Sigþórsson

198 Critical thinking in the classroom

Simon Hjort

Department of Behavioural Sciences and Learning, Linköping University

Developing students' ability to think critically is a major goal of Swedish upper secondary school education. Although cultivating critical thinking is widely regarded as important from a democratic, economic and educational perspective, very little research has been done in the field in Sweden. The overreaching aim of this explorative study is to create an understanding of critical thinking from a didactic perspective. Using qualitative methods, such as participant observation and interviews, two groups of students and their two course teachers are being studied. The groups study social studies and philosophy respectively. The study explores in what ways and when in the classroom critical thinking takes place and how the teachers view critical thinking in relation to their teaching. Didactic opportunities and challenges are identified and discussed. The findings show that critical thinking is manifested in the dialogue between the teachers and students and that critical classroom discussions can be seen as having certain features. Precision, relevance and focus are distinctive qualities of these discussions. The teachers use different strategies to scaffold critical thinking, such as reformulating and developing what the students say, questioning assumptions, supporting with distinctions and highlighting progress in the discussion. Some of the challenges facing the teachers are finding ways of assisting students to be critical rather than criticizing, basing their arguments on facts and reasonable interpretations and creating the right atmosphere in the group allowing for critical thinking to take place. It's concluded that critical thinking on the classroom level is a highly complex phenomenon, which involves more than just individual thinking skills which is the dominant view in the field. From a didactic perspective critical thinking can be understood as being social as well as individual, about having both a skeptical and open minded attitude as well as having the capacity to interpret and evaluate arguments.

Presentation in Swedish

Network 4: Classroom Research and Ethnographic Studies

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: HS-101 Chair: Rúnar Sigþórsson

342 Place meanings: diversity in the school outdoor area

Päivi Vesala

University of Eastern Finland, Philosophical Faculty, School of Educational Sciences and Psychology

My ethnographic study deals with Finnish primary students´ attachments to their school ground, a meaningful place offering possibilities for diverse experiences and emotions. The impact of a renovation of the school ground on children´s engagement with the place is discussed.

The framework is based on environmental psychology and cultural ecology which deal with the dynamics of children´s engagement with place through their lived experiences. Perceptual and sensory experiences are in reciprocal interaction with students' conceptual understanding of their surroundings. These are reflected in students´ emotional attachments to their school grounds (place attachments) and the reasons for them (place meanings).

Data were produced through an expressive colour analysis method, originally used by Horelli (1992) to assist children in expressing their feelings towards their neighbourhoods. In an application of the method, ten-year-old students created symbols with shapes and colours to illustrate a wide array of feelings. The symbols were coded beside photographs of their favourite places from the school ground. Explanatory texts were written (i) at the 4th grade when renovation was about to begin, (ii) at the 5th grade when the new area was available, and (iii) at the end of the 6th grade.

Based on these data, three accounts of the collective meanings of the school ground - one for each grade - have been constructed using an application of Gustafson´s (2001) model of place meanings. Photographs of the school grounds, individual interviews and mind-maps are used as data in illustrating the personal meaning making processes of individual students. This presentation will show some cases and discuss them in the light of the collective place meaning outcomes.

Space is now seen as a dynamic and socially constructed entity. Studies on children´s geographies have extended our understanding of their relationships with physical spaces. This study aims at filling a gap in the educational research by emphasizing the power of physical spaces from the child's perspective and framing it in a theory of human-environment relationships.

Attachment to NERA-network
Classroom Research and Ethnographic Studies.

Network 4: Classroom Research and Ethnographic Studies

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: HS-101 Chair: Rúnar Sigþórsson

465 Learning as being taught: Insights into the classroom life of teenagers in 14 Icelandic compulsory schools

Rúnar Sigþórsson and Þóra Björk Jónsdóttir

1. University of Akureyri; 2. Skagafjörður Local Education Authority

An emphasis on competences, lifelong learning, critical thinking and democracy are universally recognised as critical parts of education and are central to most education policies throughout the western world. A new National Curriculum in Iceland is no exception, with emphasis on learning outcomes as competences, and literacy, democracy and human rights, equality and creativity, among its six fundamental pillars of education. The havoc of recent years' economic crisis, not least in Iceland, has also called the attention to the role of education in rebuilding the economy, reconstructing democracy, and enacting more egalitarian ways of distributing power and wealth.

In this presentation selected data from questionnaires, interviews and classroom observations collected for a larger research project "Teaching and Learning in Icelandic schools" is presented and analysed. The aim is to give an insight into the classroom life of students in years seven to ten in 14 Icelandic compulsory schools from three perspectives: 1) Differentiated curriculum, 2) students' motivation and attitudes about schooling, and 3) students' involvement in decisions about their own learning. The results revealed that: 1) listening to direct teaching, and seatwork with workbooks was a prevailing part of students' learning, 2) the majority of students was content with the teaching although only half of them was interested in their learning, 3) decisions about learning were mainly taken by teachers, and students had limited opportunities to influence them, 4) there were gender and age differences where girls were more motivated and showed more positive attitudes than boys, and motivation and positive attitudes seemed to decline with age.

The findings presented here touch the central role of schooling as a democratic enterprise, where young people become democratic and responsible citizens by participating in democracy and critical thinking to become capable of maintaining the egalitarianism that has for long been the pride of the Nordic nations. They are offered here as a contribution to the necessary debate about how such education is best accomplished.

Network 4: Classroom Research and Ethnographic Studies

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: HS-101 Chair: Rúnar Sigþórsson

466 Individualized instruction in primary schools

Sofia Boo

Department of Behavioural Sciences and Learning

Previous research shows that learning for pupils in the Swedish primary school has somewhat become an individual project where an increase in the individual work has been at the expense of whole class teaching. A fact that has had a negative impact on pupils' academic performance. While previous research also indicates that individual adaptation may affect results positively when there is an active teacher with the ability to create good relationships with the pupils, who also has knowledge of pupils needs and abilities and a willingness to meet them. In the last few versions of the Swedish curriculum it is mentioned that teaching should be adjusted based on each pupil's abilities and needs. The purpose of this study is to create an understanding and to gain insight into how today's teachers in primary school (grades 1-6) manage and organize individual adaptation through planning, implementation and assessment. The study included methods and tools used by the teachers as well as their perceptions of results achieved. It also included obstacles and difficulties faced by the teachers in their work and how they handle them. The study focuses the way the work is carried out in practice, in the authentic environment. Qualitative interviews and participant observations are used in the data collection. The work process as a whole is inspired by ethnography.

This exploratory study was conducted in two parts. The first part addressed five teachers and their classes in four different schools. In the second part the study was extended with one of the above teachers whose classroom work was followed during a period of seven weeks. The results suggest that teachers are working hard to find work methods that promote communication and interaction. They used different strategies to adapt teaching to each student. Individual work is still present but does not dominate the classroom work. Teachers individualize teaching by variation, interaction, documentation and an active relationship-oriented work.

Network 6: Educational Leadership Network

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: E-303 Chair: Eirik Irgens

380 Principals´ possibilities to create conditions for entrepreneurial learning

Jaana Nehez

University of Gothenburg, the department of education and special education

One question in educational systems in the Nordic countries, including Sweden, is how to develop young people´s entrepreneurial skills to prepare them for life. Entrepreneurial learning (EL) is emphasized in the national policy documents for Swedish schools and principals are responsible to implement these "new" ideas.

This study focus on principals´ possibilities to create conditions for EL and has an action research approach. The research questions are how principals´ practice, when they are trying to create these conditions, is formed and what their possibilities and challenges to create conditions for EL are. The study rests on Kemmis´ and Grootenboer´s (2008) definition on practice and on their theory of practice architectures.

The participants are a team of eleven upper secondary school principals. The design is a case study. The empirical material, created during one year, consists of field notes from observations of eight joint principal meetings, transcripts from three focus group conversations with the principals about the initiation of EL, four focus group interviews with the principals about their process and of principals´ as well as mine written reflections during the improvement work.

The first step in the analysis was to identify what Kemmis and Grootenboer calls ´projects´ (sayings, doings and relating that hang together) in the principals´ joint practice. These projects form the practice and are important to find to be able to change the principals´ practice and their understanding of the practice. The next step is to figure out how these projects influence each other and affect the joint practice and the possibilities to create conditions for EL.

One strong project in the principals´ joint practice is the project of trying to understand what EL is and how to support EL. Another strong project is to avoid upsetting teachers and to motivate them to embrace EL as a philosophy in their work. Other projects are taking care of everyday problems and make it look like you are doing well in front of the other principals. These projects are in several ways in conflict with each other which makes it challenging for the principals to create conditions for EL.

Network 6: Educational Leadership Network

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: E-303 Chair: Eirik Irgens

570 Professional practices of chief education officers within the Swedish-medium education system in Finland

Denice Vesterback

Åbo Akademi, Pedagogiska fakulteten

One definition of a chief education officer is a professional person capable of setting directions and goals for the schools in their municipality. Another definition is a person who communicates between the local schools and the municipal administration. A chief education officer can also be defined as a social and moral agent.

The overall aim of this paper is to analyze Finland-Swedish chief education officers' awareness of their competence and profession. The study provides a critical and needed empirical evaluation of how their educational leadership is related to school improvement, democratic community, economics and social justice.

The paper focuses on the profession and the professional development of chief education officers as identified through data collected in nine focus group interviews with twenty chief education officers from different contexts in Swedish-speaking municipalities of Finland. The analytical and theoretical approach is phenomenological, with focus on the experience of becoming and being a professional chief education officer. It is about explaining how individuals typically operate in the mode of average everydayness. It is also how we can understand the transformation process towards professional ways of being by continuity with change, possibilities with limitations, openness with resistance, and individuals with others.

The paper presents findings of how Finland-Swedish chief education officers describe their experiences of educational leadership related to school improvement, democratic community, economics and social justice. The findings also indicates that chief education officers are in search of development opportunities that can help them enhance their leadership capacity in order to respond to new demands and changes in the school environment.

Network 6: Educational Leadership Network

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: E-303 Chair: Eirik Irgens

484 Consequences for school leadership when teachers' continuing professional development is like school development?

Brit Bolken Ballangrud

Buskerud university college

Competence development of teachers leads to important discussions in the Nordic countries, in teachers unions, the ministries and amongst researchers. A debate about the school leadership roles in competence development should be important, according to the steering documents. In Norway the Ministry of Education used to be responsible for the teachers' continuing professional development. In the latest reform, the Knowledge Promotion Reform, this is changed. Now the county is responsible for their teachers. By using political science, curriculum theory and educational leadership theory, the aim of this paper is to analyse the changes in continuing professional development and leadership. By taking a closer look at leadership for learning and knowledge in different competence initiatives in upper secondary schools, I ask: What kind of challenges in school leadership do we find in teachers continuing professional development?
The empirical point of departure is policy documents in Norway, EU, OECD, as well as interviews of school leaders in the Buskerud County's Administration and at six upper secondary schools. By analysing both policy documents and interviews, I describe changes in continuing professional development and leadership.
Governing and organizing leadership in continuing professional development is changing. The documents have new expectations: The school leadership has important roles in making connections between school development, the teachers' professional development and the students' results. The collective dimension of teachers' professional development and leadership is highlighted, and continuing professional development and school development is becoming identical issue. The changes in governance between the county and the schools involve new claims with new demands for leadership for learning and knowledge. I discuss challenges according to different competence development initiatives: to coordinate and integrate different competence initiatives, to use new policy instruments and to handle different school cultures.
When the changes in the reforms and in the policy instruments are standardized and globalized, "leadership for learning and knowledge" gets important. A leadership which questions the legitimacy and the purpose of coordination and integration of the various competence development measures and policy instruments is more important.

Network 7: Empirical Research on Value Issues in Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-103 Chair: Marcus Samuelsson

808 Simulated provocations - virtual training of classroom management strategies - Scandinavian language

Marcus Samuelsson, Gunnel Colnerud

Department of Behavioural Sciences and Learning, Linkoping University

Classroom management is a classical didactic issue, not easy to teach and train in teacher education. Teacher students are given limited opportunities to practice and develop their competence and their strategies for managing large groups of students in complex situations. The present project uses virtual simulations and serious gaming in order to let the students take part of and handle provocative situations. This is a kind of confrontation that is ethically impossible to offer in a real life context.
The main purpose of this project is to investigate and test virtual methods for learning and practicing classroom management strategies.
The theoretical assumptions are based on variation theory, where learning is regarded as an effect of variation. This, in turn, is a condition necessary for discriminating significant aspects of a phenomenon. In a variety of simulated classrooms, the students can test and reflect on different scenarios followed by feed-back by the virtual pupils? responses. Thereby they can even fail and thus learn by their mistakes without causing any harm.
Data are collected by registration of the teacher students? behaviour in the simulated sessions, as well as by recording ?stimulated recall? interviews. The project involves considerable technological development through constructions of scenarios and simulated sessions. Thus, the project provides significant educational improvement as well as technical progress.

Network 7: Empirical Research on Value Issues in Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-103 Chair: Marcus Samuelsson

550 Vocational teacher students peer discussion while handling virtual simulated provocations - Scandinavian language

Marcus Samuelsson

Linköping university, Department of Beahvioural Sciences and Learning

Among classical didactical issues some are easier to teach and train while others are harder. It is a fact that it's not easy to teach and train classroom management. Teacher students usually learn about classroom management by reading literature, listening to lectures, discussing with peers and teachers during seminars as well as weeks of supervised placement.
Teacher students all over the world often argue that they, despite years of training lack the ability to (a) act as leaders in classroom and (b) solve conflicts. This follows as a consequence of limited opportunities to practice and develop such competences and their strategies for managing large groups of students in complex situations during teacher training programme. Despite such a joint description among teachers students there also exist differences among them. One particular group of students are those who are trained to be vocational teachers. This group of students often works as teachers, on the basis that they have professional expertise. These craftsmen or experts attend at teacher training programme in order to get a teacher exam.

As part of a teacher training course for vocational teacher students, including classroom management, conflict management, social relations and teacher ethics, at Linköping university 13 vocational teacher students were invited to play two simulations where they were supposed to handle a variety of virtual simulations. The simulations, constructed scenarios, are based upon international research about behaviours and situations that teachers find difficult to handle. This simulation can therefore be described as trying to grasp some frequently occurring problematic or challenging classroom situations. The peers of vocational teacher students were urged to argue about and then choose one out of four leader styles and then choose among four options to act as classroom manager in relation to different presented situation. In the varied simulated classrooms the students were exhorted to test, reflect and get feedback by the virtual pupils' responses in order to fail and learn by their mistakes without causing any harm.

While playing the pairs reasoning as well as their choice were recorded in the computer. By using the method Constructive Interaction this paper present preliminary result seeking answers to (a) What's sorts of concepts are developed during the peer discussion and (b) What´s sort of progress are shown during the peer discussion?

Network 7: Empirical Research on Value Issues in Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-103 Chair: Marcus Samuelsson

156 THE MORAL ORDERS OF TIME IN UPPER SECONDARY VOCATIONAL EDUCATION – A case study on the programme of Restaurant meal production

Sirkku Ranta

University of Eastern Finland, UEF

My thesis in the Sociology of Education examines the moral orders of time in upper secondary Vocational education. The phenomenon occurs in pedagogic practices of control organizing the moral regulation. These practices I attach to the theories of code by Basil Bernstein and of moral cosmology by Mary Douglas. Instead of language, my perspective of analysis is time.
For the study of time in its various modes, I first produced an ethnographic data of official pedagogic documents, study materials and three periods of classroom observation over three years of education. Observations were conducted on parallel classes of 2009, in the Study programme of Restaurant meal production. This line of ethnographic inquiry has well established roots in the Nordic Sociology of Education. The relevance is with the network of Empirical Research on Value Issues in Education.
For analyzing the data I focus on the order of time in pedagogic practices. The practices, implicating expected qualifications, are being arranged in four categories of critical pedagogical contexts originally suggested by Bernstein (1971, 64-65). The categories are: regulation defining authority and moral orders of the time; guidance developing the objectivity; pedagogy defining the nature of the time concept; and the accepted forms of interaction.
My preliminary analysis suggests that in its critical contexts Vocational education presents the orders of the society as hierarchical. The authority in Vocational relations, the particularity of its learning outcomes and the guidance accorded to the right time and nature of interaction is remaining with the educator.
The data is further interpreted with the idea introduced by Mary Douglas. She (1996, 152-154) considered moral cosmologies as social constructions where the frame of reference places the objects into the categories of meaning. Implicit meanings are produced in principles organizing the practices on two levels of classification. First, the practices position objects to the classes according to their similarity. The other level then defines the logic from socially established categories. Continuity between these levels is created with some form of activity. My analysis of time looks into the form and the reference of frame of that activity.

Network 7: Empirical Research on Value Issues in Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-103 Chair: Marcus Samuelsson

544 Teachers' ratings of the causes, expectations and support needs of youth with internalizing and externalizing behavior problems

David Lansing Cameron & Velibor Bobo Kovac

University of Agder

The presentation will discuss findings from a study examining 229 teachers' ratings of two divergent patterns of problem behavior among teenage girls. Lower secondary school teachers were presented with a case summary describing a teenage girl with either internalizing (n = 108) or externalizing (n = 121) patterns of problem behavior. After reading the description of the child, participants rated their level of agreement on a 1-5 scale with statements pertaining to: (a) the child's need for special support, (b) potential reasons for the child to exhibit the behaviors described, and (c) expectations with regard to long-term academic, social and behavioral performance. The purpose of the study is to examine differences between groups with regard to these two divergent patterns of problem behavior. In addition, we investigate the likelihood that teachers would refer the child to educational psychological services for further assessment.

Preliminary results suggest that there is a strong association between referral for assessment and the belief that behavioral problems are caused by biological factors ($r = .426$, $p = .000$) among teachers given the case of the child with externalizing behavior problems (EA). This association was not apparent in the case of the child with internalizing behavior problems (IA). Weiner's (1974) attribution theory provides a means of structuring the analysis and interpretation of differences in teachers' perceptions along the dimensions of internal and external locus of control. For example, we investigate participants' potentially conflicting perceptions of ability versus effort with regard to the EA and IA cases. Preliminary evidence from this study suggests that teachers who received the EA case were significantly more likely to rate items associated with the child's lack of effort or "laziness," than were teachers who received the IA case; $t = (219)\ -6.30$, $p = .000$.

The study has relevance for Nordic educational research as schools and teachers in the Nordic countries are increasingly struggling with questions about prevention, teacher competency and the distribution of resources to deal with challenging behavior among children and youth. Research addressing factors that have previously received little attention (e.g., internalizing behavior problems) in the Nordic educational literature are necessary.

Network 8: Gender and Education

Session 5 - Gendered practices and negotiations in school (Saturday, 9 March 11:00 - 12:30)
Room: H-209 Chair: Jukka Lehtonen

166 School yard stories. Constructions of gender and identity in a children's place.

Maria Rönnlund

Department of Historical, Philosophical and Religious Studies, University of Umeå

As the school yard is a place designed for children's learning and social fostering but also a place in school which children see as their "own" place, it is of special interest when investigating socialization and identity processes in school. The physical and social school yard plays an important role in how school children understand themselves as individuals and as groups. They are also highly active in and part of the construction of themselves (e.g. Thorne, 1993). Still, there are only a few Nordic studies (e.g Cele, 2006; Evaldsson, 2000; Gustafson, 2006; Rasmussen, 2004; Öqvist, 2009) treating how children act, experience, communicate and construct gender in school outdoor environments. Focusing on children's narratives about the school yard the aim of this paper is to describe, critically analyze and deepen the knowledge about school children's constructions of identities, with specific interest in identity processes related to gender – but also the construction/-s of "the school yard".
The material for the analysis is interviews with children aged 7-12 years in a Swedish middle-sized school in an urban multi ethnic area. The interviews were constructed and performed as "walking tours" in the school yard (cf Gustafson, 2006). Drawing on theories on identity and social geographies claiming that social identities and location are closely linked and impossible to separate (e.g. Holloway and Valentine 2000; James et al. 1998; Mishler, 1999), and theories on gender claiming that gender is constructed and performed (Butler, 1990, 1993), the analysis focusses on how children use and refer to different places in their gender identity work, while constructing "I", "us" and "them". The children's narratives are in the analysis seen as identity performances; when children talk about what they do in different places and with whom they spend time, they perform and make identity claims. The analysis also focusses on how the discursive "school yard" (and places within the school yard) is constructed in these narratives. Preliminary results provide examples of how gender identity work is situated, how different places can have different meanings in that work, and how identified "non-places" play an important part.

Network 8: Gender and Education

Session 5 - Gendered practices and negotiations in school (Saturday, 9 March 11:00 - 12:30)
Room: H-209 Chair: Jukka Lehtonen

442 Producing subjects in beauty school advertisement – a question of gendered knowledge and consumerism

Eleonor Bredlöv

Linköping University, IBL/pedvux

This article focusses on private adult education for the beauty industry, and explores the production of subjects in beauty school advertisement. In Sweden, as in other parts of the world, the beauty industry is expanding rapidly. This is noticeable also in the education sector, where new unregulated private schools for adults are starting up. The participants of these schools pay a course fee, for example 98 000 SEK for a six months course in ”Beauty therapy”. Other subjects of these courses are for example ”Skin therapy”, ”Make up” and ”Hair styling”. Around one third of the fee is paid in order to finance products used in the course, and the schools are often connected to a specific brand. This creates a strong link between the beauty industry and beauty education. The beauty industry in general shapes our conceptions of beauty, and educational arrangements in general can be described as cultural arenas where ideas about ”race”/ethnicity, gender and difference are reproduced and maintained (Mohanty, 2003).

The factors described above highlights the importance of examining the field of private beauty education. Furthermore, this is an unexplored field of research. Drawing on Judith Butlers notions of subjectivation and performativity, beauty education advertisement and information material, which includes course descriptions, homepages of schools and facebook pages connected to these schools are analysed. Of special interest is how the participants are produced as both consumers of beauty products and treatments and as sellers of these and how such subject construction can be understood in terms of femininity.

Network 8: Gender and Education

Session 5 - Gendered practices and negotiations in school (Saturday, 9 March 11:00 - 12:30)
Room: H-209 Chair: Jukka Lehtonen

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704 Jean-Jacques Rousseau's tri-centennial (1712-2012): Emilè from a gender perspective

Guðný Guðbjörnsdóttir

University of Iceland, School of Education

In view of Rousseau's tri-centennial (1712-2012) and the 250 years since the publication of Emilè or On Education and The Social Contract (1762), this article looks back at Rousseau's educational ideas from a gender perspective. The aim is to review the central themes of Rousseau's educational ideas for Emile and Sophie; find out why his writings on the education of Sophie are often silenced in educational discourse and its implications; how feminists and other educational writers have reacted to his writings; and to analyze different interpretations of the aims of Rousseau with the different education of Emile and Sophie. The reaction to Emilè has been strong from the very beginning, when the book was banned in France. Wollstonecraft reacted from a feminist viewpoint in 1792, by objecting to the fact that women were not to be educated as intelligent beings, and modern feminists have also been critical. The silencing of the education of Sophie in educational discourse has caused much reaction, as the traditional discourse often indicates that the education of Emile is meant for both boys and girls. Even if the education of Sophie is heavily criticized and perhaps deserving omission, it is by others considered an integral part of Emile's education. If ignored, the educational ideas of Rousseau are oversimplified or distorted. It is the author's conclusion that regardless of interpretation the educational ideas of Rousseau have not promoted, probably delayed the acceptance of the modern view of women's education until the late 20th century. It can however, also be seen as a calculated call for societal change, as the split between the private and public and the traditional gender roles could not coexist with the freedom of all citizens in the new social order Rousseau was calling for in The Social Contract.
Finally the author contemplates on how the educational views of Rousseau compare to the education of boys and girls now 250 years later. Also on the relevance of Rousseaus ideas not least in Iceland and elsewhere where a new social contract is in strong demand.
Rousseau and Emile (1762) has been of concern to educators and Nordic researchers for 250 years.
NERA Network: 8. Gender and education or 11. Historical research

Network 10: Higher Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-207 Chair: Elina Ora-Hyytiäinen

523 Bridging the gap: Learning across boundaries in teacher and preschool teacher education

Anton Havnes

Centre for the Study of Professions, HiOA

The background for the paper is professional education generally and a particular focus on teacher and preschool teacher education. A fundamental characteristic of professional education institutions is that they are "hybrid, bridge institution with one foot in the academy, so to speak and one in the world of professionals" (Sullivan 2005: 25). The "relative isolation of academic research and training from public concerns, though it fosters some intellectual development, has pushed the professions' social contract out of students' sight during the critical years of schooling. It is in this lack of integration among the parts and several aims that modern professional education confronts its greatest challenge" (s. 196). Grimen (2008) has emphasised the heterothetical character of professional education: its meaning is attributed largely outside of the educational institution.

The paper explores developmental initiatives in two teacher education settings (school and kindergarten) that are designed to transcend the education-work boundaries. In the schoolteacher program the focus is on new ways of organising mentoring during practicum and settings on campus linking academic reflection and work practice. In the kindergarten teacher program the focus is on learning trajectories where the linkage between learning in the workplace and on campus is a core dimension.

The paper aims at conceptualising potentials and challenges in establishing boundary-crossing settings and maintaining learning trajectories to support learning across institutional boundaries (Wenger 1997, Tuomi-Gröhn & Engeström 2003). The analysis takes as its starting point the notion of expansive learning (Engeström 1987). Two core issues are addressed. Firstly, diversities across professional education and professional work practice as activity settings, in particular framing learning in terms of the activity theoretical concepts of object-motive and dominant activity (Sannino and Engeström 2009). Secondly, it takes a professional student perspective and questions how learning trajectories across diverse context might support or confuse learning.

The paper contributes to a larger project investigate diversities across elementary school teacher training and early childhood teacher training in dealing with the diversities and relationships between research-based and experience-based knowledge. In this sub-project we apply interviews, observations and reflection notes, and include information from teacher educators, students and practitioners.

Network 10: Higher Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-207 Chair: Elina Ora-Hyytiäinen

446 The Impact of Industry Placements on Motivation and Competence Development of Engineering Students in Sweden

Lilia Kristiansson and Daria Luchinskaya

University West, Sweden; University of Warwick, UK

In the current economic climate increasing pressure is put on universities to provide opportunities for students to develop skills necessary for their future employment. Courses which offer a placement in industry are becoming more appealing to students. We investigate the impact of undertaking an industry placement on engineering students' motivation for learning and competence development.

Research demonstrates that industry experience increases students' interest and makes them more aware of how theoretical course knowledge is applied to practical situations. This increases their interest in the subject because they are more aware of its relevance to their future work. In this study we looked at students' experiences from their work placements and the competences they developed. On the basis on this knowledge we investigated the opportunities to introduce new elements in course delivery to increase the motivation of non-placement students and compared the competences developed by the students who undertook placements and those who did not.

The study was carried out at the University West, Sweden in 2010-2012 among the mechanical engineering undergraduates. The students were asked to complete a questionnaire. The students who went on placements had to answer an extended set of questions about their placement experience and competence development. The non-placement students answered questions about competence development only.

The collected data showed that the placement students gave very positive feedback about their practice and the analysis demonstrated that this practical experience supports and inspires their further study. The students' evaluation has encouraged tutors to introduce new practice-based problems in relevant courses, conduct mixed group tutorials and share placement students' experience with all of their peers. We believe that these new practices will improve motivation among non-placement students and enhance their learning process. We also anticipate that placement and non-placement students will have developed different sets of competences, which will inform our teaching practices. This study will be important for other tutors who have students on courses with an industry experience option who are interested in using the placement students' experiences and competence development to enhance motivation in the class as a whole.

Network 10: Higher Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-207 Chair: Elina Ora-Hyytiäinen

508 The Swedish Individual Education Plan - a tool for learning or a mission impossible? Teachers' experiences of dilemmas in IEP practice

Åsa Hirsh

Jönköping University, School of Education and Communication

The study aims to explore some central dilemmas that teachers experience within their IEP practices in Swedish compulsory school. It is assumed that IEP practice houses inner contradictions, and the dilemmas teachers experience are understood as articulations of these contradictions. The research questions are:

- What dilemmas can be discerned in teachers' descriptions?
- What contradictory values or conflicting goals collide and give rise to the dilemmas that teachers articulate?

Furthermore, coping strategies for handling dilemmas and possible consequences that different dilemma management strategies entail are discussed.

The study deals with central issues concerning assessment and documentation that go beyond the Swedish IEP context, and is therefore relevant in a Nordic/international perspective.

Central concepts from cultural historical activity theory are used as theoretical framework. IEP practice is viewed as part of teachers' assessment practices, and assessment as part of teaching. Teaching is the activity system in which assessment practices – such as IEP practice – are framed. Learning is the general object of activity in school, and assessment can be said to contribute by directing students' attention to the object. The documentation templates teachers are required to use within IEP practice play an important role as mediating artifacts. As such they present opportunities as well as limitations, and to a certain extent determine IEP practice.

In this study, the concept of dilemma refers to a conflict between two partly contradictory goals/purposes, that both somehow need to be fulfilled. Neither can be deselected, wherefore other ways of handling the dilemmas must be sought.

Through qualitative content analysis of 15 interviews with teachers of different stages of Swedish school, three central dilemmas emerged, that are presented thoroughly in the results:

- Time: Documentation versus Instruction
- Bureaucracy: Officially correct versus Student/Parent friendly
- Assessment: Summative versus Formative

Three different ways of handling dilemmas are elaborated and problematized in the discussion:

- Procedural display (IEP as ritualized performance)
- Combining (IEP according to all the recognized rules)
- Creating a new thirdness (Towards a qualitatively different way of working with IEP)

Network 11: Historical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-208 Chair: Magnus Hultén

578 Visions unite: opposites converge and get established through the concept of democracy

Bosse Bergstedt and Lotta Johansson

Department of Sociology, Division of education, Lund university, Sweden

The Swedish concept of folkbildning (hereafter Popular Adult Education) and its introduction in the mid-1900th century was tied together with the raise of Folkhögskolan (Folk High Schools) with explicit as well as implicit references to the Danish philosopher Gruntvigs ideals of education. The broad popular movement which the adult education was a part of grew bigger in the beginning of the 20th century, putting values independent of the national state church on the agenda. Formed in and sustained by its resistance towards the state, democracy became a key concept within these movements. This paper studies the popular adult education and the state through their relation to democracy inside and outside the established school system, based on political steering documents and curriculums from the elementary school as well as policy documents of the popular adult education. In accordance to the theory of conceptual history of Koselleck, the concept is, compared to an ordinary word, ambiguous in its essence. It is impossible to differentiate the social and political world from its linguistics. Concepts could therefore be regarded as keys to historical insights. On the basis of this theory of Koselleck and the key concepts collective singular, space of experience and horizon of expectation the use of democracy in above mentioned documents are discussed and analyzed. The study shows that the Popular Adult Education and the established school in its beginning had different spaces of experience, with references to separate traditions, but they gradually accommodated through what could be seen as a common horizon of expectation about the meaning of democracy. At the same time, when this coalescence of the relation to the concept of democracy appeared, an administrative shift could be identified, introducing the Popular Adult Education, which was formed in resistance, into the established school system.

Network 11: Historical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-208 Chair: Magnus Hultén

458 Genealogical remarks on the Finnish education and its Nordic counterparts

Risto Ikonen

University of Eastern Finland

The educational policy and educational organization of the Nordic countries shares several similarities. Among these are general compulsory education, comprehensive school system, and free education including the higher education. In this sense we can talk about the Nordic model of education.

But how have we reached this common ground? Have the Nordic countries followed a shared ideal of education? Or have Danmark, Norway, Iceland, Sweden and Finland followed their own paths which just happened to lead to the present situation?

In my presentation, I shall approach the question from the Finnish point of view. With the help of historical evidence I attempt to demonstrate that even though educational systems in different Nordic countries carry same aspects, the reason for this does not have to be a common ideal of an optimal education.

In fact, it seems to be that the end results happen to be similar, because they were solutions to similar socio-political problems. The most important factor was the relative weakness of the state as compared to great European powers.

Network 11: Historical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-208 Chair: Magnus Hultén

601 "Why can't we be free?" - Children's questions to the principal in a reform pedagogical boarding school in Sweden 1941-1951.

Åsa Bartholdsson

Dalarna University

The time period is 1941-1951. The place is Siljanskolan, a small boarding school in a Swedish rural setting, influenced by reform pedagogy. The ideological standpoint in this particular setting is that of trying to make the world a better place through a better upbringing of improved human beings. It is about offering an alternative educational setting in relation to the national public schools. School as a home, and home as a school, are related ideas that shape the organization of everyday life at Siljanskolan. In a box where children could leave notes with questions, directed to the school principal, a wide range of topics were addressed. Picking up random samples from the hundreds of questions in the box, we find for example 'Why do we get salty food?', 'Why is it war so often?', 'Why can't Margareta sleep in The Den?', 'Why do we get spanked?' and 'Why can't we be free?' These questions were answered orally at regularly occurring evening assemblages at the school and accordingly, seventy years later, the answers are nowhere to be found. Still the questions are in them self interesting and this paper analyses the questions as comments on school life, on power relations and the regulation of everyday life, as well as comments that are directed to the ideological level. They are, in a double sense, a kind of micro-narratives where children's voices are heard from within the archive material.

Network 12: Inclusive Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-101 Chair: Christel Johanna Sundqvist

270 From inclusion towards interaction? Disability and special education in the perspectives of Alexandre Jollien's praise of weakness

Jenny Steinnes

Lillehammer University College

Since the Salamanca statement in 1994 inclusion has been one of the key concepts to Special Education. In this paper I am presenting Alexandre Jollien's Éloge de la faiblesse (1999), in order to examine if his philosophical approaches can provide vital perspectives on ethical thinking in relation to inclusion and Special Education.

Jolliens philosophy of weakness is building on the ethical values on fragility and vulnerability as opposed to that which force itself upon us and performs power. It is built on dialogue – interaction - more than integration. In his book Éloge de la faiblesse Jollien describes existential relations which have their origin in the type of connection which comes from love. These relations are for instant, laughter, joy, friendship and freedom. How should these existential relations be understood in an ethical perspective? Jollien presents laughter as the expression of the spontaneous meeting between two human beings. This is not an ironic laughter. It is laugher as a phenomenon of excess. According to Jollien joy mirrors first and foremost an active element. It is brought forth by the transgression of the subject over itself. Both laughter and joy has, according to Jollien its origin in love. Inspired by Jollien I am asking if there is enough joy and laughter in the discourses and practices of Special Education. Are gravity, lacking skills and problems main focus, to a degree that creates danger of reducing human beings to their skills and competences? Jollien sees compassion as opposed to love. Compassion comes from the performance of power and is a means for assertiveness and through this an objectification of the other. Compassion has according to Jollien its root in fear of that which is different. Compassion is a mechanism of defense in relation to the other, and implies an instrumentalism and denial of the other as an ethical subject.
According to Jollien the limitations on individuals are largely a product of discriminatory mindsets. In this paper I am asking if Jollien's praise of weakness can be made to represent a new turn in the discourses of inclusion – towards an increased focus on interaction.

Network 12: Inclusive Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-101 Chair: Christel Johanna Sundqvist

126 Possible educational implications of the underdiagnosis of autism spectrum disorders, ASDs, of aboriginal children in British Columbia, BC, Canada

Anne Lindblom

University of Eastern Finland/ Karlstad University, Sweden

During a preparational trip to Vancouver, Canada, to come in contact with possible participants for my PhD study about the meaning of music for aboriginal children diagnosed with autism spectrum disorders, ASDs, local researchers and school officials informed me that there are very few known cases in British Columbia, BC. Canada. Furthermore it seems that researchers have limited access to this field. The aim of this review of publications on the prevalence of autism, ethnicity and aboriginal groups is to get an overall picture of previous research and possibly contribute with insights that can be useful in understanding the situation in BC. It is also the starting point for my fieldstudies.

The review reveals that aboriginal children in BC, Canada are underdiagnosed and underrepresented in research context. Possible reasons can be cultural, ethnical, diagnostic substitution, symptoms being recognized as schizophrenia, or ethnic bias in diagnostic decisions and the impact of historical oppression and discrimination. If aboriginal children in fact are underdiagnosed with autism, the educational implications may be severe, individually, but also as a minority group. They are also missing the opportunity to get funding provided by the B.C Ministry of Children and Family Development for families to purchase treatment and intervention for children up to 18 years of age.

One of the characteristiscs of autism is the need for sameness and disruptions often lead to eruptions, outbursts or undesirable behavior. Positive effects on social and classroom behavior have been seen in research regarding music interventions for children with ASDs but music as an educational/special educational tool for inclusion has yet to be investigated. In the academic year 2013/2014 I intend to do ethnografic fieldwork on the meaning of music for aboriginal children with ASDs and screening for autism in children from indigenous communities in BC, Canada, as two studies towards my dissertation. Possibly accurate assessment of ASDs within the aboriginal community and learning about the use and qualities of indigeneous music within this population can give us the opportunity to transform educational practice and facilitate inclusion.

Network 12: Inclusive Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-101 Chair: Christel Johanna Sundqvist

238 Special Occupations in Swedish Indepentent Schools

Gunnlaugur Magnússon

Mälardalen University

Studies have shown that independent schools have a generally lower proportion of pupils in need of special support (PNSS) than what municipal schools have (Göransson, Magnússon & Nilholm, in print; Giota & Emanuelsson 2011; cf. Nilholm et al. 2007), although there are differences between different types of independent schools (Magnússon, Göransson & Nilholm, submitted). Additionally, official statistics show that independent schools have lower proportions of staff with a university degree in special education on both elementary and secondary school level, than municipal schools (National Agency of Education, statistical database http://siris.skolverket.se). Further research regarding the implication of the independent schools for PNSS and their work with these pupils is needed; on the practical level, regarding how schools are equipped to take care of all pupils, and ideological level, regarding democracy and inclusion.

This paper presents results from a total population survey study of special teachers and special education coordinators (SENCOs) in Sweden, examined under the examination acts of 2001 and 2007 (n= 4244; reply rate =75%). Here results are presented from the respondents working in independent schools (5.9%) and comparisons made to the rest of the population where relevant. In other words results are presented from the individual professional practitioners. At focus are questions regarding 1) what function they are employed in and where within the system; 2) what their educational background is; 3) what activities they do in their occupational role; 4) how they explain school difficulties; and 5) whether they believe diagnosis to be important to receive support.

Preliminary results show that special teachers and SENCOs often work on other levels than what their prior education would have predicted; that their professional roles include a variety of activities; that their explanations for problems can be seen as representing both a relational perspective and a deficit perspective; and, finally, that diagnosis is considered important by approximately half of the respondents.

Results will be discussed in relation to results from prior studies, with a focus upon the theoretical and practical implications for the inclusion actors within the education system are to strive for, both on the practical and political level.

Network 13: ICT & Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-102 Chair: Hakan Fleischer

518 Knowledge qualities in the one-to-one computer classroom

Hakan Fleischer

University of Jonkoping

One-to-one computer projects are getting common in European schools, for example in Italy, Portugal, France, Spain, Turkey and Germany, as well as in the Nordic setting. Previous research indicates that the pupils' sense of self-regulation in studies is increasing, as well as their motivation for studying. However, there is a lack of knowledge on how the quality of knowledge is affected by the one-to-one computer setting.

This research therefore investigates the knowledge qualities produced in essays about private economy for a case family, authored by 21 pupils in the age of 16 years from a phenomenographic framework, within a one-to-one computer project. The critical aspects emerged from the analysis were then applied to a comparative material, in which pupils were doing the same task, but not in a one-to-one setting. As a result of a phenomenographic approach while researching the one-to-one knowledge production, three critical aspects (Framing and Coherence, Logic and Relative Distance) fell out in the outcome space. Those were ordered within three categories, pointing out the depth of produced knowledge. In the one-to-one knowledge production, most of the material indicated shallow knowledge formed by the given task. The framing was poor; the logic was in general simple and the pupils showed a limited capacity to relate to the described situation. The research further show, that in terms of the three identified critical aspects, the overall quality was higher in the comparative material compared to the one-to-one material.

First, the texts are more coherent, more properly framed, and less scattered in the comparative material. The texts are given better gestalt by the use of more extensive narration. Second, there are higher quality of logical reasoning presented in the comparative material. There are fewer examples of simple cause-effect reasonings, and also less examples of pure definitions, copied and pasted from the Internet. There are instead logical chains and dialectic reasoning presented in the comparative material. Third, the narrative way of presenting the answers in the comparative material involves more of the pupils fantasy, resulting them to get slightly closer to the family situation when writing the essays.

Network 13: ICT & Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-102 Chair: Hakan Fleischer

164 Classroom management in technology-rich learning environments

Monica Johannesen

Oslo and Akershus University College of Applied Sciences

Research topic/aim:
In this paper we discuss what issues of classroom management that are particular important when computers and digital tools are brought into the teaching and learning environment. We also discuss how classroom management is dependent on the teachers' technological, pedagogical and content knowledge.
Theoretical and methodology framework:
There are several perspectives on classroom management, ranging from those that focus on discipline and order, to those that emphasise the student and teachers relationships. In addition, some argues for bringing the content of the syllabus into this setting. With the latter as a point of departure, we argue that computers and digital tools in the classroom both can be understood as a ubiquitous technology for all kind of learning and as a separate subject-area. Grounded on perspectives and concepts from Actor-network theory, we propose that technology in the classroom should be regarded as a non-human actor, which plays an important role in the relationship between students, teachers and content.
Based on data from an eight-month period of observation of two Norwegian primary schools, we report on a variety of classroom practices and discuss what kind of classroom management that works well.
(Expected) conclusions/findings:
The findings show that there are three main challenges in the management of technology-rich classrooms: First, that of arranging teaching and learning, in particular situations of start, transition and closing of classroom activities. Second, the physical organising of the technology in the classroom is significant factor for the management of the learning activities. Finally, the development of interpersonal relationships, based on self-defined rules and regulation, is essential to establish a classroom managed by the teacher, but still pervaded with democratic principles.
Relevance to Nordic educational research.
The Norwegian national curriculum has a particular strong focus on basic skills wherein digital literacy is one. This study pays attention to both practical and conceptual issues of developing classroom management in a technology-rich learning environment
Attachment to NERA-network and/or symposium
ICT and education

Network 13: ICT & Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-102 Chair: Hakan Fleischer

716 Is more flexibility the solution?

Eygló Björnsdóttir

Faculty of Humanities and Social Science. Department of Education

Because of the financial crisis, all universities in Iceland are now faced with overwhelming budget cuts and at the same time there is an increased competition for applicants. The universities have taken different measures in dealing with this situation. At the University of Akureyri more flexibility regarding time scheduling and location has been emphasized. In the spring term of 2011, it was decided to offer three pilot courses and, instead of classifying them as either face to face or distance learning, to organize them in such a way that students would have maximum flexibility regarding their time schedule and location. When the courses were over a study was conducted among students from one of them. The students were asked to complete a questionnaire on the Internet and they also participated in focus groups. The objective of the study was to examine the students' attitudes towards learning of this kind. The main conclusion was that the students found the course challenging but interesting and thought they had learned a lot. They were quite satisfied with the arrangement of the course, its layout and content. At the same time, around half of the student group did not regard this course structure as the ideal arrangement for courses in general, as they felt that while the arrangement was appropriate for the course in question. They pointed out that there was no guarantee that it would be as suitable for other courses which might contain elements less adaptable to the flexibility aimed at.

Network 13: ICT & Education

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: K-102 Chair: Hakan Fleischer

112 Digital Literacy in early childhood education - children's meaning-making

Mari-Ann Letnes

Queen Maud University College of Early Childhood Education

The aim of this paper is to identify qualities associated with kindergarten children´s aesthetic learning processes when creating multimodal texts using digital tools. The research question for the study presented in this paper is: What are the characteristics of children's aesthetic learning processes when they produce multimodal texts using digital tools? The topic chosen is connected to an interest in children's encounter with arts, and a pre-understanding that qualified supervision of children's multimodal text production is of vital importance for children's emerging digital literacy. The interaction between the child, peers, teachers, the art form and genre is explored.

The theoretical perspective for this study is socio-cultural, based on Vygotsky's ideas of how children learn, Dewey's philosophy of experience, and a socio-semiotic multimodal meaning theory presented by Kress & Van Leeuwen.

This formative research project, a pedagogical "experiment", is informed by an interpretive research paradigm, with inspiration from ethnographic culture studies. The data generated within this project were qualitative: field notes, video-observations, interviews, photos, and children's multimodal texts. The study has few informants: 12 kindergarten children, and the adults who work in their department. In the analysis a narrative approach was applied in order to give thick descriptions of situated aesthetic learning processes and experiences.

As to the results of this study, I have been able to describe how children use digital tools in their exploration of the digital texts they create. I have identified various types of interaction in aesthetic learning processes, with different examples of how children make choices related to form and content in their multimodal texts. The children's encounters with art and cultural expressions initiate their personal meaning making when facing their own expression. The digital tools were one framework factor related to children's situated expressions. By letting children gain experience with digital tools when they create multimodal texts, they were given an opportunity to construct their own digital literacy. In this pedagogical experiment the children participated in transformative processes and experienced different forms of aesthetic practice.

This study contributes with knowledge related to children's aesthetic learning processes and digital literacy in early childhood education.

Network 14: Multi Cultural Educational Research

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-205 Chair: Sigrun Sand

390 Justice and recognition in education

Andrew Kristiansen

University of Tromsø

In an educational system aiming at education for all concepts like justice, tolerance and recognition are often heard. Lenient use of these concepts can leave them with less substance and reduce them to slogans in a populist educational discourse. Recognition or misrecognition shapes our identity. The popular assumption is that all identity positions deserve recognition, just as each person deserves dignity.

Recognition is necessary in order to develop a positive identity and self, but does that justify all claims for recognition that promote a positive identity?

In this paper I will discuss how claims for recognition may pose a challenge within an educational system aiming at equal opportunities for all in a multicultural society. How are claims for recognition to be justified? How can teachers and students be prepared to initiate and engage in discourses on recognition, in order to distinguish between just and unjust claims for recognition? The paper presents results from an ongoing study concerning equity in education. The analyses are based on theories from both sociology and philosophy. The empirical background is numerous quantitative studies indicating that we have educational systems that reproduce social positions in society. Many European countries struggle in their efforts offering students equal opportunities independent of their ethnic or social background or sex. Dropout rates both in upper secondary and tertiary education are high, but students with parents with only primary education are overrepresented. Girls also do better than boys.

Network 14: Multi Cultural Educational Research

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-205 Chair: Sigrun Sand

745 Education in light of global mobility

Hildur Blöndal

University of Iceland

In the presented research plan the focus is on students that live with global mobility. Specific focus will be on their lived experiences and how in light of changes and uncertainties they build on competences gained in the process of adapting and adjusting to a new culture, new schools and new languages. The aim of this research is to brings together two distinctive groups that have in earlier research to a great extent been researched as a part of separate groups, that is immigrants and globally mobile students (Blöndal, 2010; Books, Ragnarsdóttir, Jónsson and Macdonald, 2011; Brooker, 2002; Cameron, 2003; Devens, 2005; Fail, Thompson and Walker, 2004; Hayden, Rancic and Thompson, 2000; Koehn and Rosenau, 2002; Ragnarsdóttir, 2008; Ragnardóttir and Blöndal, 2007). The discussion will be centered around questions about this separation in pervious research and how literature review reveals more commonalities between these two groups then what sets them apart. It also involves discussions about educational needs of students living with global mobility and how there is an increasing pressure on schools in Iceland to respond adequately to changing demographics that are a result of globalization and increased global mobility.
Participants are students, age 16-35, at three school levels in Iceland, Compulsory school, Upper secondary school and University that all have spent a significant part of their lives in a country other then their passport country or country of origin.
The study is qualitative and has two components, in-depth interviews and focus group interviews with 6-10 participants divided according to school levels and is theoretically framed with in the field of critical pedagogy.

Network 14: Multi Cultural Educational Research

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-205 Chair: Sigrun Sand

638 Master narratives, agency and teacher education

Christina Rodell Olgac

Södertörn University, Sweden

This paper discusses how intercultural pedagogy used in a course for student teachers concerning the five today recognized national minorities (Sami, Swedish Finns, Tornedalers, Roma and Jews) in Sweden can challenge hegemonic monocultural and monolingual discourses in the master narrative of the country and develop the students awareness of their own agency.
One important aspect of intercultural pedagogy are the emotional aspect of learning that occur when ethnocentric preconceptions and values are confronted and deconstructed, often painful processes that can take time (cf. Gundara 2000; Pihl 2002; Lahdenperä 2004). In these processes interrogating and deconstructing predominant master narratives and the creation of counter narratives are vital (cf. Ladson-Billings 1998).
This study, the first part of a longitudinal study, took place in a teacher education programme in 2008 (spring and autumn) and 2009 (spring), where the students explored the experiences of the five historical national minorities, especially in school contexts. The students' answers from an optional questionnaire (N= 192 students) at the end of the course about the course content are the main source for the analysis.
Discovering the sufferings and atrocities of the national minorities through history, also in school contexts, was in many cases completely new knowledge to the students and made a strong impact on them, especially emotionally. The study indicates that through exploring the historical and present situation of the minorities', awareness about their agency to transform classroom practices and the life opportunities of their future pupils also started to develop among the students. The implications of the study are that a course concerning the national minorities can act in favour an inclusion of not only minority pupils but also new migrant pupils in school contexts.
The perceived historical homogeneity of the Nordic countries has had far reaching consequences for the national minorities and the Samis and is therefore an important issue for intercultural pedagogical research.

Network 15: Literacy Research Network

Session 4 (Saturday, 9 March 11:00 - 12:30)

Room: HS-202 Chair: Eva Hultin

227 Nordic values and culture and development of academic skills according to international large scale-assessment (LSA)

Jakob Wandall and Søren August Ehlers

NordicMetrics & AU

The aim is describe and analyze the relationship between academic level (linguistic comprehension as measured by international reading studies) and differences related to values and culture.
The main method is comparison of the performance in reading from LSA, namely PISA2000 and PISA2009 and the trend in this time period and IALS1998 (Tuijnman,2003) with scores from the World Values Surveys which is designed to provide a comprehensive measurement from politics to economic and social life. Two index values on independent dimensions are constructed: 1) Traditional/ Secular-rational and 2) Survival/Self-expression values (Inglehart, 1997).
Four hypotheses about the interaction between national values and culture on the one hand and the mean proficiency level on the other are established and tested with available statistical data from LSA (PISA and IALS) from three clusters of countries: English speaking, Confucian and Nordic countries. The research design is a comparative cross disciplinary analysis based on existing data from LSA and studies of values and culture.
The hypotheses: 1) National values and culture has a defining effect on the academic level both in lower secondary and among adults in an advanced society, 2) national differences in values and culture are relatively stable over long time and not very sensitive to political initiatives; the academic level is therefore equally insensitive to policy change over short time 3) Academic progress depends on the students personal effort more than anything else. Educational success (measured by PISA) depends on student incentive to work hard, which is closely connected to values and culture. 4) Differences in reading scores of youth (PISA) show different national results than among adults (IALS). They depend on values and culture and long term effects of adult education.
The discussion on evidence and LSA-results had set the agenda for Nordic policymaking. The methods of testing are developed in a non-Nordic setting and the debate on their relevance as measures on the quality of Nordic education systems need research and scrutiny. Lots of research on the attitudes towards LSA has been conducted but very little on the scientific premises that are the foundation of these studies.

Network 15: Literacy Research Network

Session 4 (Saturday, 9 March 11:00 - 12:30)

Room: HS-202 Chair: Eva Hultin

79 Heteroglossic properties in written tests of scientific literacy

Margareta Serder

Faculty of Education and Society, Malmoe University

The worldwide growing practice of testing has implications as well on school culture as on current discourses about education; it provides a discursive resource on how to talk about citizens' knowledge. For instance, in Sweden, the young generation's knowledge in science is assumed to be decreasing, according to evidence from international comparisons on scientific knowledge, such as the PISA and TIMSS.
However, instruments for testing knowledge (such as scientific literacy in PISA) have limitations that are seldom addressed. Among these are the inherent psychometric assumptions that knowledge is individual, hierarchal and stable, and that it can be elicited by clear-cut test questions.
I will discuss these assumptions in relation to qualitative empirical findings from my dissertation project, in which I have attempted to explore students' meaning making of science test questions from PISA 2006. The aim has been to gain knowledge about how young test takers approach and interpret the questions that are used to assess their scientific knowledge. For that purpose I have taken a Bakthinian sociocultural theoretical and methodological perspective. Students' meaning making was videotaped (16 hours) when 21 small heterogeneous groups of 15-year olds collaboratively worked with eleven selected problems during a science lesson.
The semantic analysis suggests that when the students are to interpret these contextual test questions they are confronted with all the heteroglossic properties of human discourse. According to data it seems possible for the students to approach the test-questions with different understandings. Test-language does not appear as univocal but rather as ambiguous, and it actualizes many possible contexts and meanings in the discussions of the students. As such, it becomes crucial to discern between different social languages (scientific, educational, mathematical, everyday life-related or others) and most important: to understand the test constructer's intentions. The findings raise questions about whether it really can be assumed that students who take tests answer the questions we think they do. The relevance is therefore a caution in not over-interpreting results from large scale assessments.
This research was founded by The Swedish Research Council (Dnr 721-2008-4717).

Network 15: Literacy Research Network

Session 4 (Saturday, 9 March 11:00 - 12:30)

Room: HS-202 Chair: Eva Hultin

527 The predictive value of preschool language assessment on experience in compulsory schools and on wellbeing later in life

Amalía Björnsdóttir, Jóhanna T. Einarsdóttir and Ingibjörg Símonardóttir

University of Iceland, School of Education

The aim of this study is to investigate how language assessment at 5 years of age is related to experience later in life. The first aim is to look at school experience in compulsory school (age 6-16); for example, how students think about their experience, if they think the school work was easy or difficult, or if they received or think they should have received special support. The second aim is to see if the language assessment predicts the academic and employment standing of young adults (age 18 and 19). The third aim is to see if performance on preschool language assessment is related to later diagnoses of disabilities or special needs; for example, anxiety, learning difficulties, ADD, or depression.
In 1997 and 1998 the language abilities of 267 Icelandic preschool children were examined with HLJÓM-2. HLJÓM-2 is a standardized test to evaluate the phonological awareness of preschool children and is used in many preschools in Iceland. The children in the original study are now young adults (ages 18 and 19) and have completed compulsory school. In the spring of 2011, 85% of them participated in an online survey and answered questions about school experience, academic and employment status, social factors, and psychological wellbeing.
The results showed that there is a relationship between results on preschool language assessment and outcomes later in life. Individuals with anxiety, ADD, and dyslexia had scored lower in preschool than those without these diagnoses. The participants that thought compulsory school was a very or fairly good experience had significantly higher scores on preschool language assessment than those that found school boring. It seems that preschool language assessment can predict outcomes later in life hopefully making it possible to find and support at risk children.

Network 16: The Nordic Society for Philosophy of Education

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: H-001 Chair: Thomas Aastrup Rømer

108 Echoes of Kierkegaard's 'condition' in Rancière

Thomas Aastrup Rømer

University of Aarhus

In this paper, I explore a similarity between Søren Kierkegaard's Works of Love from 1847 and Jacques Rancière's The Ignorant Schoolmaster from 1987. The similarity concerns the ideas of 'condition' and 'presupposition', which are used in the same way in the two texts.

Kierkegaard talks about how love is not an end but a condition. Love is invisible: It may bear fruit, but is itself invisible. It is a condition that works and builds from within. Love must be presupposed if it is to have any consequence. Love is, therefore, an ideal, which cannot be declared.

Rancière speaks about 'equality'. He also says that equality is not a goal, but a condition. Equality is tested by pretending it is there already, by pretending that everyone has a will and is intelligent, that is, attentive. The fruits of the "condition of equality" are the free activity of attention and speaking where authority only appears when it forces the pupil or the citizen to stay in the equality condition. For Rancière too, equality, therefore, is also an ideal that cannot be declared, but must be presupposed.

So, for love and equality to come about, it must already be present.
Furthermore, this similarity apparently originates from a suspicion, shared by Rancière and Kierkegaard, that Socrates is not Socratic enough, that is, they both work within a Platonic tradition. If that is the case, it becomes possible to ask whether the 'conditions' of love and equality found by Rancière and Kierkegaard are examples of a life with Platonic forms?

These discussions and conclusions have important implications for a variety of educational themes, and I will touch on some of them in this article. In particular, I shall argue that education could be conceived of as the fruit of such conditions.

Network 16: The Nordic Society for Philosophy of Education

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: H-001 Chair: Thomas Aastrup Rømer

263 The 'pragmatic turn' and education

Tone Saugstad

University of Copenhagen

The 'pragmatic turn' and education.
This paper is a theoretical discussion of the ongoing transformation of the field of practice from a bureaucratic and ritualised to a flexible and variable field. As education refers to the field of practice as its subject matter it is important to discuss educational consequences of the changes. The changes could be characterized as a 'pragmatic turn' as the field of practice is allocated a new and strategic role in the knowledge economy, where knowledge has become a commodity with the focus on its utility use (Lyotard 1984). Flexible networks and 'just-in-time' production replace a bureaucratic organized mass production (Castell 2002, Sennett 1999). Furthermore, daily life is to a less degree founded on routines and traditions, but is increasingly open for individual choices (Ziehe 1983).

With references to Max Weber it is argued that bureaucracy can be described as an organic part of modernity. The bureaucratic standard can however not capture the contemporary fluid and flexible field of practice that belongs to a postmodern time. In spite of this a bureaucratic understanding can still be traced in educational thinking. Traces of a bureaucratic understanding can for instance be mirrored in the notion that the field of practice is rule-based and can be described in general terms. Hereby the following assumptions are nurtured; that theory and school-knowledge could be directly converted into practice; that the field of practice can be evaluated by a bureaucratic standard; and that the practitioner's personal judgement and estimation should be minimized.

Network 16: The Nordic Society for Philosophy of Education

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: H-001 Chair: Thomas Aastrup Rømer

100 Indoctrination involved with the structures of society

Liisa Granbom-Herranen

University of Jyväskylä, the Faculty of Education

The main objective of the paper is to highlight the phenomenon "indoctrination" combining it with the structures of society. Indoctrination can be understood as a result of negative education, a poorly out carried education (or mis-education as Crittendon puts it). The process might be intentional or unintentional (Snook). The process of indoctrination might concern some persons (individual) or it might be a phenomenon that is rooted on the structures of society (institutional) (Toukonen). This means that the one who indoctrinates can be either a person or a matter of a community or a whole society.

The structural indoctrination is a phenomenon that has to do with exercising of institutional and cultural power. It is not easy to define indoctrination as an institutional course of action or as an operational model of communal control. Inside the community or society, for the members, it is hardly a recognizable phenomenon. The society and its power structures enable indoctrination either by creating preconditions for it or the society with its decision aims at preventing education to be indoctrination or manipulation. (Huttunen, Puolimatka, Snook, Toukonen).

The study focusing on the expectations for raising children of common people in informal contexts in 19th century Finland highlighted the question about all that what is going on in the structures of society and that is taken as self-evident truths (Granbom-Herranen). Structures in society that might support indoctrination to be a part of education are comprehensiveness of the society, centralization of power and strong control in all sectors of a society. A member of a community as such cannot avoid effects and demands that are bounded with structures of a society. Indoctrination runs through the whole life of the society; it is a part of everyday life in language, culture and religion. Concentrated authoritative relationships, as in totalitarianism or during war time and economic crises, support the situation.

I argue that the acceptable ways to educate children are bounded with the ways a community or society functions. The connection between education and everything that goes on in society is strong. What kinds of elements in society enable indoctrination?

Network 16: The Nordic Society for Philosophy of Education

Session 5 (Saturday, 9 March 11:00 - 12:30)

Room: H-001 Chair: Thomas Aastrup Rømer

82 Science and Professionalism

Knut Ove Æsøy

Østfold University College

Purpose:
I will present some aspects of the "scientific mindset" of teacher education. The scientific mindset is being reflected through the disciplines textbooks. The notion of the mindset is constructed with reference to the concepts of paradigm, discourse, knowledge regime and knowledge interests.
Method:
A scientific mindset is a pattern consisting of the problems, objectives, methodology, perception of truth, perception of reality and ideality, as for the time governs the education field. I analyze the recommended literature based on this definition.
Findings:
I've been using the recommended literature at Østfold University College. The books are recently published and mostly made for the purpose. They are written in a Norwegian setting and express a specific understanding of the teaching profession.
The main problem is to reduce the gap between teacher education and professional teaching practice, the so called "practice shock". The main topic is how to increase the learning efficiency through better teaching methods in the classroom.
The books advocate "mixed method" presenting the teacher as a researcher. Only one book is presenting own scientific activity. The claims are supported by referring to own and others researching as their method. Theory emerges as a theory of practice. Knowledge is understood as information. They present orientation knowledge as important but do not tell way or present it as recipes on how to make good communication.
Epistemic they advocate pragmatism. Science can support or undermine claims and hypotheses, rather than to confirm or deny them. Ontologic, the reality is presented as "mostly" floating, situated and complex but dynamic. They have little interest in how the world is, but how the world works.
The ideological purpose of the recommended literature is melioristic. It is progressive, looking at the future rather than tradition and experience. The teacher activity can always be better. Any action should be based on empirical scientific research.
Relevance:
The melioristic glorification of empirical science omits some perspectives of the professional teacher. In my work I will present some of the ideas that are missing.

Network 17: Leisure-time Pedagogy

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-206 Chair: Anna Klerfelt

773 Educare as a way to empower young people: Lives in after-school centres and schools

Kolbrún Pálsdóttir

University of Iceland

This paper discusses the traditional dichotomy between education and care in Western Societies. The case of after-school centres for young school children is presented to shed light on the blurring of education and care in children's educational services. Early childhood education theorists have addressed the dichotomy of education and care in services for younger children, such as pre-schools. However, the provision of care in compulsory schooling has increased tremendously as schools have been assigned by authorities the organisation of extended care for the younger school children. The aim of this paper is to explore the current discourses on education and care within the compolsury school, specifically to examine the concept of edu-care with relation to the after-school services.

Network 17: Leisure-time Pedagogy

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-206 Chair: Anna Klerfelt

519 Everyday practice at the Sunflower: Resources, rules and prominent discourses.

Björn Haglund

University of Gothenburg

Abstract
This article highlights the everyday practice at the Sunflower, an afterschool center in a Swedish town. The theoretical framework originates partly from Giddens structuration theory and partly from critical discourse analysis. The structuration theory is used to describe the afterschool center as a social system with structures that are both medium for and a result of recursive social practices. The structures that are structuring the social system are constituted by and through different rules and resources that children and staff interpret and use in their interaction. The critical discourse analysis is used to emphasize power relations and prominent discourses that contribute to produce and reproduce the social system. The critical discourse analysis is also used as a resource to develop the social and discursive practice. In that way, by making the discourses visible, the analysis gives opportunities to mitigate inequalities concerning power relations between children and leisure-time pedagogues.

Data was constructed through six weeks of ethnographic field work which included observations of the activities, conversations with children and staff during the everyday practice, walk-and-talk conversations supported by photos from a digital camera and video recordings. Data construction is still in preparation but initial interpretations concerning the data shows that the social system is dominated by adult discourses that emphasize "surveillance" and "the number of children" that participate in the afterschool center activity.

The presentation should be relevant to Nordic educational research for several reasons. One reason is that this qualitative study supplements findings in former Swedish quantitative studies by offering deeper understanding of how the everyday practice is produced and reproduced. Another reason is that the study tries to develop the social and the discursive practice, essential but often ignored point of departures, concerning the activity in the afterschool center.

This abstract is suitable for NERA network no 17, "Leisure-time Pedagogy".

Network 17: Leisure-time Pedagogy

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-206 Chair: Anna Klerfelt

639 'Gingerly' Developing Play Facilitation - Disruptions as a means of analysing talk about play among school-age childcare staff

Eva Kane

Department of Child and Youth Studies, Stockholm University

'GINGERLY' DEVELOPING PLAY FACILITATION - Disruptions as a means of analysing talk about play among school-age childcare staff
Eva Kane, Stockholm University, Department of Child and Youth Studies

The aim of the paper is to explore play facilitation in school-age childcare and begin building theory
around this praxis.

This is a paper based on discussions with school-age childcare staff before and after an Action Research study that took place during 2011-12. First I explore the data arising using categories based on didactic intentions (Kane, Ljusberg & Larsson 2012). Secondly by using Deleuze and Guattari's(1988/2004) rhizome concept I attempt to discover new ways of understanding staff in their becoming play facilitators.

It is in the constantly changing relationships with children and each other that staff become play facilitators. This is an on-going process and just like the Ginger root (an example of a rhizome) grow in all kinds of unexpected directions. Play facilitation seems to 'gingerly' develop and may only become visible when disrupted. By initially using the concepts of stratification (lines of articulation) I will analyse the data using didactic intentions (Kane et al op. cit). These intentions divide into four possible positions; the didactic, the mature, the process and the chaotic. These intentions in play
facilitation practice can be perceived hierarchically. Then I will attempt to use the concept of smooth surfaces (lines of flight) to disrupt and decentre those hierarchies.

The Swedish curriculum sets school-age childcare staff the task of facilitating play. In an environment that is becoming more and more outcome driven it is very difficult to manage the paradoxical task of supporting children's learning while at the same time supporting their agency in play. This area requires research into praxis with an associated development of illuminative theory.

Network 18: Research on Teacher Education and Beginner Teachers

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-201 Chair: Ragnhildur Bjarnadóttir

236 Conversational strategies in use in mentoring of newly qualified teachers – creating productive practices for teacher professional development.

Merete Føinum

Department of Teacher Education and School Research, University of Oslo

This study focuses on productive conversational practices in mentoring of newly qualified teachers. By looking at mentoring conversations as knowledge creation (Hakkarainen et al. 2004, Paavola and Hakkarainen 2005) we ask: What conversational strategies are productive means in expansive mentoring conversations?
Learning to teach is critical for beginner teachers (Ulvik, Smith and Helleve 2009, Smith and Ulvik 2010). Thus, gaining insight in mentoring practices supporting first-year teachers' professional development on teaching is important. Horn and Little (2010) underline the importance of examining teachers' structuring of work-related conversation and found that different combinations of normalizing, specifying, revising and generalizing mattered. Our study adds knowledge about teachers' professional conversations by investigating strategies employed to externalize (Hakkarainen et al. 2004) situated knowledge about teaching to enable expansive learning.
Excerpts from one mentoring conversation explicitly focusing on teaching were selected. The conversation is part of a larger body of observations gathered over a period one school year, totalling 60 mentor conversations by 4 mentors. A first-year teacher presents his struggle to teach the whole class since one demanding students craves his attention. Mentor invites to a discussion of principles of teaching; teaching the whole class versus teaching the one student, leadership for learning through subject knowledge, planning for differentiated learning through task compositions, and the expansive potential of a carefully planned learning task.
Expansive conversational strategies employed by mentor were: 1) Pre-planned questions designed to approach both successes and challenges experienced by the first-year teacher. 2) In-the-spare-of-the-moment produced questions applied to externalize situated bits of tacit knowledge. 3) Normalizing statements of a supportive character was applied throughout the externalization phase. 4) Sequences of specification and revision of the teaching challenge took place until reaching a shared understanding of the object. 5) Sequences of advice-speech designed to cater to the needs of the beginner teacher helped to elaborate on didactic, subject specific and pedagogical aspects.
This study reveals not only conversational patterns in mentoring of normalizing, revising, specifying and generalizing (Horn and Little 2010), but also contributes specific knowledge about conversational strategies employed by mentors' to externalize otherwise situated knowledge about teaching.

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Network 18: Research on Teacher Education and Beginner Teachers

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-201 Chair: Ragnhildur Bjarnadóttir

287 Mentor education in Norway

Kari Smith, Kari Raknes Krüger and Inger Margareth Sagvaag

University of Bergen

Background/Aim
Internationally it is recognised that new teachers need some kind of support, and mentoring has become a key strategy (Jones, 2010). This study is part of a larger Scandinavian project, and the current paper focuses on mentor education in Norway. Universities and university colleges have offered mentor education as a national initiative to improve teaching since 2003 (Olsen 2012). From autumn 2010 all new qualified teachers (NQTs) are supposed to be offered mentoring (White paper 11, 2008-2009). As a follow up, the government has verbally supported and funded formal mentor education with academic credits administered by teacher education institutions. However, research on mentor preparation is rather sparse and underdeveloped, and we need to learn more about the content and impact of mentor programmes .

The main question of the current study is "How is Norwegian mentor education implemented in universities and university colleges in Norway?"

Methodology
First the study examined which Norwegian University colleges and universities offer mentor education. Next, four universities and four colleges were selected for a deeper document analysis as to level, duration, academic credit points, and number of graduates (the last three years) in the different institutions. The study also examined the contract between the student and universities, and the literature used in the program. The examination forms, as well as who teaches in the mentor education programs, are other foci for inquiry.

Findings
The work is still in progress, however, preliminary data suggest that there is great variation in the organization, content, length of education, academic level and examination forms in the different programs. This study illuminates differences and similarities in mentor education in Norway – from policy documents to practice.

Network 18: Research on Teacher Education and Beginner Teachers

Session 6 (Saturday, 9 March 11:00 - 12:30)

Room: H-201 Chair: Ragnhildur Bjarnadóttir

790 Mentoring preservice teachers. Definition of objectives.

Ragnhildur Bjarnadóttir

University of Iceland

In the last three decades many theories about ?good mentoring? and learning objectives for mentoring of student teachers have emerged. The traditional role of mentor teachers has been to instruct, give advice and support student teachers in the classroom. But from the eighties the role of mentors came to include support to student teachers professional and personal development, and the focus moved from adaptation to the job to the student teacher?s learning. In the new millennium new perspectives on the learning objectives of mentoring have become dominant in the literature about mentoring. The main objectives that now seem to be ?accepted? can be classified as:
* reflections on own actions, knowledge and values ? towards professionalism
* apprenticeship learning ? a gradual movement to new understanding and changed participation in social activities and culture; situated learning
* personal and social competence ? resilience, self-efficacy, relational agency etc.
* broader definitions of learning ? the development of learning communities, learning cultures, reciprocal learning and the professsional development of schools
The theoretical argumentation for these learning objectives come from constructivism, humanistic theories, social cognitive theories and sociocultural theories.
In my paper I will present some results from a study on how two groups from the practice field define their view on the most important learning objectives of mentoring, and compare them to the objectives according to the ?theory?. These groups are a) master students who have had one course in pedagogical mentoring at the university, b) school administrators in partnership schools, who are responsible for planning mentoring as a part of teacher education. It is expectd that these definitions of objectives will be different in many ways.

Network 20: Teacher's work and life

Session 3 (Saturday, 9 March 11:00 - 12:30)

Room: HS-203 Chair: Anna-Carin Bredmar

485 Simple Requests to Maintain High Quality Teachers: A Qualitative Study on Preschool Teacher Retention

Michael B. Wells

Uppsala University

Background and Objectives: Retaining well-qualified preschool teachers remains an international issue. Preschool teachers in the USA and in the Nordic countries state that they are overworked, underpaid, and not well-respected within their profession. However, little research has meaningfully explored what changes preschool teachers request in order to keep them working in a preschool. The aim of this research project is to discover what factors are the most salient in convincing preschool teachers to continue working for their preschool agency.

Methods: Qualitative interviews were completed at 10 Head Start preschools in an urban setting within the USA. Ten lead and ten assistant preschool teachers were randomly selected for participation in this study. Interviews lasted for an average of 45 minutes, allowing for a rich detail of their perspectives. Three lead teachers and one assistant teacher declined to be interviewed due to privacy concerns about being audio-recorded. The interviews were completed using a semi-structured interview guide, transcribed and analyzed using Malterud's Systematic Text Condensation method by both authors. Themes and categories were agreed on by the authors, and they acknowledged that saturation was achieved after ten interviews with each preschool teacher position.

Expected findings: The expected results were that four themes emerged on the topic of teacher retention. Teachers stated that they have their own personal goals, required greater levels of classroom support, were overburdened by paperwork, and needed help with child behavior issues. In order to increase preschool teacher retention, the preschool teachers gave examples of how they wished to be treated by being rewarded for their hard work, having a more manageable teacher-child work load, cut out unnecessary paperwork, and receiving greater training on child behavior problems as well as if they could provide training for parents on child behavioral issues.

Conclusions: This study shows that preschool teachers are passionate and dedicated to their field, but factors relating more to the bureaucracy of preschool administrators, rather than their salary or the teacher-child relationship, play an instrumental effect on their continuance or cancellation of employment with a preschool program.

Network 20: Teacher's work and life

Session 3 (Saturday, 9 March 11:00 - 12:30)

Room: HS-203 Chair: Anna-Carin Bredmar

200 Teachers moving to other jobs? Interviews of former teachers in Finland

Sanna Honkimäki, Anne Martin, Hannu Jokinen, Matti Taajamo and Jouni Välijärvi

University of Jyväskylä, Finnish Institute for Educational Research

In Finland, students' willingness to apply for teacher education is high and it has even grown in recent years. Nevertheless, it has been estimated that teachers' willingness to move to other jobs will probably increase. Internationally, in the USA, and partly in Europe and other Nordic countries, the shortage of applicants for teacher education and qualified teachers is already common (Palmer 2007). Therefore, more profound knowledge is needed of the reasons for teachers' mobility to, inside, and out of the educational field.

Teachers' transition to working life can be considered very challenging. For example in Finland, full pedagogical and legal responsibility is given as soon as the teacher enters the school with formal qualifications (Jokinen, Heikkinen & Moberg 2012). The components influencing individuals' career development are various: individual, environment, interaction and change (Patton & McMahon 2006).

The aim of the project called the Mobility of Pedagogical Expertise is to examine the reasons for young people applying for teacher education and for qualified teachers moving elsewhere inside the educational field or totally changing profession. Additionally, the possibilities to prevent the mobility out of the field, and to support newly qualified teachers are investigated.

In the project, both quantitative and qualitative data has been gathered. A web questionnaire was addressed to teachers (N=1318). It focused on the mobility of teachers and the reasons for that, and teachers' experiences of the induction phase. In order to deepen the view, ten former teachers were interviewed. The themes of the interview concentrated on the experiences of teachers' transitions and opinions of teacher education, induction phase, and attraction of teacher profession.

This paper presents the results of the analysis of the interviews. The analysis of the interviewees' stories showed a variety of paths leading to new jobs. One of the most central issues was the scarcity of teachers' possibilities to move forward in their career. Though they had left the field, they, however, were enthusiastic developers of school and education. In business life teacher education is highly appreciated.

Network 20: Teacher's work and life

Session 3 (Saturday, 9 March 11:00 - 12:30)

Room: HS-203 Chair: Anna-Carin Bredmar

246 Teachers' experiences of work enjoyment as an atmosphere – An empirical lifeworld phenomenological analysis

Anna-Carin Bredmar

Department of Pedagogical, Curricular and Professional Studies

Emotional dimensions are neglected in research of teachers' work, particularly positive emotions like work enjoyment. The paper presents an original analysis of an empirical study of a phenomenon that is undervalued in research of teachers' work but most fundamental in teachers' practice.
The purpose of this paper is to show how teachers' experiences of one dimension of work enjoyment, namely joy as an atmosphere, can be described and understood from a lifeworld perspective. The article is an empirical lifeworld phenomenological analysis.
The approach is a phenomenological lifeworld perspective and the theoretical notions for the analysis are central notions of the lifeworld. The selected notions are intertwined, natural attitude, prepredicative, intentional and intersubjective. These theoretical notions have been selected in purpose to illustrate how they can be used to illuminate what teachers express in interviews about their experiences of work enjoyment.
The using of central notions of the lifeworld has illuminated some vital and fundamental characteristics of teachers' experiences of work enjoyment such as it's basic function as a floor and it´s inherent possiblitiy to open up the teacher to the whole classrumsituation, like standing in a threshold. It also reveals that their experiences of joy is intertwined with their experiences of flow and control. The lifeworld phenomenological approach enables revealing new concepts and metaphors for a richer understanding of this phenomenon.
The lifeworld approach gives us a different and rich understanding for emotional dimensions in teachers work, such as work enjoyment. The approach provides useful concept that broadens the understanding of the content, function and meaning of teachers' experiences of work enjoyment. The paper also, points to the need for more research in this area.
Human feelings, like teachers' experiences of work enjoyment can be given a richer understanding though a lifeworld perspective and help us to further understand conditions for teachers' work among young children. The result also reveals certain aspects of teachers' work that are most significant for their experiences of work enjoyment. It also reveals the fundamental meaning and function of joy in teachers' work.

Network 21: Politics of Education and Education Policy Studies

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-202 Chair: Daniel Petterson

170 The Narratives of Large Scale Assessments Revisited – Thru the Lenses of Comparative Education Review, 1974 and 1987

Daniel Pettersson

University of Gävle

After the year 2000 results emanating from large scale assessments like PISA and TIMSS has been spread by newspaper and other media formats. The media is however not the only carrier of PISA and TIMSS and not the only way through which they come into play in the educational sector. They also come into play through bureaucratic and political contexts. In this it can be said that large scale assessments creates and forms how we talk and think of education. When we today discuss large scale assessments a specific narrative is in use. This narrative has been created in a discussion about large scale assessments that has evolved since IEA in the 60´s presented their first international assessments. In this paper I revisit IEA discussions through content analysis of two special issues in Comparative Education Review from the year 1974 and 1987. In the narrative from 1974 it is concluded that when future historians of comparative education will refer to the 60´s, they will refer to it as the decade of empiricism and the quest for quantifiable "scientific" modes of inquiry. It is said that the reason for this methodological orientation are many, but among them, the general concern for development, modernization and educational efficiency, are included. In the narratives of 1987 the main discussion, in part, has shifted towards the perception of the IEA work in a more policy oriented way. The shift of narrative can be interpreted as one, of many, shift on how large scale assessments evolved and came into play in bureaucratic and political contexts, when we entered the next millennium.

Network 21: Politics of Education and Education Policy Studies

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-202 Chair: Daniel Petterson

225 Democratic values in the comprehensive schools curricula of the Nordic countries

Getahun Yacob Abraham

Karlstad University, Department of Educational Studies

The major focus of this paper is to find out which aspects of democratic values are emphasised in the comprehensive schools curricula of the Nordic countries. It also tries to find out similarities and differences in emphasis and if available data allows to further investigate the reasons for differences and similarities.

Major sources for the work were curricula of comprehensive schools from the Nordic countries. Each country's current curriculum was closely read to understand the contents and to undertake comparative analysis. Text analysis was used as a tool to look closely at the text and context. For further knowledge journals on curriculum studies and other relevant materials were consulted.

A preliminary review of the general section of comprehensive schools curricula of these countries show:

In the Danish curriculum participation, responsibility and understanding rights and duties are emphasised.

The Finnish curriculum raises issues on human rights, equality, natural diversity, preservation of environment and multiculturalism. Responsibility, a sense of community and respect for the right and freedom of the individual are emphasised. General diversity and gender equality are given significant attention.

In the Icelandic curriculum the major focus is human rights, collective responsibility, participation, influencing, and respect. Concern for people, animal and the environment are included in the curriculum. Critical thinking and reflection, active cooperation & collective responsibility are also emphasised.

The Norwegian curriculum mentions understanding, cooperation, independence, individual freedom and tolerance as important issues.

Swedish curriculum raises issues on respect for human rights, respect for persons and the environment. It considers inviolability of human life, individual freedom and integrity, equality between women and men, solidarity with the weak and vulnerable as crucial points. Sense of justice, generosity of spirit, tolerance and responsibility, well-being and development of the individual, no discrimination and personal responsibility were among the areas the curriculum lifted up.

The curricula in these countries give room for democratic values. There are some variations on emphasises on specific issues. But all the curricula include issues of rights and responsibilities.

Keywords: curricula, democratic values, Nordic countries

Network 21: Politics of Education and Education Policy Studies

Session 6a (Saturday, 9 March 11:00 - 12:30)

Room: H-202 Chair: Daniel Petterson

503 A case of exemplary policies! The relationship between intended policies and practised policies in Iceland.

Magnus Thorkelsson

Flensborg college / University of Iceland

For these past decades several laws have been passed on Upper secondary education in Iceland. The objectives have very much been the same and very much in harmony with the international educational debate. However several topics have never reached any conclusion and thus reappear in the next policy turnover.
In this paper an example will be taken of two policy issues that have been heatedly argued. One deals with access to the system, i.e. opening it up to a wider group of students and inclusion, and having done that the constant droput of 25-30%. The other deals with one suggested solution and how the aims behind that solution have changed. This is a policy of giving more weight to vocational studies. The initial idea was to create better artisans but today the debate is very much about using vocational studies to minimize the dropout.
The paper will be based on ideas on policy research as laid out by Guba and Dunn, as well as Labaree, Zhao and others. It will deal with the history behind this debate, who were the key players, key ideas and what happened to them.
This paper is a part of a PhD study written under the supervision of professor Börkur Hansen.
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Network 22: Poststructuralist Pedagogical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-204 Chair: Bosse Bergstedt

689 Ethics and Identity Politics – an Aporia of the Educational Relation

Simon Ceder

Lund University

Zygmunt Bauman argues in Postmodern Ethics (1993) that people are neither good nor bad, but rather morally ambivalent. Bauman's discussion is based to a large extent on Emmanuel Levinas' ethical condition, placing the other before the subject (1961/1969). Exploring ethical educational relations, these can be seen as handling morally complex situations, and as not functioning according to a fixed moral code but contextually. The purpose of this paper is to use the insights on the aporetical ethical relation in order to discuss the aporia of (i) the use of categorisations in identity politics and (ii) the ethical way of meeting the other as an infinitely unique other.

In education, some commonly used categories are for example gender, ethnicity, disability, age and the like. In an educational context, categorising is used for different purposes: ability grouping, or identity strengthening activities, to mention a few. I argue that the use of categorisations in identity politics has an important role in education, but I also argue that at the same time categorisations must be complemented with a more ethical perspective.

An educational relation, as analysed with Levinas' thoughts on the ethical condition, places the other before the I, and before predetermined categories. The category student – or any other – goes well beyond the persumed identity based on the social construction of stable identity categories. I use Levinas' notion of infinity not only philosophically as infinite positions between the I and the other, but also to consider the other's individuality as an infinity. Here, an infinite other is unreachable, and uncategorisable. The subject also comes into being not until the meeting with the other, which is a dismissal of the traditional individualistic ontology (Levinas 1981/1998). Levinas' view on the subject and the infinite other is analysed with the concept of nomadically becoming (Braidotti 2006), and being intra-acting with the other (Barad 2007).

I should underscore that I do not argue for infinity in favor of categorisations, nor do I seek to sort out when to use which perspective. Instead I analyse this dilemma as an aporia of the educational relation.

Network 22: Poststructuralist Pedagogical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-204 Chair: Bosse Bergstedt

772 Being and becoming in classroom – practical and ethical questions

Riikka Hohti

University of Helsinki

The presentation is based on my doctoral research, where narrative ethnographical data have been produced by 10-year-old children as ethnographers in their (and my) classroom. In this presentation I examine the division being/becoming, which is central in childhood studies.

The views of children as becoming (incomplete, future adults) and adults as being (complete and stable) form a basis of the dominant narrative of school. This historical view is strongly present in the data produced by the children and my own experience of working as a class teacher. This is so despite of the later, largely accepted ways of seeing children as competent and knowing (the being child) and the uncertainties that make adults' lives instable and incomplete in many ways today (the becoming adult).

I draw theoretically from hybridity and the idea of all entities as emergent within the encounter (Davies, Deleuze and Guattari, Barad). These approaches make it possible to see how the dominant narrative is still constructed daily within the entangled material, discursive and social agencies of school.

In the analysis the first challenge has been to seek analytical ways that respect the rich narrative data written by the children. Secondly, the position of the teacher-researcher has had to be defined. Is it possible/necessary to wipe off my knowledge about the research context? Are the personal and bodily experiences like exhaust of the teacher-researcher irrelevant for the study? Or are they, on the contrary, vital starting points for unfolding the cultural and material forces which define life in classroom? How to investigate towards the not-yet-known? With the help of the conceptual idea of smooth spaces where the limits of data can be pushed (St Pierre), I have proceeded by producing my own autoethnographical and analytical writing. The emerging narrative spaces allow me to challenge the dualisms (adult/child, fact/fiction) of the dominant narrative.

I deal finally with the issue of communicating the research results both from a practical and ethical point of view. How to discuss the results, in this case troubling and controversial, with the children and inside the school context?

Network 22: Poststructuralist Pedagogical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-204 Chair: Bosse Bergstedt

368 Math is just an aid kit.

Geir Rögnvaldsson

Borgarholtsskóli, Reykjavík (secondary school).

Everyday task that may be given a mathematical solution is a massive part of our live. The issue of this study is to describe how an individual approaches such a task: to explore what he counts as mathematics; how he uses the mathematics learned in school and to explore if he uses any sort of mathematics that is different from that taught in schools.
This was done with a qualitative cross sectional one case study. Data were analyzed from the viewpoint of semiotics which is to trace the path of meaning making.
I stayed on a farm for seven short periods with even intervals, from February to December in the year 2010, collecting data from the farmer's everyday live, covering all seasons. The main purpose of the data analyzes was to identify the mathematical thought and concepts the farmer had to deal with. The farmer´s apparent knowledge was then compared with curricular objectives in mathematics at the end of compulsory school in Iceland.
Main findings were that the sources of the farmer's everyday tasks can be traced either to nature itself or to human society. Many of the nature given tasks can be solved without arithmetic solutions. This demands traditional working skills and creative initiative on the farmer´s behalf. Pathfinder to its solution is to be found in the farmer´s metalanguage and ordinary vocabulary. The tasks traced to society are more demanding in terms of common arithmetic procedures and conceptual understanding. Vast majority of the arithmetic procedures used by the farmer is taught in primary schools. Scientific signs and symbols of mathematical nature are frequent in his activities. He uses arithmetic procedures when surpassing traditional know-how and mathematical foresight can be used in solving the matter. The notation he uses depends upon whether he has to share his thoughts with others or not. He innovates by putting already known procedures/ concepts in new context.

Network 22: Poststructuralist Pedagogical Research

Session 2 (Saturday, 9 March 11:00 - 12:30)

Room: K-204 Chair: Bosse Bergstedt

232 Students and teachers construction of mathematics and mathematics education in the light of the political solution "more of the same"

Kristina Holmberg and Eva Riesbeck

School of Teacher Education, Halmstad University

Mathematics education in Sweden has during the last decade been under consideration in varied ways. Reports from PISA and TIMSS indicating that the results in mathematics goes from bad to worse has started a rescue-army departing from the Ministry of Education. Money has been investigated, addressed to further education of mathematics teachers and to increase the time in mathematics during the years in compulsory school. In line with this also the Swedish National Agency for Education has taken initiatives to develop mathematics education. Here the development of quality of mathematics education and the learning outcomes are at focus.
To investigate this further our research group has followed two schools supported by the Agency initiative during 2010-2012. All together 120 students and 8 teachers were interviewed twice, in groups. The aim of this ongoing research project is to analyse and discuss students and teachers construction of mathematics and mathematics education and to carry out a radical discussion in relation to theories of modernity and political documents. In this presentation the ambition is to communicate the first preliminary results.
Discursive psychology and discourse theory, both founded in social constructionist and poststructuralist theories are used to analyse the extensive empirical material. The combination opens up for a two-sided analysis where the interesting relationship between agency and structure may be analysed with a trustworthy methodology. In relation to mathematics education we find this approach useful as it opens up for a critical discussion.
Four categories have emerged from the empirical material. The students are constructing mathematics and mathematics education as a resource, as an effort, as boredom and as pending. Our research group find those results interesting to discuss per se, but also in relation to the national initiatives where the approach to find solutions in mathematics itself appears to be governing. It could be considered as important to discuss and problematize the political solution "more of the same" as a way to develop mathematics education in the 21st century. The ambition in this presentation is to contribute to the debate about mathematics education by transforming the problem into a concern of society.

Network 25: Youth Research

Session 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-205 Chair: Gry Paulgaard

782 Not ready for upper secondary education - Nordic language

Gro Løken

Center for Studies of Educational Practise(SePU) H?gskolen i Hedmark

One out of three does not succeed in the Norwegian upper secondary education. The reasons are many and various. They may not come into what they wanted to or the secondary education was not as expected (Hernes, 2010; Markussen, 2008). They might also have social and personal experiences which can cause drop out of secondary education. It seems like the student who does not succeed in primary school, neither succeeds in upper secondary education.
In Denmark they have a voluntary 10th.year at school, which in Norway will mean an 11th year. We have by quantitative and qualitative methods tried to find out more about the function of the 10th year at school in Denmark and a report is published from this study: ?Det er fedt? (Nordahl, Sunnev?g, L?ken, 2011).
The quantitative survey was conducted among 10th grade students in Denmark and the results are mainly compared with students in 9th grade with the similar academic level. The quantitative material showed that the 10th grade students had a positive development in the central subjects, Danish, math and English, and especially among the boys. It was an obvious improvement in motivation and work effort, and the extents of behavioural difficulties were radically decreased when compared to the 9th grade students, and they also felt more satisfied in school.
The interview of students and teachers confirmed the quantitative results, and showed a high degree of congruence between teachers and students on their experiences from the voluntary 10th school year. Both teachers and pupils claimed that the student?s ability to pick and choose from different subjects had a positive effect on their educational interest.
The report concludes that a voluntary 11th school year in Norway built
On certain premises can contribute to more pupils completing their upper secondary education. My presentation will focus on how we could use this results to build up an 11th year at school in Norway.

Network 25: Youth Research

Session 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-205 Chair: Gry Paulgaard

726 It's so odd not knowing what you want to be…

Inga H. Andreassen

Bergen University College

The concept of career has changed from being related to work only, to personal and social life in general (work, school, leisure, family). As the principle of lifelong learning and lifelong counseling is emphasized in many parts of the world, it is interesting to shed light into how adolescents make career decisions and what may impact them.
This is the issue in an ongoing study of 8 Icelandic and Norwegian adolescents. The aim of the study is to (1) discover which personal values are important in their career decision-making and (2) how different career areas are related in their plans and choices. As this is an ongoing study, the presented results are preliminary.
The study is a longitudinal study over a period of 6 years. The first part was done in grade 8, the second part in the subjects' first year of upper secondary school, and the third will be done in their third year. This is a qualitative study. The approach is a combination of individual interviews and written essays. The latter was based on a list of questions and keywords, as well as other matters the subjects considered relevant.
To what extent do adolescents consider their future in their career choices? Which values are important when they choose education programs and consider future jobs? Are these values stable or more dynamic during adolescence? Is there a gender difference in how they reflect on their career? These questions will be illuminated in the presentation.
The findings from the study may be of value for those who work in counseling and guidance in secondary schools and make a contribution to the research on young people's conceptualization of career values.

Network 25: Youth Research

Session 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-205 Chair: Gry Paulgaard

381 Drop out in upper secondary education: a complex societal issue which demands empathic teachers with high level of didactic and relational competence

Britt Karin Støen Utvær and Anna-Lena Østern

Norwegian University of Science and Technology, Program for Teacher Education

Aim
The aim of this paper is to illuminate the complexity of the drop out issue in upper secondary vocational education supported by different kinds of data. The six students in this sub study participated together with almost five hundred other Health and Social Care students in a longitudinal study. The research questions are: (a) How can a holistic research design contribute to understanding the students' progress in upper secondary education? (b) Which critical incidents do the students consider important for their further choice of education?

Theory and methodology
Self-determination theory is chosen as the main theoretical frame of reference. For the discussion of the results, system thinking in complexity theory is used as optics in order to give a tool for a discussion of the tensions between the system and the life worlds of the students. The research design chosen is called sequential mixed design and narratives are constructed based on triangulation of data from a survey, from register, and from phenomenological interviews.

Results
The narrative approach shows that the drop out phenomenon in upper secondary education is very complex, and that this complexity becomes very visible in a design where different kinds of data are mixed and integrated. Focusing on some chosen critical incidents in the lives of the students this sub study shows that students with weak results and much absence from lower secondary school might succeed in upper secondary school if the education in school and enterprise is perceived as interesting, if good relations to important adults in the school are established and the students experience mastery of their tasks. The analysis furthermore unveils that the past influences the young persons at risk and makes them vulnerable. For some of the students the past produces serious consequences for the progress in upper secondary school, even if both motivation and goal for a vocational education are strongly present.

Importance
This study is highly relevant and presents results regarding a hot topic in Nordic upper secondary vocational education, where the high drop out rates are concidered as a real challenge.

Network 3: Early Childhood Research

Session 7a (Saturday, 9 March 13:30 - 15:00)

Room: H-204 Chair: Tove Lafton

583 Exploring danning (bildung) in digital practice through reflective talk.

Tove Lafton

Oslo and Akershus University College of Applied Science

Through the last decades technology and digitalization has been central in our societal development and as a consequence, digital media also establish themselves as tools in planning, constructions of and performances of practice in early childhood education in Norway. This paper aims to look into digital practice as a construction, where digital danning (digital bildung) amongst early childhood practitioners in Norwegian barnehager (kindergartens) is the turning point. Based on findings in reflective talks together with two groups of early years practitioners I investigate what positions the adults experience they can occupy in meetings involving digital tools, adults and children, and how these positions might be understood.

Based on discursive readings of the Framework plan for the content and tasks of kindergartens (Norwegian ministry of education 2011) and findings from an ethnographic inspired fieldwork in spring 2012, there seems to exist an understanding of young children as competent and rapid learners regarding the use of digital tools. This understanding positions the child as "the expert". Through the term digital literacy one might challenge this discursive understanding by discussing possible positions of the adults, in what Krumsvik (2012) refers to as digital bildung.

Findings from reflective talks with early childhood practitioners function as an entrance to the discussion regarding the adults positions in digital practices. Through their participation in reflective talks, early childhood practitioners put forth some elements in how to operationalize digital literacy in the field. In those talks the participants use their own personal stories originating in their digital practices, and engage in reflections upon their actions through analytical talk (Cohen 2010). As a consequence a complex and contested term as digital literacy needs operationalization. The paper looks into how digital literacy and bildung may look like in the field of Early Childhood Education.

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Network 3: Early Childhood Research

Session 7a (Saturday, 9 March 13:30 - 15:00)

Room: H-204 Chair: Tove Lafton

616 What is a child?

Ingrid Bosseldal

Inst. för utbildningsvetenskap, Lunds universitet

In my dissertation I study the definition of a child in parenting educations and Swedish compulsory school curriculums. I am interested in how the child is defined, as this in turn affects the way we interact with and treat, or legitimate our treatment of, children.

This paper is a part of my dissertation work and aims to analyse how the concept of a child is made up in the Swedish parenting education for becoming international adoptive parents. Since 2005 the parenting education is compulsory for all Swedish citizens that want to adopt a child from abroad and the class is based on a text book written on demand of the Swedish government: Special parents for special children (2005).

In the book the Swedish authorities' try to prepare the adoptive parents for the difference between children born in Sweden raised by their biological parents and children born somewhere else by someone else. The goal is to educate the parents about how they in varying situations can need to compensate for these differences – but the text is also a manifestation of the Swedish authorities definition of a child, and therefore of great interest for my study.

Network 3: Early Childhood Research

Session 7a (Saturday, 9 March 13:30 - 15:00)

Room: H-204 Chair: Tove Lafton

311 Cultural Diversity in Norwegian ECEC: Challenges Related to Children as Diverse Learners?

Tora Korsvold

Queen Maud University College of Early Childhood Education

Research topic/aim: Several Nordic studies have revealed that even though the ideal goal in education institutions is presented as equity in terms of results, daily practice for staff is often a matter of majority-based equity that leaves less room for differences among children as learning subjects (see Bundgaard & Gulløv 2005, Lunneblad 2008, Palludan 2005). The research proposed builds on earlier work within the project Day-care Centres in Transition. Inclusionary Practices. financed by the Research Council of Norway 2008-2010 (see Korsvold 2011). Diverse learning is a concept that includes both the youngest and the oldest in a group, boys and girls, ethnic minority and majority children, practices and activities etc. Our problem questions were among these: How do professionals in ECEC settings create room for inclusionary practices? What special issues must be taken into consideration if children as diverse learners are to feel comfortable and enjoy themselves in ECEC institutions?
Theoretical and methodology framework: The project is theoretically based on the interdisciplinary and wide research tradition in childhood studies and new research perspectives within in field of ECEC. In studying children as diverse learners we prefer a broad theoretical approach, rooted in the assumption that an understanding of childhood within different contexts requires a broad analytical perspective to embrace the dynamics between notions of children, learning processes, and policies. Furthermore the theoretical approach leans on theories of cultural diversity (Gullestad 2002, 2005 among others).
Conclusions/findings: Inclusion through practices depends on how adults respond to children's participation and children's agency, viewing children's competences in a resource oriented way. What plays an important role in this respect is staff members' ability to recognize the total competence of individuals and to regard cultural meetings to have a positive value.
Relevance to Nordic educational research: The cultural diversity discussion is important to Nordic educational research since the issues of how learning is organized in ECEC settings and how preschool teachers act are important for children as learning subjects.

Network 4: Classroom Research and Ethnographic Studies

Session 6 (Saturday, 9 March 13:30 - 15:00)

Room: HS-101 Chair: Carin Roos/ Christina Olin-Scheller

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723 A qualitative study of principals' views on crisis management in relation to the school shootings in Finland in 2007 and 2008.

Marie Cederberg

Åbo Akademi University in Vasa, Finland

The violence in Finnish schools has been steadily increasing during recent years. In 2007 nine students were killed in a school shooting and one year later eleven students died due to a school massacre. There has only been modest prior research on the school shootings in Finland and the crisis management connected to these massacres, which implies that this particular study contributes with new knowledge.

The aim of this study is to investigate how the crisis management in three schools was carried out after the school shootings in Jokela 2007 and Kauhajoki 2008. The focus has been on identifying similarities and differences in the methods of crisis management and the principals´ views, when comparing these two incidents. The aim is concretized in four research questions. The data collection method consists of six qualitative deep-interviews with principals of compulsory schools. A narrative approach has been practised when analysing the material.

The study has a comparative approach as the principals answers are evaluated both after the incident in Jokela and Kauhajoki. The results show that when the two incidents are compared, the most significant change occurs within the attitudes and experiences of the principals. After the first school shooting the respondents´ think that the massacre is an isolated case and that something similar probably never will happen again. After the second massacre the respondents' views have changed, as they say that schools shootings are a recurrent phenomenon that has come to stay in Finland. Even though the attitudes of the principals have changed, there has been no change in the ways of managing threats and crises in the schools, when comparing the two cases. This is to show that the principals' new insights of schools shootings as a phenomenon is not influencing their practical work.

This presentation will include a conclusion of a comprehensive theoretical framework, where the author contributes with an alternative way of explaining schools shootings as a phenomenon. This conclusion can help parents, teachers, educational researchers and policy makers to recognize the warning signs that occur before a school shooting and how to prevent violence in schools.

Network 4: Classroom Research and Ethnographic Studies

Session 6 (Saturday, 9 March 13:30 - 15:00)

Room: HS-101 Chair: Carin Roos/ Christina Olin-Scheller

165 Out of coverage - in Research, on the Net and in Media. An ongoing project of childhoods in rural areas in Sweden

Carin Roos, Christina Olin-Scheller

The Department of Education, Karlstad University

This paper describes and problematises the experience of growing up in rural districts. The aim of the presentation is to discuss this ongoing study and draw attention to the growing need for research in this area.
The aim is to study how the environment and ongoing social, educational and technological changes shapes, empower and restrict rural children's lives and learning. The project focuses knowledge-making and identity creation, equal participation and involvement in and out of the educational setting.
There is virtually no studies on children in sparsely populated areas the last decade. Thus these children can be seen as out of research coverage (Helve 2003, Nyström 2009, Weiner & Öhrn 2009) and they may belong to the group of children on the outskirts of the digital landscape – out of net coverage (Zimic, 2010). They are also out of media coverage (Mediar Council, 2010), and are seldom considered in discussions on children's conditions (Nord & Nordgren, 2002). City children's circumstances are therefore likely to dictate the norms of people's ideas regarding their well-being (Halberstam 2005).
Since the 1990s, Swedish research on children, young adults and school has undergone an internationalization process (Nyström, 2009; Weiner & Örhn, 2009). Swedish scholars have, to a large extent, appropriated Angle-Saxon research questions and applied them to Swedish contexts. Moreover, research interests, issues and theoretical approaches have been formed by a strong involvement in urban and modernity issues, in which studies on children have been based on class and ethnicity problems with a focus on children's actions of resistance.

This study has an ethnographical approach with multiple methods. The research is located in a newly started independent school, an adjacent after-school centre and pre-school and during three years follow and observe activities in and outside of the institutions.

The target group consists of qualified educators and other staff, their pupils aged 1-12 (45 in primary school, 20 in preschool), and their families.
Implications for education
The results of the study will be of interest at the group level and in comparison with urban and rural parts of the country, describing children's well-being, participation, and learning.

Network 4: Classroom Research and Ethnographic Studies

Session 6 (Saturday, 9 March 13:30 - 15:00)

Room: HS-101 Chair: Carin Roos/ Christina Olin-Scheller

277 Resistance and ruptures as preliminary base to understand the mechanisms in continuous teacher professional development (CTPD).

Bodil Svendsen

Programme for teacher education, Norwegian University of Science and Technology

The aim of the CTPD model is to develop professional competence long term for science teachers. This is done by practicing classroom intervention.

Aim and context
In this paper I discuss the concept of teacher development in a learning community to investigate characteristics of the resistance and ruptures within such a process.

The CTPD model in this study is based on experiences of both international and national projects, such as the SINUS (Steigerung der Effizienz des mathematisch-naturwissenschaftlichen Unterrichts),
and the Norwegian SUN (School Development in Science) project. The SINUS project led to a growing
reveal of a stronger awareness about the value of working with colleagues for teacher professional development (Ostermeier et al, 2010).The SUN model is based on network building by one or more schools, and this forms the basis for the development of science teaching. In contrast to current individual continuing education, the focus is on long-term development for the science community at the school.

The CTPD model in this study is based on teachers' own needs and will consequently develop expertise in the desired direction within a teaching college in long- term. The contents of this project are both practice-related and relevant to teachers.

The aim of the study is to further develop existing good practice. This study has a central goal to test the CTPD model for local school development in science. The focus is directed towards the development of expertise in methodology and didactics. Professional development is experienced in the participant school.

Theoretical framework
Teaching methods which are considered new and enhanced as a mean of self-development requires commitment and confidence by the teachers in their own profession. To implement an exploratory teaching in their own classrooms teachers reflect on their practices (Windschitl 2003). Teachers may feel greater mastery of the implementation of the method in their own practice (Taitelbaum et al. 2008). It may develop changes in teachers' methodological and didactic knowledge about the use of inquiry based teaching.

Traditional courses and workshops as a method of professional development for teachers have proven to be ineffective (Guskey 1986). Factors that have proven important are cooperation on the professional development of staff over time, the ability to get teachers to work inquiring about relevant learning objectives, teachers to implement new teaching methods in their practice, and that they are able to reflect on newly acquired practice (Watson & Manning 2008, Ball & Cohen 1999; Loucks-Horsley, Hewson, Lowe & Stiles 1998; Bell & Gilbert 1996; Marx, Freeman, Krajcik & Blumenfeld 1997, Putnam & Borko 2000, Borko 2004). The data thus shows that successful capacity building occurs when teachers entering a long-term learning partnership in practice and

when it is the teachers' needs in focus (Watson & Manning 2008).

Research question and method
The research question elaborated in this study is "What are the characteristics of resistance and ruptures for developing continuous professional teacher development?"

The study will approach this question by investigating the main data for analysis in this study: survey and interviews. The study will be conducted in the framework of both qualitative and quantitative (mixed methods) approach based on fieldwork. Qualitative data will be assessed with references to the general theoretical context. Quantitative data from the fieldwork will be processed through standard statistical analysis.

Preliminary results and discussion
The main result will be a description of characteristics of continuous teacher professional development and I will discuss the potential of using a CTPD model in a learning community. This specific model of CPTD can, if proven successfully, be used in other countries. The design is not fitted for Nordic use only, and the findings, however, will be interesting for others studying teachers` professional development.

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Network 4: Classroom Research and Ethnographic Studies

Session 6 (Saturday, 9 March 13:30 - 15:00)

Room: HS-101 Chair: Carin Roos/ Christina Olin-Scheller

632 Talking of depression with children

Roar Stokken

1) Vikemarka primary school, Ørsta, Norway 2) Møre and Romsdal Hospital Trust, Volda, Norway

Bringing young pupils' attention to mental health issues as an integrated part of education can be challenging. Still it is an important topic, especially when pupils and/or parents struggle with their mental health. In such a setting it can be crucial to introduce the topic without pointing directly at the real reason for bringing it up.

To develop tools and strategies for bringing up mental health as topic in the context of schools, we carried out an exploratory participatory research project. We used an animated film about the «Cockroach with the ugly jacket and the head full of sad thoughts» as a trigger for reflection among the children. The sessions were observed by one or two researchers that had a legitimate reason to be in the classroom due to formal connections to the school. Field notes were taken by the researchers, and the teachers wrote individual reflection notes of their experiences.

The film was shown to eight groups of children by eight different teachers. The teachers were free to do what they found to be the best way to reflect upon the film. The majority of the teachers conducted a discussion among the children, but also other approaches were chosen to facilitate reflection.

We discovered that teachers found the animated film as a helpful start-off point for reflection, since it made it possible to bring up the topic while the real reason could remain covert. We observed variations in how the reflections were explicated and how discussions evolved. The educational approach of the teacher, the pupils themselves, and how the pupils tended to talk to each other in general were important factors.

Our main conclusion is that animation is a promising way to bring young children's attention to mental health issues. However we recognize that just showing the film and conducting a discussion is demanding. We therefore suggest that such films should be accompanied by a booklet were experiences from discussions based upon the film are presented.

Network 6: Educational Leadership Network

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: E-303 Chair: Monika Törnsen

751 Students as stakeholders in school's evaluation activities

ASTRID ØYDVIN

Sogn og Fjordane University College

Research topic/aim
Students in Nordic countries are intended to have an active role in learning, as it is stated in the national evaluation guidelines for Norway. The expectation towards students on a system level, are not only to be part of democratic processes in educational institutions, but also to be co-responsible partners in learning activities. Their influence is expected to be substantial in student assessment and in other parts of schools' evaluation.

Students' participation has different functions, both being part and training for a democratic society, and also participation as a tool for learning. The study investigates how the Norwegian educational system tries to fulfil the ideal of students being a stakeholder in evaluation activities.

The paper elaborates on students' participation. The key research question is How is the students' role and function described by students, teachers and leaders in schools? The aim of the study is to explore how students can be stakeholders.

Theoretical and methodology framework

The theoretical framework is based on evaluation theory; stakeholders in evaluation and evaluation activities as learning processes. Qualitative data from a selection of three secondary schools in Norway is used. The focus is on two evaluation activities; "The Pupil Survey" and "Student-Teacher-conversation", both mandatory activities in all levels from the 5th grade to upper secondary school. The data is collected through interviews with teachers and leaders.

Findings

Policy documents give pupils a role in evaluation activities. The reasoning on the roles is closely connected to developing democracy. The documents also underpin the learning aspects in evaluation activities, but the students are not taking part as an active partner in evaluation of their own learning process.

Relevance to Nordic educational research
Nordic countries have in recent years explored the use of different quality systems and development in schools, but there is a lack of knowledge in what the roles and functions of the students are. No research addresses evaluation activities as support for learning processes.

Network 6: Educational Leadership Network

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: E-303 Chair: Monika Törnsen

41 Principals enggement in schoolevaluation utilization

Anne Berit Emstad

Norwegian university of science and technology

The paper is based in my Phd thesis that examines the principal's involvement in the use of school evaluation results. The purpose of the study is to develop knowledge about the processes that have taken place after the school evaluation. Furthermore, to gain a deeper understanding of how schools use schoolevaluation in their work to improve the school learning environment and how the principal involved in this work. The study's main research question is: How is the school evaluation used as a basis for further work, and how does the principal engage in this work?
The study is a qualitative study using phenomenological interviews with principals, teachers and students at six elementary schools that have implemented a schoolevalulation. In addition, the empirical material consists of observations of meetings and document analysis. Four of the schools conducted an external school evaluation, and two of the schools conducted an internal school assessment.
Theoretical framework of the discusion is based on Dewey's theories of learning and development, as well as empirically generated theory about professional learning communities and the purpose of assessment.
One of the main findings of the study is that the principal's involvement affects the use of school evaluation. The principal priorities, thoughts and assumptions influenced on the whether, and in what way the school assessment used. Another finding of the study is that teachers in small degree participate in the reflection on the results of school assessments, and it is used little time on reflection before a decicions is made about how to use the findings in school assessment. An important element of professional learning communities is the ability for critical thinking and reflection. The reflection around the findings described by research participants largely as a discussion on what is appropriate and what they find interesting to follow up. By bringing in new knowledge in the reflection, school leaders and teachers could have increasingly challenged their experiences and action theories. This could provided a broader basis for making a decision about what practice they need to monitor and improve.

Network 6: Educational Leadership Network

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: E-303 Chair: Monika Törnsen

157 Kunnskapsleiing i praksis - Rektors rolle ved implementering av tilrådingar i skolevurdering

Kjellfrid Mæland

Høgskolen Stord/Haugesund, Norge

Internasjonal forsking viser at skoleleiaren har ein viktig funksjon når det gjeld kvalitetsutvikling, relasjonsbygging og kommunikasjon. I implementeringsarbeid synest det vera fruktbart for rektor som kunnskapsleiar å ha fokus både på det teknisk-rasjonelle perspektivet (The Eye of Science) og det tolkande og skapande perspektivet (The Eye of Art).
Norske styringsdokument legg stor vekt på både rektor som tydeleg leiar og på distribuert leiing. Dei siste 10-15 åra har det vore gjort omfattande arbeid med å utvikla kriterium for vurdering av skolar. Rapportane frå prosjektet "Kunnskapsløftet – Fra ord til handling" (2005-2009) viser at det likevel kan vera lang avstand frå ord til handling.
Målet med denne studien er, gjennom ei kvalitativ forskingstilnærming, å utvikla innsikt i endringsprosessar i skolen, med vekt på rektor si rolle når det gjeld å implementera råd frå ekstern skolevurdering. Konteksten for studien er ein kommune i Vest-Noreg. I perioden 2006-2009 vart det gjennomført ekstern skolevurdering i kommunen, med fokus på tilpassa opplæring. På basis av eit omfattande materiale vart det laga ein intern og ein ekstern rapport for skolen. Her var det tilrådingar om vidare arbeid, men skolane skulle sjølv prioritera tiltak og utvikla handlingsplanar i samråd med skoleeigar.
Datagrunnlaget for denne studien er at det våren 2012 vart gjennomført ein dokumentstudie av dei offentlege rapportane og ei kvalitativ intervjuundersøking i kommunen, med rektorar frå 10 skolar og representantar for skoleeigar, der dei reflekterte over kva som hadde skjedd med tilrådingane frå skolevurderinga.
Dei førebelse resultata viser at rektorar i same kommune hadde noko ulik tilnærming i forhold til det teknisk-rasjonelle og det fortolkande og skapande perspektivet. Alle skolane hadde utvikla planar, men omfanget og bruken av desse var ulik. Kontakten med skoleeigar varierte. Fleire rektorar la vekt på å knyta tiltaka til eksisterande prosjekt, andre la vekt på å sjå tiltaka i forhold til nye utfordringar. Særleg galdt dette relasjonen lærar – elev og auka fokus på den estetiske dimensjonen. Rektorane understreka at godt teamarbeid i personalet var ein føresetnad for implementering.

Network 7: Empirical Research on Value Issues in Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-103 Chair: Marjatta Pakkanen

335 Space for dialogue: breaking rules of conversation?

Marjatta Pakkanen

Department of Education, University of Jyväskylä

Dialogical interaction is seen as a value in educational settings; it is also seen as a way to support students to take part of collaboration. Voluntary engagement, commitment and mutual speaker roles in conversations are virtues of dialogical interaction (e.g. Burbules 1993). However, asymmetry in speaker roles among equals, e.g. turn taking, or topical dominance in group conversation, is often seen even in educational group discussions. Yet, there are methods which are designed to make conversation more equal, among others speaking round -method (Nummenmaa & Lautamatti 2004). Speaking round -method is designed to influence turn-taking, topic selection, and length of turns, which are basic elements, or rules, of conversation.

Learning groups in Pedagogical Studies for Adult Educators (PSAE) in Finland use speaking rounds to give adult students equal space to speak and equal possibilities to express their own perspectives. In general, interrupting or overlapping other's turn, commenting or evaluating the turn of an equal, is not allowed, but speaking from one's own viewpoint, including epistemic rights to speak the topic of one's own, is supported. In my presentation I will discuss how speaking rounds influence conversational rules, or, is there influence.

My data consists of six speaking round conversations in one PSAE learning group. The data is recorded in ordinary learning group situations, and analyzed by applying ideas of conversation analysis. Preliminarily, the data shows difficulties in breaking rules of conversation. Especially hard it seems to be speaking from one's own point of view only, without connections with previous turns. However, the method gives space for everyone to speak - it may even put pressure on speaking, which is contradictory to voluntary engagement.

Burbules, Nicholas, 1993. Dialogue in teaching. Theory and practice. New York: Teachers College.
Nummenmaa, A.R. & Lautamatti, L. 2004. Ohjaajana opinnäytetöiden työprosessissa. [Guiding the working process of thesis] Tampere: Tampere University Press.

Network 7: Empirical Research on Value Issues in Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-103 Chair: Marjatta Pakkanen

356 Evidence-based nursing - or lack thereof!

Jonna Gintberg Jensen

Center for Compulsory School Research, School of Education, University of Aarhus

Background: In hospital sectors social and health assistants perform complex nursing tasks without consistent application of the underlying anatomy, physiology, and updated evidence-based knowledge. Conditions neither benefit patients, quality of nursing care or community. Patients hospitalized with increasingly complex clinical pictures. This will require quality, continuity and safety in nursing, including built on evidence-based knowledge, as well as standardization and consistency in the delivery of nursing tasks.
To overcome links between theory and practice in situations of forced action are difficult. In stead of nursing is performed as 'out remediation strategy' in the code: care / not care
Objectives: To gain an insight into how the social and health assistants themselves observe the use of updated knowledge in nursing and how they learn new tasks. The purpose of the study is to clarify, how educational future must be planned for social and health assistants if they continue to be able to act in the hospital world.
Methods: 29 social and health assistants in 4 medical wards at a university hospital are included in the study by a strategic selection in 2011. Qualitative individual interviews were implemented and using an applied ask guide. The system theory and the constructivism are the theoretically approach. The analyses are Jens Rasmussen's interpretation approach and analysis method. Central concepts are communication, observation, system/outside world, competences, education and culture. In interpretation analysis strategies are meaning dimensions used.
Expected findings: 1) When social and health assistants read information in books, 'it fly out of my head as soon it enters.' 2) In case of doubt demand an experienced colleague, rather than read the updated guideline, and 3) Assumes new complex tasks without reflection on any consequences
Conclusion: Acquisition of new tasks done by virtue of socialization as craft grip decoded; while underlying anatomy, physiology and updated instructions are absent. Nursing seen as a craft and performed in the code 'care / not care' rather than a coupling between the codes: 'knowledge / no knowledge' and 'sick / healthy'.

Network 7: Empirical Research on Value Issues in Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-103 Chair: Marjatta Pakkanen

76 The ethos of an adult college

Ari Heikki Sivenius

University of Eastern Finland, Faculty of Philosophy, Department of Educational Sciences and Psychol

Adult college is an educational institution that organizes education for adults in the evenings. Adult college can complete the whole primary school or secondary school curriculum and matriculation. This study examines the ethos of adult college as a historical, cultural, social and institutional organizational phenomenon. Ethos as a phenomenon is intricate. It is defined here as the unwritten recommendations and criteria of acceptable conduct, which regulate the procedures of adult college as much as written guidelines, recommendations and rules. These social structures, practices and beliefs are called the ethos of an adult college, and it develops in accordance with the history of the establishment. Ethos manifests the guiding values of an adult college that help to distinguish important objectives form insignificant ones, acceptable behaviour from objectionable and desired results from unwanted ones. The customs and values of the work community that create a basis for common language and, at the same time, help to develop a social atmosphere in the study environment.

Methodologically this study follows the tradition of hermeneutical research. The empirical data consists of teacher survey (N=16) and student essays (N=78). Analysis focuses on the atmosphere, psychological study environment and ethicality. The values, practices and responsibility issues of adult education are viewed from the teachers' and students' perspective. The scope is widened by analysing both the ethics of education and the teacher's expertise as well as the work and study environments of an educational establishment as a sociocultural entity. The ethos of an educational establishment is viewed from both historical and current perspectives and, thus, the dialectical framework of the ethos of an adult college is beginning to formulate.

Teacherhood is built on interaction between social, cultural and operative dialogue, and thus, discussion of ethical issues should be encouraged by collective examination of different situations. Teaching adults requires understanding, readiness and willingness to operate in an educational institution. Social structures, practices and values should not be forgotten when developing the work and study setting because it is the framework for understanding the social and cultural environments of an educational establishment. Ethos creates a common base in which the teacher and student shares his or her knowledge and understanding in different matters.

Network 9: General Didactics

Session 6 - Miscellaneous (Saturday, 9 March 13:30 - 15:00)

Room: K-202 Chair: Jörgen Dimnaes

663 Reality game - a new medium to create participation and involvement in regional development in high school?

Birthe Lund

Aalborg University - Institute for Learning and Philosophy

Within this study the future users of the region, the students, was invited by "Region Nordjylland" to take part in its future planning. This paper investigates how the student responds to the innovative design of this invitation and how they experienced this new learning environment, which invited to collaboration and creative thinking through competition. The research result is based on observation and pre and post electronic questioners to 800 students
In this design experiment intensive use of ICT technology liked 800 students, regional administrators and politician together in a new invented game: "Nordjylland på spil". It is described and analyzed how 800 high school students in North Jutland during two days acted as producers of input to regional planning by interactive reality games, using different multimedia resources, social medias and role-play to produce songs, essays, videos and concrete suggestions for the future development of the area.
This is in many ways to be described as a pedagogical and "didactic" innovation by welcoming different ways of expressions and simultaneously forcing the students to compete to come up with the best proposal to regional development. One challenge – among others - was related to the fact, that the high school teachers was forbidden to structure and participate in the reality game. Regional engagement does not play an important role in the high school student's life in general, and regional planning is a process that is traditionally undertaken by adults and politicians at a community and government level. This study discuss and puts into perspective how new media and interactive reality games was able to create a new approach to community/regional planning by allowing the voice of this group of stakeholders to be heard.

Network 9: General Didactics

Session 6 - Miscellaneous (Saturday, 9 March 13:30 - 15:00)

Room: K-202 Chair: Jörgen Dimnaes

508 The Swedish Individual Education Plan - a tool for learning or a mission impossible? Teachers' experiences of dilemmas in IEP practice

Åsa Hirsh

Jönköping University, School of Education and Communication

The study aims to explore some central dilemmas that teachers experience within their IEP practices in Swedish compulsory school. It is assumed that IEP practice houses inner contradictions, and the dilemmas teachers experience are understood as articulations of these contradictions. The research questions are:

- What dilemmas can be discerned in teachers' descriptions?
- What contradictory values or conflicting goals collide and give rise to the dilemmas that teachers articulate?

Furthermore, coping strategies for handling dilemmas and possible consequences that different dilemma management strategies entail are discussed.

The study deals with central issues concerning assessment and documentation that go beyond the Swedish IEP context, and is therefore relevant in a Nordic/international perspective.

Central concepts from cultural historical activity theory are used as theoretical framework. IEP practice is viewed as part of teachers' assessment practices, and assessment as part of teaching. Teaching is the activity system in which assessment practices – such as IEP practice – are framed. Learning is the general object of activity in school, and assessment can be said to contribute by directing students' attention to the object. The documentation templates teachers are required to use within IEP practice play an important role as mediating artifacts. As such they present opportunities as well as limitations, and to a certain extent determine IEP practice.

In this study, the concept of dilemma refers to a conflict between two partly contradictory goals/purposes, that both somehow need to be fulfilled. Neither can be deselected, wherefore other ways of handling the dilemmas must be sought.

Through qualitative content analysis of 15 interviews with teachers of different stages of Swedish school, three central dilemmas emerged, that are presented thoroughly in the results:

- Time: Documentation versus Instruction
- Bureaucracy: Officially correct versus Student/Parent friendly
- Assessment: Summative versus Formative

Three different ways of handling dilemmas are elaborated and problematized in the discussion:

- Procedural display (IEP as ritualized performance)
- Combining (IEP according to all the recognized rules)
- Creating a new thirdness (Towards a qualitatively different way of working with IEP)

Network 9: General Didactics

Session 6 - Miscellaneous (Saturday, 9 March 13:30 - 15:00)

Room: K-202 Chair: Jörgen Dimnaes

113 Competance to act

Hilde Aga Ulvestad

Sogn and Fjordane University College

This paper is about the consequences on knowledge when it comes to practical disciplines such as arts and crafts being no longer offered in teacher training at some colleges. I am afraid that teacher education programs that eliminate practical disciplines might come to stand without arenas where to acquire skills related to action. The main focus of this chapter is therefore on showing how action competence can be achieved specifically through creative work in arts and crafts as well as on its more general value in teaching.

Arts and Crafts represent knowledge that is embedded in both theory and practice, showing itself primarily in action and is being taught through action. The knowledge comes into view when you can do what you hold on to, and it is easy to detect when you can do or not do, because it is tied to action. This is a form of action competence.

Arts and crafts involves creative working processes, specifically concrete appropriate problem-solving in an alternating effect between theory and practice. To create something tangible is important. The working process is based on experience, understood as a process, knowledge and ability. This means the use of different learning traditions.

In order 'to exercise' the teaching profession a general competence to act is needed. Your practice field, as an upcoming teacher, requires you to bring together different elements of knowledge in education. This together-tying happens, among others, through practical action.

Network 9: General Didactics

Session 6 - Miscellaneous (Saturday, 9 March 13:30 - 15:00)

Room: K-202 Chair: Jörgen Dimnaes

262 Learning about sustainable development. A study on textbooks in Home- and Consumer Studies

Lolita Eriksson, Karin Hjälmeskog

Department of Education

Given the Swedish national curriculum's and the syllabus for home and consumer studies' strong emphasis on sustainable development (SD) this study aims to explore how this theme is evolved as content in home and consumer studies (HCS) over time. Textbooks are one part of the content influencing students' meaning making and learning. Textbooks can also be regarded historical in the sense that they are written on the basis of earlier knowledge although intended to be read in the present and the future. This study focuses on HCS textbooks and explores how SD-related content, with special focus on food, has changed over the last 50 years.

Textbooks, when used, imposes certain meanings. In this study, meaning making is defined as making our reality understandable, something that is done in social interaction. Further, meaning making is regarded as a presumption for development of different action repertoires. Health, economy and environment are regarded as floating significants with diverse meaning within different discourses. This in turn decides what meanings and, consequently, what actions are made possible or are excluded in the use of the text. The texts have been analyzed through the lens of SD in terms of health, economy and environment in relation to food, using the computer program NVivo.

The aim of HCS, according to the syllabus, is to educate interested, creative, and active family members handling their consumption in a conscious and sustainable way. Preliminary findings suggests that in the textbooks the students are passive receivers of normative messages, and not in need of doing autonomous and self-reliant choices, though in some textbooks there are one or two traces of the active student.

Network 11: Historical Research

Session 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-208 Chair: Magnus Hultén

540 To create an autonomous and free self. Progressivism in Sweden 1920-1940

Jan Morawski

Högskolan Dalarna, Sweden

This article examines how a progressive and child centred discursive formation in education was created in Sweden during the interwar period 1920-1939. The main interest is limited to examine what kind of argument and claims the actors of the progressive movement produced confronting the question of purpose and aims of education. The inquire item of the study are selected articles published in the journal "Pedagogiska spörsmål". This journal was published 1923 to 1940 and the journal´s declared aim was to inform the readers about new methods and ideas in education. The journal had also strong connections to the international progressive movement: The New Education Fellowship. The outcome of the analysis shows a fundamental discursive formation claiming that a better society and a future of hope and peace only is possible if education is capable to produce free and autonomous individuals. From this position all forms of schooling are rejected that produces a mentality of authority, obedience or competition. This discursive theme that education at its core must have an emancipatory and subject-raising function is redefined to some extent in the 1930s. The free individual needs to be socialized to citizens in an international democratic community. The study's relevance for our time is that it presents an alternative counterpart to our time dominant educational discourse where competition, efficiency and measurability requirements are the core of what is claimed as education.

Network 11: Historical Research

Session 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-208 Chair: Magnus Hultén

627 From a Narrative of Suffering to a Narrative of Growth

Brit marie Hovland

Department of Educational Research, University of Oslo

Changes in primary school history textbooks reveals the inter war period as a transitional period of historiography and collective memory, but the changes was slow and unpredictable. The Nordic (and the world's first) history textbook revision (1919-22, 1933-35) called for a re-written narrative without national obstacles and enemy images of the neighboring others. The political aspirations (the Nordic community) implied a re-narration of the national narrative. Changes, amendments or resistance to change and discussions along the way give an enhanced understanding of this inter war reconfiguration process.

The traditional Norwegian historical plot was: Golden Age – Decline - Rebirth. In the Nordic setting this pattern was especially challenged by the Icelandic presentation of the Saga period (Golden Age) and the Swedish presentation of the Union period (Decline). The traditional depiction of the historical landscape was de-constructed, national enemies crumbled up and left the narrative drained of its plot. A narrative of suffering was configured to a narrative of growth facilitating the retreat of the Swedish antagonist.
It is a main question how the changed historical landscape, the transformations of antagonists and protagonists and narrative/rhetorical genre/mode are interrelated in the process. Historiography, philosophy of history, AD Smiths theories on national identity and Ricoeurs narrative epistemology represents some of the theoretical framework.

The analysis of the Norwegian narrative within the Nordic setting is especially interesting in the NERA setting. The Nordic textbook revisions 1919-22 and 1933-35 were the first of its kind, moulding a field later followed by Leage of Nations, Unesco etc.

Network 11: Historical Research

Session 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-208 Chair: Magnus Hultén

621 Reforms or deforms in the Upper Secondary School in Sweden?

Magnus Grahn

Inst. för utbildningsvetenskap, Lunds universitet

My paper will analyse the Upper Secondary School in Sweden, its reforms during the 1960ties and the consequences of these reforms. The Swedish education system – not only the Upper Secondary School - changed a lot during the 1960ties. In the beginning of the 1960ties the Upper Secondary School had about 60 000 pupils and ten years later there were more than 180 000 pupils. These quantitative changes must also have influenced the amount of teachers, officials and school buildings.

One important question in my dissertation is what reasons this huge quantitative change had, and of course, demographic development is one important answer. The Swedish population grew a lot after World War 2. During the sixties the birth rates were very high, but there was also a growing consciousness and interest in education, which stimulated the growth of the Upper Secondary School. One of the most well known investigators behind the preparation of the Upper Secondary School was the prospective Swedish Prime Minister Olof Palme. He meant that 'in a community of vibrant transformation must change affect development most dynamic elements, namely education.'

I will also put focus on the content in the reforms and so far in my investigations I have found out that one of the most dramatic changes in the curriculum was the importance of independent work. One aim was to raise the young people to become independent citizens and the education system had to encourage this.

Furthermore, my focus is on the consequences of the reforms: How did the Upper Secondary School implement the independent work? Was it successful? How did they handle drop outs? Today it's a big challenge to reduce the amounts of drop outs. Were the efforts during the seventies as big as today?

You can sum up my dissertation in three questions why? What? and then?

Network 12: Inclusive Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-101 Chair: Anna Lind Pétursdóttir

646 Teachers collaborating for inclusive content based language teaching

Maria Rubin

Faculty of Education and Society, Department of School Development and Leadership, Malmö University

Research topic/aim: Students with another mother tongue than Swedish are overrepresented when it comes to not reaching the goals in upper secondary school. Many bilingual students who don´t reach the goals meet special education in different ways which means that SEN (Special Educational Need) teachers need to find new ways to support students´ second language development and work for inclusive education. Since multilingual students learn the language while studying different school subjects the subject teachers need to find new ways to work with the language while teaching the subject.

The aim of this PhD study is to improve content based language teaching at an upper secondary school. Another aim is to explore how subject teachers and a SEN-teacher in collaboration can support different aspects of students' second language development.

Methodology/ research design: Methodologically the study is influenced by Educational Design Research, and conducted as action research. The study takes place at an upper secondary school which prepares the students for future work in health care. In a first phase the research focuses on how the classroom interaction is established according to communicational and relational aspects. Secondly the study focuses on how the teachers can work together to create a content based language teaching and support different aspects of the students' language development. A combination of methods will be used starting with participant observation, followed by audio/video recording, interviews and eventually case studies.

Research questions: How is the language learning established through the relations in the classroom interaction? How can a content based language teaching be established? "What aspects do the subject teacher and the SEN-teacher need to focus in order to support the students' second language development?

Theoretical framework: The study is based on a sociocultural view of second language, learning and development. The theoretical framework is also inspired from a relational paradigm in the field of inclusive education.

Relevance for Nordic educational research: The Nordic countries meet the challenge of teaching in multilingual school contexts. It is crucial to take advantage of the students´ multilingualism in order to create an inclusive school.

Network 12: Inclusive Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-101 Chair: Anna Lind Pétursdóttir

294 Social Policy and Social Capital. Immigrant Parents and Exceptionality

Dóra S. Bjarnason

University of Iceland, School of education

This paper builds on findings from an extensive research into how Icelandic parents perceive of formal and informal support to a disabled child over 33 years period of significant socio-economic and social policy changes and how these affected family life and choices. A new study from 2012 revisits 30 parents of disabled children after the economic collapse of 2008 and after the disability service system moved from the state to the municipalities in 2011. Ten new families were added on to the sample including five immigrant families.
This paper focuses on the experiences of five non-Icelandic families with disabled children. The children are born between 1998 and 2008. The goal is to explore the experience of immigrant parents of disabled children of formal and informal support to the child and family and to compare the experiences of immigrant and native parents. The questions dealt with here are: 1. How does Icelandic social disability policy impact the quality of life available to immigrant families with disabled children? 2. What formal and informal supports were these parents able to get? 3. What hindered and what helped these families in accessing supports?
The theoretical perspectives are social constructionism, social capital theories (Bourdieu, Coleman, Putnam, Allan) and post-structuralism (Foucault 1977; Allan 2012). The method is qualitative. Five families (5 mothers, 3 fathers) were located through strategic sampling. Three came from very different European countries (north, central and southeast Europe), and from Asia and the Middle East. Two parents spoke Icelandic reasonably the remaining parents spoke little or no Icelandic. Two couples were interviewed through an interpreter, the others in English. The findings show that the immigrant parents expressed gratitude to the service systems for helping them deal with disability what they saw as their private problem. They engaged with little or no bonding social capital in Iceland. Power flowed towards the parent who has better command of Icelandic or English undermining the parent who lacked these language skills and/ or were reluctant to build a new identity for themselves and their children.

Network 12: Inclusive Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-101 Chair: Anna Lind Pétursdóttir

700 Show me and I' ll understand: Effects of video modeling on social interaction of children with autism

Anna-Lind Pétursdóttir and Þórhalla Guðmundsdóttir

School of Education, University of Iceland

Autism is a disorder of neural development characterized by, amongst other things, impaired social interaction. This study investigated the effects of video modeling with iPod touch® on social interactions of four children with autism. In video modeling a child is shown a video-clip of target behaviour and given the opportunity to practice that behaviour. The participants were three boys and one girl, aged four to five years, and attending public preschools in Reykjavik, the capital of Iceland. The participants were shown a one minute long video-clip on iPod touch where a peer model initiated social interactions with two peers and played with them. Then the participants were guided into the same settings as shown in the video-clips and four dependent variables were measured: Delay in initiating play, time spent in reciprocal play, frequency of words and frequency of playsounds in five minute play sessions.
Single-subject-multiple baseline designs across participants showed that video modeling had positive effects of the social interactions of children with autism with their peers. When using video modeling the delay of the participant initiative social interaction shortened (on average from 138 s to 27 s), time spent in reciprocal play increased (on average from 100 s to 235 s), frequency of words increased (on average from 8 to 49 words per five minute play sessions) as well as the frequency of playsounds (on average from 4 to 15 per five minute play sessions). Also, the increased skills generalized to play with other peers, to playing with a larger group of peers and to the typical preschool environment. These increased skills were maintained six to seven weeks after the end of intervention. The results indicate that video modeling is an effective and relatively simple way to increase the social interactions of children with autism with their peers.

Network 13: ICT & Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-102 Chair: Ove Edvard Hatlevik

768 ICT in Icelandic schools: Changing the way we work and study?

Sólveig Jakobsdóttir

University of Iceland School of Education

Authors: Sólveig Jakobsdóttir, Torfi Hjartarson, Bergþóra Þórhallsdóttir, Bryndís Ásta Böðvarsdóttir

In 2009-2011 the authors of this presentation were among ca. 50 researchers involved in a large-scale study on teaching and learning in Icelandic schools for age levels 6 to 15. The study also focused on the learning environment and school administration and the role of parents in their children's learning. Interviews, surveys and observations were conducted in the 20 schools involved (mixed-method) and an action research study in one of those schools on the use of a school information system called InfoMentor (used in most schools at the primary and lower secondary level in Iceland) and aims at supporting teachers and school administrators and at improving communications with students and parents. Results of testing of a new unit in the showed that teachers and parents thought it would strengthen professional work and increase overview and consistency in teaching. Both teachers and parents were generally pleased with the InfoSystem and there was increased use between years. Interviews with principals and key personnell in the area of ICT in three schools showed the importance of the role of principal when looking at how well ICT was integrated within the schools. Positive effects of expert knowledge (ICT) could be seen. But the economic recession was clearly causing insecurities which were affecting the participants' vision regarding the development and progress of the use of technology in school related activities. Computer and technology purchases had been on hold since the economic crash which was having negative effects of the use of ICT for teaching and learning in the schools. In the presentation results from the 383 observations from the 20 schools will be presented giving an overview of how ICT was used in different subjects and age groups. Examples were of innovative uses but they were not widespread. There was high interest among teachers in developing their practice further with ICT.

The study was funded in part by the University of Iceland Research Fund and RANNÍS - Icelandic Centre for Research

Network 13: ICT & Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-102 Chair: Ove Edvard Hatlevik

363 Examining the relationship between Teachers' Digital Competence, Integration of information, use of ICT and perceived School Leadership '

Ove Edvard Hatlevik, Gréta Björk Guðmundsdóttir & Karoline Tømte

Norwegian Centre for ICT in Education

Abstract: Since 2006 the ability to use ICT has been one of five key skills or competencies. The purpose of this study was to identify digital competence among teachers from primary and lower secondary schools, and to examine the relationship between digital competences, how the teachers integrate information from various sources, their use of ICT and how they perceive both school leadership and their colleagues at school.

During the last two decades, there has been rapid growth in the use and development of Information and Communication Technologies (ICT) (Ainley, Enger & Searle, 2008; Erstad, 2008; Law, 2009).

Since 2006 the ability to use ICT has been one of five key skills or competencies. The purpose of this study was to identify digital competence among teachers from primary and lower secondary schools, and to examine the relationship between digital competences, how the teachers integrate information from various sources, their use of ICT and how they perceive both school leadership and their colleagues at school.

A sample of 300 teachers from 250 schools participated in this study. They answered a web-based questionnaire including a quiz section with 16 tasks. The tasks in the quiz are formulated on the background of the competence aims from the curriculum, and the angle is to explore what the teachers know about Internet security, information search and information processing.

Preliminary findings indicate diversity in teachers' digital competence. Some of the teachers are able to answer all the questions correct, whereas some teachers have problems with the questions.

Regression analysis is used to analyse the factors explaining variation in teachers' digital competence, and analysis indicate that how teachers integrate information and how they perceive their school leaders explain almost 20 % of the variation in digital competence. These findings emphasise the importance of leadership at school and the teachers' ability to process and integrate information.

Network 13: ICT & Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-102 Chair: Ove Edvard Hatlevik

268 SOCIAL MEDIA EMPOWERS AND STRETCHES THE CONCEPT OF SPACE: Cases: Töpseli- project and Lohja House of Business (Lohjan Yrittäjätalo)

Susanna Kivelä and Tuija Marstio

Laurea University of Applied Sciences, Lohja Unit

Social media and new information technology is yielding all fields of society. It caters for the easiness of collaboration and networking between people with same interests. Relationships between people, place, space and activity are changing. Social processes are stretching to virtual networks. Proximity in physical place is traditionally seen as an opportunity; meanwhile the advantages of shared virtual spaces are still rather unfamiliar. Today, young people are fluent with the different social media tools and know how to integrate the advantages of physical place and virtual space but working life and educational institutions lag behind.

Collaborative learning enhanced by new communication capabilities can lead to virtual empowerment. Empowerment may occur when students can through the network create more connections, skills, knowledge as well as "personal and social power", which again will create more trust to influence their learning. Virtual empowerment requires shared communication capabilities that are based on skills, access and motivation.

The theoretical target of the conference paper is to describe how the use of social media can be developed to learning practices, procedures and environments and how the proximity of independent actors in a physical place can benefit from the integration of a virtual space. The practical target of the presentation is to share experiences of educational pilots and case studies based on two research and development projects that has as of 2009 taken place at Laurea Lohja.

The case studies comprise two projects related to business development, including the participation of about 50 local SMEs, the public sector and 80 bachelor students. The pedagogical approach is the Learning by Developing Model (LbD) which is rooted in development-based learning and calls for collaboration between lecturers, students and working life representatives. Results of the project:
- SMEs' increased capabilities in social media skills as a result of student-entrepreneur cooperation that enrich the Lbd-model by integrating social media to the learning practices. Social media provides an innovative, free and open platform.
- Students can act as change-agents when different actors move together in the same virtual space and physical place, contributing to both organisational and regional learning by increasing new communication capabilities.

Network 13: ICT & Education

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: K-102 Chair: Ove Edvard Hatlevik

467 Motivation and frustration with different web 2.0-tools in the iTEC project

Vibeke Guttormsgaard & Jørund Høie Skaug

Norwegian Centre for ICT in Education

This paper is based on research data from the Norwegian implementation of the pan-european project iTEC (Innovative Technologies for an Engaging Classroom), under the auspices of European Schoolnet, an association of European Ministries of Education. The project searches for methods and forms of work that have the potential to shape the future classroom.

To students and teachers, learning with the aid of and through technology can be highly motivating, and technology can arguably be a motivational factor in itself.

The paper describes learners and teachers experiences in a classroom pilot conducted in the spring of 2012. The three examined classes (in two secondary schools) worked with a learning story called Students Creating Science Resources, which was translated to Norwegian and adapted for use in different subjects. In groups, learners produced small learning resources such as a presentations, instructional videos, podcasts, and blogs.

In the paper, we examine how learners and teachers have been motivated by ICT during the pilot, and what factors may have had a negative impact on their motivation. We have analyzed the empirical material from the pilot implementations with emphasis on observations and semi-structured interviews with three teachers and three groups of students. The theoretical framework consists of theories on collaborative learning and motivation.

Our findings show that co-authoring, publication, group work and collaborative learning served as motivational factors, but that certain tools and methods who challenged the learners digital literacy had a negative impact on motivation.

The findings should be of interest to Nordic educational researchers with a special interest in ICT.

Network 14: Multi Cultural Educational Research

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-205 Chair: Christian Horst

289 Disrupting identities and representations: Second-generation immigrant teachers in multicultural schools in suburban Sweden

Margaret Akinyi Obondo

Mälardalens Högskola

This abstract reports on a pilot study of second-generation immigrant minorities' beginner teachers in two multicultural schools in Sweden. The respondents belong to generation 1.5, or 'children of immigrants' who were either born or came to Sweden in early age and have had alla the education in Swedish public schools. A number of these second-generation students are now graduating from teacher education and some of them have been deployed back in schools and neighborhoods where they grew up as children. This paper is based on interviews with two of these teachers and focuses on their professional choices to become teachers in these neighborhoods, their role and identities as minorities in multi-ethnic schools where the staff is predominantly Swedish, as well as their role as 'cultural bridge builders' in these institutions. Drawing from the theoretical perspectives from cultural studies and the notion of representation, the analysis shows that these teachers' struggle with creating and defining their identities as "immigrants" and as professional 'Swedish' teachers.

The findings point to the complex layers of identity construction that is understood and remade in social relations with their students, colleagues and also with the parents. Even though the teachers embody multiple identities, the institutional representations and definitions of their identities are often unreservedly homogeneous i.e., perceived as immigrants and non-Swedish speakers, just like their students. The conclusions drawn are that, while the unitary 'immigrant' identity is not always necessarily negative, the institutional expectations and the token status of "diversity experts" placed on them by the Swedish staff are often overwhelming. The homogenized 'immigrant identity' is often contested and disrupted whenever it impinges on their professional integrity as Swedish and bicultural teachers.

This presentation contributes to the theme of this conference i.e., disruptions and eruptions as regards the new generation of teachers from immigrant background who do not fit into the prototypical label of immigrant minorities as constructed by their educational institutions and by the societal images and discourses.

Network 14: Multi Cultural Educational Research

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-205 Chair: Christian Horst

479 Recruitment of teachers with an immigrant background – acceptance and requirements

Lars Anders Kulbrandstad and Joke Dewilde

Hedmark University College

Norway has seen a rapid increase in immigration over the past few decades. Today, 655 000 of the country's five million inhabitants belong to the so-called immigrant population, which means that they are either immigrants themselves or Norwegian born with immigrant parents. Approximately 12% of the students in basic education have an immigrant background. The composition of the teacher corps and the recruitment of student teachers is predominantly ethnic Norwegian, and in 2006 only 3% of students in teacher education came from the immigrant population. Policy documents reiterate the need for more people with an immigrant background as teachers, most recently a new white paper on integration (Barne-, likestillings- og integreringsdepartementet,2012). One of the measures taken to recruit immigrants to teaching is a bachelor program for bilingual teachers (Ringen & Kjørven, 2009) .

In this paper, we will discuss what can be characterized as a two front struggle with regard to the recruitment of teachers with an immigrant background. On the one hand, there is the need for acceptance of students whose mastery of Norwegian is marked by the fact that Norwegian is a second language for them. On the other hand, there is the traditional lack of specific teacher training requirements for mother tongue/bilingual teachers in compulsory schools, and the lower admission requirements for students applying for the BA for bilingual teachers compared to higher requirements for other teacher education options. On the basis of our analysis, we will point to obstacles and openings to the teaching profession for teacher students with immigrant backgrounds.
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Network 14: Multi Cultural Educational Research

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-205 Chair: Christian Horst

167 Teacher assessment practices for minority pupils: culture-based or standardized practices?

Camilla Bjelland

Høgskolen Stord Haugesund

The purpose of the paper is to explore teachers' assessment practice for minority pupils in Norway. The Norwegian Government White Paper from 2006 pointed out that teachers have lower expectations from minority pupils' academic achievement than from majority pupils, and this contributes to reproduction of social inequalities. This poses practical, social and cultural challenge to schools. The Norwegian school has mono-cultural roots, meaning that the different linguistic and cultural assumptions are not recognized, but the expectation is rather one of assimilation, in that minority pupils should adopt the Norwegian language and culture. My research is situated within the socio-cultural educational paradigm to learning assessment.
The paper is based on qualitative interviews with five teachers in multicultural schools in Norway. The research method was based on teacher narratives and content analysis. Based on teachers' stories about assessment related to minority pupils in primary school, a dual framework of culture-based and standardized practices was created for the analysis to discuss the various practices and possible consequences they may have for minority pupils and teachers.
The preliminary findings showed that cooperation and dialogue are important both in the culture-based and standardized practices, yet indicating two different approaches to assessment. Within the culture-based practice, the emphasis was on close cooperation at various levels and contexts. Collaboration and dialogue were described as prominent success criteria and the informants used a distinctly minority perspective, ensuring that the minority pupils were assessed on their own terms. Within the standardized practice the emphasis was on cooperation and dialogue as a deficiency, with a clear desire for more knowledge about different tools for these. The findings suggest that teachers within the standardized practice represent a monocultural approach to assessment of minority pupils, and that they seem to end up assessing something else than they intended to, so that minority pupils do not seem to be able to utilize their learning potential in school. Whereas, within the culture-based practice a different view on the pupil emerged, in that the teachers clearly valued their linguistic and cultural background as a resource.

Network 15: Literacy Research Network

Session 5 (Saturday, 9 March 13:30 - 15:00)

Room: HS-202 Chair: Maria Westman

673 Early Years Literacy Program (EYLP) in Norway: Teacher-student dialogs and their consequences for reading comprehension development

Bodil Stokke Olaussen

University of Oslo, Institute of Educational Research

Norwegian teachers have showed great interest in Crevola and Hill's (1998) "EYLP" developed in New Zealand and Australia. The program is widely used for reading instruction in Norwegian classrooms, commented in official documents (Stortingsmelding 31, 2007-2008), but research connected to this instructional change, is rare. The lesson is organized in different workstations, where only one is teacher led. The others are planned for individual work. The students are grouped after reading level, to give opportunity to adjust instruction. All direct teaching takes place on teacher-led-workstation, and is therefore import.

The aim of the present study is to analyze the quality of teacher–student dialogs on teacher-led-workstation in five different classrooms using "EYLP". 'Quality' is connected to what Snow, Tabors and Dickinson (2001) call "extended discourse" in their study "Beginning Literacy with Language". International researches show the importance of language for literacy achievement and development. In addition to explanations like socioeconomic background and vocabulary, Snow and her colleagues (2001) search for "…talk that requires participants to develop understandings beyond here and now and …use of several utterances or turns… such as in explanations, narratives or pretend (p.2)." They call this type of talk extended discourse, and children taking part in extended discourse seem to have the better reading comprehension development (Tabor et al., 2001). To what extend do teachers using EYLP give students experience with extended discourse on teacher-led-workstation?

This is an observational study in real life settings, designed as a multiple case study with embedded units of analyses (Yin, 2009). Five teachers, each teaching 5 groups of 3-5 students, are followed up three times discussing different booklets. The observations are videotaped, and analyzed with Videograph (Rimmele, u.a.). Analyzing categories are developed from teachers' contribution to extended discourse, and following Yin, pattern matching is used as an analytic technique to secure internal validity.

Preliminary results show great differences in teachers' contribution to extended discourse. The most interesting finding is that teachers' contributions seem to stimulate students' participation in using narratives and explanations, which seem to improve later reading comprehension. The findings give directions how to develop teacher-student discourse on teacher-led-workstation.

Network 15: Literacy Research Network

Session 5 (Saturday, 9 March 13:30 - 15:00)

Room: HS-202 Chair: Maria Westman

348 One-to-one, bridging unofficial and official learning activities? An evaluation report.

Eva Jacquet

Faculty of Education, Åbo Akademi University, Vasa Finland

Literacy research points out the value of taking students interests as a starting point, and to reduce the distance between in and out of school practise and learning. Digital tools stretches beyond boundaries and facilitates connections between people and places. On this basis the on going one-to-one-project implemented in all 7th to 9th graders in Botkyrka, a municipality in Sweden, is intended to: reduce the distance between in and out of school practices and to improve and expand existing learning environments. This is a complex question without a given answer. The relationship between in and out of school practises is furthermore complex and more research is needed. Therefore there is an on going longitudinal research study, primarily qualitative and basically framed within geo-semiotic theory, aiming at examining how one-to-one is opening or limiting physical and virtual places for unofficial and official learning activities. The one-to-one-project is also evaluated and the evaluation is a part of the research study in which it is to be included as a background. The evaluation is based on mixed method, both qualitative: observations, interviews, focus group conversations with school leaders, teachers and pupils, and quantitative: a digital questionnaire addressing 200 pupils in grad 7 and 8, and 22 teachers at two different schools.
The result of the evaluation shows that teachers and students have more frequent contact, students get more frequent feedback on their work, students bring the material they are expected to, students can more easily work on their own terms, and digital tools help students meet difficulties in the learning process. Measured in time students tend to read, watch film and write more. Teaching is also more varied: different kinds of modes are used for and in the learning process. Problems are also pointed out: during class some pupils – often pupils with learning difficulties – are not doing what they are supposed to. Collaboration also seems to decrease.
It is valuable to exchange experiences around the results of one-to-one projects since many schools in the Nordic countries are implementing different kinds of digital tools.

Network 15: Literacy Research Network

Session 5 (Saturday, 9 March 13:30 - 15:00)

Room: HS-202 Chair: Maria Westman

147 Läsning på mellanstadiet med fokus på elevers läsförmåga - Nordic language

Karin Stenlund

Specialpedagogiska institutionen, Stockholms universitet

Karin Stenlund: Reading in middle school focusing on students' reading ability

Reading research has focused on younger pupils and the technical side of reading, decoding. As students develop their decoding skills there are other factors that become more crucial for how students understand text (Vellutino, Fletcher, Snowling & Scanlon, 2004). Students in middle school are expected to "read to learn" and as little research is done on students at these ages it's important to find out more about middle school students' reading.

In my Licentiate thesis I followed for two years 26 pupils at 10-11 years of age in two classes. Quantitative analyses of students' reading ability including decoding ability and reading comprehension were combined with qualitative analyses of classroom activities with a special focus on how students' reading ability was supported.

The quantitative parts included test results of the students' reading ability and factors related to reading ability, results of the reading comprehension passages in a national test, teachers' assessment of the students' reading development and the students' answers on selected parts of the student questionnaire in PIRLS (2006). The various parts in the study were related to one another.

The results revealed that several of these students hadn't automated their decoding ability in grade 4, but nevertheless most of the students attained their grade level in a reading comprehension test in grade 4 and also the goals that were tested in a national test in reading comprehension in grade 5. However most of the questions in these two tests required answers that could be explicitly found in the text and didn't require any deeper comprehension like inference making. Results also showed that these students were unably to assess whether reading was easy for them but they were able to assess their reading ability in relation to their classmates. The classroom observations showed that despite extensive work with texts in the classroom the students who needed to develop their decoding abilities recieved little support and although classroom work quite frequent focused on text comprehension this didn't often include deeper levels like inference making.

Network 18: Research on Teacher Education and Beginner Teachers

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-201 Chair: Marita Cronqvist

543 "It's just too much!" Pre-service teacher learning: enablers and constraints

Ela Sjølie

Norwegian University of Science and Technology

This presentation explores the question: what enables and constrains pre-service teachers' learning in teacher education? It will be argued that the understanding of what theory is and what purpose it fills is taken for granted, and that this failure to address the understanding and purposes of theory might be a constraint to pre-service teachers' learning of theory.

Considerable research has been focusing on the difficult encounter with the teacher profession, to a large extent reporting discouraging results on the behalf of teacher education: from focusing on the socialization of beginning teachers into existing school culture to picturing the individual challenges a beginning teacher is facing. Other research has been concerned with pre-service teachers' professional learning or specific implications for teacher education. Underlying all this research is what Darling-Hammond calls the Achilles heel of teacher education: the theory-practice gap.

The alleged theory-practice gap forms the background for the study in this presentation. It is part of a doctoral project, where the aim is to gain a deeper understanding of pre-service teachers' learning of theory. The results are based on surveys, interviews and observations of Norwegian pre-service teachers throughout their teacher education. The point of departure for the study is that theoretical knowledge is important, however not sufficient, for a professional. The analysis draws on neo-Aristotelian notions of 'phronesis' and 'praxis' and the theory of 'practice architectures' (Kemmis & Grootenboer, 2008). It also comprises a view that one should move beyond the notion of a 'gap' between theory and practice, as this metaphor suggests something that needs to be closed or bridged.

The findings reveal significant struggles and frustration among the pre-service teachers. These struggles include encountering education as a new academic discipline, heavy workload, navigating between the different parts of the education program, and tensions between what they think teacher education can and should do, and what they feel they need right here and now to 'survive' in their practice. These struggles will be explored in terms of trying to identify what enables and constrains preservice teachers' learning.

Network 18: Research on Teacher Education and Beginner Teachers

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-201 Chair: Marita Cronqvist

414 Collaborative learning or external performance? - small group learning in teacher education for adults

Leena Isosomppi, Marjaana Leivo and Riitta Rauhala

University of Jyväskylä, Kokkola University Consortium Chydenius

The aim of the research is to describe and understand learning of adult students in a small group from the point of view of development of metaskills of learning. Special attention is paid to tensions between cognitive and social aspects of learning culture. Small groups are dealt especially as community of practice in context of sociocultural view of learning and professional expertise.

Before starting the teacher education programme adult students have already taken courses in pedagogy and have field experience, which creates challenges to the education. One of the pedagogic principles of the programme is collaborative learning, which is used in a long-term small group approach. Experiences in group working may also hinder learning and restrict it in future.

We approach the problematics of adult learning in a small group through the following questions:

1. How do the starting points of adult students appear in small group learning?
2. How does the educational settings affect small group learning?
3. What kinds of study practices develop in small groups?
4. Which means of guidance and educational arrangements should be used to support collaborative learning in small groups of adult students?

The research material consists of students' essays (n = 28) on learning in a small group and interviewing materials (n = 7). The analytical approach was qualitative content analysis.

Preliminary results show that the main emphasis among students is on the social aspect of a small group. The amount of describing or pondering of the contents of learning remains small in the material and metacognitive awareness comes up marginally.

In the field of the research of teacher education there is an increasing emphasis on the social dimension of teacher's professional development.

Network 18: Research on Teacher Education and Beginner Teachers

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-201 Chair: Marita Cronqvist

125 Professional ethics in teacher education

Marita Cronqvist

University of Borås, Department of Education

My study concerns how student teachers experience and learn professional ethics. One of the main problems is that the knowledge of professional ethics seems to be implicit in the practice and often remain tacit. The professional ethics can also be guided by personal opinions or by chance and not by professional knowledge as a professional awareness.
I have followed seven student teachers before their school based education, during and after it to see what happens in a period of teacher education when practice meet theory. The study is based on the life-world theory of philosophers, for instance Husserl, Heidegger and Gadamer. A fundamental point of view from this perspective is that the students´ life-worlds affect how they learn professional ethics. The natural position is unreflected and just lived, and can help us in our daily life since we don´t have time or energy to reflect on every detail.
The result of the study is mainly based on interviews. I have also participated in the preparations and follow-ups of the school-based education. The students have given me all sorts of written material connected to the school-based education. I have also made observations on occasions when the students have been active in practice and during their supervision.
The tentative result is presented in terms of the essence of professional ethics, and also how the students act professional ethics and how they learn it. The essence can be summarized under the headings of "Relationship and learning fit together", "Participation", "Positive atmosphere" and "Boundaries".
This study is relevant to Nordic research as it examines how students experience professional ethics in the learning process when they meet the children in concrete situations. Studies of professional ethics in teacher education are not so common which is a problem since every meeting with a child in preschool or school depends on professional ethics.

Network 18: Research on Teacher Education and Beginner Teachers

Session 7 (Saturday, 9 March 13:30 - 15:00)

Room: H-201 Chair: Marita Cronqvist

155 Supporting New Teachers through Peer-Group Mentoring

Anne Martin, Ilona Markkanen, Hannu L.T. Heikkinen, Hannu Jokinen, Matti Pennanen and Päivi Tynjälä

University of Jyväskylä, Finnish Institute for Educational Research

Background: Supporting beginning teachers in early phase of their career is a European, and even a global challenge. In Finland, after an attempt to apply a traditional one-to-one mentoring model in early 2000's, the development has been towards organizing mentoring in groups. Through an action research project it became apparent that peer-group mentoring was more feasible in the Finnish educational practices than one-to-one mentoring (Heikkinen, Jokinen & Tynjälä, 2008; 2012). As a result, the peer-group mentoring (PGM) model is currently being disseminated through a nation-wide consortium of all teacher education departments in Finland.

Objectives: The aim of the present study was to examine those who participate in PGM groups experience peer-group mentoring.

Methods: Data was collected from peer-group mentoring group participants (n=140) using online questionnaires and focus group interviews (n=14).

Findings: The findings show that peer-group mentoring strengthens the agency of young teachers and supports their professional identity as autonomous teachers. More specifically, 84 % of group participants reported that PGM had strengthened their professional identity and 81% felt that it had supported their professional development. Furthermore, PGM has given teachers abilities to cooperate with others (87 %) and develop their work communities (72%). The analysis of the qualitative data supports these findings showing that PGM seems to have a positive effect on the professional development and well being of teachers. PGM is experienced as a forum with an open and confidential atmosphere, peer support, partnership, encouragement of colleagues and opening up tacit knowledge. Many new teachers report that through interactive and collaborative learning they are more able to find their own solutions and their individual ways to work. They also report that their commitment to their school community has deepened and they feel better equipped to establish links with the community and its members. Thus, PGM seems to have a positive influence on the atmosphere in work communities.

Conclusions: Altogether, it seems that the mentoring process helps new teachers to find their place in the school community.

Network 20: Teacher's work and life

Session 4 (Saturday, 9 March 13:30 - 15:00)

Room: HS-203 Chair: Jakob Billmayer

406 Good and evil teachers – teaching and leading in the film Torment (Hets)

Jakob Billmayer, Jan Perselli and Gunnar Berg

Mid Sweden University, Department of Education

Teachers' profession can be said to consist of at least two aspects, teaching and leading. Teaching summarizes subject matters and didactic knowledge, leading is the social part of teachers' work, for example arranging a learning environment, rules, discipline and teacher-pupil-interaction. Teachers are, of course, the formal leaders, managers, in schools and classrooms. They are put in this position by formal law and social customary. At the same time, teachers do have a choice how they exercise their part as a leader depending on personal preferences, their own education and, again, legal and social boundaries. What is considered as good respectively bad leadership for a teacher is changeable.
Teachers and schools are a common theme for film and television. The dramatic focus lies on the social aspects of school and classroom life, the relation between teachers and pupils for example, subject matters are rarely depicted. This means teachers are mainly portrayed in their role as leaders.

Mass media, such as television and films, give direction to discourses in society. Analyzing them can give a clue to what matters concern at a certain time period and in a certain society. In Sweden the film Torment (Hets) written by Ingmar Bergman in 1944 has been influencing public discourse about school and teaching since then. In this paper we are going to analyze how teachers' leadership is depicted in this film. Using directed material as empirical data allows us to ask "Who is the good teacher and who is the bad – or evil – teacher?"

In our discussion we will look at how the formal manager role that teachers get by law and social customary leaves space for different kinds of teachers' leadership. Will bigger juridical authority for teachers prevent evil teaching, or is the opposite more plausible? But even common ideas of morality will have to be considered and discussed; why is a certain type of leader connected with the role of the good hero and the other one is the evil villain? Is this the only way the different styles of leadership can be looked at?

Network 20: Teacher's work and life

Session 4 (Saturday, 9 March 13:30 - 15:00)

Room: HS-203 Chair: Jakob Billmayer

763 THE SELF AT RISK WHEN TEACHERS ARE EXPOSED TO VIOLENCE

BØRGE SKÅLAND

OSLO AND AKERSHUS UNIVERSITY OF APPLIED SCIENCE

Background: the background is teachers exposed to violence, threats and harassment. Educators' experiences from exposure to the above mentioned acts are a taboo subject. No one wants to present teachers as victims. How do critical incidents like physical violence, psychological violence, threats and harassments affect teachers' self-understanding and to what degree are such episodes threatening to their experience of regarding themselves as competent holders of their positions as teachers.

Objective: Objectives are to document how teachers react to violent episodes and how they maintain their professional ontological security. The study will present findings indicating teachers' vulnerability. Their narratives on the experiences situations have important messages and will document need for further research in the subject.

Method: fourteen teaches are interviewed by using half structured interviews and life history interviews.. The material is analyzed according to principles from grounded theory.

Expected findings: teachers are vulnerable. Knowledge of victims of violence is relevant to put in use also when concerning teachers.

Conclusion: Violence, threats and harassment of teachers is a research field which lacks documentation. New evidence on teachers' experiences and needs will bi presented.

Network 20: Teacher's work and life

Session 4 (Saturday, 9 March 13:30 - 15:00)

Room: HS-203 Chair: Jakob Billmayer

280 Life stories, cultural context, and teacher learning

Hafdís Ingvarsdóttir

University of Iceland

The importance of context and culture has long been established as a significant factor influencing teachers' work and there is an established need for further research with teachers working in a range of different settings or cultures. Due to globalisation and subsequent radical change in communication, foreign language teachers are encouraged to rethink traditional ways of organising the classroom, and to update their professional knowledge, skills, and understanding as educators with special emphasis on learner autonomy (see e.g. Goullier, 2007; Kohonen, 2001; Little, Dam & Timmer, 2000). In spite of prolific research relating to teacher thinking there still remain areas where our knowledge is limited. One such area is the connection between teacher cognition and the subject matter (Fischler, 1994; Woods, 1996; Borg, 2008; Allen 2010). With this in mind a better understanding is needed of the connection between teacher cognitions and change within the field of foreign language teaching. The proposed paper focuses on the connection between life stories, cultural context, and teacher learning and change within the field of foreign language teaching. Data was collected through in-depth interviews based on teachers' life stories, and field observations. Through two teacher stories from the same school the interplay between life story, teachers' subjective theories and work culture is illustrated and how this impacts on the teachers' attitude and openness to change. The findings indicate that life stories may play an important role in forming teachers' subjective theories and hence their attitudes to change. The findings support findings that a culture fostering close collaboration and collegial support based on mutual respect and trust plays a crucial part in changing teachers' perspectives of their roles and those of their learners. However, they also reveal that presuming a single work culture in a school is an oversimplification as several sub-cultures may be at play in one institution and even within the same subject area. These findings have implications for teacher education and the induction of new teachers. They also suggest that further research is needed into the relationship between language teachers' awareness of their own subjective theories, work cultures, and teacher development.

Network 20: Teacher's work and life

Session 4 (Saturday, 9 March 13:30 - 15:00)

Room: HS-203 Chair: Jakob Billmayer

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98 Challenges in being a health care teacher – constructions of the role as teacher and student

Eva Eliasson and Helena Rehn

Stockholm University, Department of Education

This paper is a part of a study where the overall aim is to explore nursing teachers understanding of the health care subject and its significance in the creation of health care workers. Qualitative interviews with health care teachers, working with teenagers or adults in upper secondary schools, are used as a method. The criterions for selection of informants have been diversity in professional background, age, sex, years in profession and school forms.
In this paper our aim is to describe and analyze nursing teachers´ conceptions of their role as teachers and the role of the vocational students. We accomplish this through analysis of the statements of challenges of teaching in health care. Therefore, this paper also gives a picture of experiences of challenges in being a health care teacher in Sweden today.
Our preliminary results indicate that some experienced challenges are to get all students on the "health care path", to offer an education that makes difference, to combine theory and practice, to get the students to value the health care work and to form the education considering students´ age and situation. The nursing teachers speak as representatives of school as well as vocational life and feel responsible for the creation of social vocational identities. Adaptations, commitment, courage, capability to communicate and become carriers of the "right" cultural and humanistic values are important characteristics of the vocational student in the eyes of the teachers. One expectation is that the health care worker will be "engine and lawyer and hope" for the care-takers.

Network 21: Politics of Education and Education Policy Studies

Session 7b (Saturday, 9 March 13:30 - 15:00)

Room: H-202 Chair: Robert Aman

369 Grand challenges for educational policy

Jón Torfi Jónasson

School of Education University of Iceland

Following the recent trend to enumerate grand challenges for the global society, the paper will explore six grand challenges within the field of education. It will be argued that they are both real and serious, but seem to be largely neglected in the mainstream educational policy discourse, even though most have been introduced in the literature, but in a limited manner and not really related to serious policy initiatives.

1. The future needs to be mapped onto the system and operation of education. This requires rethinking the future, rethinking education and exploring the forces of inertia that stall reasonable and urgent need for the dynamic development of education.
2. It will be argued that the massive ongoing – often high quality – educational research permeates the educational system very slowly. Education, like many other arenas need to bridge this gap between research and practice with a special sustained effort.
3. It will be argued that the forces of globalization, standardization, external evaluation, marketization and commodification of education all potentially threaten the basic values of Nordic education, in particular its egalitarian role and character.
4. It will be argued that despite the longstanding LLL discourse, the development of educational structures is largely argued along the lines of an educational system moulded during the 19th and 20th centuries. Examples of this are discussion of basic education, including upper secondary and tertiary education and the drop-out problems.
5. It is recently been argued quite forcefully that educational reform and development must genuinely include the teaching profession. Nevertheless much of the current educational discourse centres around externally controlled testing, curriculum and content. It will be argued that teachers, school authorities and researchers must ensure the full participation of the first, partly by institutionalising this cooperation.
6. The partly positive, but mainly the negative effect of distributing teacher education among different special subject faculties (sometimes in parallel with elevating teacher education in the HE hierarchy) will further fragment and thus undermine the identity and professionalization of the teaching force and lessen the educational dynamism of the school system.

Network 21: Politics of Education and Education Policy Studies

Session 7b (Saturday, 9 March 13:30 - 15:00)

Room: H-202 Chair: Robert Aman

419 Two Schools under One Roof: A Case study of Segregation among Bosniak and Croatian Secondary School Students

David Lansing Cameron, Velibor Bobo Kovac and Anne Dorthe Tveit

University of Agder

The purpose of this study was to examine the experiences and beliefs of students and teachers working in two schools "under one roof" in Bosnia-Herzegovina. In other words, the schools are physically organized in the same building. However, the Bosniak and Croatian pupils that attend these schools are taught under separate administrations, teaching staff, and follow distinct curricula, representing competing views of the historical and geopolitical conditions within the country. The physical placement of two schools in a single building is an educational phenomenon that came about as a temporary solution to the unresolved political tensions among Bosniaks, Serbs, and Croats in the country. There are approximately 60 such schools throughout Bosnia-Herzegovina.

Our research project draws on multiple theoretical perspectives: (a) the meaning and role of deliberative democracy (Habermas, 1996), (b) social identity theory (Tajfer & Turner, 1986), and (c) integrated theoretical perspectives concerning prejudice among groups (e.g., Pettigrew & Toppin, 2008). Interviews followed a structured format and were based on a review of relevant literature pertaining to the Balkan conflict and similar contexts. Preliminary findings suggest that on the surface the two groups are able to maintain relatively non-confrontational relations. However, conflicting and prejudicial attitudes continue and may even be reinforced by encouraging a sense of "superficial" acceptance via physical proximity. In addition, the project sheds light on the limited ability of foreign bodies such as the European Union and the United Nations to guide post-conflict regions towards stable and peaceful coexistence in the short term.

Findings of the investigation have relevance to Nordic educational research with respect to population shifts in Nordic countries as the flow of immigrants to these countries increases. Understanding the challenges facing Nordic countries in providing equal educational opportunity for increasingly linguistically and culturally diverse student groups has broad implications from a social policy perspective.

Network 21: Politics of Education and Education Policy Studies

Session 7b (Saturday, 9 March 13:30 - 15:00)

Room: H-202 Chair: Robert Aman

487 Intercultural Education for Decolonization in the Andes

Robert Aman

Linköping University

In the West, intercultural education has recently become an advocated method by supranational bodies such as the European Union or UNESCO for engagement with the fantasmatic culturally different. In the Andean region, however, intercultural education has been on the agenda among indigenous social movements as a path towards decolonization. In this paper, I explore how interculturality is being articulated and understood in an indigenous educational alliance that spreads over Bolivia, Ecuador and Peru. So far this task, in particular, but also the imposition to learn from indigenous movements in general, have failed to attract any substantial interest among researchers (cf. Deere & Leon 2003; Patrinos 2000). To illustrate this further, Robert Young (2012) argues that indigenous struggles seldom are regarded as a central issue even within postcolonial studies, a disjunction related to the use among indigenous movements of paradigms not easily translated to the Western theories and presuppositions commonly used in this scholarship (Young 2012). Given this picture, there is thus a strong case for engaging seriously into a discussion about, on the one hand, the proposition for interculturality to break with the prison of colonial vocabulary – modernity, progress, salvation – as lingers on in official memory; on the other, equally problematize the universalizing claims that have characterized Western philosophy in the implicitly assumed epistemological hierarchies. Drawing on interviews with students and teachers from academic courses on interculturality in Bolivia, Ecuador and Peru, I focus specifically on visions of decolonization in terms of retrieved languages, reinscribed histories, production of knowledge. By way of conclusion, I develop a critique of what is discerned as limitations of knowledge production in supple European languages in translation, and make the argument for an understanding of interculturality as inter-epistemic.

Network 25: Youth Research

Session 2 (Saturday, 9 March 13:30 - 15:00)

Room: HS-205 Chair: Gestur Gudmundsson

409 Explaining regional differences in dropout rates in Norway

Unn-Doris K. Bæck

University of Tromsø, Norway

A large number of young people in upper secondary education and training in Norway drop out before they have gained any formal competence, and the dropout rates are higher in the three northernmost counties than in most other counties in Norway. This is a problem both at the individual and at the societal level. Studies show that even though one controls for variables such as lower secondary school grades and social background, as otherways have proven to be important predictors of dropout, the geographic variable has an independent effect on dropping out (Byrhagen et al. 2006). We do not, however, have enough knowledge about the processes behind these dropouts and about the regional variations. Therefore, the aim of this paper is to discuss different perspectives explaining why so many pupils in upper secondary education and training in the north fail to complete their education.

In the paper, different factors that can be considered central in order to explain regional differences in dropout are discussed by confronting them with different forms of existing statistical data on educational trajectories, dropout rates, educational outcomes, labour market characteristics, etc. Are there regional differences in educational achievements, and can these explain regional differences in dropout rates? Is there a relationship between dropout and contextual factors meaning the environments that the pupils reside in? Is the probability of dropping out affected by the work possibilities at the place of residence, for example work possibilities for unskilled youth? Is it the case that the regional unemployment rate affects the probability to complete an education? Or is the high dropout rate an expression of cultural differences when it comes to attitudes towards education and work?

The discussions and analyses of the paper will suggest that structural differences within the educational system itself as well as regional differences when it comes to labour market characteristics are important intakes towards an understanding of regional differences in drop out rates in Northern Norway.

Network 25: Youth Research

Session 2 (Saturday, 9 March 13:30 - 15:00)

Room: HS-205 Chair: Gestur Gudmundsson

653 Upper secondary education - What can we learn from returners?

Gestur Guðmundsson

School of Education, University of Iceland

Upper secondary education in the Nordic countries is designed for the age group 16-20, but also populated by people in their early 20s or even older. Iceland is here an extreme case, as less than half of a cohort finish upper secondary education before they turn 21, and almost 20% finish by the age 22-24 and another 20% are 25 or older. Most of these students have in the meantime been "drop-outs", they have spent considerable time on the labor market but have returned to upper secondary education. There is limited research on these returners, but as a part of a larger project on students at risk in upper secondary education, the experiences of 13 returners, aged 27-37 when interviewed, were scrutinized in a focus group and individual interviews. Among half of them are on a general track leading to university studies and the other half on vocational tracks.

Among the central findings is that most of the returners have revised their earlier explanation. In retrospect they find that they were unable to make long-term choices, that they were pushed into study tracks which "told them nothing" and generally confused about their own capacities and future wishes. They were also tempted by good job opportunities. Several years on the labor market have helped them make more realistic choices and endowed them with the discipline needed to go through their studies.

The narratives of these 13 returners are interpreted from the theoretical perspectives of changed transition to adulthood and choice biographies. The study aims at advising prevention against drop-out and an understanding that breaks from study can be a step forward in the life course.

Network 25: Youth Research

Session 2 (Saturday, 9 March 13:30 - 15:00)

Room: HS-205 Chair: Gestur Gudmundsson

353 Rural youth in post-industrial knowledge societies

Gry Paulgaard

Department of Education, Univerity of Tromsø

Falling labour markets and decreasing working possibilities causes severe challenges for young people many places, also in peripheral areas in the northern part of Norway and other countries in the Barents region. Education often serves as a protection when it comes to individual risks of failing on the labour market, as formal education constitutes a valuable asset at any labour marked in our post-industrial knowledge societies. Despite restricted labour markets and a more overall agreement of the importance of education, the drop-out rates from high school are significant higher among young people in rural areas, particularly among young men. In Norway the drop-out rates are significantly higher in peripheral areas in the north than in other areas. Even though there is controlled for other variables as grades from primary school and social background, geography seems to have an independent effect on the drop-out rates.
There has been limited research on how geography influences on youth and education. Based on a geographical approach combined with theories on social learning the paper will discuss some of aspects that can contribute to the geographical difference in drop-our 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.

NORDISK FORENING FOR PEDAGOGISK FORSKNING
NFPF
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NORDIC EDUCATIONAL RESEARCH ASSOCIATION

7 – 9 March 2013 in Reykjavik

The 41st Annual Congress of the Nordic Educational Research Association

Disruptions and eruptions as opportunities for transforming education

Symposium Abstracts

Network 1: Adult learning – at work, in education and everyday life

Session 1b - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-206 Chair: Lars Emerik Damgaard Knudsen

Organizers abstract

117 Drop out, recruitment, and coherence in professional and vocational education

Lars Emmerik Damgaard Knudsen

University College Sealand

In Norway and Denmark both shorter professional and vocational education programs follow the concurrent model where periods of theoretical study at school or university are alternating with periods of practical training. One of the reasons why students are attracted to these programs is the expected interplay between theory and practice and their clear orientation towards specific occupations in the labour market. In the international research literature the concepts of coherence and connectivity have often been used to designate an optimal relation between theory and practice and between education and work. However students are often frustrated concerning the relation between theory and practice and either develop lower quality of professional competencies or drop out of these programmes during their early professional careers.
The three projects in this symposium have approached concurrent education programs with different theoretical perspectives, different methods and different kinds of data. But the projects share a comparative perspective on profession or vocational programs and believe that this perspective will expand knowledge generated from within-profession or –vocation perspectives and is therefore of great interest for professionals, policy makers and higher education providers.

Network 1: Adult learning – at work, in education and everyday life

Session 1b - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-206 Chair: Lars Emerik Damgaard Knudsen

148 Qualifying for Professional Careers

Jens-Christian Smeby

Oslo and Akershus University College of Applied Sciences

One of the key challenges in our society is how to qualify sufficient number of professionals in education, health and social work. Important questions are not just how to recruit sufficient number of students and how to reduce dropout during education, but also how to prevent dropout between education and professional work and the first years of the professional careers. It is reasonable to assume that the decision to begin working and to stay in the profession depend on individual competence and motivation. This paper explores the interconnectedness between the development of professional competencies and professional commitment and labour market careers.

In recent years, challenges associated with creating meaningful relationships between theory and practice and clarifying the relevance of theoretical knowledge have received increasing attention (Grossman, et al., 2008). Facilitating coherence in professional programmes implies that links between practical experiences and theory is identified and pointed out in both classroom teaching as well as placement. It is reported that program coherence has a significant impact on students' learning outcome (Smeby & Heggen 2012). The aim of this paper is to examine whether students perceived coherence and their educational outcome has an effect on their professional trajectories. Are there any relationship between students' perceived coherence and their later professional commitment? Moreover, are there any effects of coherence and educational achievement on labour market outcomes? Do the highest achievers leave the professions by continuing their education? Do those who stay feel qualified for professional work?

The paper applies a longitudinal approach focusing on four professional groups: primary school teachers, pre-school teachers, nurses and social workers. Data are based on a longitudinal data base (StudData), register data as well as interviews with students in their final year of study and two years after graduation.

References:
Grossman, P., Hammerness, K., McDonald, M., & Ronfeldt, M. (2008). Constructing coherence. Structural and perceptions of coherence in NYC teacher education programs. Journal of teacher education, 59(4), 273-287.
Smeby, J.-C. & Heggen, K. (2012). Coherence and the development of professional knowledge and skills. Journal of Education and Work. DOI: 10.1080/13639080.2012.718749

Network 1: Adult learning – at work, in education and everyday life

Session 1b - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-206 Chair: Lars Emerik Damgaard Knudsen

633 Dropout and trajectories of participation in the Danish VET education

Klaus Nielsen

Aarhus University

In later years, nearly 40% of the students in the Danish VET educational system drop out of their education. A large proportion of the students dropout while attending the VET school in the beginning of their education. The objective of thise presentation is to describe how complex processes of social negotiations and change in identity among the students play a central role when considering the dropout problem. Theoretically, the notion of trajectory of participation (Nielsen, 1999) will be used to describe changing ways of participating in the social practice of the VET education. Based on the 160 interviews with VET students, several distinct trajectories of participation at the VET school will be outlined arguing the dropout processes are constituted differently depending on different trajectories. One trajectory of participation is closely related to the students who already have an apprenticeship while attending the VET school. This trajectory is strongly related to the furture participation in the workplace outside the VET school. Another trajectory of participation is related to the general uncertainty of the group of students who have not yet found an apprenticeship. Their engagement is divided between becoming a part of the trade on the one side and staying sensitive to what other options there might be in other contexts. Finally, a trajectory of particaiption describing a marginal participation where the students know that they are not going to complete the VET education. In the presentation, the different trajectories of participations will be outlined further in relation to the teachers, to the other students, to the relationship between theory and practice, and to the work place. One consequence of this approach for educational research is to widen our understanding of dropping out as socially negotiatied phenomena embedded in the students' personal lives and in institutional practices. Furthermore, it will be argued that the dropout phenomenon must be contextualized as heterogenous dependent on the students' everyday life.

Nielsen, K. (1999) Musical Apprenticeship – Learning at the Academy of Music as Socially Situated. Psykologisk Institut. Århus Universitet.

Network 1: Adult learning – at work, in education and everyday life

Session 1b - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-206 Chair: Lars Emerik Damgaard Knudsen

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636 Research in dropout and retention processes in the Danish VET education

Klaus Nielsen, Lene Tanggaard, Peter Koudahl

Aarhus University and Aalborg University

In later years, nearly 40% of the students in the Danish VET educational system drop out of their education. A large proportion of the students drop out while attending the VET school in the beginning of their education. The objective of this presentation is to describe central results from the research project "Retention and dropout in the Danish VET system." The dropout phenomenon contains a high degree of complexity and the presentation will focus on four main themes: 1) How the problem of dropout becomes constituted, 2) the role of SES and social risk factors in relation to dropping out, 3) interactional and organizational dimensions in the school settings and dropout phenomenon; and finally, 4) specific institutional interventions and dropping out. Fundamentally, it will be argued that we need to understand dropping out as a process rather than merely a binary incident that focuses on whether the students attend school or not. Furthermore, the presentation will underline that it is important to understand the different motives that students have for pursuing an education. It will also indicate that we need to focus on how different SES and social risk factors are framed, formulated and constituted in various VET school settings. Finally, some of the results focusing on current interventions to prevent dropping out will be outlined, focusing on the delicate balance between support and stigmatization.

Network 1: Adult learning – at work, in education and everyday life

Session 1b - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-206 Chair: Lars Emerik Damgaard Knudsen

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813 Bridging the theory-practice gap in professional education

Lisbeth Haastrup & Per Fibæk Laursen

Institute of Education, University of Aarhus, Denmark

The gap between theory and practice in professional education is an old, much discussed, and much researched problem. ?Bridging the gap between theory and practice in professional education? is a 4-year Danish project aiming at a closer analysis of the problem and of different solutions.
Coherence in educational programs has been proposed as the solution to the problem of the perceived gap between theory and practice (Grossman et al 2008). In an earlier paper (Laursen & Knudsen 2011) we demonstrated that coherence must include the basic views and understandings also of the students. They do not necessarily accept the theory-practice concept of an educational program, even if the program is coherent. Students seem to arrive at college with preconceptions about theory and practice. The students? preconceptions are not necessarily identical with the conceptions behind the institution?s educational program. Today most programs are inspired by the idea of educating professionals to become reflective practitioners. The students do not necessarily adopt this college-conception on theory and practice. Most of them want to learn how to practice their profession ? not how to reflect on it. Most students expect professional education to equip them with a ?toolbox? and to cultivate their personal qualities. Initiatives to bridge the theory-practice gap must be meaningful both to the college?s idea of reflection and to the students? expectation of a toolbox. We have studied several interventions aimed at the creation of a more fruitful connection between theory and practice and the results indicate that it in fact is possible to comply with (some of) the students? preferences within the colleges? programs.

Network 19: School-Home Cooperation

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-206 Chair: Margaretha Kristoffersson

Organizers abstract

396 Parenthood, Childhood and Schooling in the Nordic Countries - Part 1

Margaretha Kristofferson

Department of Education, Umeå University, Sweden

People use the term 'everyday' or 'daily' life in an easy, self-evident and mundane way, as if it is some way unchallenged. Everyday life seems to be everywhere, but nonetheless nowhere. Everyday family life comprises the rhythms, emotions and actions of daily existence. Although the emotions of daily life shift from positive to negative and vice versa. (Felski 2000; Rönkä & Korvela 2009).

Our research data consist of photographs and "photonarrative" interviews (see Kaplan, Lewis & Mumba 2007) with ten Finnish parents. Each parent took photographs pertaining to their daily life and each parent was interviewed twice. "Photonarrative" is a useful way to obtain family members' perspectives on their lives, it produce narratives that mirror their experience, emotions and biographies. In addition, when informants take photographs that are later to be looked at and discussed in interviews, the data gathering is in the hands of the informants, who thus provide evidence of their own rather than being directed by researchers. (Einarsdottir 2005, 527: Punch 2002).

Firstly, in this presentation, we discuss the use of cameras and photographs as a research methods and how to get voice of family members. Secondly, we describe family life through interviews (20 interviews) and photographs (130 pc) taken by parents. We concentrate on how Finnish mothers and fathers experience and attribute meanings to their everyday life. We consider daily family life from a constructivist perspective, meaning that everyone has his/her own way of seeing and constructing family life (Daly 2003).

Network 19: School-Home Cooperation

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-206 Chair: Margaretha Kristoffersson

327 Promoting children`s positive well-being at school and home

Jaana Poikolainen

University of Helsinki, Palmenia Centre for Continuing Education

Research topic/aim

Knowledge of the subjects children represent being important for their positive well-being assists both parents and the actors at schools to create suitable environment for growing and learning. There have been some previous attempts to develop indicators for positive well-being, but the research has been low, especially of the primary school children (see Lippman, Anderson Moore & McIntosh 2011). The research questions are: 1. how the children define the content of positive well-being? 2. what kind of domains and contexts are essential to take into account when researching children`s positive well-being?

This research is part of research project The Positive Equilibrium of Children (2010-2012).

Theoretical and methodology framework

Currently the research on children`s positive well-being is for the most adult centered and problem based. Statistical normative indicators refer to difficult living conditions of the family, school difficulties etc. (Bradshaw, Hoelscher & Richardson 2007.) Here the aim was to develop research which places children centrally and respects childrens` subjective perspectives of well-being. The data was gathered the year 2011 in Finnish comprehensive schools of region Päijät-Häme in two phases. First the children produced qualitative well-being knowledge e.g. within interviews and workshops for designing the quantitative research. Secondly this data was used to construct a multimedia featuring e-questionnaire, which was delivered to all 2–6th (8–12 years) graders of the region (N=3731, response rate 37 %). The main data used here is quantitative, but the qualitative data are used as a reflection mirror. The quantitative data was analyzed using mainly descriptive methods.

Conclusions/findings

The analysis revealed that the adults of schools, teachers and supportive personnel as well as parents, are needed to support the child`s positive well-being. These contexts should be researched simultaneously, not as separate subjects as typically has been done. The positive attitudes of schools personnel to pupils and parents positive, authoritative childrearing practices makes children feel well. Childrens` well-being varies between schools (residential areas), which means it would be valuable to enhance home-school collaboration in certain schools.

Relevance to Nordic educational research

The research has produced new information for carrying out contrasting evaluations of children`s positive well-being and home-school cooperation both at the national and Nordic level.

Attachment to NERA-network and /or symposium

Symposium: Parenthood, Childhood and Schooling in Nordic Countries
Name of organizer: Margaretha Kristoffersson
Network: School-Home Cooperation

Network 19: School-Home Cooperation

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-206 Chair: Margaretha Kristoffersson

331 Responsibility in After-School Settings in Sweden and Finland

Marie Karlsson, Annica Löfdahl,Satu Perälä-Littunen, Marja Leena Böök

Karlstad University,Karlstad University, University of Jyväskylä, University of Jyväskylä

Research topic/aim
The presentation reports the results of the first steps of a study focusing on how different areas of responsibility for children's lives at after-school settings are allocated among parents, children and teachers in Finland and in Sweden.

Theoretical and methodology framework
After-school care for school children has been organized in different ways in the Finnish and Swedish societies. We argue that these differences are interesting as they tell us something about the societal conditions structuring parenthood and the institutionalization of childhood (see e.g.Kampmann 2004).

The data presented in this paper consist of thematic life story interviews with parents in Sweden and Finland who have or have had children attending after-school settings. The data were first analyzed thematically (see.e.g.Gibson & Brown 2009,127) in search for narratives describing different experiences and ascribing different meanings to and functions of after-school care in the lives of families. The second part of the analysis utilized a model for positioning analysis of conversational narratives (Bamberg, 1997). Special attention was given to the ways in which culturally available discourses of good parenting and good childhoods were invoked through the narrative positioning of the parents themselves, their children and teachers as responsible for children's lives between home and school.

(Expected) conclusions/findings
The expected findings will bring new insights into the everyday lives of families with school-aged children in Sweden and Finland as well as to the cultural discourses which guide conceptions of responsibility. Moreover, the findings can be used in planning after-school care and in teacher training in both Finland and Sweden as well as in other Nordic countries by making the future teachers sensitive to these issues.
This abstract is part of the symposium Parenthood, Childhood and Schooling in Nordic countries, Network 19 School-Home Cooperation (organized by Margaretha Kristoffersson)

Network 19: School-Home Cooperation

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-206 Chair: Margaretha Kristoffersson

810 Home-school relationships and cooperation between parents and supervisory teachers

Kristín Jónsdóttir

School of Education, University of Iceland

Supervisory teachers are responsible for the home-school relationship in compulsory schools in Iceland. According to this study on parental involvement in compulsory schools, the practices in the relationship are systematic and regular, and quite similar to those in Denmark and Norway. Data was gathered using two online surveys, one for professional staff (N=823) in 20 compulsory schools and another for parents (N=3481) of children in those same schools.
Ninety per cent of parents find communication with supervisory teachers to be easy. The ease of communication is related to overall satisfaction with the experience of school, which demonstrates the importance of the supervisory teachers? role. Cooperating with parents is more difficult for the supervisory teachers. Two-thirds of them said that they spend 2-4 hours per week cooperating with parents, and a major part of the cooperation is concerning individual students. The results show no difference in parental satisfaction with the cooperation in the relation to the age of the child, but teachers use more time on cooperation about learning for the older the students, which can indicate greater emphasis on learning and achievement. It should be considered to encourage teachers to spend more time on cooperating with the whole parent group, to increase direct contact with all parents and to be aware that parents can be vulnerable due to their child?s special needs. In practice, parent participation and involvement must be encouraged in many different ways if the aim is a joint responsibility of student welfare and education.

Network 24: School Development

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-208 Chair: Michael Dal

Organizers abstract

115 CIE - Creativity, innovation and pedagogical entrepreneurship in the Nordic countries - Part 1

Michael Dal

School of Education - University of Iceland

The Nordic countries face – as in the rest of Europe - a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs - young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider 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 entrepreneurial learning is addressed from an early age. 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 an entrepreneurial culture. 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 the definition of pedagogical entrepreneurship as well as presenting different research in the field.

Network 24: School Development

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-208 Chair: Michael Dal

392 Entrepreneurship – a concern for Teachers but not for Teacher Education?

Eva Leffler and Gudrun Svedberg

Department of Education

In Spring 2009, the Swedish government presented its strategy for entrepreneurship in education. According to this, entrepreneurship is supposed to run like a 'red thread' through the entire education system. The concept of entrepreneurship has subsequently taken its place in the Swedish national curriculum and the Swedish National Agency for Education has opened its 'toolkit' to implement entrepreneurial learning, which includes tools like in-service education for teachers and funds for development work in schools. During the same period, the Swedish Teacher Education has been renewed and equipped with an educational science core. A pilot study involving six universities indicates that the government's strategy for entrepreneurship is having difficulties impacting on Swedish Teacher Education. However, entrepreneurship has been in demand in in-service courses for teachers. The purpose of this study is to identify the presence of courses or elements in Swedish Teacher Education which explicitly express an entrepreneurial approach and analyze the ways in which education prepares future teachers for the task of working with entrepreneurship in their teaching. The study is based on verbal communication and a review of curricula in education and learning for those 20 universities that provide Teacher Education in Sweden.
The results show that newly graduated teachers may seek this knowledge in educational practice. Enthusiastic individuals have more impact on the focus on entrepreneurship than strategic decisions by the university and the government's strategy can be considered as mainly ignored by the Teacher Education in most of the universities in Sweden.

Network 24: School Development

Session 1 - Symposium 1 - part 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-208 Chair: Michael Dal

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509 Assessment and entrepreneurial teaching and learning – is it possible?

Per-Gunnar Hallberg

Department of education. Umeå University. Sweden

The political development of the Swedish school in recent years, pointing in a direction of greater control, increased documentation, several national tests and ratings. One consequence of this is that education is increasingly focused on teach for test. While the school develops in the direction expresses the school's recent curriculum for students to develop entrepreneurial skills such as creativity, responsibility, initiative, independent thinking, courage, etc.
Students focus their strategies against what they perceive they get ratings from. Is it possible that assessment and grading support entrepreneurial teaching and learning? Or is it an obstacle for entrepreneurial learning?

No network

Session 1a - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-207 Chair: Sissel Sollied

Organizers abstract

456 Counsellor education

Sissel Sollied

University of Tromsø

Abstract describing the entire symposium.
Within different contexts today one can find dialogue based help and support praxis under a variety of labels, such as mentoring, supervision, counseling, guidance, tutoring, consulting, coaching etc. The idea of the symposium is to establish a network within this broad field, with an aim of developing research in the Nordic countries. Such research could trigger exciting publications. A newly established research group at the University of Tromsø has initiated this symposium.
We find that counsellor education is called for to a greater extent, in various fields throughout the Nordic countries within a wide range of organizations, such as schools and kindergartens, social services, police and prison services, health care and other public and private services.
It is a new requirement in Norway for all teaching, also in kindergarten education services, that teachers must have 15 credits in counsellor education in order to tutor students in praxis. Educational institutions are required by the Ministry of Education to provide counsellor education containing at least 30 credits.

Consequently this leads mentor teachers to request a research-based counselor education at the Master level. Mentor teachers will be included in this research in close cooperation with educational institutions, and among other things they can be actively involved, helping to clarify the different fields that should be researched.

In Norway, there is an ongoing nationwide process in which the ICDP program is being implemented by The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) in Norwegian municipalities. ICDP stands for "International Child Development Program" and has a relational approach to supervision. There is a clear focus on developing the sensitive role of caregivers, both in the family and in schools and kindergartens etc. Both the UN and the WHO have implemented this program in projects worldwide. Another area in focus is the use of ICDP as a part of the introduction program for refugees. Four of the members of the research group in Tromsø are working with this program, and would like to establish research collaboration with colleagues in the Nordic countries.

No network

Session 1a - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-207 Chair: Sissel Sollied

500 A two-fold effect - tutoring newly qualified and experienced teachers?

Kirsten Sivertsen Worum, Rachel Jakhelln, Liv Carstens Knudsen

University of Tromsø, Norway

Our project Mentoring Newly Qualified Teachers is a cooperation between Finnmark University College and the University of Tromsø. As part of the project we have developed a course in Counselor education. Our purpose has been two-fold, to contribute to the development for both the newly qualified and for the workplace. Through this project and the course we have become more concerned with the relationship between practical tutoring and different epistemological perspectives.
Counselor education in Norway has been characterized by the tradition from Handal and Lauvås which is rooted in an individualistic perspective. In our work, we have chosen an organizational perspective. Our thinking is therefore anchored in a socio-cultural perspective.
In our presentation, we seek to highlight some of the differences in counselor education. The purpose of our work is not primarily individual reflection. We work for a transgressive reflection that can help balancing the established and the new – which can sometimes be perceived as challenging. A practice that promotes a transgressive reflection will require active participation in the tutoring from both the newly qualified and those who are carriers of the tradition in the workplace. Thus the workplace is given a unique opportunity to gain new knowledge while discussing the status quo.

No network

Session 1a - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-207 Chair: Sissel Sollied

635 Challenging the help seekers mind and rescuing the image of self

Cato R. P. Bjørndal and Mary Brekke

University of Tromsø

In this study video recordings of 48 helper-dialogues were compared, including managers mentoring or coaching employees, teacher-mentors in professional practice mentoring students, and colleagues consulting colleagues.

A distinct trait in most of the dialogues in this study is that the dialogues relate to themes in which the help-seeker's image of self is, so to speak, "at risk". The dialogues usually pertain to one or more problems that the help-seeker has some difficulty tackling.

A key finding of the study is that the help seekers seemed very concerned to maintain a positive image of self. This is analyzed using positioning theory. Their strategies to work with their own self image includes withdrawing, contradiction and most commonly different repair strategies, with the help-seeker relating to his or her own weaknesses while repairing, elaborating on or nuancing his or her own self-image or positioning.

A comparison of the most "open" and "closed" dialogues in the study also demonstrates marked differences in the way the helpers position themselves and the help-seekers: first, in the extent to which the helpers position the help-seekers' self-image in an supportive and empowering way; second, in the way in which the helper positions himself and the help-seeker in terms of knowledge.

No network

Session 1a - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-207 Chair: Sissel Sollied

786 Educational goals in a master program for mentors. Different perspectives

Ragnhildur Bjarnadóttir

University of Iceland

In the last three decades the role of mentors have come to include support to student teachers? professional and personal development, and also sometimes to the professional development of schools. The focus has moved from adaptation to the job, to the student teacher?s learning, and from individual focus to the social and cultural context of learning. But how are master teachers prepared for their complicated role? How should their professional competence be defined? The University of Iceland, School of Education, is currently planning a master program in pedagogical mentoring, focusing on mentoring both student teachers and novice teachers. The program will be aimed at experienced teachers at all school levels. The learning objectives (competence) for the program, and three courses (30 ECTS) have been defined by university teachers. Master students, with teaching experience, are now offered one course in pedagogical mentoring at the university. Their perspectives on how mentors? professional competence should be defined, i.e. on what they need to learn to become ?professional mentors?, will be presented. Their definitions and meanings will be compared with the ?university perspective?.

No network

Session 1a - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-207 Chair: Sissel Sollied

787 Supervision of students in need of proper educational adaptions

Kari Berg

Norwegian University of Science and Technology

The official mandate for teachers? responsibility in many countries is extensive. In a Norwegian context this has been pointed out in school law and regulations. Guidance is a clearly defined task for the school system, and can be understood as an integral part of teachers? role when education is adapted to students? abilities and aptitudes.
New narrative analysis of a material from a completed case study on vulnerable students? school careers (Berg 2009), shows that in a number of specific situations, teacher supervision skills are required and essential for student learning. From the analysis of teacher interviews in my ongoing project concerning teachers? professional identity in lower and upper secondary school (Berg 2012), counseling is considered as an integral part of the teacher profession.
In my presentation I will highlight some of the results from these two studies and argue that a broad conception of guidance in schools, among other things implies a strengthening of the teachers? focus on developing expertise working with students who are struggling.

No network

Session 1a - Symposium 1 (Thursday, 7 March 13:30 - 15:00)

Room: H-207 Chair: Sissel Sollied

475 ICDP- A relation focused and empathy based program

Siri Sollied Madsen

University of Tromsø

International Child Development Program (ICDP) was developed by Professor Karsten Hundeide and Professor Henning Rye. It's a health promoting and preventive program. The goal is to achieve and promote psychosocial care for people with responsibility for children's care. The program contains 8 themes for positive interaction, which is meant to increase the caregiver's awareness around the importance of positive interaction with the child. This is done to secure the child's mental and emotional development.

The Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) has been given the responsibility to implement ICDP in state and municipal agencies. ICDP has many areas of use, and is among other things, intended to be implemented as an integrated part of primary health services, nurseries, in preventive child care measures, for teachers in primary school and for employees in institutions for children both under care of child care services and children with disabilities.

ICDP is acknowledged and used by UNICEF and WHO, and is furthermore used in Argentina, Colombia, Denmark, El Salvador, Guatemala, India, Israel, Mozambique, Paraguay, Russia, Sweden, South-Africa and Tanzania. ICDP is also used in relation to care for children who are affected in emergency situations.

We wish to implement this idea and fundamental philosophy in other areas which work with children and youth, and are therefore interested in contact with others who believes this is an interesting approach to understanding children and youths development.

No network

Session 1b - Symposium 2 (Thursday, 7 March 13:30 - 15:00)

Room: K-208 Chair: Sólveig Jakobsdóttir

Organizers abstract

758 NordLAC symposium: Extending learning and agency across contexts with mobile devices and mobile learning practices

Sólveig Jakobsdóttir (NordLAC Nordforsk network)

University of Iceland School of Education

The Nordic Research Network on Learning Across Contexts (NordLAC) connects researchers and PhD students in six countries collaboratively to explore aspects of learning across sites and contexts and in relation to digital mediational tools. Underlying these approaches is an idea of participatory pedagogy (Kumpulainen, et al. 2009) that aims to promote learning across contexts by fostering students' agency. Essential for this effort is that students are positioned as acting of their own volition, and that their everyday funds of knowledge occupy a central position in the learning practices. The presentations of this symposium investigate three cases of participatory pedagogy coming from three different countries: Iceland, Norway, and Finland. They provide a view of a rich diversity of mobile learning practices and innovative uses of mobile devices in formal, informal, and non-formal learning settings.

The presentations employ a variety of qualitative and quantitative methods to explore the ways that the mobile devices are used as part of the individual and collaborative learning practices and what are the implications for students' learning and agency. The symposium as a whole contributes to a richer empirical understanding of the constitution of different forms of agency while using mobile devices in learning across contexts. These novel mobile devices feature a potentiality to disrupt and evolve conventional and new educational practices.

No network

Session 1b - Symposium 2 (Thursday, 7 March 13:30 - 15:00)

Room: K-208 Chair: Sólveig Jakobsdóttir

764 Expanding the Chronotopes of Schooling for Promotion of Students' Agency

Kristiina Kumpulainen, Antti Rajala, Jaakko Hilppö, Lasse Lipponen

University of Helsinki

Conventionally space and time at school are strictly controlled and circumscribed. Moreover, the learning practices are often reduced to the acquisition of knowledge and skills, and students' agency and identities are not fostered. Novel mobile learning practices, which utilize, for example, interactive virtual technology and mobile devices, feature possibilities for breaking out of conventional space-time configurations of schooling.

In our paper, we discuss what opportunities for students' agency work were created in an innovative upper secondary school learning project, Bicycles on the move! In examining the social construction of a new space-time matrix, we use the bakhtinian concept of chronotope, and explore how the social practices and discourses of the classroom community transformed the space-time dimensions of conventional schooling and what consequences this had on students' agency.

During the project, students collaborated with city authorities and influenced the decision making of the city council concerning cycling. An example of novel learning practices used in the project is an interactive virtual map, used to collectively discuss photographs taken by the students of their local cycling conditions.We collected various types of data including student and teacher interviews, documents, and video- recorded classroom interactions. Based on our ethnographic understanding of the project, we purposefully selected key aspects of the project for chronotopic analysis - accountability, meaning making and relationships, and developmental aspects - which are arguably essential for understanding the relationship between students' agency and the projects's chronotope.

Our analysis illuminates that the chronotope of the Bicycles on the Move! project involved features that distance it from chronotopes typical of conventional schooling. It represents what we call the expansive chronotope that enabled students' agency work, in particular conceptual, relational, and transformative agency. In all, our study highlights how the limitations of conventional pedagogies can be overcome as time and space were reconfigured and expanded in an innovative upper secondary school classroom community.

Our results inform practitioners concerned with fostering students' agency in educational settings, and also bear importance to other researchers interested in how space, time and agency are negotiated in educational settings.

No network

Session 1b - Symposium 2 (Thursday, 7 March 13:30 - 15:00)

Room: K-208 Chair: Sólveig Jakobsdóttir

765 IPADs as tools for producing digital stories as museum learning activity

Dagny Stuedahl

InterMedia, Faculty of Education, University of Oslo

We will present an ethnographical analysis of participatory learning at a science museum in Norway. The learning activity contains production of digital stories based on photographic imaging and video recording in the gallery, remixing with museum archival material and editing resulting in short 1-2 minutes videos. The experiment with digital story-production as learning activity during a prolongued museum visit (4 hours), builds on a recognition that today's youth no longer are just consumers of knowledge and information but also producers. The focus needs to be on new and better ways for visitors to learn in museum exhibitions and expand their meaning-making processes related to objects and themes raised in galleries and how digital media may support active visitor involvement and learning. By acts of co-production, digital media are currently explored due to their capability to support the different forms of learning in museum; observational learning, inquiry based learning or learning based on co-compositional activities (Stuedahl and Smørdahl 2011 a &b).

An experiment in developing new forms of educational activities at the science centre presented here includes tablet computers as a mediating tool that both act as tools for imaging, choosing details of museum objects to discuss and as tools for enacting the interpretations of the museum exhibit. Also, the tablet works as a tool for accessing digital archive material provided by the museum, a mobile tool that supports collaborative reflections, and to fulfil the achievements given by the museum pedagogues of producing digital stories.

The analysis will be based on ethnographic observations and supplemental interviews of two classes of approximately 20 learners from 8th grade, 14-15 years that participated in the experiment. The presentation will focus on how an IPAD tablet computer supplied supplied the museum supports the participatory learning activity planned by the museum pedagogues. The analysis focuses on the learners production activities in the setting of the gallery – and in the setting of the learning lab in the science centre.

No network

Session 1b - Symposium 2 (Thursday, 7 March 13:30 - 15:00)

Room: K-208 Chair: Sólveig Jakobsdóttir

766 Tablet computers as mobile learning environments - constructing agency and promoting participatory learning

Skúlína Hlíf Kjartansdóttir

University of Iceland School of Education

Skúlína Hlíf Kjartansdóttir & Sólveig Jakobsdóttir

We present results of an evaluation study at the lower secondary level in an Icelandic school, Norðlingaskóli on the use of mobile technology (tablet computers). A recent study (Jakobsdóttir et al., 2012) from 2009-11 in 20 Icelandic schools showed that the economic crises in Iceland had severe effects on many of the schools in technology purchases, which have been frozen since 2008. That study found limited computer use in teaching and learning although many teachers expressed interest in using ICT more than they did. Teachers and 30 students in grade 9 got IPAD tablet computers. We interviewed teachers, students and stakeholders, surveyed parents, students and teachers and classroom observations have been done. In Norðlingaskóli the tablets enabled access to websites, portals, social media and a plethora of learning software, games and collaboration tools. The tablet offers a playground, as well as an efficient work environment, which teachers and students can tailor to their needs. There was a noticeable increase of student interest in learning. The tablets also encouraged collaboration of the school and agents in the educational community, which have provided know-how and support.

The focus of our research is moving from technology as an impetus for learning, towards a study of the learning environments, self-directed learning, agency and participatory learning, as well as boundary-crossing between formal, informal and non-formal learning environments. We are examining the role of the teachers as agents of change and the role of the students as organizers of their schedules and learning strategies, while developing new technological and digital media skills for the future.

The practice of using mobile devices in this case can be looked upon as disruptive. It is currently feeding into "an eruption" of interest in renewal of technologies in the schools, along with potential uses and changes in pedagogies. It is important to study that eruption and other similar ones across the Nordic countries and beyond. How they are providing challenges and opportunites to change educational systems and learning practices.

Network 14: Multi Cultural Educational Research

Session 2 - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-205 Chair: Fred Dervin and Hanna Ragnarsdóttir

Organizers abstract

384 Origins: A Sustainable Concept in Multicultural Education?

Fred Dervin and Hanna Ragnarsdóttir

University of Helsinki, Department of Teacher Education / University of Iceland, School of Education

Though the word origins has been around in many languages for many centuries, talking about origins is a very postmodern subject. As such, even though we live in "liquid times" (Bauman, 2004), where identities are said to be unstable, hybrid, plural and opportunities for altering the Self unlimited which unsettle, amongst others, national identities and "imagined communities" (Anderson, 1992), sticking to, being relegated to or attempting to find one's origins are thriving issues.
In education, origins are omnipresent – be they social, ethnic, cultural, etc. On the one hand, they are considered useful for equality and equity and inclusion purposes. On the other, Bhatia argues that discourses on e.g., "minority students" often based on nationalistic educational policies and curricula can contribute to simple, unproblematized and limited uses of the idea of origins (Bhatia, 2011) and can easily lead to institutionalized racism and categorizing. Besides these also can often create volens nolens hierarchies between people, in the sense that there sometimes hides implicit moralistic judgment behind discourses on origins, cultures and identities (Holliday, 2010).
This symposium examines the discourses and uses of the concept origins in various educational contexts, adopting a critical stance. We ask the following questions:
- Who uses the concept origins or its "synonyms" in education? For what purposes?
- What explicit and implicit statements about origins are made in education? In other words, how is it used?
- What origins or which aspects of origins seem to be privileged in education (class, ethnicity, language...)?
- Are origins taken into account in pedagogy, school administration, architecture, etc.? If so, in what way? What are the advantages and drawbacks of talking about origins?

Network 14: Multi Cultural Educational Research

Session 2 - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-205 Chair: Fred Dervin and Hanna Ragnarsdóttir

571 A Holocaust survivor's memories of origin: significance to self-identity and to education

Robert Berman & Elena Makarova

University of Iceland & University of Bern

We discuss the significance of origins to a Holocaust survivor, to learn from his experience and apply its lessons to the educational context. Our paper relies on an extensive interview with George, a Polish Jew, who fled to Britain after WWII, married there and then immigrated to Canada. Today George speaks little Polish, rejects religion and seems to have fully assimilated. But following retirement, George began lecturing in public schools on the Holocaust. We analyse the significance of his memories of origin in establishing his postwar self-identities. We further illustrate the use of origin in education as a transmitter of collectively shared representations of history across generations and national borders.

Our approach stems from work undertaken on identity within social psychology. We explore the question, "To what extent may one create a self-identity to one's own satisfaction and advantage?" through the application of Identity Process Theory (Breakwell, 1986; Timotijevic & Breakwell, 2000), Social Identity Theory (Tajfel, 1981; Tajfel & Turner, 1986), and Social Identity Threat (Deaux, 1993, 1996; Deaux & Burke, 2010; Major, 2012).

Holocaust survivor Jean Améry's (1980) claims that "[e]veryone must be who he was in the first years of his life, even if later these were buried under," and that "[n]o one can become what he cannot find in his memories," are worthy of examination in light of George's life. Moreover, Apfelbaum's (2000) question, raised in examining the lives of genocide survivors, seems particularly worthy of reply: "How can one exist on a day-to-day basis away from home in a socially alien environment and successfully reconstruct one's broken life?"

Given the importance of others to the development of one's self-identity, we explore the impact of George's past and present communities on his self-identity. Finally, we examine George's decision to talk to children about the Holocaust, illustrating that "socially shared representations of history [may be] important in creating, maintaining and changing a people's identity" (Liu & Hilton, 2005) but that origin can be a fruitful concept in education in order to connect past, present and future.

Network 14: Multi Cultural Educational Research

Session 2 - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-205 Chair: Fred Dervin and Hanna Ragnarsdóttir

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266 Strategies in 'cross-cultural' dealings: avoiding, rejecting or highlighting the matter of origin

Kirsten Lauritsen

University College of Nord-Trondelag

Abstract
In a recent fieldwork in two kindergartens, I experienced: a) that the staff tended two distance themselves from minority parents and to focus to a large extent on perceptions of the imagined (large) differences between themselves and these parents, based on 'culture' and 'language'. b) that children with minority parents, when asked about which languages they spoke, didn't want to tell that they spoke Arabic or Filipino. As a refugee consultant years ago, different groups of professionals called on me to help them perform their jobs towards the new groups from Iran and Somalia, where their professionalism seemed to evaporate in the dealings with persons with a non-Norwegian background, no matter what educational or social or other commonalities there might be. As a social scientistI have since interviewed former refugees on their experiences.

The two data sources are more than twenty years apart, but both seem to imply that when different Norwegian professionals are facing what they perceive of as differences in origin, a glass wall is raised that prevents or reduces the potential for communication and professional conduct. Despite more than twenty years of experience with an increased linguistic and cultural diversity in this region, this tendency seems to be just as salient today as it was when the region started to receive refugees in 1987.

The theoretical approach draws on Anthropological and other social sciences. In her book "Plausible prejudice", the Norwegian Anthropologist Marianne Gullestad asks "if a nation has to be imagined in terms of ancestry, or if it can be imagined as a political community of conversation across overlapping multiplicities of origin and identification". The questions I would like to try to answer are the following: - Are the statements that are being made about origins empowering or oppressing the groups or individuals involved? Are origins imposed on children or students? Do some students reject 'their' origins? Why? How?

Network 14: Multi Cultural Educational Research

Session 2 - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-205 Chair: Fred Dervin and Hanna Ragnarsdóttir

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178 There is no such thing as a pedagogy without origin

Thor Ola Engen

Hedmark University College

In Norway a "PISA-shock" has created a new consensus among school authorities and politicians that a stronger focus on academic learning is needed, and that fundamental literacy skills should be focused more strongly within a skills' approach. A summarizing slogan – "A student is a student is a student!" – implicates that students' origin no longer should be a major concern in designing educational programs. The slogans implications are, however, contradicted both by historical evidence and theoretical arguments which will be discussed in the paper.
Firstly, I will look onto the nineteenth century conflict between the national power elite of Danish origin and the Norwegian rural peasant opposition regarding language and content in elementary school. Through a process of "reverse inclusion" the opposition gradually managed to develop a unitary school, opening access to higher education also for students of Norwegian origin.
Secondly, I will discuss how this Norwegianized unitary school at the same time, however, implied marginalization for students with indigenous and national minority background. Thirdly, I will suggest that the school at present, within a seemingly neutral skills' approach, takes middle class students' cultural origin for granted – to the extent that particularly language minority students are struggling hard to meet the school's requirements.
Within a theoretical framework based on the literature on nation building, literacy teaching and socialization theory (developed by the Norwegian sociologist Anton Hoëm, based on extensive empirical research among the Sami people in Northern Norway), I will argue that whenever the linguistic or cultural origin of students are either explicitly overlooked by the school, someone's origin will still be implicitly favored by the school.

Network 19: School-Home Cooperation

Session 2 - Symposium 1 - part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-206 Chair: Margaretha Kristoffersson

Organizers abstract

818 Parenthood, Childhood and Schooling in the Nordic Countries - Part 2

Margaretha Kristofferson

Department of Education, Umeå University, Sweden

People use the term 'everyday' or 'daily' life in an easy, self-evident and mundane way, as if it is some way unchallenged. Everyday life seems to be everywhere, but nonetheless nowhere. Everyday family life comprises the rhythms, emotions and actions of daily existence. Although the emotions of daily life shift from positive to negative and vice versa. (Felski 2000; Rönkä & Korvela 2009).

Our research data consist of photographs and "photonarrative" interviews (see Kaplan, Lewis & Mumba 2007) with ten Finnish parents. Each parent took photographs pertaining to their daily life and each parent was interviewed twice. "Photonarrative" is a useful way to obtain family members' perspectives on their lives, it produce narratives that mirror their experience, emotions and biographies. In addition, when informants take photographs that are later to be looked at and discussed in interviews, the data gathering is in the hands of the informants, who thus provide evidence of their own rather than being directed by researchers. (Einarsdottir 2005, 527: Punch 2002).

Firstly, in this presentation, we discuss the use of cameras and photographs as a research methods and how to get voice of family members. Secondly, we describe family life through interviews (20 interviews) and photographs (130 pc) taken by parents. We concentrate on how Finnish mothers and fathers experience and attribute meanings to their everyday life. We consider daily family life from a constructivist perspective, meaning that everyone has his/her own way of seeing and constructing family life (Daly 2003).

Network 19: School-Home Cooperation

Session 2 - Symposium 1 - part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-206 Chair: Margaretha Kristoffersson

328 Teachers' perceptions and attitudes to homework in Swedish lower secondary school

Limin Gu and Margaretha Kristoffersson

Department of Education, Umeå University, Sweden

During the last few years, there has been dramatic increase in the number of private companies in Sweden, who provide support for students' homework. It seems that there is a need to turn to organizations and resources outside school to help students accomplishing their schoolwork. Debate on what has caused this and what impacts this may bring about has been highlighted. However, we seldom hear teachers' voice in the debate and there is an absence of reflections and research aiming at examining and problematizing the existed homework practice in Swedish schools. This paper intends to explore teachers' perceptions on the purpose of homework and their understanding and attitudes to critical conditions and factors that should be taken into account in design and management of homework. Constructivist learning approach is central to understand and analyze an active and contextual learning process associated with homework. Data was collected through a Web-based survey in form of questionnaire, which contained seven themes and 28 items. 212 lower secondary school teachers from nine municipalities participated in this study. Nine in-depth personal interviews with teachers were conducted as a complement. Descriptive statistics and qualitative interpretive principle were applied in data processing and analysis. The main result indicates that the pedagogical goal of homework is valued higher than its social functions. Teachers prefer to use homework to confirm knowledge and skills that students have learnt in school. As to homework assignment, while motivation, repetition and feedback were those terms frequently mentioned by teachers, the importance of variation, appropriation, individual diversity and conditions, and collaborative learning was given less emphasis. In a more critical sense, homework has become a kind of routine in school practice lacking of a long-term pedagogical framework for design and management. In order to reach the educational goal of homework within the frame of curriculum, teachers are facing challenges to reflect over what, why and how homework can improve students' learning and development.
Keyword: homework, lower secondary school, teachers' perspective, questionnaire and interview

Network 19: School-Home Cooperation

Session 2 - Symposium 1 - part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-206 Chair: Margaretha Kristoffersson

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736 Teachers, parents and professionals working together

Jónína Sæmundsdóttir

University of Iceland

The good cooperation/partnership between school staff, professionals/specialist and parents of children must be seen to be important when accommodating to the children with special needs and their families;
This paper presents a study aimed at assessing the attitudes and experiences of cooperation regarding children with special needs in preschools in the Reykjavik area in Iceland. Semistructured interviews were taken with six preschool teachers and analyzed according to thematic analysis. Results were also compared to results from a similar study on special teachers in elementary schools.
Among the results are that the participants valued cooperation and felt it to be an important part of their work. They had on the whole quite positive attitudes and experiences of cooperation/partnership with other preschool staff, parents and specialists/professionals. Similarities and differences of the experiences and attitudes of preschool and elementary school teachers are discussed.

Network 21: Politics of Education and Education Policy Studies

Session 2b - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-207 Chair: Tine Sophie Prøitz

Organizers abstract

251 Assessment policy and learning outcomes in Scandinavian education (double symposium)

Tine Sophie Pröitz

Department of Educational Research

The practices of measurement and feedback of educational assessment have a long tradition in the Scandinavian countries. The particularities of assessment of today are however characterized by policies holding a stronger focus on accountability, learning outcomes and enhancing achievements. This symposium presents and discusses changing policies and different practices driven by new and emerging forms of governance.

Which changes can be observed? How are different actors and their practices in education affected by these new trends? And in what ways are new forms of assessment policies understood and given meaning to by its actors?

The symposium covers a wide array of approaches to assessment in education. Christian Ydesen offers a historical analysis of the emergence and impact of the testing profession in Scandinavia from the 1920s to the 1960s. Sølvi Mausethagen presents an investigation of how professional discourse is negotiated and reworked when Norwegian teachers discuss practices around national testing. Tine S. Prøitz discusses various conceptualisations of learning outcomes in changing contexts as interpreted by international scholars, Norwegian teachers and policy makers the past decade. Kristine H. Karlsen presents a study of Norwegian higher education students' perception of feedback which suggests that teachers' perceived credibility (ethos), ability to give explanation (logic) and motivate and connect to students work (logos) appears to be the most valued feedback. The presentations are concluded by Sverre Tveit, who presents initial findings from expert interviews and document analyses of the rationales underpinning "the missing links" between external (examinations and tests) and internal (classroom) assessment in Norway and Sweden. As the symposium's discussant, Christian Lundahl will facilitate questions from the audience and further comments and remarks towards the conclusion of the symposium.

Different policies for assessment bring forward a range of terms, concepts, logics and rationales that require interpretation, definition, justification and negotiation by teachers, municipalities and others responsible for implementation and realisation of these policies. By focusing on how various actors in education of today embrace the complicated issues of assessment, learning outcomes and feedback, this symposium aims at providing a well-grounded arena for the discussion of current policies of assessment in the Scandinavian countries.

Network 21: Politics of Education and Education Policy Studies

Session 2b - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-207 Chair: Tine Sophie Prøitz

255 Conceptualizations of Learning outcomes in Changing Contexts

Tine Sophie Prøitz

NIFU

Background
The meaning of learning outcomes defines what is valued as important and appreciated as student learning. A review of the research literature indicates that there is a dominant, established definition of the term learning outcome. However, a wide range of alternative definitions have also been identified.
The project is framed by the developments in Norway over the past decade where learning outcomes and outcome-based teaching approaches have been implemented in both higher and lower education. The practice of assessing student performance according to predefined goals and standards is relatively new in Norway, where a strong tradition of process orientation has prehas predominatedd.

Objective
The paper aims to identify and compare how different actors (international scholars within the educational field, Norwegian teachers and Norwegian policy makers) conceptualize learning outcomes within their particular context. A situation of competing meanings for what learning outcomes constitute may lead to misunderstandings between central actors within education.
The first goal is to summarize the main results of three studies of how learning outcomes are conceptualized by three groups: 1) international scholars; 2) Norwegian teachers; and, 3) Norwegian policy makers. The presentation will highlight how the concept of learning outcomes is being used and understood by the actors, with particular focus on issues that may emerge from these different conceptualizations.

Expected findings
There seem to be two broad types of definitions of learning outcomes in the research literature: Established definitions (dominating): learning outcomes must be result oriented, full-ended and measurable. Alternative definitions: learning outcomes must be process oriented, open-ended and with limited measurability. Learning outcomes are defined in varied ways by teachers when they assign grades to their students, which are highly dependent on school subject and the student.
The investigation of the Norwegian core policy documents indicates that learning outcomes are conceptualized differently relying on the policy context and governing parties.
The preliminary results indicate a myriad of conceptualizations of the concept of learning outcomes within and between the three groups of actors.

Network 21: Politics of Education and Education Policy Studies

Session 2b - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-207 Chair: Tine Sophie Prøitz

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346 Hot air or useful comments? - An inquiry into undergraduate students' perception of feedback – in light of the Norwegian Quality Reform

Kristine Høeg Karlsen, Roar C. Pettersen, Hanna Marie Ihlebæk, Jo Ese

Høgskolen i Østfold

This paper reports on how undergraduate students perceive feedback they receive from teachers. The investigation is framed within a larger research project set up to investigate assessment practices in Norwegian University Colleges, funded by the Norwegian Research Council to evaluate the effects of the Quality Reform (St.meld.27,2000-2001). The reform was initiated in 2003 to align Norwegian higher education to the Bologna process. One aim of the reform was ensure the provision of regular and frequent feedback to students, and a keen interest in the progress of the individual student. The study is based on a mixed-method-approach, including a student evaluation questionnaire, semi-structured interviews and students' web-logs. Preliminary analysis seem to suggest that well-styled feedback, which appeals to ethics, logic and emotions, is the most important factor when students judge the value and trustworthiness of the feedback received.

The study includes data derived from two types of questionnaires, the Course Experience Questionnaire (N=2.000) and Assessment Experience Questionnaire (N=1.974), collected during 2006-2012. Furthermore, to explore in more detail what students perceive as favourable condition under which feedback is beneficial to their learning, we employed semi-structured interviews (N=29) and analysis of 400 student web-logs. The interviews focussed mainly on oral feedback.

Preliminary analysis indicates that the students to a larger extent value and find the feedback provided helpful when the feedback appeals to ethos (the teacher's perceived credibility), to logic (the teacher's perceived ability to give explanation) and to logos (teacher's perceived ability to motivate and connect to students work). In general, if the teacher fails to apply these three modes of persuasion the particular feedback session will be affected negatively, and thus reducing the value students ascribe to the teacher's feedback. In our view, combining questionnaire and interview data within the frame of argumentation theory (rhetoric) is a promising strategy in exploring the phenomenon of feedback. In sum the study indicates that how teachers style their dialogues will have a clear impact on how students perceive the value of the feedback provided.

Network 21: Politics of Education and Education Policy Studies

Session 2b - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-207 Chair: Tine Sophie Prøitz

362 Title missing

Sølvi Mausethagen

Centre for the Study of Professions, Oslo and Akershus University College

This paper examines local meaning-making of a new regime for national testing and how institutional discourse is negotiated and reworked; Previous studies have investigated teachers' perceptions of standardized testing and possible implications of such tests. Few studies, however, have investigated workplace discourse through observation and interaction analysis. The purpose of this paper is to investigate the tensions that occur in discursive practices and to discuss the relationship between policy intentions and teachers' and principals' maneuvering in a changing professional landscape. Exploring meaning-making around national testing are of particular interest as these tests are examples of accountability policies that are mandated and made 'concrete' for teachers and principals. The data is based on a one-year long fieldwork in a Norwegian municipality, and this paper focuses particularly on transcribed episodes from teachers and principals' meetings. Critical Discourse Analysis has inspired the study.

The findings suggest that most teachers have an external understanding of national testing in which they place outside the main frame of their work. Tensions around 'us' and 'them', 'caring relations' and 'instrumentalism', and 'collegiality' and 'hierarchical relations', are prominent examples of the more fundamental binary of what is regarded as internal and external to teachers and principals. However, teachers and principals need to rework both the political and the professional discourse in order to make sense of and maneuver in the landscape. First, the findings show how national tests are increasingly being included in teachers' practices, yet in a more pragmatic way. Second, beginning-of-career teachers are more positive towards national testing. Third, prominent 'scripts' such as caring for students and their wellbeing are used to legitimize practicing for the tests. This reworking of institutional discourse can be seen in light of the importance of remaining in control over classroom practice and maintaining legitimacy and 'professionalism'. However, forms of external control create tensions for the individual and for the professional collective that has to be dealt with in ways that make up a valid account given teachers' knowledge and values. Thereby, the paper identifies how policy initiatives represent a normative mismatch in the field. Yet, the tensions are negotiated locally.

Network 21: Politics of Education and Education Policy Studies

Session 2b - Symposium 1 (Thursday, 7 March 15:30 - 17:00)

Room: H-207 Chair: Tine Sophie Prøitz

722 The (missing) links between classroom assessment and external assessments in Norwegian and Swedish secondary education

Sverre Tveit

Department of Educational Research, University of Oslo

Accreditation and selection of secondary students in Norway and Sweden rely mostly on teacher judgments; these procedures are however accompanied or supported by distinctively different instruments for external assessment. Whereas external examinations (eksamen) in Norway form separate marks on students' transcripts; achievements in Swedish schools are only reported by the teachers who decides how much emphasis to put on the national test (nationella prov) results. The rationale underpinning the external instruments' link to classroom assessment is however concealed in both countries. Analyses of policy documents relieve limited rationales underpinning the procedures for accreditation and selection in the two countries. Thus further inquiry into politicians', policy makers' and education authority representatives' own understanding and justification offers the most thorough explanation to the countries policies and practice for accreditation and selection in secondary education.

The paper first presents a literature review on the relation between classroom assessment and a wide range of external instruments; from standardized multiple choice tests to essay based external examinations. Second, the paper analyses policy documents underpinning assessment procedures in the current curricula in Norway (Kunnskapsløftet) and Sweden (GY11). Third, initial findings from expert interviews with Norwegian and Swedish politicians, policy makers and education authority representatives are reported. It is alleged that one explanation to the lack of theoretical rationale underpinning procedures for accreditation and selection in Norway is that the external examinations initially were admission tests (Examen Artium) for tertiary education until the secondary schools (mainly the Cathedral gymnasium schools) in 1883 achieved to have them reallocated to serve as secondary education exit examinations. Secondary teachers thereby gained more control of their curricula (previously they had to teach to the tertiary level entrance tests); however the rationale for examinations relation to teachers' judgments was not established and has remained undefined since. In Sweden the national tests were introduced as part of a new norm-references assessment regime in 1962 and formed part of the 1994 transition to criterion-referenced assessment. The paper examines the national tests' relation to teacher judgments in the criterion-referenced assessment regime with emphasis on the recent (2011) adoption of achievement standards in Swedish secondary curricula.

Network 24: School Development

Session 2a - Symposium 1 -part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-208 Chair: Michael Dal

Organizers abstract

816 CIE - Creativity, innovation and pedagogical entrepreneurship in the Nordic countries - Part 2

Michael Dal

School of Education - University of Iceland

The Nordic countries face – as in the rest of Europe - a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs - young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider 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 entrepreneurial learning is addressed from an early age. 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 an entrepreneurial culture. 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 the definition of pedagogical entrepreneurship as well as presenting different research in the field.

Network 24: School Development

Session 2a - Symposium 1 -part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-208 Chair: Michael Dal

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634 Building a competence center for entrepreneurial learning in Northern Scandinavia

Mats Westerberg

Luleå University of technology

Co-presenters: Gudrun Svedberg, Umeå University; Monica Grape & Kaarin Kivimäki, Luleå University of Technology

Abstract: In Sweden the introduction of entrepreneurial learning into curricula in the entire school system has prompted a need for competence development and research on the subject to satisfy the demand for practical guidance on the practical level and policy development on the different government levels. To address this, Luleå University of Technology together with Umeå University will build a competence center for entrepreneurial learning with a special focus on northern Sweden. In this presentation we will describe and reflect on 1) the current situation in terms of actors and resources linked to entrepreneurial learning; 2) the process we plan to apply in building this competence center, including attracting international actors to a reference group, Swedish national actors as partners and local actors as core center participants; 3) the content in terms of research, education, competence development and collaboration; and 4) guiding principles for how the center will work where the idea is to practice aspects of entrepreneurial learning (i.e. be proactive, creative and initiate action that have potential to provide positive change). One area where we will try to use our innovative power is on how we in a sparsely populated area can reach out to places far away from the University using new technology for communication and collaboration. Here the center can collaborate with CiiR (Center for interorganizational innovation research) an existing Vinnova excellence center at LTU/UmU focusing on innovation in sparsely populated areas.

Network 24: School Development

Session 2a - Symposium 1 -part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-208 Chair: Michael Dal

671 Creativity, innovation and pedagogical entrepreneurship in the Nordic schools

Michael Dal

School of Education - University of Iceland

In this paper the authors set out the results of a Nordic study about creativity, innovation and entrepreneurship in Nordic schools. The study was commissioned by the Nordic Council and conducted by the University of Nordland in Norway in cooperation with the University of Aalborg, the University of Tampere, the University of Umeå and Iceland University. The main research question of the study is how creativity, innovation an entrepreneurship today is integrated in kindergarden, lower and upper primary school and in secondary school. The first part of the study,however, focuses on different definitions on the three terms creativity, innovation and entrepreneurship. It seems as if the understanding of the terms in some ways varies within the countries, but in many cases there are also a similar or alike understanding of how creativity and innovation integrate and become an important part of the term pedagogical entrepreneurship . Also, it seems as if the Nordic understanding of pedagogical entrepreneurship in some ways varies from the anglosaxian use of the word. The methodology of the research was qualitative and the emperical material of the study consisted mostly of different kinds of official management papers in all the Nordic countries such as curricula, statements, reports, political papers etc. Interviews were made with different players in the school system such as public officers from the different ministries of education, shool leaders and in some cases teachers. The findings of the study are among other things that in many Nordic schools the students today learn through activities that support the students' responsibility for their own learning. This also includes work with establishing student enterprices and cooperation with firms outside the school. Pedagodical entrepreneurship in many cases also includes focusing on the pedagogical work and initatives within the schools based on integration of different school subjects. The study resulted also in some proposals on how pedagogical entrepreneurship, innovation an creativity can be better integrated in the Nordic school in the future.

Network 24: School Development

Session 2a - Symposium 1 -part 2 (Thursday, 7 March 15:30 - 17:00)

Room: H-208 Chair: Michael Dal

577 Pedagogic entrepreneurship - a phenomenon in the area within an innovative pedagogy

Ove Pedersen

University of Nordland

Abstract

In this paper the concept of "pedagogic entrepreneurship" will be discussed. The background for this is the essential role that entrepreneurship has acquired in educational institutions at all age levels in society. Teaching about, within and for entrepreneurship is a challenge for educational institutions and is regarded as a dynamic strategy that is to contribute to the development and modernisation of society. In research terms, scholars must also be concerned with determining and conceptualising what this kind of "innovative pedagogy" means as a discipline.
Theoretical and methodology frameworks are connected to the goal of this article that was to arrive at a possible delineation of the sub-discipline of pedagogic entrepreneurship. Four such areas have been described, in which the starting point is a concept that traditionally includes the terms entrepreneurship and pedagogy. The purpose of this has been to discuss and identify the substance of the compound term pedagogic entrepreneurship. Both pedagogy and entrepreneurship are primary research areas with long academic traditions. While the two are normally defined as separate academic areas, both terms are associated with the concept of market.
As the analysis in this article shows, however, "entrepreneurship" and "pedagogy" in several respects cover overlapping disciplines and include elements focussing on personal characteristics, organisation and company-formation processes including product development. Pedagogy also focuses on knowledge transmission and thereby on development and influence processes, whilst entrepreneurship focuses on innovation and development processes. Within both areas, traditions have also developed for including cultural and social phenomena. These can be combined such that a definition of entrepreneurship also covers processes of social exchange in connection with personal formation – upbringing and tuition – organisation and exploitation of teaching possibilities. In this article this has been brought in to the definition of the sub-discipline of pedagogic entrepreneurship.
It is expected than an innovation should exercise an influence upon the field in which the innovation is being implemented, but innovation is also shaped by influences and expectations from a market that represents the needs of users. This means that a fundamentally entrepreneurial attitude must also entail that the school can have expectations that the market's players – those of the immediate area, commerce and society – will be involved in, participate in, and acknowledge its role and responsibility in society's, and thus the school's, skills-development work in the broadest-possible sense.

Network 2: Arts Culture and Education

Session 3 - Symposium 1 (Friday, 8 March 12:30 - 14:00)

Room: H-203 Chair: Anna Lena Östern

Organizers abstract

253 The importance of ruptures, resistance and transformation in aesthetic approaches to education

Anna-Lena Østern

Norwegian University of Technology and Science NTNU, Program for Teacher Education

Background and objectives

The topic of the symposium is how ruptures, resistance and transformations contribute to knowledge formation in learning processes, and in understanding of a profession in the context of art subjects and aesthetic approaches. The aim of the symposium is firstly to describe how different understandings of learning and knowledge make aesthetic approaches to learning provoking but also engaging, and secondly to problematize how a profession within art/music is defined differently depending on how concepts regarding knowledge, identity and power are defined (Grimen & Terum, 2008).
The themes covered by the presentations share a common aspect in presenting studies dealing with ruptures, resistance and transformations of understanding in a context of art and learning. To study the potential of ruptures and resistance as possibilities for a broadened understanding of knowledge and how knowledge is formed is a challenging perspective. The perspective can be connected to critical pedagogy and transformative learning (Mezirow & Associates, 2000). In the symposium the presenters articulate what happens, when participants in explorations of new designs for learning (Kress & Selander, 2010) are provoked or do not see the point with not familiar methods in inquiry based learning using aesthetic approaches (Stavik-Karlsen, 2013).

Expected findings

In a reflexive process these initial attitudes might be an opening towards a transformation of understanding, and a hook into getting involved in the learning activity. On a professional development level ruptures and resistance might be considered as different discursive understandings of what it implies to be a music pedagogue in a context of performers (Angelo, 2012).

This symposium will critically discuss the one dimensional concept-oriented and book oriented aspects of the school system, especially in Norway and Finland. The symposium suggests learning forms including aesthetic insight, as form of knowledge (Hohr, 2013). It embraces a dialogical teaching including sense based, embodied, practical and multimodal aspects (Kaihovirta-Rosvik, Østern & Heilä-Ylikallio, 2011; Sitter, 2013). Through this the symposium presenters suggest a widened space for action for as well teachers as students.

Network 2: Arts Culture and Education

Session 3 - Symposium 1 (Friday, 8 March 12:30 - 14:00)

Room: H-203 Chair: Anna Lena Östern

254 Provoking and subversive or thrilling and engaging? – a study of students' responses to a cyborg dance and a cyborg design task in exploration of the theme the universe

Anna-Lena Østern

Norwegian University of Technology and Science NTNU, Program for Teacher Education

Research topic
The topic of the study presented in this paper is how artistic and aesthetic approaches to learning in a project were perceived differently by students. The prevailing learning cultures were challenged both in secondary school and in teacher education in a meeting with artistic encounters. The research and development project SPACE ME explored innovative educational designs combining substance knowledge in science with aesthetic forming processes.

Theoretical and methodology framework
The theoretical framework for the study consists of multimodal meaning theory connected to educational design theory (Kress & Selander, 2010). Artistic learning processes are informed by transformative aesthetic theory (Dewey, 1934; Sava 1995). The critical perspective is connected to Mezirow's transformative learning theory (Mezirow & Associates, 2000).

The data generated for this study consist of video observations of the student's responding to an interactive cyborg dancer, evaluative texts, and solutions to a task to create a cyborg design – for a journey into the space. The approaches were unfamiliar for most of the students. The research question posed for this study is: How are artistic and aesthetic approaches to a science theme perceived among students in secondary school and among adults in teacher education? The analysis will be interpretive using narrative methods (Riessman, 2008; Webster & Mertova, 2007), and multimodal analysis (Jewitt, 2009).

Findings and conclusions
The learning space outlined in the analysis embraces ruptures, resistance and transformations as valuable sources in knowledge development. Through the surprises in the artistic encounter, the dramaturgical thinking, and the invitation to collaborative exploration of a meaningful theme, the students become actively involved in their knowledge production. The supervision of the teacher with powerful questions posed contributed to articulation of how objective substance knowledge and personal knowledge can make knowledge acquisition multilayered.

Relevance to Nordic Educational Research
How encounters with artistic expressions and aesthetic approaches to learning can contribute to vitalize the learning community in education is not fully explored in a Nordic context. This study contributes with knowledge about the meaning expansion achieved through multidimensional learning acknowledging as well embodied, subjective experience as substance knowledge.

Network 2: Arts Culture and Education

Session 3 - Symposium 1 (Friday, 8 March 12:30 - 14:00)

Room: H-203 Chair: Anna Lena Östern

256 Counter-voices and counter-images Resistance and ruptures as a transformative potential in pedagogical documentation

Nora Sitter

Programme for Teacher Education, SVT Faculty, Norwegian University of Science and Technology (NTNU)

Aim and context
In this paper I discuss the potential for applying the concept of documentation in new ways when reflecting upon educational practice. The presentation is based on a study set within the context of a research and development (R&D) project, "SPACE ME – about man in the universe", combining art and science in teacher education and secondary school, aiming at contributing to the development of a potentially broadened concept of knowledge (http://www.ntnu.no/plu/space-me).
The aim of the study is to explore participatory rooms for resistance and ruptures in the form of counter-voices and counter-images in working with multimodal pedagogical documentation.

Theoretical framework
Concepts from the Reggio Emilia philosophy, with a focus on pedagogical documentation, will inform the study (Lenz Taguchi 2012). The theoretical framework consists of theory of dialogism, resistance and critical reflection in education (Bakhtin, 1981; Giroux, 2001; Richards, 1991), multimodal theory (Kress 2010), and innovation theory (Darsø, 2011).

Research question and method
The research question elaborated in this study is "What are the characteristics of resistance, ruptures and transformations articulated in multimodal pedagogical documentation?"
The study will approach this question by looking into the main data for analysis in this study: the multimodal pedagocical documentation-products of the collaborative critical reflection, dialogue and narratives of participants involved. In the analysis I use multimodal and narrative research approaches.

Preliminary results and discussion
The main result will be a description of characteristics of multimodal products generated through collaborative critical reflection. I discuss the potential of multimodal pedagogical documentation as a tool for innovation and new designs for learning in teacher education and school.

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Network 2: Arts Culture and Education

Session 3 - Symposium 1 (Friday, 8 March 12:30 - 14:00)

Room: H-203 Chair: Anna Lena Östern

269 Philosophies of work – a sustainable approach to arts education

Elin Angelo

NTNU

Research topic/aim
In this paper I argue that focusing personal philosophies of work is a sustainable approach to arts education. The paper is based upon a research project (Angelo, 2012) where I have articulated three different instrumental music educators' philosophies of work: concerning one jazz pedagogue, one music teacher and one French horn pedagogue. The ethical dilemmas are many. Arts education is not only a work, neither a service, instead it is about persons and lived lives. Discussions about quality are challenging – but important.

Theoretical and methodology framework
The theoretical frame of the research project is merged into the concept "art pedagogue's philosophy of work" (Norw. profesjonsforståelse). This concept contains each art pedagogue's understanding of the work, mandate and expertise: power, identity and knowledge. Power in arts education is social and cultural, but also inner and personal – related to strong experiences from art. Identity is regarded important, not at least because being an artist might be something each person regards himself to be, but it is also a title of the profession. Knowledge is a crucial aspect in any profession, and concerns what kind of knowing artists and art educators base their work upon. In the understandings of these concepts the ruptures within the context of the profession become visible. Through thematic narrative analyses of diverse data materials, I have articulated three philosophies of music education, that are fundamentally different, but still have crucial aspects in common.

Findings and conclusions
This specific approach – starting with person, and not profession, provides sustainability in arts (teacher) education. Persons are educating – not professions and systems. I suggest that arts (teacher) education could be considered as a meeting place, where diverse philosophies of arts education might be articulated, challenged, reflected upon and discussed.

Relevance to Nordic educational research
In a Nordic context, arts education mainly takes place outside school, but associated with school. There exist few formal guidelines that control the field. Each teacher's understanding of the work has a main impact on how the practices unfold.

Network 2: Arts Culture and Education

Session 3 - Symposium 1 (Friday, 8 March 12:30 - 14:00)

Room: H-203 Chair: Anna Lena Östern

811 "It became something I did not expect" Investigations on teacher student's experiences of art based learning

Hannah Kaihovirta-Rosvik

Aabo Akademi University

One of the challenges as a teacher educator in arts education is the scaffolding of didactic understanding for how resistance in art based learning is tuned into facilitating learning environments. The didactic negotiation that students and teacher do in dialogue in art based learning can be characterized as a classical education process moving from rhetoric to dialectic conversation that already Plato characterized in Socrates' dialogues.
The research question in this presentation is based on what kind of teacher competence teacher students articulates when they experience distortion and ruptures in art based learning processes. In their processes, where they are loosening the fixity of pre-understanding about art or the fixity of intended symbolic meanings in their artwork, the understanding for training teacher competence is a huge endeavour in education awareness and meta-cognition on learning. Informed by contemporary art education theory and reflections on John Dewey's Gregory Bateson's, Donald Schön's, Jack Mezirow's and Howard Gardner's theories on education and learning the research interest is focused on how the experience of defamiliarization, failure, rethinking and retrial in art based learning is by students represented as a transformation process. Learning as transformation is in the discourse of education and learning explained as a three-step process recognized as de-stabilization, disorientation and reorientation. To recognize and articulate these aspects and resistance as a facilitating learning environment in art based learning is one goal in this research.

Network 6: Educational Leadership Network

Session 3 - Symposium 1 - part 1 (Friday, 8 March 12:30 - 14:00)

Room: E-301 Chair: Helene Ärlestig

Organizers abstract

86 Disruptions, Eruptions and Oppertunites in Principal Training 1

Helene Ärlestig & Marit Aas

Centre for Principal Development Umeå University/ Department for Teacher education and school research

Knowledge, values and experience are important for what principals do and decide on in relation to their leadership. How principals are educated and with what focus they are educated can be of great significance in a principal's further work. At the same time it is wise to also think that some education and training do not affect the principal's work and role at all. What kind of principals are university program try to foster and educate? Can new digital resources add to the learning process? Should the education of principals be integrated in other leadership programs or do principals need a specific education? In what ways can a master program in Leadership for Democratic Citizenship in European Schools give complementary knowledge to other principal programs? These and similar issues will be discussed from a Danish, Norwegian and Swedish perspective during this symposium. The symposium builds on four papers
1)The new National School Leadership Training Program in Sweden – background, design and experience. 2) Principal Training in Denmark. 3) Digital Legal Resources for Use in the Education of School Leaders and Teachers 4) Internationalization in Leadership Education: Opportunities and Challenges in an Erasmus Intensive Program. After the opponents comments we invite to a dialogue about principal training and its role in educating professional principals.

Network 6: Educational Leadership Network

Session 3 - Symposium 1 - part 1 (Friday, 8 March 12:30 - 14:00)

Room: E-301 Chair: Helene Ärlestig

88 The New National School Leadership Training Programme in Sweden – background, design and experiences

Olof Johansson & Lars Svedberg

Centre for Principal Development Umeå university/ Rektorsutbildningen Uppsala University

Principal leadership has been a frequent topic of attention in the Swedish school development arena for at least two decades. Leadership Training is often described as a key solution to educational shortcomings and is expected to provide a legitimate base for new leadership approaches and new forms for governing and regulating schools in a late modern society Hence this paper will focus the background, design and experiences of the new National School Leadership Training Programme for principals that was launched in late 2009.

*In Sweden it is more and more obvious how education is negotiated and conditioned in and between three dimensions: politics – profession, national intentions – local conditions and public education – private education. The governing of schools has drifted from government towards governance, i.e. more interactive processes are being introduced with a new focus on performance measures. These radical changes of the educational scene call for another approach to train principals.

*The new program is not only given by universities, it is also a part of an academic course structure and comprises of the first 30 credits within a master program in educational management. This means that the universities will have to balance their fundamental role as independent critical institutions with the commission from the National Agency to provide courses as a part of a governing system.

*The important question is of course what kinds of principals are likely to be fostered? No doubt that the new educational market-like context require principals who can understand the formal and informal aspects of the educational system and be in charge of their schools. Understanding the legal aspects of schools and the rights students have is important for the democratic training the school shall provide and in a wider perspective also for the future of Swedish democracy. How different providers of the program understand and formulate what is legitimate and meaningful outputs and outcomes for the school leadership training program in a context where numbers and evidence informed improvement counts summarize our research question.

Network 6: Educational Leadership Network

Session 3 - Symposium 1 - part 1 (Friday, 8 March 12:30 - 14:00)

Room: E-301 Chair: Helene Ärlestig

89 Principal training in Denmark

Kasper Kofod & Lejf Moos

Department of education and pedagogy Aarhus University

During the later years the discussion on principal leadership has grown and has come in focus. Internationally there several studies has been published (Pont, Nusche, & Moorman, 2008)). In Denmark the debate on the quality of the leadership of public leaders has been going on in many years, but in the Danish government agreement in 2005 for the first time ever a mandatory diploma leadership education of school leaders became part of the agreement (Regeringen, 2005) and in the three party agreement between the government and central parties of the public sector on the same issue was agreed upon (Regeringen, 2007). So there is a broad agreement that public leaders shall have a leadership education. In contrast to several other countries fx. Sweden, Norway, Finland, UK among others there is no specific school leader education and the principals are trained together with other public leaders.
The aim of the symposium paper is to share the Danish experiences and research about principal training with other Nordic research colleagues and discuss the opportunities and challenges in principal training in the specific Danish context.

Network 6: Educational Leadership Network

Session 3 - Symposium 1 - part 1 (Friday, 8 March 12:30 - 14:00)

Room: E-301 Chair: Helene Ärlestig

90 Digital, Legal Resources for Use in the Education of School Leaders and Teachers

Trond-Erik Welstad & Jeffery B. Hall

Department of Teacher Education and School Research (ILS)

The increasing juridification in Norwegian schools has resulted in a rise of legal complaints from parents and students, based on individual rights. This requires that school leaders handle these rights in a professional, correct and effective manner. Complaints may stem from the fact that there might exist a lack of legal competency among school leaders and teachers.
School leaders who participate in the master's program in educational leadership yearn for more knowledge in the legal area. The aim of the project is to develop and implement digital learning resources, which are based on authentic, anonymized complaint cases from the County Governor's Offices. Students will follow complaint cases through the legal system, from the time the complaint arises until they land on the desk of the County Governor's Office. The learning resources are linked to three specific areas in The Education Act (1998), individual rights to special education, the individual right to a good psycho-social learning environment, and finally legal issues concerning the high drop-out rates in upper secondary education (§§ 5.1, 9.1 and 1.1).
Our research draws on socio-cultural theory, where interaction between teachers and students in the educational leadership program utilizes physical and intellectual tools to mediate learning activities (Ottesen 2006/ Säljö 2000). In our analysis we will furthermore use the analytic concepts of tools, translation and trajectories (Nespor 2011).
The digital learning resources will be implemented during the academic year of 2012/2013. Furthermore, we aim to launch these resources in the teacher's training program at UiO. In the future it is also a goal to adapt the resources so that they may be used in courses at the Faculty of Law, University of Oslo. Our intention, through the symposium, is to share our experiences from the first semester of implementation of the digital resources. Our research question is: How can digital resources add to the learning process among master students in the educational leadership program?

The contributing authors are Ph.D. research fellows at the University of Oslo, and are part of the cross-faculty research project "Legal Standards and Professional Judgment in Educational Leadership" (LEXEL).
http://www.uv.uio.no/ils/english/research/projects/legalstandardsedu/index.html

Network 6: Educational Leadership Network

Session 3 - Symposium 1 - part 1 (Friday, 8 March 12:30 - 14:00)

Room: E-301 Chair: Helene Ärlestig

91 Internationalisation in leadership education: Opportunities and challenges in an Erasmus Intensive Programme

Eli Ottesen & Tor Colbjörnsen

Department of Teacher Education and School Research (ILS)

Over the past five years, we have been engaged in collaboration on Erasmus Intensive Programmes (IP). The first three years, the partners in addition to the University and Oslo were Canterbury Christ Church University (England), Murcia University (Spain), Selcuk University (Turkey) and University College Dublin (Ireland), ant the theme of the programme the first three years was "Leading and Managing Inclusive Education in Europe. In 20xx, Jagellonian University (Poland) joined the group, and the title of the new programme is Leadership for Democratic Citizenship in European Schools. Nearly 300 Masters Students and 20 staff have been involved in the programmes. All of the students are practitioners ranging from principals/ headteachers to those with more limited leadership roles in their work contexts. The aims of the IP are to facilitate learning about leadership and to empower participants to improve the quality of learning and teaching in their own settings. The IP lasts for 2 weeks during the summer, and is awarded with 10 ects within the students' home institutions.

The structure of the IP has been stable throughout the years. There has been a mix of lectures and whole group activities, seminars, and core group activities. The core groups are made up of participants from each country with members of staff as a "light touch" facilitators. Sessions take place in the morning and afternoons but often continue, on a voluntary basis, well into the evenings. In addition, workshops to which the students sign up according to interest and the themes of their assignments are arranged, and there are allotted spaces for work on individual and group assignments. On-going formative evaluation in a variety of ways is a key part of each day. This could e.g. consist of written feedback on evaluation sheets, post-it notes, a raconteur system with core groups taking it in turns to report back on the previous day's learning at the start of each day, and student representation in review meetings.

This paper builds on the evaluations that took place during the course of the programmes, and the final evaluations form each cohort. We will describe some of the main results, before discussing some of the gains and challenges.

Network 21: Politics of Education and Education Policy Studies

Session 3b - Symposium 2 (Friday, 8 March 12:30 - 14:00)

Room: H-207 Chair: Annica Löfdahl

Organizers abstract

118 Changing teacher profession in the Swedish preschool – parental relations and the work with systematic documentation.

Annica Löfdahl

Karlstad University

Four papers from a common project on Visibility, documentation and changes in the teacher profession in preschool are presented. The project is designed to study the teacher profession in the current Swedish preschool through the work with systematic documentation of quality. Questions deal with how teachers handle the demands on visibility, how they perform and what aspects of the teacher profession will be exposed and what parts will be silenced. The project is financed by the Swedish Research Council and started in 2012 and is expected to last for three years.
A brief background will be presented from analyses on a state level regarding policy on documentation and quality evaluations, holding a further discussion on partly contradicting discourses by different stakeholders operating in the formulation process. Three related papers are discussing teacher – parent relations as part of the teacher profession:
•Parental letters from different preschools problematizing the letters as an instrument for the construction of a professional preschool teacher
•Related data from parental letters, observations from staff meeting and the content of the written quality account problematizing the power complexity in teacher-parent relations
•Interview data and documents, discussing how parents are presented and professional identities are performed among teachers within parental cooperatives
So far, our focus on documentation targeting parents has enabled us to note how teachers are challenged and how the teacher profession is directed towards partly new contents.

Symposium language will be Swedish. Discussants Christian Lundahl, professor at Karlstad University
Contributors and titles of presentations:
Maria Folke-Fichtelius: Demands on visibility – state policy on documentation and quality evaluation in Swedish preschool.
Héctor Pérez Prieto: Audience, cooperation partner or object for upbringing… Parents in preschool letters.
Annica Löfdahl: Distance, closeness and the art of balancing - maintaining and developing the preschool teacher profession in relation to parents
Håkan Löfgren: Preschool teachers in parental cooperatives – presenting parents and performing professional identities in documentation

Network 21: Politics of Education and Education Policy Studies

Session 3b - Symposium 2 (Friday, 8 March 12:30 - 14:00)

Room: H-207 Chair: Annica Löfdahl

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119 Distance, closeness and the art of balancing - maintaining and developing the preschool teacher profession in relation to parents

Annica Löfdahl

Dep. of Educational Studies

The paper is framed by a project designed to study the teacher profession in the current Swedish preschool through the work with systematic documentation of quality. Questions deal with how teachers handle the demands on visibility, how they perform and what aspects of the teacher profession will be exposed and what parts will be silenced.
As a part of this project this paper examines documentation directed towards parents in one public preschool setting over a school year. Beside weekly parental letters data consists of observations from a staff meeting focusing on teacher's talk while producing the yearly quality account (QA) as well as the content of the final written QA. In this case, the demand on involving the parents in the work with systematic documentation is a traditional but recently clarified policy stated in the Swedish Education Act. The analysis is based on theories on educational policy and how policy has to be handled in the local context by the teachers, thereby affecting the teacher profession.
Through analyses of how the content in the weekly letters are formed and how the parents are performed in talks and QA different teacher-parent relations were found. As parents are considered customers it is important to establish a mate relationship as well as a trust relationship. An important professional skill that appears in this relationship linked to this type of documentation is to be able to balance between distance and closeness. Deficiencies in these balancing skills could jeopardize the preschool activities and the teachers' professional autonomy. Too much distance can mean that parents choose another preschool where opportunities to influence are larger - too much closeness may mean that the activities are guided by parental preference rather than professional competence.
Keywords: preschool, parental letters, teacher profession

Network 21: Politics of Education and Education Policy Studies

Session 3b - Symposium 2 (Friday, 8 March 12:30 - 14:00)

Room: H-207 Chair: Annica Löfdahl

139 Preschool Teachers in Parental Cooperatives – Presenting Parents and Performing Professional Identities in Documentation

Håkan Löfgren

Karlstad University

This paper deals with the teacher profession in the independently-managed preschool sector in Sweden. It aims to identify the different professional identities performed - in the teachers work with documentation directed to parents in parent cooperatives – in the context of the marketization of the school system. 19% of all Swedish preschool children attended preschools belonging to this sector (2009) and 25 % of these children were in parent cooperatives. The parent – teacher relation in parent cooperative preschools is complex since parents simultaneously manage the preschool, carry out practical tasks and leave their children there on a daily basis.

This paper is part of a project designed to study the teacher profession in the current Swedish preschool through the systematic documentation of quality assurance efforts. Questions deal with how teachers handle the demands for transparency, how they perform and what aspects of the teacher profession will be exposed and what parts will be silenced.

Based on interviews with preschool teachers and documents from two cooperative preschools the paper asks how parents are presented and which professional identities are performed when preschool teachers in parental cooperatives talk about and write documents. The theoretical framework rests on the conception that the implementation of educational policy poses problems to the subjects that must be solved in context. The analysis applies a narrative analytic method to the teachers' stories and texts in relation to the policy demands on visibility and competition on the local school market.

Preliminary results of the analysis suggest that the parent preschools, from the teachers point of view, have a 'chosen position' which enables them to keep a high profile when forming professional identities in the balance between closeness and distance in relation to the parents. Parents are presented as involved but outsiders, invited actors and the audience to professional aspirations. The preschool teachers perform diverse professional strategies and identities in different local contexts including the 'demanding teacher', 'the independent teacher' and 'the highly skilled professional teacher'.

Keywords: Teacher profession, parent cooperative preschool, school market

Network 21: Politics of Education and Education Policy Studies

Session 3b - Symposium 2 (Friday, 8 March 12:30 - 14:00)

Room: H-207 Chair: Annica Löfdahl

140 Audience, cooperation partner or object for upbringing… Parents in preschool letters

Hector Perez Prieto

Karlstad University

This contribution deals with the recurrent letters from preschools to parents. Parental letters are sent from preschools every week or month and they bring up pedagogical questions, they document and inform about past or coming activities, about new children or teacher, etc.

This paper is part of a project that studies the teacher profession in the current Swedish preschool in a context of increasing demands on visibility and of working with systematic documentation and evaluation. The starting point is that policy poses problems to the subjects involved, problems that must be solved in context: "policy discourses are 'represented' and 'translated' in a variety of ways including the production of a wide range of artefacts… that comprise some of the key discourses that are in circulation" (Maguire et al 2011, p 598). In this presentation, parental letters are seen as one of these artefacts.
The data consists of 112 weekly or monthly letters to parents from tree different preschools and the analysis deals specifically with how the letters are designed, which preschool activities are emphasized, how the parents are addressed and which positions they are assigned. The main question is how the parent-teacher relations are constructed and what implications it has for the teacher profession.

Preliminary results show that the preschools develop different ways to formulate the letters, from e.g. mainly visual texts with photographs of children's activities to mainly linguistic texts with teacher's reflections or instructions about coming activities. The analysis also shows different parental positions, the parents as a totally invisible audience to what the children and teachers do in the preschool; the parents as welcome visitors in the preschool; the parents as receivers of teachers´ pedagogical knowledge; the parents as objects for teachers´ upbringing purposes; the parents as cooperation partners. Parental letters become an instrument for the construction of a professional preschool teacher, an expert that knows what to do and how to do it. But it is an expert that is dependent of the parents and need their support.

Keywords: preschool, parental letters, teacher profession

Network 21: Politics of Education and Education Policy Studies

Session 3b - Symposium 2 (Friday, 8 March 12:30 - 14:00)

Room: H-207 Chair: Annica Löfdahl

141 Demands on visibility – state policy on documentation and quality evaluation in Swedish preschool

Maria Folke-Fichtelius

University of Uppsala

In this paper I present a study in which I examine how the increasing demands concerning documentation and quality evaluation in Swedish preschools are expessed in policy on national level.

The analysis in the study is based on a curriculum-theoretical perspective, where the relationship between different levels of the educational system are expressed in terms of processes in formulation, mediation and realization. In this study I focus on the formulation process on national level, and how the demands on documentation in preschool are expressed in different types of policy documents. The empirical analysis is based on text analysis.

My preliminary findings indicate that the demands on documentation in preschool contains some tensions. I interpret these tensions as partly related to issues regarding the view on documentation as a tool in formative or summative assessment and evaluation. In a broader context this can be seen as part of an ongoing process that integrates preschool within the educational system. In terms of state regulation and control the educational system is based on a goal- and result oriented evaluation system. This system is not fully compatible with earlier traditions in Swedish preschools. An example of this is the demands on documentation of children's learning that are expressed in the revised national curriculum for preschool. The documentation on children´s learning is expressed to be a necessesary tool in evaluating preschool quality, This link between the evaluation of children's learning and the evaluation of quality in preschool is new, and challenges some earlier traditions in documentation in Swedish preschools. National evaluations of the implementation of the national curriculum have concluded that the new demands on documentation and how they shall be interpreted have caused some confusion among preschool staff. The preliminary results from the analysis of policy documents also show that the new demands on documentation in preschool, and it´s role in quality evaluation, is to some degree differently interpreted by different stakeholders and agencies acting on national level, with partly contradicting discourses in the formulation process.

Keywords: preschool, documentation, quality, evaluation

Network 6: Educational Leadership Network

Session 4b - Symposium 1 - part 2 (Friday, 8 March 14:30 - 16:00)

Room: E-301 Chair: Marit Aas

Organizers abstract

70 Disruptions, Eruptions and Opportunities in Principal Training (2)

Marit Aas and Helene Ärlestig

Department of Teacher Education and School research, University of Oslo

Knowledge, values and experience are important for what principals do and decide on in relation to their leadership. How principals are educated and with what focus they are educated can be of great significance in a principal's further work. At the same time it is wise to also think that some education and training do not affect the principal's work and role at all. What are the principals' challenges taking part in the program? What are their strategies to make the combination of school leadership and studies? How can personal and school contextual coaching help the school leaders to be able to see principals' personal self-insight, self-awareness, and leadership behavior that have impact on their leadership role? How do the students translate learning outcomes from the leadership program to the context of their own leadership performance? In what ways can a principal training be connected to policy, research and theory? These and similar issues will be discussed from a Danish, Norwegian and Swedish perspective during this symposium. After the opponents comments we invite to a dialogue about principal training and its role in educating professional principals.

Network 6: Educational Leadership Network

Session 4b - Symposium 1 - part 2 (Friday, 8 March 14:30 - 16:00)

Room: E-301 Chair: Marit Aas

128 Personal and school contextual coaching

Rolf Olsen and Mette Vavik

Departement of Teacher Education and School research, University of Oslo

Since 2009, the University of Oslo has been one of the providers of the National School leadership Program in Norway. The Ministry of Education expects us to deliver a program that provides students with both knowledge and skills in school leadership. The program is carried out as a university program on advanced level(30 credits) At present, more than 170 students have completed this program with us.
To the extent , we are able to see principals' personal self insight, self awareness, leadership behavior and influence strategies, having any impact on their overall performance and consequently schools' performance, we should pay much attention to enhance these qualities.
In this Program for School Leadership Training we have taken consequences of this basic assumption and underlying premise. Each student are given 3 hole days with individual and groupbased coaching.
Three crucial elements are included:
1.Individuals require different support to handle their role challenges in the context they work. Hence, one core element in this Master Program is application of case based coaching methodology.
2. Furthermore, principals are asked to make and in-depth mapping and analyses of their role challenges, i.e. how they cope with conflicting and demanding expectations, in combination with their own inner ambitions and visions for their school.
3. Finally, principals are identifying their best fit Interaction Style and how this integrates with their JTI or MBTI type.This coaching based leadership development approach fits into the broad person-position-fit leadership development tradition. This tradition seems to demonstrate significant effects on leadership effectiveness and organizational performance.

Network 6: Educational Leadership Network

Session 4b - Symposium 1 - part 2 (Friday, 8 March 14:30 - 16:00)

Room: E-301 Chair: Marit Aas

129 Leadership Practice

Monika Törnsen

Centre for Principal Development Umeå university

Resting on a Scientific Basis- Raising the Bar in Principal Training
Swedish education should according to the Education Act rest on a scientific basis. The National Head Teacher Program is based on national policy. The overall aim of the program is for principals to acquire knowledge and skills in three interrelated areas: school legislation, management by goals and objectives and school leadership. The program is carried out as a university program on advanced level which means the program must rest on scientific basis. As a consequence, the Head Teacher Program is expected to provide principals with theoretical, research and policy lenses to help them improve their practice as leaders of their schools. A group of 31 principals, many of them newly hired, participated in the Swedish National Head Teacher Program and the course on school leadership. It consists of four three- day meetings and assignments between the meetings e.g. reading literature, conducting classroom visits, and analyzing their leadership and school from various angles. As part of the course work the participants were asked to analyze their current qualities as principals and to foresee their future short- and long- term development needs. During seven months, from October 2011 to April 2012, each participant continuously reflected on and documented their current and future leadership qualities and presented the results in the form of a written report called 'My personal development plan'. The participants had to use theories/theoretical models, and relate to research on (school) leadership and to policy. The 31 reports and the views of the practitioners on current and anticipated future qualities are as a consequence analyzed from three perspectives: theory, research and policy. The main question is if the identified qualities are in any way connected to policy, research and theory or if the qualities primarily rest on practical experience. In the paper the implications for principal training are discussed.

Network 6: Educational Leadership Network

Session 4b - Symposium 1 - part 2 (Friday, 8 March 14:30 - 16:00)

Room: E-301 Chair: Marit Aas

130 The Norwegian School Leadership Training Programme: Learning Outcomes in Theory and Practice

Kjell Atle Halvorsen and Siw Skrøvset

Program for Teacher Education, Norwegian University of Science and Technology, Institute of Teacher

In our paper to the 2012 NERA conference we analysed leadership challenges and learning outcomes as conceptualized by the first student cohort participating in the state financed school leadership program provided by the NTNU network. We indicated that our programme might have contributed to a stronger development of leadership "thinkers" than "craftsmen" and "artists" (Mintzberg & Westley, 2001). Firstly, we emphasized the need to strengthen the program focus on instructional leadership and secondly, the need to develop further the systemic aspects of the program by involving school owners to a stronger extent.

Measures have been taken to meet these ends with our second student cohort, comprising two groups totalling approximately 65 students. Presentation and use of smart leadership tools (Fullan, 2007; Robinson, 2012) has been emphasized, particularly in the programme delivery for the Tromsø group. The systemic aspects of the programme have been strengthened through formal meetings and informal contacts with the school owners (municipalities). The significance of profound collaboration between leadership at school level and the local school authorities has been focused in our program delivery.

In our contribution to the 2013 NERA conference we intend to proceed with an analysis of learning outcomes with a particular view to (potential) changes in leadership performance as the students themselves conceptualize them. We will base our analyses on the profile papers the students submit for their final, portfolio assessment, their final summative assessment of the program and an electronic questionnaire.

Our theoretical framework encompasses Scandinavian neo-institutionalism (Røvik 2007), which emphasizes the leader's role as a translator of new ideas into their organizations, and systemic theory which underpins the significance of holistic perspectives and system-wide approaches to quality development in organisations (Fullan, 2007). Furthermore, the second report from the national evaluation team, due November 2012, will be of considerable interest to our analysis.

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Network 13: ICT & Education

Session 4 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: K-102 Chair: Ola Berge

Organizers abstract

482 Exploring interactive technology in a traditional setting. A case study approach.

Dina Dalaaker, Gréta B. Guðmundsdóttir, Ove E. Hatlevik and Karoline Tømte

The Norwegian Centre for ICT in Education

This symposium builds on the theme ICT in teaching and learning. A Nordic Perspective. The presenters approach the theme by exploring a Nordic perspective within a wider context of international/European studies. We present researchers that conduct research on variety of issues related to the use of ICT in teaching and learning. The objective is to explore the potentials as well as the challenges of using ICT in an educational context.

First Massimo Loi and Geir Ottestad explore how ICT effects students' achievement. Their presentation is based on the fourth "Programme for International Student Assessment" (PISA) study administered in 2009. Loi & Ottestad study what the PISA results can say about the relationship between ICT and learning outcomes. They focus in particular on the correlation between students' computer use and their achievement in reading, mathematics and science in the Nordic countries.

To follow up the comparative aspect Cecilie Hansen and Barbara Wasson present a study from five European countries on e-assessment. Their study confirms that Norwegian teachers are more advanced than teachers in the other participating countries when it comes to their understanding of formative assessment and their use of ICT to support assessment practices. Hansen and Wasson further discuss how teachers can use technology to get better overview of student learning, how it can advance students in their learning, and how ICT can be used to manage the massive workload required by formative assessment.

Ola Erstad looks at the spatial aspect of learning and how spatial relations between learning contexts can inform us about the implications of using ICT in classroom settings. In the Nordic countries the central role of ICT in the educational system is particularly interesting in this context, as well as the emphasis on equal opportunities to education and the long tradition of distance education due to vast distances in the Nordic countries. Erstad presents two projects which show the relevance and importance of studying learning practices using digital media, and the connection of those with traditional conceptions of learning spaces.

Finally Gréta Björk Guðmundsdóttir, Ove Hatlevik, Karoline Tømte and Dina Dalaaker present findings from the Norwegian Qualitative Monitor 2012 study which examines the use of ICT , and in particular the use of interactive whiteboard technology (IWT) and tablet computers in teaching and learning. The report introduces several case studies focusing on the strengths and weaknesses of these devices in an educational context. Guðmundsdóttir, Hatlevik, Tømte and Dalaaker will explore recent international and Nordic research findings and discuss examples of how these devices can motivate learners and make their learning process and learning outcomes more visible for teachers.

Network 13: ICT & Education

Session 4 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: K-102 Chair: Ola Berge

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490 Formative e-Assessment in the 21st Century Classroom

Cecilie Hansen (1) & Barbara Wasson (2 & 1)

1. Uni Health, Uni Research AS, Bergen, Norway 2. Department of Information Science & Media Studies,

The EU Next-Tell project is focused on providing support of formative e-assessment for teachers' classroom practices. In particular the project aims to support teachers and students with nuanced information about learning when it is needed, and in a format that is supportive of pedagogical decision-making, in order to optimise the level of stimulation, challenge, and feedback for students. There are several lines of research in Next-Tell from the development of assessment methods (both with teachers and from a formal model-based perspective), to visualising assessment data and integration of this data in open learner models, which can be used by teachers and students for feedup, feedback, and feedforward (Hattie & Timerperly, 2007). This evidence-based approach (Mislevy, Almond & Lukas, 2003) is particularly relevant in the 21st Century technology rich classroom where student's use of technology tools for learning creates a multitude of data (e.g., artefacts, log data) which can be mined, assessed, and presented in ways that students and teachers can interpret it to support learning.

As a first step, baseline study interviews were carried out where teachers and school leaders in 5 European countries were interviewed about the current leadership, teaching and assessment practices with and without ICT. Results showed that the Norwegian teachers that were interviewed are more advanced, both in their understanding of formative assessment and in their use of ICT to support assessment practices. This should not be a surprise as a new assessment regulation, in 2009, set a new National standard for assessment where formative assessment was in focus. Since that time there has been national, regional, and local initiatives to enhance formative assessment in Norway. Second, we have collected, through the baseline study, twittering and discussions with teachers at conferences, ten examples of technology supported assessment methods being used in Norwegian classrooms. This paper will expound on these results showing how teachers are using technology to get better overview of student learning, bring students further in their learning, and to manage the massive workload required by formative assessment.

Acknowledgements: The work is supported by the EC 7th Framework Programme contract number 258114, NEXT-TELL.

Network 13: ICT & Education

Session 4 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: K-102 Chair: Ola Berge

73 Spatial Relations in Classroom Practice – A Nordic approach to expanding uses of ICT for learning

Ola Erstad

University of Oslo

What has become evident, due to the introduction of information and communication technologies (ICT) in classroom settings, is the need to move beyond traditional conceptions of formal versus informal ways of learning. However, a central problem remains of defining the limits and nature of a learning context, and the idea of spatiality - online and offline. The aim of this paper is to raise some key issues of how spatial relations between learning contexts can inform us about the implications of using ICT in classroom settings.
One challenge is the way ICT has been contained as as a way to enhance school-based learning. Students do not only learn in instructional settings. A growing body of research on learning and literacy practices in semi-formal and informal settings has emerged over the last two decades (Hull & Schultz, 2002).
The Nordic countries have certain preconditions that make them especially interesting to study within this field of research; (a) access to and the role of ICT in our societies at large and within education in particular; (b) an emphasis on education for all and equal opportunities; (c) long traditions of life-long learning and distance education using different media.
Methodologically such an approach to studying ICT in classrooms imply a combination of familiar qualitative methods and new methods studying online activities and connections between learning spaces (Leander, Philips & Taylor, 2010). In this paper I will build on findings from two research projects, both in multicultural neighbourhoods in the Eastern parts of Oslo. The first is from a 'Media and Communication' class at upper secondary level, the second from a class at secondary level taking part in an international project called 'Space2cre8'. Together, the findings from these two projects show the relevance and importance of studying learning practices using digital media as ways to expand traditional conceptions of spatial relations in classrooms, challenging ways of understanding where learning takes place, and what and how students learn.

Network 13: ICT & Education

Session 4 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: K-102 Chair: Ola Berge

807 Computer use and students' PISA test-score. The Nordic case

Massimo Loi, Geir Ottestad

The Norwegian Centre for ICT in education

This presentation, based on the fourth wave of the Programme for International Student Assessment (PISA) administered in 2009, aims at shedding light on the correlation between computers use ? both at school and at home ? and PISA test-scores controlling for students and schools characteristics for a defined number of Nordic countries, including the Netherlands. The variables measuring computer use are derived from the PISA 2009 student ICT familiarity instrument, which was a national option in the study.

The analyses proposed in this study rely on a set of ordinary least square estimates ? performed one country at a time ? with clustered standard errors at the school level.

The added value of our contribution is threefold. First, it tests if the sign and the magnitude of these correlations are country specific or if they are homogenous across the Nordic countries. Second, it studies if the magnitude of the correlation between computers use and students? achievement is sensitive to students? socio-economic background. Finally, it tests the presence of interaction effects between computer use at school and computer use at home on students? PISA test-scores.

The policy implications of the analyses we perform in our study are obvious. From the cross-country comparison of our results we expect to obtain some indication on the way the characteristics of the different Nordic educational systems affect the relationship between computers use and students? PISA test-scores. Further, from the interaction effects between students? socio-economic status and computer use, as well as between computer use at home and computer use at school, we expect to obtain some evidence of the scale of the digital divide phenomena (first and second digital divides) in Nordic countries.

Network 16: The Nordic Society for Philosophy of Education

Session 3 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: H-001 Chair: Tone Kvernbekk

Organizers abstract

472 Ambiguous Relations - On Representation, Emotions, Affects and Will in Education

Erica Hagström

Department of Arts, Communication and Education, Luleå University of Technology

In this symposium we will present a theme based on our research projects within the doctoral programme specialisation Philosophical Studies of Educational Relations. With backgrounds as teachers from different fields of the education system we immerse in epistemological, aesthetic, ethical and political questions of the educational relation, from a dynamical perspective combining theoretical reflection and practical experience. Given this, we will highlight the educational relation from four perspectives.

Firstly, an analysis of presentation, representation and re-presentation, discussing the curriculum not as a representation of the world but as a representation of itself. The inquiry delves into the difference between representation departing from fixed category and re-presentation as a testimony.

Secondly, a phenomenological investigation of emotions as existential conditions in the educational relation. The point of departure provides an understanding of the reciprocal influences between the lived body, the lived space and the lived time fixing the searchlight on emotions as phenomenon.

Thirdly, a reexamination of the prior critique of the "soft pedagogy", contextualized by the image of today's teacher with enthusiasm and inspiration as required appliances at hand, reconnects the inquiry to the ongoing discussion of the importance of a relational perspective.

Forthly, an analysis of the paradox of education as the will for the other to will, starting from a radical intersubjectivity, continuing through three perspectives of intersubjective willing and thereby proceeding a voyage from will as concept to will as phenomenon.

The overarching aim of this symposium is philosophing about educational research, philosophising as educational research and philosophising in educational research.

The symposium is intended for the session of philosophy of education.

Network 16: The Nordic Society for Philosophy of Education

Session 3 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: H-001 Chair: Tone Kvernbekk

565 "Pay Attention! – Rancière's aesthetics and the educational relation"

Johannes Rytzler

School of Education, Culture and Communication; Mälardalen Community College; Eskilstuna; Sweden

I intend to write a PhD thesis on attention as a specific quality of the educational relation. Supposing that an educational relation is not static in either time or space, I take as a starting point its dynamic characteristics and examine attention as a key player in not only establishing but also maintaining and changing/ending this relation. In this paper I focus on attention as a precondition for the establishment of the educational relation through three thinkers. First, I turn to Jacques Rancière's discussions on intellectual emancipation where attention is one of the preconditions for establishing a relation of wills. Second, I follow Sharon Todd's examinations of listening as an ethical/attentive learning from the other. Finally, I turn to Gert Biesta's discussions on education as a call from outside and an appeal for change, where the asymmetric aspect of the educational relation is brought to the fore. Rather than pointing in one direction, these discussions together stress the complexity of the educational relation making it into a communicative activity on the boarders of what is linguistically possible. Leaving attention open to pre-reflective aspects of listening and speaking, both the cultural and existential intersubjectivity of the educational relation will be addressed. The conclusions are that the notion of attention, as an intersubjective activity, helps to escape the paradoxical nature of the educational relation, which is left open for communicative interpretation and transformed into what Rancière refers to as an "attentive controlling of the radical exteriority of the linguistic order".

Network 16: The Nordic Society for Philosophy of Education

Session 3 - Symposium 1 (Friday, 8 March 14:30 - 16:00)

Room: H-001 Chair: Tone Kvernbekk

602 Education as re-presentation: on the potency of testimony

Marie Hållander

Department of Education, Stockholm University

The theme of the paper is a political perspective on testimony in education. Drawing on Giorgio Agamben (1999), I depart from the understanding of testimony as a lacuna and discuss it in relation to representation; a testimony is not able to give the "true story", or the "whole story", of what happened, and it therefore needs to be understood in other ways than representation. The paper will therefore begin by discussing the notion of and the problem with presentation and representation in education. Education can be understood as a huge montage of pictures and representations that are, firstly, not the things themselves but is 'pointing out things and phenomena', and which have a democratic function in education as it opens up different kinds of ways of life (Klaus Mollenhauer 2008). Secondly education can be seen, as with Jacques Derrida's theory of text (1997), as something that is only pointing towards itself; as in that the curricula only represents themselves. The paper will instead put forward an understanding of representation based on the difference made by Gayatri Chakravorty Spivak between representation and re-presentation. Spivak understands representation as 'speaking for', as in politics (where someone is speaking for a fixed category: for workers, for women, for the multicultural society etc.) and re-presentation as in art and philosophy. These two senses of representations are related, but also "irreducible discontinuous"(Spivak 1988). I will draw on the latter one, re-presentation, as the one that can have political potency and, so to speak, open up a "transformation of consciousness" (Ibid). The paper will therefore argue for the difference between representing a subject as a fixed category and re-presenting a historical event as a voice, a testimony, that speaks from the past and has a potential, a potency, in education.

Network 1: Adult learning – at work, in education and everyday life

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: K-206 Chair: Maria Marquard

Organizers abstract

541 "Super-Diversity – Opportunities & Challenges for Communication and Learning Processes in Heterogeneous Contexts"

Maria Marquard

NVL/ Department of Education, Aarhus University, Denmark

The symposium is organized by NVL- Nordic network for adult learning. NVL is supported by the Nordic Council of Ministers (NCM) and promotes lifelong learning by focusing on cross-sectoral cooperation in the priority areas defined by the NCM. Integration, super-diversity, innovation and professionalization of the adult educator have been themes in NVL research networks and NVL network for adult pedagogy. The aim of the symposium is to convey experiences and new research knowledge and raise the discussion on adult pedagogy in a super-diverse society.
At the symposium the theme will be discussed from interconnected societal, economic and pedagogical perspectives. The two presenters introduce and discuss possibilities and challenges in a super-diverse society with each other and the participants. The symposium is organized as a dialogue with exchange of experiences, ideas and reflections. The two presenters are
Shahamak Rezaei, associated professor, Roskilde University, Denmark.
Based on Rational Choice framework Human Beings, regardless being native or migrant, act rationally upon the available options and economic incentives. In studies on migrants, scientists traditionally use ethnic/cultural explanations of the choices made by migrants, rather than rational explanations. The symposium challenges these discourses and claims that ethnic/cultural explanations have rather limited explanatory strength and produce unconstructive perspectives in the study of migrants.

Pirjo Lahdenperä, professor, Mälardalen University, Sweden.
Working with learning processes and competence development in heterogeneous adult groups characterized by increasing diversity is an increasing challenge for people both in educational institutions, in working life and in society. A special attitudinal and pedagogical approach is required to encourage a mutual learning from different perspectives in contexts with several truths, different values and practices. The requirement for new competences and visions will be put forward as a necessary task to be solved by professionals and citizens.

Chair: Maria Marquard, Danish coordinator NVL

Network 1: Adult learning – at work, in education and everyday life

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: K-206 Chair: Maria Marquard

784 Cultural Migration and Interculturality

Pirjo Lahdenper

School of Education, Culture and Communication University of Mälardalen in Sweden

The modern and increasingly multicultural society places new demands on learning and skills development. For this training, it is crucial how diversity is perceived and valued. Our seminar will address the starting points for the consideration of diversity from different perspectives and sciences. We will discuss the concept of interculturalism and how this interculturality can be used to design operational environments, learning environments and research. Developing intercultural competence is part of the new professionalism that is a challenge even for adult education. We will make the case for a circular approach to migration rather than the linear approach, that still is the norm for migration research and action in the community, and what this way of thinking can provide new opportunities and challenges for society.

Network 1: Adult learning – at work, in education and everyday life

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: K-206 Chair: Maria Marquard

785 Rational rather than Ethnic Explanations

Shahamak Rezaei

Roskilde University

Denmark experienced one of its most successful periods of economic growth in 2004? 2008 with a tremendous reduction of unemployment, which in June 2008 was around. 1.5 percent, far below the expected level of structural unemployment. In the wake of this development
the lack of utilization of migrants? educations and skills became, once again, a core concern. The political, societal and academic debate followed to a great extent the traditional top-down approach to the problem and revolved around two axes: 1. How effective the labour market was/is to make use of migrants? skills. 2. Whether there were patterns of over-education as expression of institutional and societal discrimination. The focus of the present study is, however, quite different: We examine the pattern of deviance in relation to labour market participation (not integration), and instead of searching for explanation for the lack of integration, we attempt to identify and explain the deviance pattern as a product of institutionally inherent possibilities and barriers on the one hand and articulating immigrants as rational actors (not victims) on the other. We argue that deviance is not only a more fruitful theoretical and analytical framework than integration and discrimination. Taking departure in empirical evidence on immigrants? preferences and behaviour as bounded rational actors, and how they actually articulate their everyday life practical experiences, including adjustment of what they want and what they can, the deviance perspective, we believe, also reduces the theoretical and normative biases, that characterises the discrimination and integration framework, and provide more reliable explanations.

Network 5: The Curriculum Research Network

Session 3 - Symposium 1a (Saturday, 9 March 09:00 - 10:30)

Room: HS-201 Chair: Kirsten Sivesind

Organizers abstract

462 The Conceptual Turn in Curriculum Policy: visions and vocabularies

Kirsten Sivesind

University of Oslo

Contemporary curriculum research exceeds the conceptualization of policy experts. Placing curriculum on the policy agenda, researchers question how education policy is guiding actions to enhance professional responsibility for teaching and learning in schools (Bachmann & Sivesind, 2012; Dale, Engelsen, & Karseth, 2011; Nordin, 2011). They also address questions how policy makers and experts handle the complexity of systems, where they take part (Rasmussen, Kruse, & Holm, 2007). The turn from content-focused to competence-based curricula, is part of a conceptual move toward the borderless space of policies in Europe (Sivesind, Akker, & Rosenmund, 2012; Sundberg & Wahlström, 2012).

Can core concepts in curriculum and didactics be substituted with new vocabularies within this policy space? What are the implications of converging vocabularies across countries, not only in curriculum policy, but in curriculum research itself?

All contributors in this symposium compare formal documents and identify how curriculum policy in Nordic countries are shaping as well as shaped by science, research and its semantics.

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1st session

Rethinking competence: The Conceptual Turn in Swedish Curriculum Policy
Andreas Nordin, Linnaeus University
Daniel Sundberg, Linnaeus University

The national curriculum: moribund?
How global trends have an impact on curriculum as an institution
Christina Elde Mølstad, University of Oslo
Berit Karseth, University of Oslo

"Panic in the engine room"!
Analysis of Danish science curriculums compared with Norway and Sweden
Søren Kruse, University of Aarhus

2nd session

National and transnational conceptions of knowledge in Swedish curricula
Ninni Wahlström, University of Örebro

Administrating Minds, Managing Hopes!
Aim-oriented programs and implications for inclusive teaching
Kari Bachmann, Møre Research Molde
Kirsten Sivesind, University of Oslo

Trends in international curriculum development
Jens Rasmussen, Aarhus University

Network 5: The Curriculum Research Network

Session 3 - Symposium 1a (Saturday, 9 March 09:00 - 10:30)

Room: HS-201 Chair: Kirsten Sivesind

775 The national curriculum: moribund? How global trends have an impact on curriculum as an institution

Christina Elde Mølstad, Berit Karseth

University of Oslo

Although education in the context of Europe is acknowledged as one of the primary policy responsibilities of nation-states, there is an increased concern about how education is affected by international pressure and global trends. The goal of this paper is to analyse how global demands affect the curriculum as an institution and an instrument for governing. We focus on how new forms of governing have an impact on established national curricula. One peephole to analyse these trends is to see how the introduction of national qualifications framework, in line with the EQF-LLL, influences national curriculum as an instrument of governing national education. We investigate this topic by looking at how Norway and Finland intends to implement NQF and how that is to be legally connected to the national curriculum. We investigate policy documents dealing with the implementation of national qualifications frameworks in the two countries. We will use institutional theory and frame factor theory to analyse the cases. The two cases illustrate how new implementations have an impact on the curriculum as an instrument of governing. We find that the NQF challenge the curriculum as an institution, anchored in another approach to education where the content and the role of school subjects are put aside in favour of expected learning outcomes. When using frame factor theory as an analytic tool one major point is evident. By providing judicial status for the NQF the formal rule system is expanded. Our paper is a discussion on how European trends is transfered in to national legislation and governing. Further it is a contribution to the judicial field of governing of education in the nordic countries.

Network 5: The Curriculum Research Network

Session 3 - Symposium 1a (Saturday, 9 March 09:00 - 10:30)

Room: HS-201 Chair: Kirsten Sivesind

820 Rethinking competence: The Conceptual Turn in Swedish Curriculum Policy

Andreas Nordin

Linnaeus University, School of education

In this explorative paper we will address the impact of Europeanization (Lawn 2011) on national curriculum reforms with empirical reference to the Swedish comprehensive school, and based on this case discuss the question of transnational curriculum convergence (Andersson-Levitt 2008) The main interest is directed towards the question of what counts as knowledge in national curricula changing, if seen from a comparative curriculum analysis. The research questions of this paper are: (i) what explanatory frameworks are plausible to make sense to processes of curriculum change in the interface between transnational and national arenas? (ii) to what extent and in what ways can the Swedish compulsory school reform (Lgr 11) be seen as an expression of a European educational policy discourse when it comes to conceptualising knowledge?

Theoretically we draw on discursive institutionalism (Schmidt 2008) using a differentiated concept of curriculum as a way to capture the complex dynamics of contemporary curriculum change. We argue that this discursive institutional contextualisation is necessary in order to explain curriculum changes in the nexus of the transnational and the national, tracing discursive processes of coordination and communication to analyse why some discourses prevail and becomes institutionalised while others don?t. Central policy texts have been analyzed as simultaneously (i) a language written text, (ii) discourse practice (that include text production and interpretation), (iii) socio-cultural and political practice (Fairclough, 1995). Taken this methodological point of departure a step further the analysis has also combined a discursive institutionalism approach. Processes of discourse formation in policy-making have been investigated as dialectical to processes of re-contextualisation and institutionalization of specific discourses.

A preliminary conclusion is that the recent Swedish comprehensive school reform converges to the broader European knowledge discourse on the level of philosophical ideas underpinning curriculum change but that several core concepts used in policy texts are being rethought and given a different meaning when re-contextualised in the national arena. Exploring new methodological approaches in the analysis of curriculum change is highly relevant as transnational discourses have an increasing impact on Nordic curriculum policy.

Network 6: Educational Leadership Network

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: E-301 Chair: Olof Johansson

Organizers abstract

205 International Perspectives on the Educational Reform

Dr Olof Johansson

Centre for Principal Development Umeå university Sweden

This proposed symposium is devoted to the work of international scholars who have conducted recent national studies of the educational reform and the superintendency in Sweden, Norway, Finland, Denmark, and the United States. They not only capture a collective sense of national commitment to education as a means for advancing social, economic and political wellbeing but also provide a unique perspective on the context of education reform particularly with regard to the dynamic interplay between the influences of globalization on national education policy. Importantly, these studies examine the nature and direction of recent educational reforms launched by national governments that have heightened the awareness of the tension between centralization and decentralization. More particularly they examine the influence of national policy changes on the structure of education organizations, governance patterns, superintendent leadership, their relationships with principals and local education practices. Taken as a whole, these manuscripts are highly relevant to our understanding of national educational reform movements and work of superintendents in the Nordic countries, and they provide a unique opportunity for making cross-national comparisons with their counterparts in the United States.

These studies are unique in time and place. Each manuscript in the proposed symposium is based on descriptions of national education system, recent educational reforms and empirical, nation-wide survey of practicing superintendents completed between the years 2009 and 2011. Empirical studies funded by ministries of education (Finland, Norway) and national research councils (Sweden, Denmark) and professional associations (USA, American Association of School Administrators) expands the scope, depth, and reliability of findings on the school district superintendent in participating nations. Beginning in 2008, extensive collaboration among researchers engaged in planning and conducting research on the superintendency resulted in broad discussions of national educational reform initiatives as well as defining a research framework, common categories and questions that would lend themselves not only to answering questions relevant to their respective countries but also creating a unique opportunity for conducting future cross national comparisons of superintendents' leadership roles.

Network 6: Educational Leadership Network

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: E-301 Chair: Olof Johansson

792 Swedish Superintendent in the Policy Implementation Stream

Olof Johansson and Elisabet Nihlfors

Centre for Principal Development Umeå university Sweden

This article will present results from the Swedish research project, ?National Policy Meets Local Implementation Structures.? It will focus on the impact of shifts in educational policy on schools, superintendents, and governance patterns in the post-1989 era. For example, the Swedish Government, dominated by a right-wing Parliament (Riksdagen), launched significant policy initiatives between 1989 and 1990 that focused on developing the nation?s school system. They introduced a new control system for Swedish schools that gave local municipalities greater responsibility for improving education quality. In addition, Swedish families were given the opportunity to choose between schools and the government allowed independent schools to be established. These education policy changes were launched at time when Sweden was experiencing an economic crisis. The financial circumstances and the nature and direction of right wing policy initiatives created tensions between the central and local governments as well as between teachers, principals, superintendents and municipal school boards. Between 1994 and 2006, a left-wing coalition regained control of Parliament?only to be replaced by the conservative, right-wing alliance in 2006. However, when they regained power they renewed efforts to institute educational reforms focused on improving the quality of schools through improving student academic outcomes, revising curricula, promulgating a new school law (educational act) and strengthening the National School Inspectorate charged with accountability were hallmarks of their policy initiatives.

The challenges for superintendents and principals in this shifting policy environmental stream have been to navigate between increased demands for accountability and improve of student outcomes. For example, policy makers determine schools are to be structured, organized and governed and also setting expectations for superintendents and principals to create school and district cultures that support the new policies, laws and regulations. The Education Act of 2010 puts increased responsibility on the principal for the school organization, teachers, pupil?s results etc. It also changes the role of the superintendent. Many of them are already balancing and sometimes struggling to lead, manage and govern under different and often conflicting central government and municipal control systems. Quantitative and qualitative data collected as part of the recent national study that focuses on superintendents leadership will be analyzed and discussed.

Network 6: Educational Leadership Network

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: E-301 Chair: Olof Johansson

793 Finnish Superintendents: Leading in a Changing Education Policy Context

Mika Risku, Pekka Karnervio, and Lars Björk

In 2007, the Finnish Ministry of Education developed ?The Development Plan for Education and Research 2007-2012? that intended that future education policy decisions be research-based. One national research project focused on the status and changes of educational leadership in the provision of general education in Finnish municipalities that was undertaken by the Institute for Educational Leadership, University of Jyv?skyla. The first phase of the first national study of the superintendency in Finland was conducted by Kanervio and Risku (2009) and employed a nation-wide survey. The second phase of the study employed interviews of superintendents. Together they constitute a singular and robust body of knowledge on the superintendency in Finland in a changing education policy context.

This article will present a brief description of the Finnish education system, a discussion of recent educational reform initiatives that describe the contemporary education context and how it is influencing the superintendency (Pirhonen & Janhunen, 1995; Rajanen, 2000, 2005; L?fstr?m, Mets?muuronen, Niemi, Salmio, & Stenvall, 2005; Kanervio & Risku, 2009). In addition the authors discuss the trend toward municipal consolidation (Karvonen, Eskelinen, & Aunola, 2009; Kanervio & Risku, 2009) including its impact on the nature and direction of superintendents? leadership.

Network 6: Educational Leadership Network

Session 5b - Symposium 2 (Saturday, 9 March 09:00 - 10:30)

Room: E-301 Chair: Olof Johansson

795 Danish Superintendents in Cross-fire: Implementation of Educational Governance and Quality Assurance Policies

Lejf Moos L

Aarhus University

As Denmark entered global economic competition and participated in European collaboration many changes were enacted that altered the how public sector organizations were structured, lead and governed. The relationship between the state and education institutions were transformed from democratic, public sector organizations that were governed locally to business-like, market-oriented entities that expanded freestanding, private schools. This sector is governed directly from the ministry and not indirectly through municipalities. Hence, superintendents not only are hard to identify but their roles are being transformed by changes in national policies and implementation mandates. For example, new forms of governance are also emerging concurrently with an increase in ?social technologies? (quality reports, school comparisons, student academic testing, and changing municipal administration) that have created tensions between the preferred, professional model of administration and the state bureaucratic hierarchical model that emphasizes power and objectivity. This article will examine changes in Denmark?s system of education with particular attention to examining the role of superintendents in implementing quality assurance mandates.

Network 9: General Didactics

Session 4 - Symposium 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-202 Chair: Jörgen Dimenas

Organizers abstract

526 Hidden results of schooling

Tobias Werler

University College Bergen

In (pre)school lives of a coming generation are formed. These institutions determine the future life praxis of young people. (Pre)schooling is realized on the basis of the interrelatedness of the difference between matter and meaning. But, since this is performed in a condition providing local context results will be quite different. The institutions for mass education create public and visible (e.g. grades, placement on a ranking list) as well as private and hidden results. Often this is entitled by Bildung.
Generally, Bildung serves as the individual's locus of resistance and as a principle for understanding the ways in which people may conduct their lives and in how far our conduct of life is self-conducted. Seeing this, Bildung appears in an individual – or private – perspective; it becomes an expression of a meaningful and task-related activity.
It turns out that schooling is complex and manifold activity (Werler 2010) and the fact that a (pre)school achieves good results in national tests is not synonymous with the individual judgment of these institutions. This is particularly true for the individual meaning and interpretation of such an opportunity. These results cannot be placed in ranking lists. When looking into the current policy, one is imitated confronted with concepts of management, outcome, steering or accountability. For the time being the general didactic discourse seems not to have an answer when it comes to description and analysis of school results others then those who are visible.
In order to develop a broader concept of (pre)school results it seems fruitful to investigate its concealed dimensions. It is important to show what actors conceptualize and value as results of schooling beyond the fulfillment of standards and the like in order to show alternative school results. The objective of the research symposia is to create a research group that can provide an empirically based contribution to a field where has been little research on - both nationally and internationally. The group's main task would be to answer the following question: What are private and hidden results of the use of the public good (pre)schooling?

Network 9: General Didactics

Session 4 - Symposium 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-202 Chair: Jörgen Dimenas

528 Building capabilities by/in an Education Landscape

Tobias Werler

University College Bergen

The main purpose of the paper is to understand what capabilities (Sen, Nussbaum) schools are able to build up taking their anchorage in a regional environment into consideration. This is done in order to contest prevailing criteria for success in education (national standards) and to look for alternative regionally induced understandings of education success. But if evaluation research is just examining what students have learned, in terms of competence or qualifications, one has not understood all results of education.
The research project applies the concept of the education landscape (Werler 2011b). Since the co-production of public services is the focus of regional development, one can conclude that a regional education landscape is mainly determined by the coordination and cooperation between different actors (schools & teachers, students, parents). That means that a school's regional placement, its architecture, students (parents) economy, socio-geographic conditions, the local school management/ organization and the curriculum are to be seen in the light of heterogeneity. These factors will have an influence on the process of schooling but they are only partially "designable" by a school.
In order to find and answer on the proposed question our research design focuses on what has to be learned(a school's culture, program, content), where is it taught and learned(socio-geographic placement, local environment) and who is teaching and learning (students' views on schooling) and the relation between these factors (Werler 2011a).
Method: This presentation is part of a study which aims to map the capabilities schooling in an education landscape (Benefitting from Schooling in Education Landscapes; Werler & Sætre, 2012). Quantitative data from students were collected by a standardized survey in schools placed in urban municipalities which are challenged by industry based migration effects (globalization) to rural agricultural focused municipalities on the West coast of Norway. (12 schools, grade 9/10, N=527 students). Central variables for this part-presentation (capabilities) were assessed in a scale from 1 to 6.
Expected Outcomes: Empirically-based research analysis will help us to see what set of capabilities students are able to build up by the end of their mandatory school career.

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Network 9: General Didactics

Session 4 - Symposium 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-202 Chair: Jörgen Dimenas

531 Teaching in the assessment paradigm

Ola Strandler

University of Gothenburg

At present, Swedish school policy undergoes swift and profound changes, introducing increasing elements of assessment, grading and testing in grade levels where it has not been used before (from grade level 6). Concurrently, formative assessment are emphasised for enhancing student results. In this paper, two case studies will be presented where the teachers have been observed for approximately 5 weeks when teaching social studies in grade level 6 during the first year of the reforms. In addition, the teachers have been regularly interviewed.

The two teachers work under profoundly different circumstances. The first teacher works at a private school, with 18 students in class, most of them coming from (generally speaking) socio-economical privileged homes. The second teacher works at a public school with 25 students in class, where (comparatively) a large part of the students come from homes with a lower socio-economic level, and where another first language than Swedish is spoken.

The paper has a didaktik perspective, i.e. focus is on how teaching is influenced when the assessment assignments of the teachers increase. Attention is drawn to differences that can be related to differences in the student base. The analysis is inspired by Paul Ricoeur's critical hermeneutic and has been guided by an assumption that teaching is conducted in a field of tension between the subjectivity of students' learning process and the objectivity of assessment policies. Furthermore, it has been assumed that this field of tension is affected by the reforms when teachers' are expected to increasingly assess their students, both formally (summative) and informally (formative).

Network 9: General Didactics

Session 4 - Symposium 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-202 Chair: Jörgen Dimenas

532 Taking the schooling outdoors – exploring the tree

Kari-Anne Jørgensen

Vestfold University College

The presentation is based on a field-study study in a Norwegian Nature Kindergarten. The Kindergartens have standards described in the national curriculum. "The nature kindergartens" are pedagogical institutions specialized in using the outdoor landscapes and places most of the day throughout the year.
From a phenomenological perspective this study focus on different approaches on children's learning related to the out-door environment in which they learn. Interviews with the teachers as well as observation reveals ways the children create meaning from experiences and takes it further in play and their practical activities are my point of departure for the discussion on and learning in nature. Behind this are the ideas of learning competences for sustainable development.
The notion of 'Bildung' can be used here to for example understand the way children learn about trees. Trees are not only bio-mass but also bodily experienced as something you can climb or a place where different animals live.

Network 9: General Didactics

Session 4 - Symposium 1 (Saturday, 9 March 09:00 - 10:30)

Room: K-202 Chair: Jörgen Dimenas

822 Tacit resistance against alienation in school

Aina Sætre

Volda University College

School-life seems very little relevant to some of the students in Norwegian lower secondary school. Especially this might be true for students in rural areas where the possession of academic knowledge have little effect on job-opportunities. School-life then may appear as a state of meaningless waiting and storage, a sense of powerlessness with few or no alternatives. This might result in a tacit resistance against school as representative of a "storage position", and be reflected in the lack of motivation for further education. The Research question here is to what extent one can observe differences in tacit resistance against alienation between students in urban versus sparsely populated areas.
Theoretical approach: With regard to Self-Determination-Theory (Deci and Ryan 1985; Deci and Ryan 2002) and goal orientation theory (Dweck 2000), lack of integration of meaningful achievement goals as well as alienation from school can be explained by a neglect of the needs of the young adolescents caused by a school-system that increasingly fails to fit to the young adolescents? needs (Yoneyama 2001; Williams and Pritchard 2006). The present study investigates the relationship between motivation for further studies and its correlation with tacit resistance against school alienation.
Method: This presentation is part of a study which aims to map the capabilities schooling in an education landscape (Benefitting from Schooling in Education Landscapes; Werler & S?tre, 2012). Quantitative data from students were collected by a standardized survey in schools placed in urban municipalities which are challenged by industry based migration effects (globalization) to rural agricultural focused municipalities on the West coast of Norway. (12 schools, grade 9/10, N=527 students).
Central variables for this part-presentation (future educational plans, tacit resistance, goal-orientation) were assessed in a scale from 1 to 6. Tacit resistance is here defined as a multidimensional construct consisting of three factors: lack of general school engagement, lack of subjective relevance to school, lack of interest in school subjects.
Expected results: The analyses will consist of descriptive information; frequency, cross tabulation and correlation in order to prove/disprove the research question and theory.

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No network

Session 3a - Symposium 3 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Andreas Fejes

Organizers abstract

56 Truth of the self: confessing in education and lifelong learning

Andreas Fejes

Linköping University

When looking at practices of education and lifelong learning today it is easy to see that those of confession have become widespread. Confessional practices are practical ways of working on ourselves that appeared in the confession of the Catholic Church and spread out in secular and scientific forms during the eighteenth and nineteenth centuries in Western societies. This was a spreading out that took place through technologies and techniques of the human sciences, in particular those of the psychotherapies, but also and more recently through new practices of confessional learning as these have emerged in pre-schools, schools, colleges, universities, and personal life. In confession, whether this is confession to the priest, therapist or teacher, subjects are invited to turn their gaze inwards, to produce and disclose knowledge of themselves, in order that they may be improved.

In this symposium contributors draw resources from the work of Michel Foucault to analyse what goes on through confession across varied sites where they have become intrinsic to our lives and ways of being. The symposium points to these practices and the knowledge that supports them as a significant contemporary social and discursive reality, and critically questions them. Foucault's writing on confession is more than thirty years old. His own analyses primarily focused on how confession came to emerge, by tracing its lines of decent and emergence in the writing of the ancient Greeks and through texts written in the emergence of Christianity. Although he wrote of these to show how the confessional practices of his day had emerged and become taken-for-granted. Many of these practices today are new – they did not exist in his time. We need new analyses appropriate for today and focused on the pivotal function of formal and informal education and learning in refashioning ourselves.

No network

Session 3a - Symposium 3 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Andreas Fejes

58 Follower of learning gains each day and follower of Tao loses

Weili Zhao

University of Wisconsin-Madison, USA

This paper makes confessional practice problematic by tapping into a Maoist way of confessing in the 1940s, and a historically far-back and entrenched cultural practice of Confucian and Taoist reflective care of the self and body as a way of (un)learning-to-live. It does so with a Foucauldian genealogy, focused on a process of descent and emergence instead of a linear developmental logic.

Dao De Jing says 'follower of learning gains each day and follower of Tao loses'. Then how is this gaining-losing thesis adumbrated through the gaining and losing kua in the Book of Change? And, how can it be (re)contextualized, not in a binary sense, but within Confucian learning, through self-reflection three times a day, along with a Taoist self-care technique of 'sitting-forgetting (zuowang) and heart/mind-fasting (xinzhai)'? How can writing self-clarification notes be historicised through a non-relation to verbalization or non-verbal meditation? Do these reflective technologies of self go beyond a binary logic of self-denial vs. self-mastery?

By juxtaposing these practices in a third space, this paper opens new possibilities for looking at teacher-student confessional dynamics in contemporary Chinese, Western and global education.

No network

Session 3a - Symposium 3 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Andreas Fejes

102 Fashioning the professional subject: reflective practice and competence

Katherine Nicoll

University of Stirling, Scotland

This paper explores the potential of a Foucauldian and rhetorical analysis in appreciating detail of the discursive work of assessment tasks as confessional practices and mechanisms of power/knowledge within discourses of professional development. The analysis considers detail in the way in which assessments work as material elements within a body politic, and what they attempt in the investment and positioning of bodies as subjects and objects of knowledge.

Professionals are constantly asked to engage in rhetorical practices, to persuade others, whether at work or study, and whether through their activities, reports, assessment evidence, their assignments, portfolios, theses, etc., that they are capable. These incitements to 'speak' are those practices of confession that act as a technology of power within a political field (Foucault, 1977), aimed at the production of the body as labour power. The 'need' for such rhetorical work is brought forth within discourses of work and pedagogy, and through a system of productive subjugation that surrounds and is made in part effective through them. 'The body becomes a useful force only if it is both a productive body and a subjected body' (Foucault, 1977, p. 26) and assessment tasks are micro-technologies within such a system of productive subjection.

The paper examines detail in the work of two set assessments from an in-service programme of professional development for further education lecturers in Scotland. These are practices that require the confession of student professionals in distinctive ways that emerge from pedagogical discourses of reflective practice and professional competence. Detailed analysis demonstrates the work that they do in attempts to fashion particular forms of subjectivity and determine the field for professional action.

No network

Session 3a - Symposium 3 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Andreas Fejes

121 A confessing science of education and lifelong learning

Katherine Nicoll & Andreas Fejes

University of Stirling, Linkoping University (respectively)

In this paper we identify resources drawn on from Foucault that are distinctive and pertinent for specific forms of analyses of what is happening in the turn to confessional practices in education and lifelong learning. We identify that confessional practices have come to shape and govern the Western world, they have emerged across the practices of the human sciences and are now intrinsic to our everyday lives and understandings of ourselves. Education and learning have a key position in promulgating confessional practices as a new social norm. They are key as perpetrators of this new kind fashioning of ourselves as human kinds in a particular way.

We describe a regime and apparatus of power of education and lifelong learning which has confession intrinsic to its maintenance and productive force. Confession is described as technology, conduit of power, operating one person in relation to another, and dominating today in the production of specific forms of confessing people. We call this 'strategy'. Within this regime, in education and policy circles and more widely, we identify a shift in the talk accompanying and surrounding the emergence of these techniques: whereas before educators and policy makers talked about education, they now talk of learning. Lifelong learning and the learning society, the knowledge economy, society and Knowledge Age are themes that have come to dominate the texts emanating from the cloistered grounds of governmental offices and intra-national agencies. The question remains therefore of where this strategy takes us in terms of its wider social and political effects in western societies.

The paper identifies and explores other previous educational and lifelong learning research that has considered confessional practices to consider whether or not these find answers to the question of what is happening today.

No network

Session 3a - Symposium 3 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Andreas Fejes

122 Traversing the confessional: Living the present otherwise

Andreas Fejes

Linköping University

The symposium of which this paper is part will illustrate how power operates across different practices of lifelong learning and how confession is an important technology through which subjects are shaped and governed. On a general level, we are all inscribed in relations of confession. Foucault (1998: 59) argues, '[T]he confession became one of the West's most highly valued techniques for producing truth. We have since become a singularly confessing society… Western man has become a confessing animal'. This argument supports the idea that confession operates almost everywhere. If this contention would be within the "true", we pose the following question: are we trapped within the confessional in which the end product is a self-governing lifelong learner?

As Foucault's genealogy of confession illustrates, there have been other modes of governing and other ways through which we construe the relation of the self to the self. Additionally, the point of genealogy is to render the taken-for-granted-ness of the present visible in order to open a space to live the present otherwise (cf. Fejes & Dahlstedt, 20120; Simons and Masschelein 2009). However, living the present otherwise will not take us outside of power relations. Power is everywhere and it is productive. Thus, living otherwise may traverse power relations that allow different subjectivities to emerge. In this paper, we will provide three examples of how subjectivity might be shaped in a different way compared to the way subjectivity is shaped through the technology of confession in the present. These alternatives should not be seen as prescriptions. Rather, they should be seen as "examples" of how it might be otherwise than what is. The three examples provided are; Pierre Riviére who slaughtered his mother, brother and sister (Foucault, 1975); books of life (Foucault, 1994) and humour, satire and laughter.

No network

Session 3a - Symposium 3 (Saturday, 9 March 09:00 - 10:30)

Room: H-205 Chair: Andreas Fejes

179 Dialog as a confessional technology in the governing of education

Ulf Olsson and John Benedicto Krejsler

Stockholm University

In contemporary society, dialogue operates as a governmental technology within a number of policy areas such as university, teacher education, school and workplaces. In the field of education, this covers more or less all levels from education policy projects such as the formation of the European Higher Education arena (EHEA) to conversations between learning agents and students in classroom situations. The purpose of this chapter is therefore to study dialogue as a governmental technology with particularly focus on how confession as rationality operates in different forms of dialogues related to schools and teacher training. Examples of dialogues studied are: Open method of Coordination, Bologna Stock-Taking Process, self-evaluations, performance dialogues and development talks. The main context of the study is the Nordic countries, thus Sweden, Denmark, Norway and Finland. The methods used are document studies, observations and interviews. Theoretically, our post- Foucauldian focus is on confession as knowledge production, including how knowledge production operates as technologies of governance and self-governance. Furthermore, we are interested in how subjects and subject relationships are constructed in the processes of confession and how the dilemma between freedom and resistance are produced.

No network

Session 3b - Symposium 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-204 Chair: Anna Kristín Sigurðardóttir

Organizers abstract

493 Individualised learning and student attitudes toward schools in Iceland and Faroe Islands

Anna Kristín Sigurðardóttir

University of Iceland, School of Education

Individualised learning and pupil collaboration has been emphasised in Icelandic primary and lower secondary schools over the last decade. This policy has its roots in the vision of one school for all pupils sometimes referred to as the Nordic model. The approach relies on social constructivists theories on learning, stressing pupil's responsibility for constructing their own understanding through active communications. In order to investigate the development towards individualised learning, a group of researchers conducted an extensive study on teaching and learning in Icelandic schools. A model of school practices which was developed as an evaluation tool by a group of educational practitioners in the Reykjavik School District serves as the framework for the study. It consists of six strands: Internal structures; learning environment; attitudes towards student learning; teaching strategies and practices; student activities and responsibilities; and parental involvement. Multiple methods are used for data collection in 20 randomly chosen schools, including: classroom observations; interviews with students, teachers, school leaders and parents; same groups responded to online questionnaire surveys; and the environment was photographed. In 2012, a survey from the Icelandic study was administered to all school children in the ages 14 and 15 in schools in Faroe Islands. This is supposed to be the first step in comparative studies between these two Nordic countries that have many similarities but different educational policy.
In the first paper a relationship between learning and enjoying among 8th and 9th graders in Faroe Islands is investigated. The second paper aims at comparing the attitudes of students in Iceland and the Faroe Islands toward school. The third paper discusses individualisation and use of learning environment in early grades in primary schools in Iceland. Considerable time will be allocated for discussion at the end, lead by a discussant.

No network

Session 3b - Symposium 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-204 Chair: Anna Kristín Sigurðardóttir

494 Learning and teaching in the early grades of primary school: individualised learning and use of the learning environment

Anna Kristín Sigurðardóttir and Gunnhildur Óskarsdóttir

University of Iceland, School of Education

Individualised learning and pupil collaboration has been emphasised in Icelandic elementary schools over the last decade. This policy has its roots in the vision of one school for all pupils that some people discuss as a Nordic model. The approach rely on constructivists theories on learning, referred to as student centred- learning environment. Some evident are available indicating that the teaching and learning in early grades are more individualised than in upper grades without information of the nature of the possible difference. In the paper a study on learning environment in the early grades of primary schools in Iceland is discussed with regard to this policy. The main aims are to investigate how the learning environment in early grades differs from upper grades and the processes of individualised learning and how it possibly links with the physical classroom environment.

The study is a part of a larger research project on teaching and learning in 20 Icelandic schools where data was gathered by observations, interviews and questionnaires. In this part only data from classroom observations in 383 lessons, is used. The results indicate that learning environment in classrooms used by grades 1 to 4 are different from the classrooms used by the older grades. The environment is livelier, the children more often sit in groups, facing each other and teachers' teamwork and shared responsibility is more common. Furthermore, results suggest less time used for direct instruction in early grades than in other grades and more time is allocated for discussion in the whole group. Differences between year groups within early stage appeared to be little. There seems though still to be some way ahead towards individualised learning although some signs indicate that it is more developed in the early grades of the elementary school compared to the upper grades.

No network

Session 3b - Symposium 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-204 Chair: Anna Kristín Sigurðardóttir

521 What is important? The attitudes of students in Iceland and the Faroe Islands toward School

Amalía Björnsdóttir

University of Iceland

In 2008, a group of Icelandic researchers started a multi-disciplinary project called Teaching and Learning in Icelandic Schools, which deals with teaching and learning in 20 Icelandic schools for students ages 6 through 15. The aim of the study is to contribute to the body of knowledge on teaching and learning in Icelandic schools with special emphasis on the development towards co-operative learning.

In 2012, a survey from the Icelandic study was translated into Faroese and administered to all school children in the Faroe Islands ages 14 and 15. Next year, surveys for staff and parents will be translated into Faroese, and data will be collected. The aim is to compare teaching and learning in compulsory schools in those two small Nordic countries.

The main focus of this paper is to compare the attitudes of students in Iceland and the Faroe Islands toward school. The questions that will be considered include the following: What do students think should be emphasized in the schools? Should schools put the most emphasis on academic achievement, preparation for further studies, debating social issues, the personal development of students, or the overall well-being of all students? And, to what extent do students think their parents should participate in school activities, assessment of students' performance, social activities, etc.?
Data was collected using online surveys completed by students ages 14 and 15 (N = 952) in 14 compulsory schools in Iceland and for all students in the same age group in the Faroe Islands (N ? 1250). The presentation will give an overview of students' attitudes with an emphasis on the comparison between the two countries. It is hoped that this will be the first step in the comparison of school practices in those two countries and will lead to a clearer picture of the differences and similarities in school practices and what each country can learn from the other.

The data from the Faroe Islands will be available in December 2012; therefore, the data analysis cannot be performed until then.

No network

Session 3b - Symposium 4 (Saturday, 9 March 09:00 - 10:30)

Room: HS-204 Chair: Anna Kristín Sigurðardóttir

728 The required 'joy of learning' – seen through the case of the secondary school subject 'History and Contemporary Society'

Firouz Gaini & Erla Olsen

Department of Education, University of the Faroe Islands

This paper aims to investigate the following key questions through the quantitative data obtained from a nationwide school survey in the Faroe Islands October-November 2012: What are the common characteristics of pupils expressing a joy of going to school? Is there reason to conclude that this same group of pupils also is 'learning' and considering school work 'exciting'? In other words, how can we define the suggested correlation between enjoying and learning as regards educational achievement in general? And finally, summarizing the field, how do young people consider their own performance at school?

The survey comprised 1250 pupils (aged 14-15) from 21 secondary public schools in the Faroe Islands. The informants from 8th and 9th grades were asked to answer an online questionnaire involving 32 questions about teaching methods/styles, school practises/traditions and individual preferences as regards subjects and curricula in general. The survey was conducted in cooperation with a research group from the University of Iceland's 'School of Education'.

The preliminary findings of the study suggest that in order to enjoy learning, students also need to enjoy school in general, as well as to show an interest in education. Furthermore, the study points outs that students who enjoy learning spend more time on homework than students not enjoying learning. Additionally, social interaction within the school class is also important.

Curiously, the subject 'History and Contemporary Society' is, more than any other school subject, connected to the factor of 'enjoying learning'. In response to this fact, 'History and Contemporary Society' will serve as the main 'case' of this presentation. Why, we question, is the 'joy of learning' manifested more clearly in relation to this specific subject than to other school subjects?

The gender dimension of academic performance will also be considered. History and Contemporary Society is a subject that boys seem to enjoy more than girls.

No network

Session 3c - Symposium 5 (Saturday, 9 March 09:00 - 10:30)

Room: E-205 Chair: Eva Hultin & Åsa Bartholdsson

Organizers abstract

182 Perspectives on social and emotional prevention and promotion programs in a Swedish context

Eva Hultin & Åsa Bartholdsson

Dalarna University

In recent years, there has been an increase of using social and emotional prevention and promotion programs in preschools and schools in Sweden as well as in the rest of the Nordic countries. These programs aim at preventing mental ill-health, alcohol and drug abuse, bullying and promoting specific social, emotional, and behavioural competences. Additionally, many Swedish schools use the programs for their value-based education.

The research field dealing with these programs has been dominated by studies evaluating the evidence in terms of efficacy. However, during the last decade, this phenomenon has been made the object of study from a number of sociological and educational perspectives, conducted through various qualitative methods. This symposium brings together several research groups that understand and problematise these programs in a Swedish context. The research papers presented highlight different actors' experiences (e.g. children, teenagers, teachers, and parents) of the programs. Furthermore, the papers deal with the understanding and rationalization of the programs at different levels, such as national educational policy level, municipality level, different educational settings (in preschools and schools). The papers in the symposium are to be considered as examples and elaborations from the different research projects.

The titles of the papers are: 1. Where's the child? A methodological exploration of children's perspectives and child perspectives in research on health-promoting interventions in the schools, 2. Contradictions in a school-based intervention: A discourse analysis of how the meaning of a psycho-educational program is reproduced and changed, 3. Ethics and social and emotional training, 4. The taming of passion in socio-emotional training programs for preschools and schools, 5. Democratic education in the age of therapeutic culture - teenagers' and teachers' experiences of social emotional learning in a ninth grade class, 6. "The School is an easy buy": A case -study of policy-entrepreneurs in a municipalities' schools, 7. Prevention and Promotion Programs in Swedish Schools as an answer to what? An analysis of national policy texts.

No network

Session 3c - Symposium 5 (Saturday, 9 March 09:00 - 10:30)

Room: E-205 Chair: Eva Hultin & Åsa Bartholdsson

271 Contradictions in a school-based intervention: A discourse analysis of how the meaning of a psychoeducational program is reproduced and changed

Sofia Kvist Lindholm

TEMA - Department of Thematic Studies, Child Studies

School is often used as an arena for public health interventions due to the opportunity it brings to reach a large group of children and create conditions for health. In last decades mental ill-health has been pointed out to be one of the biggest public health problems in Sweden and as a response several psychotherapeutic education programs have been implemented in Swedish schools to promote mental wellbeing among children and youth. While it is fair to say that these manual-based programs are implemented with the best intentions I would argue that the traditional evaluation approaches often taken when studying these interventions prohibits a complex understanding of them. The theories and assumptions underlying the programs and how the participating students make sense of and use them are rarely critically scrutinized. The present paper focus on a psycho-education program called DISA (Depression in Swedish Adolescents). Drawing on childhood studies and the view of children as social agents I use discourse analysis to explore how participants in interviews form versions of the program. By following their argumentative threads I relate their versions of DISA to how the program is explained within the program manual, when it is marketed and in a DISA instructor course; analyzing how the meaning of the program is reproduced and changed. I will highlight and discuss how the interviewees' versions of DISA form a contradiction to the preventive intentions of the program and how this contradiction is traceable to the theoretical underpinnings and the mix of disciplines that constitutes the program. I will discuss problematic aspects of the intervention and how this study could contribute in a more general discussion concerning school-based health promotion.

No network

Session 3c - Symposium 5 (Saturday, 9 March 09:00 - 10:30)

Room: E-205 Chair: Eva Hultin & Åsa Bartholdsson

652 Democratic education in the age of therapeutic culture - teenagers' and teachers' experiences of social-emotional learning in a nine grade class

Eva Hultin

Dalarna University

The purpose of this paper is to discuss the implications for the possibilities of doing democratic experiences when using socio-emotional programs as value-based education. Since the wake of the Second World War, school as an institution has been given a specific responsibility for securing democracy through educating future citizens equipped with democratic values and skills. Earlier studies have shown that even though there has been a societal consensus that school should have this democratic assignment, there have been several interpretations of its meaning and its didactical design. During the first decade of the millennium, it has become common to use manual-based programs for social emotional learning (SEL) as a way of realizing school's democratic assignment. The increase of using socio-emotional programs within schools is understood from the sociological perspective as a part of a wider therapeutic culture where a focus on emotions and how to handle emotions is regarded as enlightened and good (Furedi 2003).

In this paper, the results of a case study of the implementation of a social-emotional program as value-based education in a nine grade class are presented and discussed. The study is conducted through classrooms observations when SEL activities are organized, interviews with the school's headmaster, teachers, and pupils on their experiences and views on SEL in education. The school is situated in a Swedish municipality where all pupils in compulsory school had to participate weekly in social-emotional programs, as a consequence of local political decision. The main results of the study point at that the implementation of the SEL program in the studied class can be understood as contra productive concerning creating a democratic school culture for teachers and pupils. Neither teachers' nor pupils´ critique of the SEL program were heard or taken seriously. There were no forum for discussions on the premises of the program – critique was silenced and resistances were ignored. The pupils expressed less belief in democratic processes after (being compelled to) participating in the SEL program than before.

No network

Session 3c - Symposium 5 (Saturday, 9 March 09:00 - 10:30)

Room: E-205 Chair: Eva Hultin & Åsa Bartholdsson

724 Prevention and Promotion Programs in Swedish Schools as an Answer to What? An Analysis of National Policy Texts

Andreas Bergh, Anna-Lena Englund, Tomas Englund, Karin Engström, Ingemar Engström

Örebro university

During the last decades there has been a growing interest in using prevention and promotion programs in Swedish schools. While there in earlier research has been a considerable interest in the scientific evidence for the effect of these programs, there has been less interest for the values that are promoted and for what purposes they are used. In the project A school of considerable value the main research question can in short be formulated: Who wants to bring about what and for which purpose? The focus is on value premises and assumptions that are expressed in the programs and how they relate to the school´s value base and the Convention on Children´s Rights.

As a part of this larger project the interest in this paper is to show how a specific problem picture is interpreted by different national authorities. To analyze authoritative texts, which have been chosen from the criteria that they formulate different needs that the programs can be seen as an answer to, Nancy Frasers (1989) theoretical approach about politics of need interpretation is used.

One part of the paper is used to present an analysis of national school policy texts regarding the school´s commission with regard to mental health in general, as well as texts from authorities in the public health sector with a responsibility for this question. The reason for addressing mental health is that a significant driving force for the programs seems to have been repeated scientific reports showing an increase in self-reported mental health problems.

Another driving force has to do with the concept value base, launched in the national syllabus 1994 and later on, around 2000, interpreted in terms of respectful mutual communication for democracy. However, in authoritative documents as early as 2003 it is noticeable that many programs, of which some working with preconceived manuals for training and communication, are seen as and named as 'value base strengthening', a characterization that will be problematized.

No network

Session 3c - Symposium 5 (Saturday, 9 March 09:00 - 10:30)

Room: E-205 Chair: Eva Hultin & Åsa Bartholdsson

752 The School is an easy buy: A case -study of policyentrepreneurs in one municipality in Sweden

Kerstin von Brömssen

University of Gothenburg, Sweden

This paper focuses on a municipality in Sweden that has been involved in promoting the use of one specific method/programme, the SET-programme, within the preschools and schools in the municipality. For this study, teachers and city officials have been interviewed on the reasons behind the introduction and the implementation of the programme, about the policy-entrepreneurs involved, as well as about changes in the policy concerning the programme. The municipality has lately changed its' approach to the programme, partly because of the media debate, but also because of critical investigations from "The Swedish National Agency for Education" on these kinds of programmes. The research show that teachers feel quite deserted, both because of loss of agency in relation to the municipality, but also in relation to how to manage teaching in big and diverse classes.

Network 2: Arts Culture and Education

Session 6 - Symposium 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-203 Chair: Feiwel Kupferberg

Organizers abstract

779 Mediated Learning and Pedagogical Diversity - Part 1

Feiwel Kupferberg

Malmo University

The concepts "mediation" and "mediated learning"? have played an increasingly important role in Nordic Educational Research the last decade. It is usually associated with the ?sociocultural? school of pedagogy / educational psychology and in particular the works of James Wertsch (Mind as Action).The concept ?mediated learning? is ambiguous though, since it can both refer to the cultural aspect (cultural tools such as technology, theory,language, aesthetic media) and the social aspect (scaffolding. the zone of proximate development, multiple voices etc.) suggesting a wide diversity of media-based pedagogy. The idea of this symposium is to try to clarify the concept of ?mediated learning?. What does it actually stands for and how can the concept help teachers better to cope with a number of interrelated issues in contemporary schools:
1) How can working with artistic media (art-based research) be made compatible with scientific problemsolving (academic subjects)?
2) Why do teachers that work with aesthetic learning processes need to be able to work both within and with different types of artistic media?
3) How does living in a media-saturated society change the parameters of teaching?
4) Should the focus be on cultural tools or on teacher-student interaction and is it possible to find ways of combining the two aspects of mediated learning?

Network 2: Arts Culture and Education

Session 6 - Symposium 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-203 Chair: Feiwel Kupferberg

798 Challenges to teachers in media-saturated societies: Media and mediated learning in the class room

Feiwel Kupferberg; Marie Lejon

Malmo University

Whereas media were previously thought to be more or less absent from the class-room, pedagogy or educational theory has recently begun to rethink what media is and how media can be conceptualized as cultural tools or modes for learning in media-saturated societies. For this purpose we need to rethink what concepts like "media" and "mediated learning" actually mean in a class room concept. This raises questions like a) what are the traditional tools used by teachers in class room contexts and to what degree does the introduction of new media have a visible impact upon those tools? b) how do we conceptualize the interface between media seen as a technical tool (artifact) and the mediating role of the teacher using this technical tool both for the purpose of increased motivation and better understanding of content, the sum of which should make teaching more meaningful for students c) does the use of media and mediated teaching lead to visible learning effects and how can we observe signs of such mediated learning over time? d) to what degree can media and mediated learning function as formative evaluation in a classroom context?

These overall questions will be illustrated by a recent study on meaning-making at media receptions, and by investigating these processes multimodally. The study foregrounds interaction, meaning-making and learning, within a multimodal and "design for learning" perspective. It looks at how working with media forms such as sound and moving images allow participants to avail themselves of a variety of types of texts, with different affordances, and use them as resources in the students´ meaning-making. The presentation will discuss how participants recreate signs within the mode, move between different modes and media and develop as readers of texts. It will also ask how working with media increases motivation, encouraging both activity and cooperation. The presentation will furthermore illuminate how participants exploit the various media forms to develop knowledge about their subject matter and how working with media in class room contexts, enriches meaning-making.

Network 2: Arts Culture and Education

Session 6 - Symposium 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-203 Chair: Feiwel Kupferberg

799 Narrativity and Semiotics

Anna-Karin Svensson; Charlotte Paggetti

Malmo University

In our presentation we will discuss the interweaving of telling stories (narrativity) and interpreting signs (semiotics) as combined forms of mediated learning.

"I remember she used a small teddy bear when she made up stories for me, I thought it was great!" This excerpt came out of a study of student teachers reading trajectories in a life perspective. Overall, the students' narratives show that reading is a relational process which occurs together with significant others who both confirm and invite the individual to read in various contexts. Important aspects appear to be for example artifacts, play and imagination. Artifacts of various types are crucial and a basic preconditions for raising interest in texts. Such artifacts are used as tools to shape play, motivation and imagination. For early reading in a family context, the artifacts may be items such as toys, different kinds of images and texts, television and film. The artifacts mediate reading through the games and activities they stimulate. The participation of significant others in games and reading is important for the socialization process to be a member of several societies of readers.

"What a nice picture!". This is a typical respond to children when they present a picture they have themselves made for an adult. Many teachers hesitate to engage in serious conversations with children about the meaning of their pictures. Although we live in a culture that is saturated by picture, the overall competence, even among teachers, about how to interpret pictures together with children in a school context is poor. Here Charles Sander Pierce´s semtiotic theory can be of great help. Although usually used in academic contexts, his innovative conceptual apparatus, which separates icons from indexes and symbols, can meaningfully be used also for pedagogical purposes. As a case the presentation will imagine a possible conversation between a child and an adult around a picture which is drawn from the within a school yard, where the absent child artist is describing the world outside

Network 2: Arts Culture and Education

Session 6 - Symposium 2 (Saturday, 9 March 11:00 - 12:30)

Room: H-203 Chair: Feiwel Kupferberg

800 The cultural competence of 3-year old (preschool) film makers

Maria Olsson

Linné University (Växjö, Sweden)

Communication in today's society is composed of different media. Many of the new media are becoming more and more available, even for children. By using film as medium, children may be offered a democratic opportunity to participate in society's multi-modal communications. It is also important that children at an early age can learn how to respond critically to the visual information that bombards us in contemporary society. Film as media offers the opportunity to bring together various semiotic resources in a representation through image, sound and motion. By using film, children see and hear themselves in their representations of a process that is close to an experience of reality, which can create a deeper understanding of the events and relationships in the world. Children's subjectivity can be made visible by how they use a camera and what they choose to capture. A cultural and social environment is also an external context where children are given the opportunity to consider, discuss and understand their representations in the sequences of the film. Through collaboration in small groups kids are offered the opportunity to take joint decisions on how they, in the editing of the film, want to re-design their representations and thereby create a new image of the world. The present condition of multimodal communications and children's individual development by working with the movie are dependent on a designed program, the cultural environment and also the constraints that culture creates. The presentation will be based on a pedagogical film- project working over several months with 3-year old children in a pree-school and will a) describe the project with the children b) present excerpts from interviews made with staff at the preschool about the films made by the children c) indicate attempts to analyse the empirical data with the help of theories and methodologies developed within film semiotics (Metz), social semiotics (Kress & van Leuwen), cultural competence theory (Bruner) and Barthes (denotation, connotation, interpellation).

Network 3: Early Childhood Research

Session 6b - Symposium 1 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-204 Chair: Peder Haug

Organizers abstract

545 Preschool teachers' professional role in Iceland and Norway - Part 1

Peder Haug

Volda University College, Norway

Preschool has become a significant contribution to the welfare systems in Iceland and Norway as part of the educational system, and is expected to comprise care, experiences, learning and play. As a part of this, there are strong expectations that preschool should be associated with educational quality. At present, attention has been directed towards staff competence as the most crucial element to ensure quality in preschool.
The main question in this symposium is related to the composition of staff and consequences for the quality of preschool in Iceland and Norway. How does the composition affect what goes on in preschool and the professional role of preschool teachers'? Preschool is a close working community, where preschool teachers and assistants are working side by side, often performing the same tasks. Although knowledge is developed through cooperation, common action, communication and reflection, the individual also have personal experiences constituting their unique body of knowledge. The most obvious distinction between preschool teachers and assistants is that the preschool teachers have developed academic and professional knowledge during years of specific formal education.
The presentations are comparing division of labor between preschool teachers and assistants and especially preschool teachers' responsibilities in each of the countries, based on their own report. We are asking what characterizes preschool teachers' and assistants' understanding of important elements in preschool pedagogy, and how they assess their own competence related to these challenges.
An almost identical nationwide questionnaire has been sent to a representative sample of preschools in both countries. The response rates are acceptable. In both countries the data show extensive similarities in how the two groups assess their own competence, indicating merely marginal division of labor related to formal qualifications. Preschool culture seems to be less dominated by individual preschool teachers' formal competence, and more characterized by common sense and popular views on upbringing. These findings imply the need for a discussion about quality in preschool, also related to what kind of professional qualifications are required working with small children. An implication could be to introduce demands about formal training for assistants and to employ more preschool teachers.

Network 3: Early Childhood Research

Session 6b - Symposium 1 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-204 Chair: Peder Haug

551 Preschool Teachers and Assistants - What are their views, roles and pedagogy?

Johanna Einarsdottir

University of Iceland, School of Education

The aim of this study is to examine the views, roles, and pedagogy of preschool teachers and preschool assistants in Iceland. This is a collaborative study between the University of Iceland, the University of Volda and the University of Oslo. Data was gathered through a questionnaire that was sent to all preschools in Iceland during the 2011-12 school year. The participants answered the questionnaire online. Data was processed through the SPSS program. This presentation will focus on the participants' views on the preschool curriculum. The participants were asked about care, upbringing, play, and learning as well as the content of the curriculum. They were also asked about their responsibilities for daily activities in the preschools. The findings indicate that both preschool teachers and preschool assistants emphasize play, caregiving, movement, social development, and active participation of all children. The main difference between the groups is in the emphasis placed on content. The preschool teachers reported more emphasis on learning and teaching about nature, science and mathematical concepts than the assistants reported. Likewise, when reporting their daily duties, the preschool teachers more often said that they were responsible for cooperation with parents and taking care of dedicate matters, than the assistants reported.

Network 3: Early Childhood Research

Session 6b - Symposium 1 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-204 Chair: Peder Haug

553 From kindergarten assistant to preschool teacher

Gerd Sylvi Steinnes

Volda University College

The age of newly educated preschool teachers in Norway is increasing, and one third has now passed 30 years. Many of these have experience from work in preschool prior to the education, and have during this work attained extended knowledge about children. Questions have been raised if the primary goal for part time studies in pre-school teacher education is to attain a formal certification more than to qualify for professional work. The first approach implies that the work itself has provided the staff with the necessary competencies and that the purpose of education is primarily to comply with educational claims of the legislation.
The study investigates how part time students experience their qualification through education, and is based on individual interviews and focus group interviews of 16 students in their final year of their teacher education. The study compares how students with long or no experience from work in pre-school assess their knowledge development through education, and the relevance of this education for entering a new role.
The research questions are:
How are students in their last year of part time preschool teacher education experiencing the value of formal education?
Are there any differences between students with or without extensive practice from working in preschool prior to the education in how they experience the content of the education?
The empirical material is discussed in light of theories on professions, with different perspectives on function and relevance for the professional role (Abbott 1988, Billett 2010, Collins 1979, Eraut 2010, Freidson 2001, Larson 1977). Studying how these former pre-school assistants experience changes in their professional knowledge base, compared to students without such experiences, give extended perspectives on the value of formal education for the professional role as preschool teacher.
The preliminary findings indicate that students with experience from work in preschool prior to the education, value the content of education differently from students without such experiences. In addition, they seem to have a more extensive system of concepts to talk about their professional knowledge base.
Key words: Preschool teacher education, certification, qualification, knowledge base

Network 3: Early Childhood Research

Session 6b - Symposium 1 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: HS-204 Chair: Peder Haug

560 Challenges in implementing laguage screening in Norwegian Kindergartens

Bente Vatne

Volda University College

This paper aims to discuss challenges in implementing, analysing and interpreting language screening in Norwegian kindergartens based on the results from the MAFAL-study. The Norwegian Government has established legislation offering language screening for all three years old children in kindergartens. Many kindergartens and counties have already implemented such screening. In Norway all children have a right to attend kindergarten from one years of age and nearly 90 % of all children from 1-5 years are attending kindergarten. Only less than one third of the workforce in Norwegian kindergartens have a formal educational training. According to Fillmore and Snow (2000) early childhood educators face tremendous challenges in supporting children's language development. The preschool years are important for social life, the development of literacy and the demands of school. Children who begin school with less knowledge of language genres and concepts than their peers face great challenges, and most of them will always lie behind in reading, writing and the majority of school subjects (Dickinson & Tabors, 2001; Neuman, 2006; Snow, 2000). In order to scaffold the processes of acquiring language in preschools, it is, according to Neuman and Cunningham (2008), of great importance that preschool teachers continuously work at giving children those rich and varied experiences that help to lay the foundations for their ability to develop and understand concepts.

The research question is: What kind of language activities do the kindergarten staff emphasize in their daily work with the children?

Data is based on a nationwide questionnaire answered by a representative sample of 1192 preschool teachers and 1357 preschool assistants. The results show that newly employeed preschool assistants and newly educated preschool teachers do not attach importance to educational activities such as Linguistic competence and Communication, language and text in their daily work with the children. The aim of the study is to discuss how the kindergarten staff will be able to meet the challenges the results the language screening produces. What will be the next step when the screening is effected?

Network 5: The Curriculum Research Network

Session 4 - Symposium 1b (Saturday, 9 March 11:00 - 12:30)

Room: HS-201 Chair: Ninni Wahlström

Organizers abstract

506 Administrating Minds, Managing Hopes! Aim-oriented programs and implications for inclusive teaching

Kari Bachmann and Kirsten Sivesind

Kari: Møre Research Molde, Researchgroup: Health, eduaction and society. Kirsten: University of Oslo

Research Topic/Aim
New modes of governing emphasise individualised and outcome-oriented reform. Inspired by Luhmann's (2000) analytical distinction between conditional and aim-oriented programs, the paper examines changes in curriculum policy for compulsory education in Norway, and questions why the need for special education has been dramatically increasing over the last few years. Could it be that new rights and legislations, associated with new modes of governing, exclude groups of students to attend normal teaching in schools? If not, how can teachers accomplish the goal of differentiated teaching with regard to new modes of governing?

Theoretical and Methodology Framework
The first part of the paper describes parallel reform movements toward accountability and individualisation in education and health systems where risk management directs the focus on imaginary futures (Gottweis, 2005). The second part of the paper analyses curriculum reform documents and interviews with teachers in Norway about the curriculum reform during the 2000s: 'The Knowledge Promotion' KL06. In the final part of the paper, we discuss the incongruent relationship between risk management and core principles of curriculum theory and didactics for comprehensive education, with reference to Klafki's (2001) distinction between internal and external differentiation.

(Expected) Conclusions/Findings
New goal-oriented programs (which focus on benchmarks, individual rights and learning attainment) do not allow for internal differentiation to the same degree as conditional programs (which focus on core content) do. Therefore, external differentiation may be a consequence of new modes of governing.

Relevance to Nordic Educational Research
Comprehensive schooling and inclusive education are core topics in Nordic educational research; however, further research is necessary to understand the relationship between new modes of governing and conditions and theories for inclusive teaching.

Attachment to NERA-Network and/or Symposium
Curriculum Network

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Network 5: The Curriculum Research Network

Session 4 - Symposium 1b (Saturday, 9 March 11:00 - 12:30)

Room: HS-201 Chair: Ninni Wahlström

505 National and transnational conceptions of knowledge in Swedish curricula

Ninni Wahlström

Örebro University

Presenter: Ninni Wahlström
Symposium: The Conceptual Turn in Curriculum Policy

If one accepts Ulrich Beck's (2006) argument that modern societies are characterized by a state of 'cosmopolitanization', the nation as a unit for research cannot be taken as a given. Transactional interactions, whose boundaries are not clearly defined, do not replace – but incorporate – the nation-state in transnational systems of regulation, not least in education policy; and an important task is to examine national education documents, like curriculum, embedded within transnational policy forces ('methodological cosmopolitanism', c.f. Beck & Grande 2010). In the paper, I take this transnational 'reality' in consideration and analyze the curricula, specifically Swedish and Civics, in curriculum 2011 in relation to these subjects in curricula from 2000, as well as to the PISA 2009 Reading Framework and national and transnational policy texts.

In this case, the nations-state is an adequate unit of analysis; however, the analysis also needs to go beyond this unit to provide a full picture (Lawn & Grek 2012). Methodologically, I draw on critical discourse analysis based in the following features; distinguishing relations between discourse and other elements of the social process, analyzing texts in a systematic way, observing recontextualisation of discourses and recognizing the normative elements by discussing different consequences for social transformation (Fairclough 2010). I also discuss my analytical results in relation to two main pedagogic models: competence models and performance models, in relation to discourse, space, evaluation, control and pedagogic text (Bernstein 2000). These models are in turn pointing at different orientations of curricula (Ross 2000).

A broad and preliminary conclusion is that the curricula for the subjects in the version of 2000 and the Pisa framework is mostly emphasizing the competence model, while the curriculum 2011 are mostly emphasizing the performance model (Sundberg & Wahlström 2012). Through the analysis it is possible to nuance and distinguish the characteristics within these broader models in problematizing the tensions between traditional and essential curricula. Exploring different (transnational) methodological approaches to curriculum studies is highly relevant to the Nordic countries considering their respectively relation to EU.

Network 5: The Curriculum Research Network

Session 4 - Symposium 1b (Saturday, 9 March 11:00 - 12:30)

Room: HS-201 Chair: Ninni Wahlström

576 Trends in international curriculum development

Jens Rasmussen

Department of Education, Aarhus University

During the last 10-15 years many countries have reformed their basic school systems fundamentally. These school and curriculum reforms have been referred to as a paradigm shift and they are probably the most comprehensive reforms since the 1960s. The most important change consists in a shift from content orientation to result orientation in the school-curricula and in the focus of teaching. Outcome driven curricula do not only pay attention to the content the students are expected to become acquainted with, they also emphasize the students' abilities to bring the teaching content in use. Competence has becomre a key concept.

With inspiration from New Public Management theory the reforms put strong emphasis on accountability by formulating clear standards at the input side of a simple input/output-model and procedures for evaluation as a control element at the output side of the model. The processes between these two elements (i.e. teaching, content, organization etc.) were in the reforms to a large degree to be determined by schools, principals and teachers.

The paper examines trends in developments of the curriculum reform policy. It will be done with certain attention to three factors:
1.Standards. Many countries are in a process of revising their first generation standards.
2.Evaluation. A tendency to soften or even abandon the control elements (tests) in the New Public Management strategy seems to be a trend.
3.Process. It seems also to be a trend to pay attention to the in-between processes of schooling and teaching in terms of capacity building, in-service training, counseling, and delivery of inspirational material.

Network 21: Politics of Education and Education Policy Studies

Symposium 6b - Symposium 3 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

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Organizers abstract

278 What is excellence? – Markets, the transnational turn and Nordic higher education policy - Part 1

John Benedicto Krejsler and Sverker Lindblad

Aarhus University, Department of Education

Within overall policy scripts aimed at creating 'excellence' and 'world-class' institutions, higher education in Nordic countries is currently being remade to better serve the world of work and employment, the demands of high-technology industry, and the needs of society, which are increasingly described and defined in terms of appeals to 'relevance to the economy/working life', 'value' and 'efficiency'. This partially replaces what is identified as a "democracy" discourse appealing to notions of "participation," "relevance for the people/"society" and so forth. Drawing on a number of theoretical approaches, this symposium explores the implications of these policy shifts in terms of the ways that higher education is conceptualized and organized in Nordic countries." This is done with explicit reference to the transnational turn, i.e. pervasive impact that institutions like the OECD, EU, Bologna Process and IEA yield in the shaping of national policy in terms of policy advice, social technologies (ranking, comparison technologies and so forth).

"Closures" are identified that suggest limits to how actors can think and operate within the new policy environment as it is being embedded within various gradually changing university contexts. However, the complexity of the reform creates a range of new "openings" in which alternative, often contradictory, identities are being legitimated. The complex interplay of openings and closures suggests that we resist simplistic understandings of contemporary higher education as the victims of imposed policy violence.

(This symposium is organized in collaboration between Network 21 and SWERA)

Network 21: Politics of Education and Education Policy Studies

Symposium 6b - Symposium 3 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

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281 EUROPEAN GOVERNANCE OF TEACHER EDUCATION - THE CASES OF DENMARK AND SWEDEN

John Benedicto Krejsler, Ulf Olsson & Kenneth Petersson

Aarhus University, Department of Education (Stockholm University & Linköping University)

Reforms of higher education in Nordic countries, in casu teacher education in Denmark and Sweden, increasingly take place within policy chains where national policy-making is shaped in transnational for a, the EU, the Bologna Process and the OECD in particular. The ensuing policy processes often take the form of the so-called Open Method of Coordination, and produce new templates and social technologies that reframe governance of ourselves and nations as learning subjects and societies.

This presentation traces the effects of such policy processes upon the formation and governance of national teacher education. The presentation will analyze and compare how visions of the nation, teacher education, and the nation's teacher subjects are constructed in relation to Danish and Swedish teacher education, as these are negotiated under the impact of national, European, and global educational policy currents.

Theoretically the study mainly refers to post-Foucauldian conceptions of governmentality. This makes it possible to extract perspectives of governance of the individual subject to the governing of more supranational agencies and regimes, nation states, local unities and so forth. The governmentality perspective emphasizes that politics is concerned with governance, and that contemporary governance rests on different forms of knowledge production that give direction as to how individual and collective subjects should think, behave and talk legitimate subjects in casu within Swedish and Danish teacher education contexts within an ever more compelling European educational space.

The study is empirically founded mainly upon discourse analysis of relevant European (EU) and national documents as well as literature on policy reform. The preliminary results could be summarized as follows: The impact of EU, Bologna Process and OECD agendas on Swedish and Danish teacher education policy can surely be detected. However, such effects mostly touch upon national educational agendas in rather indirect ways in terms of comparisons, peer–pressure, stocktaking, emerging standards, performance indicators, bench-marking. Moreover, teacher education in different Nordic countries differ from one another, due to different national traditions. They do, however, all integrate transnational agendas into the coding of new policies in relation to teacher education as well as other higher education areas.

Network 21: Politics of Education and Education Policy Studies

Symposium 6b - Symposium 3 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

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315 'What is excellence? - Markets, the transnational turn and Nordic higher education policy' within the NERA Network 21 Politics of Education & Education Policy Studies

Arja Haapakorpi and Taina Saarinen

University of Helsinki

Transnational turn – is there still a place for national models of higher education?
With the transnational turn, ideologies and policies have been spread and implemented that have challenged the Nordic political and cultural model based on economic equity and transparent democracy. In higher education, free and equal access to education and bottom-up democratic culture with the related negotiating practices have been questioned with arguments of transnational competition, decreasing funding and needs to comply with international standards. In addition, "outsourcing of policy" (acknowledging the multiple interest groups by enforcing networks and an open method of consultation) has imported a new dimension into political decision-making, which may promote participation opportunities, but may simultaneously make the policy process more obscure.
Economic equity in Nordic higher education has not only been a value-based pattern, but also efficient and effective tool in labour, economy and social policies. Highly educated labour force promotes developments of the national economy and a stable and safe society with active and equal citizenship. In this kind of a socio-cultural context, the pros of adopting transnational policies and related patterns are not based on uncontested evidence. Transnational standardization of higher education systems has limitations in promoting effectiveness and efficiency as it requires extensive resources; in addition to governance and administration, academic labour force is needed for planning, implementing and documenting it. Despite the extensive work, the outcome may be unsatisfactory as it is a compromise of transnational, national and local interests. Rodnik (2011) has shown how (economic) globalization has, in fact, increased the need for strong national systems, and the same seems to apply for other sectors (on higher education, see Saarinen 2008).
In this presentation we will focus on the position of the national system (of the Nordic countries) by using our individual research projects on (Haapakorpi, A., Jóhannsdóttir, G. & Geirsdóttir, G. 2012) and internationalization of Nordic higher education (Saarinen) as cases. What is the position of "the national" in transnational higher education policies? What are the dynamics that influence to position of the national system?
References:
Haapakorpi, A. & Jóhannsdóttir, G. & Geirsdóttir, G. . 2012. The usefulness of quality assurance for university management and academic staff: A case study of Finland and Iceland. Article manuscript.
Rodnik, D. (2011). The Globalization Paradox: Democracy and the Future of the World Economy. New York: W.W. Norton.
Saarinen, T. 2008. Whose quality? Social actors in the interface of transnational and national higher education policy. Discourse: Studies in the Cultural Politics of Education, 29 (2), 179-193.

Network 21: Politics of Education and Education Policy Studies

Symposium 6b - Symposium 3 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

436 The interaction between internal and external drivers of the development of Icelandic HE

Gyða Jóhannsdóttir and Jón Torfi Jónasson

University of Iceland School of Education

The impact of transnational tendencies (such as the Bologna and Lisbon goals of the European Union, recommendations of the OECD, etc.) on reforms of Nordic HE policy has been prominent in the discussion the last decades (Neave and Maasen, 2007). Musselin (2008) suggests that governmental actors are not controlled - top down by European measures, but rather use them to tackle difficult and unpopular local and national problems in order to avoid national resistance. Thus the impact of the trans-national discourse must be assessed from more than one angle. But are transnational and nation state governments the only or the main drivers of the development of higher education policy or are other forces at play? It has been argued that the longstanding influence of internal drivers such as institutions and students are also very important (Jónasson, 2004; Kyvik, 2009; Jóhannsdóttir, 2012).

In this study (2011-2012) we explore the development of the HE system in Iceland. We focus on the development of the University of Iceland as it was synonymous with Icelandic higher education until the last quarter of the 20th century when gradually more institutions became part of the HE sector. We analyse official documents and data and address the following issues: 1) Expansion of HE systems; 2) Academic drift; 3) The development of the structure of higher education systems; 4) The strengthening of graduate programs; 5) The regulation and evaluation of HE institutions: Quality assurance agencies and their regulations; 6) Tensions between different disciplines in a unified system; 7) Governance issues and 8) Ranking discourses: Institutional ambitions.

In each case we attempt to explore to what extent the drivers of change are internal or external to the Icelandic arena and thus explore the interaction between various drivers of the development of Icelandic HE. Our preliminary conclusion is that all three types of drivers mentioned above are operative, i.e. the internal drivers being dominant in some cases, the external drivers being influential through re-nationalisation in certain categories and some developments driven directly by the transnational discourse.

Network 24: School Development

Session 6 - Symposium 2 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-208 Chair: Karin Rönnerman

Organizers abstract

175 Collaborating with Practitioners – Transforming Practices through Action Research - Part 1

Karin Rönnerman

University of Gothenburg, Department of Education, Sweden

Collaboration with practitioners in action research is often taken for granted as being smooth and without contradiction. In this symposium five papers will be presented all dealing with the issue of practitioners' involvement in action research. The purpose of the symposium is to further discuss and reflect on the following issues: In reality, to what degree do practitioners collaborate in action research? What are the influences on the research from practitioners and from the researchers? What are the benefits for such collaboration?

Action research falls into the field of practice-related research or site-based education, where ranges of attempts are made to involve practitioners. The purpose of such collaboration is often twofold. On the one hand the collaboration may result in development in practice, and on the other hand it may result in research publications. One way, which is often discussed in order to realise these ends is to have practitioners participate as part of the research and interact in the studies being carried out. Another alternative is for practitioners to co-construct the research with the academics. Both kinds of collaboration raise questions about power relations. A distinction concerning different ways of collaboration between researchers and practitioners can be described as follows:
Collaborative action research – research for new understanding and development of practice
Interactive research – research with practitioners
Participatory research - participants 'lead' the research

In the Nordic Network for Action Research, the Nordic traditions of bildung and folk enlightenment are used and connected to action research. Important aspects include: collaboration, space for communication, respecting different perspectives on knowledge, sharing leading and dialogue. These aspects will be highlighted in the different papers presented
Lena Tyrén: Action Research - facilitating or hindering development at school
Lill Langelotz: Transforming educational research(er) and professional practices
Lisbeth Gyllander: Developing a collaborative action research study with students and teachers -
Gunilla Karlberg-Granlund and Petri Salo: Reflective inquiry for promotion of professional
Zahra Bayati: Research circle and including the voice of "the others opportunities and challenges development

Network 24: School Development

Session 6 - Symposium 2 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-208 Chair: Karin Rönnerman

307 Transforming educational research(er) and professional practices

Lill Langelotz

CLU Högskolan Borås, IPS Göteborgs Universitet

Within practice research, it is expressed that practitioners develop professionally, if the practice (e.g. teaching) includes researching one's own practice. Focus in educational research is often on the Other's (i.e. teachers') enhancement and on how (action-)research may nurture (their) professional development. Does this also include the research practice; do researchers become better professionals when exploring their (own) practice?

This paper examines how professional practices hang together and how they constrain and enable each other. The aim is to highlight the re-orientation of understandings of (research-) practice and investigate how this re-orientation transformed some teachers' and a researcher's professional practices.

The paper draws on a 3 yearlong interactive study in a Swedish teacher-team, using a constrained model of peer group mentoring (PGM) to enhance professional development. The role of the researcher was negotiated over time as the research strategy was built on action research ideology. The theory of Practice Architecture is framing the study and the notion of Foucault's power as fluid and productive was employed as an analytical tool.
Nineteen sessions of PGM, five preparing/evaluating meetings, three principal-interviews and six teacher-interviews and written field-notes were included in the analysis.

Year 1 the PGM practice, was understood as alienated from the research practice; an object to study from "outside". However, growing relations among the participants, power relations in play and re-orientation of understandings of (research-) practices changed the teachers' mentoring practice and the researcher's practice to a "collaborative practice". Negotiations how to conduct the practices became important features. Year 3, the teachers partly changed the PGM model and the mutual practice transformed again.

From a theoretical standpoint, researching praxis includes re-orientation of one's own understanding of the practice in which one practices; hence the focus here is on developed (research) perspectives within a study of teachers' peer group mentoring. This nurtured and changed both the practices of the teachers and the researcher. The initial question; whether a researcher becomes professionally better by re-orienting her understanding, is better answered by other professionals. Anyhow, it made the researcher conduct a more "human" research, where educational practices were enabled to become transformed.

Network 24: School Development

Session 6 - Symposium 2 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-208 Chair: Karin Rönnerman

339 Action Research - facilitating or hindering development at school

Lena Tyrén

University of Boras / University of Gothenburg

This paper is based on a project that was attempting to develop the educational use value of computers with young school children 6-9 years as tools for learning to write and read.

The project was developed in the form of an action research project that gave me the opportunity to combine practical relevance with the scientific requirements that exist in academia. Teachers were given the opportunity to reflect on their own practice and professional roles, and they were encouraged to think about and eventually change any ingrained approaches in relation to how they work with pupils when helping them to develop writing and reading proficiencies.

In this study we used various tools to make everyday life visible and take action, to observe what was happening in the classroom and for reflection on what happened. By using various tools such as focus groups, observations, conversations with teachers and pupils, evening meetings/sessions and journal writing we tried to create an opportunity for reflection, documentation and teacher and researcher development. In the paper results are based partly on our common evening meetings and the discussions and reflections that took place there and partly from individual conversations with teachers at Tower School. The basis for our discussions and reflections on our joint meetings were the teachers' and researcher's diary entries and the researcher's classroom observations. Prior to the meetings prepared teachers by asking yourself the questions that they wanted to discuss the basis of their diary entries. We formed joint meetings on the basis of what has happened in the classroom.

The project ran well over the course of just one year. After a year, education restructuring in the region resulted in significant changes within the organization of comprehensive schooling. These changes were significant at the School in that they significantly affected the working conditions for teachers (through redundancies and transfers), their pupils (through teacher changes) and the researcher (through the changed conditions for conducting action research). I applied the concept of Practice Architecture as a theoretical framework for analysing these developments and their effects.

Network 24: School Development

Session 6 - Symposium 2 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-208 Chair: Karin Rönnerman

373 Developing a collaborative action research study with students and teachers - opportunities and challenges

Lisbeth Gyllander

University of Gothenburg, Department of Education and Speciel Education

Developing teachers' abilities to improve students' learning by using valid assessment is an important area in many countries today. An alignment between learning objectives, teaching/learning activities, and assessment is essential. In order for students to participate in knowledge creation they need to understand learning objectives, quality of their own performance and what they need to do to close the gap between current position and goals. To create participatory learning environment teachers need to understand students' perception on assessment and enhance student engagement. Students need to develop a high order thinking to be able to take a meta cognitive perspective on their learning process. One way to optimize validity may be to develop a reciprocal practice, where assessment is seen as a common concern.

The study focuses assessment, reciprocity and validity. Research aim to enhance knowledge on students' perspectives to aid development of a reciprocal assessment practice based a common interest and concern for assessment and learning.
The first of four complementary studies, using focus group interviews, showed that students viewed assessment as: performing, understanding and learning. Preliminary findings indicated that relationship between learning objectives, assignments and assessment was not explicit to students, which pointed to a weak constructive alignment.
During the study collaboration around assessment issues was developed between teachers and researcher. Opportunities for research involvement could however be put into question, since different participants abilities to influence process were diverse. Regular meetings between students, teachers and researcher – on terminology, and concepts of classroom work and studies – were as a consequence arranged. As a result current studies use narratives and photographs from participatory observations as basis for dialogical meetings. Data from observations and meetings are analyzed by students, teachers and researcher, laying foundation for continuous development of assessment practice.
Initial results indicate that using methods that enhance participation facilitated students in taking a more active role. More frequent meetings contributed to deeper understanding of both opportunities and challenges that arise when developing a reciprocal assessing practice. Methods that make student perspectives explicit might bring forth understanding we need to problematize aspects taken for granted in the current assessment dialogue.

Network 24: School Development

Session 6 - Symposium 2 - part 1 (Saturday, 9 March 11:00 - 12:30)

Room: H-208 Chair: Karin Rönnerman

374 Research circle and including the voice of the "Other's" opportunities and challenges development

Zahra Bayati

Department of education and special education

The main method used in the empirical study in my PhD was a research circle, a form of participatory research. The participators were a group of teacher educators with Swedish origin who participated voluntarily, and myself – who had 'the researcher role'; I have a "Global South" background. In the empirical studies are also included the perspectives from student interviews with a total of eight students from three different teacher training programs, seven of whom had "Global South" origins and one with mixed origin. The other actors who were interviewed were internship consultants and language tutors, all of whom had ethnic Swedish origins.
What the participants had in common in the research circle, in addition to their origin as Swedes, was their interest and experiences in the similarities, and differences of specific issues connected to inter-cultural perspectives, group processes and alienation; "the other".
After I presented the content obtained from student interviews , participants of the research circle chose and highlighted topics arising in these interviews as themes for discussions in the circle meetings. These subjects were related to the intercultural questions that they had been coming in contact with in their work. The participants discussed these topics and tried to understand what the students were expressing, how to address these problems in the teacher training structure and how to avoid contributing to feelings of alienation.

Although I am PhD student, my role as a 'researcher' went beyond reporting on the interviews with the other actors during research circles, as I gave them related texts and articles. In my role as a 'researcher' I sometimes included some theoretical background, and even my own perspective as a non-white researcher, as input in discussions when appropriate.
One of the best attributes of a research circle is the possibility to continue discussions over several meetings, allowing for deep and broad reflections over time. The best benefit of the collaboration was participants varied experiences and perspectives towards the themes of the meetings, which gave a deep and varying picture of the field.

Network 2: Arts Culture and Education

Session 7a - Symposium 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-206 Chair: Magne Espeland

Organizers abstract

575 Patterns of Teacher Practices in Practical and Aesthetical Education in Primary Schools

Magne Espeland

Stord/Haugesund University College

Patterns of Teacher Practices in Practical and Aesthetical Education in Primary Schools;This symposium discusses a number of aspects connected to patterns of teacher practices in primary curriculum subjects within the Arts. The discussion will be based on 3 individual papers on findings from a national online survey including responses from 794 practicing teachers in Norwegian Primary schools (Skolefagundersøkelsen 2011). The survey comprised a number of categories of different questions including teacher backgrounds, subject contents and organisation, teacher attitudes, reported challenges, equipment and facilities and recommendations for future changes. Theoretical perspectives are inspired by progressive education (Dewey 1916/2004, 1932), Bildung theories (Klafki 1963, 2000) and curriculum theory (Shulman 1986). Answers were analysed using SPSS and discussed in a multi-subject research group and by master students.

Findings from the survey suggest that practical and aesthetical subjects are being marginalized in an educational climate characterized by accountability and efficiency and that teacher real practices can be explained as more gendered than reflecting curriculum descriptions, teacher attitudes and educational backgrounds.

Given the nature and position of these subjects in primary schooling we ask to what extent these findings are relevant in a wider international and Nordic context and to what extent the role and function of practical and aesthetical subjects in primary education can be described as "cosy arts" (Bamford 2012) rather than real Bildung (Klafki 1963). As an extension of our research we discuss findings from some other and corresponding studies in Scandinavia, and conclude by asking to what extent findings from the Nordic countries reflect a global trend of an increasing theorization of primary schooling leading to a disruptive transformation of primary education.

Network 2: Arts Culture and Education

Session 7a - Symposium 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-206 Chair: Magne Espeland

580 Practical and Aesthetic Education in Primary Schools-"Cosy Arts" or meaningful learning and Bildung?

Helga Aadland

Stord/Haugesund University College

A recent national report on practical and aesthetic curriculum subjects (PA-subjects) in public schooling (Bamford 2012) looked at contents as well as quality of arts and cultural education for children and young people in Norway. Bamford reports the main finding from her Norwegian study in PA- subjects as being "cosy arts", suggesting that arts in Norwegian schools are not viewed as proper curriculum subjects. Bamford has produced similar reports for other Nordic countries.

This presentation is based on data from a national survey, "Skolefagundersøkelsen 2011", which examined teacher attitudes and perceptions of PA- subjects as curriculum subjects in themselves, as well as the role they can play in a broader learning perspective. The teachers responded to a number of claims related to questions about the value and role of PA- subjects at primary level and the use of practical and aesthetic methods in other school subjects. By PA- subject methods we understand practices where core elements of these subjects - body in motion, creation and re-creation of materials, rhythms and music etc are integrated and used as means to enhance learning in other subjects.

Findings in "Skolefagundersøkelsen 2011" confirm many of Bamford's findings, e.g. that Norwegian teachers are very aware of the educational, social, creative and cultural values of practical and aesthetic subjects. In both inquiries teachers expressed a clear ownership of PA-subjects, and many argue that these subjects must be strengthened in primary schools, and they point out that the quality of teaching in PA-subjects needs to be of a high standard.
However, a major finding in "Skolefagundersøkelsen 2011" is that there is a substantial mismatch between teachers' positive attitudes to PA- subjects as a method provider to other subjects, and the actual use of these methods in classroom practices.

Some of these findings therefore do not confirm Bamford's suggestion of a typical Norwegian "cosy art" attitude to PA-subjects. The teachers consider PA-subjects to be a valuable part of public schooling that needs to be strengthened to achieve Bildung as required by the national curriculum.

Network 2: Arts Culture and Education

Session 7a - Symposium 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-206 Chair: Magne Espeland

585 Patterns of music teacher practises in primary schools: the impact of gender

Ingrid Grønsdal

Stord/Haugesund University College

The research topic of this paper is a found variation within music teacher practices in primary schools in Norway. The research aim is to identify and explore factors that construct differences and similarities in order to describe and explain such variations. The theoretical framework for the study is pragmatism as represented by John Dewey and his ideas of democratic education. Dewey describes the democratic ideal as something that means "not only freer interaction between social groups (…) but change in social habit - its continuous readjustment through meeting the new situations produced by varied intercourse" (Dewey 1916, p 93). In recent decades Norwegian education has focussed on digital technology as artefacts for learning with a set of corresponding competencies. At the same time, there are reports warning about gender differences in technology usage. Armstrong (2011) points out that the socio-cultural aspects of digital technology can lead to "differences produced through the reproduction of gendered understandings of technology within society" (Armstrong 2011, p 136). It is therefore relevant to discuss if and how digital technology work against or support democratic processes in the classrooms.

This study is based on survey data collected online in 2011, including 134 music teachers randomly selected across the country. Questions posed in the survey being focussed on in this presentation are related to teacher background, practical competence, use of digital technologies and access to equipment.

Findings show that there are significant differences between male and female music teachers regarding several aspects of practice. Male music teachers report that they use ICT significantly more than female teachers. Gender also seems to be important for access to electrical and digital equipment and instruments. These findings will be compared to teachers reported levels of practical musical competencies, such as singing, composing, playing etc. Potential impacts of gendered differences on practice and teacher education will be discussed and related to Armstrong's findings (2011) and Dewey's ideas of democratic education.

Network 2: Arts Culture and Education

Session 7a - Symposium 3 (Saturday, 9 March 13:30 - 15:00)

Room: K-206 Chair: Magne Espeland

596 Art and Craft in Primary Education: Gendered Teacher Practices or Effects of Teacher Training?

Kjetil Sømoe

Stord/Haugesund University College

Norway is the only country in Scandinavia that has compiled the different fields of visual art, design and craft to one integrated curriculum subject in public schooling, art and craft (kunst og handverk). The first construction of an integrated curriculum subject in this field in Norway took place in the 1960 labelled "forming" and later changed to art and craft in 1997.

The challenges and dilemmas of this situation will be highlighted in this paper through findings in the Norwegian national survey described in the symposium abstract (Skolefagsundersøkelsen 2011).
The part of the survey about art and craft focussed on questions about teacher practices, their perceptions of shortcomings and strengths in their own art and craft competence, their preferred fields of teaching, and their educational backgrounds. Findings suggest that practices are very differentiated, that art and craft teachers in the primary school have low formal competence in terms of teacher training background, and that teachers for the most part only teach art and craft within the framework of their own class or group. Findings also show that a great number of the teachers don't teach woodwork, ceramics and textiles and that ICT has a very minor role in art and crafts. The responses from teachers also suggest that gender, rather than formal education and training, influence teaching priorities. In relation to the national curriculum for art and craft and its implementation, this is a finding that should create some concern among policy makers.

In my discussion I compare the findings of the survey to aspects of curriculum subject history and art and craft traditions. My conclusions focus on the significance of defining different traditions of craft as well as of art that should be integrated in in the curriculum subject, and allowing space in teacher training for these traditions to develop. A clearer definition of the traditions existing within the school subject will contribute to a more efficient and community oriented approach to the implementation practices of art and craft in primary public schooling.

Network 2: Arts Culture and Education

Session 7b - Symposium 4 (Saturday, 9 March 13:30 - 15:00)

Room: H-203 Chair: Feiwel Kupferberg

Organizers abstract

814 Mediated Learning and Pedagogical Diversity - Part 2

Feiwel Kupferberg

Malmo University

The concepts ?mediation? and ?mediated learning? have played an increasingly important role in Nordic Educational Research the last decade. It is usually associated with the ?sociocultural? school of pedagogy / educational psychology and in particular the works of James Wertsch (Mind as Action).The concept ?mediated learning? is ambiguous though, since it can both refer to the cultural aspect (cultural tools such as technology, theory,language, aesthetic media) and the social aspect (scaffolding. the zone of proximate development, multiple voices etc.) suggesting a wide diversity of media-based pedagogy. The idea of this symposium is to try to clarify the concept of ?mediated learning?. What does it actually stands for and how can the concept help teachers better to cope with a number of interrelated issues in contemporary schools:
1) How can working with artistic media (art-based research) be made compatible with scientific problemsolving (academic subjects)?
2) Why do teachers that work with aesthetic learning processes need to be able to work both within and with different types of artistic media?
3)How does living in a media-saturated society change the parameters of teaching?
4)Should the focus be on cultural tools or on teacher-student interaction and is it possible to find ways of combining the two aspects of mediated learning?

Network 2: Arts Culture and Education

Session 7b - Symposium 4 (Saturday, 9 March 13:30 - 15:00)

Room: H-203 Chair: Feiwel Kupferberg

801 The power of webinars in higher education

LISBETH AMHAG

Malmo University

Many students today use online interactions for social purposes, but in higher education they also need to learn how to argue in a structured and scientifically rigorous manner. For this purpose practicing peer feedback and self-assessment might be of great help. The purpose of such collaborative dialogues, mediated by IT-technology, is to support students' critical ability and other important aspects of the collaborative learning process. Distance education, which is entirely or partially based on interaction in a learning management system (LMS), usually consists of asynchronous communications or dialogues between teachers and students, or among groups of students. The learning goals are defined in terms of both specific course content, as well as learning scientific method by sharing knowledge and experiences. Dialogue exchange is a dynamic process, and many individual actions and complex chains of utterances combine to produce learning effects.

Most research in this area use theories about computer supported collaborative learning, CSCL. The assumption is that our understanding of language, communication, culture and various aspects of the social context for students´ learning and development is central.

In my own research, I look for models that help me to distinguish, identify and describe the structure and content of the arguments and peer responses that occur in dialogical contexts of It learning, both directly and retrospectively and on a both individual and collective level. .

My analytical methodology is based on Bakhtin´s theoretical framework of dialogues where every utterance, spoken or written, is assumed to be shaped by voice, and expressed from a particular viewpoint or perspective. Complementary methodological models are Hattie and Timperley´s four levels of feedback and Toulmin's model with six elements of argument.

The overall results indicate the potentials for a deeper learning trough IT than previously presumed in the literature. Such learning can be conceptualized as four types of mediated learning: a) collaborative learning of the content of assignments b) the roles and responsibilities the students assume as peers c) an interactive structure underlying the activity of "learning to argue" d) peer feedback and self-assessment.

Network 2: Arts Culture and Education

Session 7b - Symposium 4 (Saturday, 9 March 13:30 - 15:00)

Room: H-203 Chair: Feiwel Kupferberg

802 Aesthetic learning processes within Drama, Pictures and Music

Anneli Einarsson, Gunnilla Welwert and Anna Linge

Malmo University

Aesthetic learning processes are often described in general terms. ThIs misses the unique learning potentials as well as professional challenges inherent in different home media such as drama, pictures and music.
Drama pedagogy is often used as a method in various subject. This overlooks the specific qualities of drama. The presentation uses examples from teaching drama at a secondary school and drama student essays about drama pedagogy. The theoretical analysis is based on Lindström's model of esthetic forms of learning, Marners theory of home medium as well as more specific theories about the nature of drama and the pedagogical challenges to enter the specific mood that is specific for this medium.

Pictures and visual learning is a school subject which is rapidly changing, more in terms of official learning goals set by school authorities and teacher education and training than in actual practices among teachers of pictures and visual learning. A core concept today is visual culture, which has been developed in reformed art departments in academia. The question is how the concept of visual culture can be applied in an pedagogical context. How does it influence the content of what is tought in teacher education as well as the teaching methods? The presentation will illustrate how students have been asked to translate their pedagogical experiences of teaching pictures and visual learning in schools to a visual form and then reflect upon it as a particular form of mediated learning.

How can music teachers provide space for creativity in ensemble contexts? What does creativity in such contexts mean, how can it be observed and analyzed? The presentation is based upon interviews and observations. The main theoretical perspectives were theories of problemsolving, flow and play. The empirical data were originally analyzed with Grounded Theory, later revised to Crtitical Realism, resulting in a model which differentiates between events, mechanisms and structures. The identified mechanisms were authentic problems, transformative learning and combining internal and external motivation. The overall structure furthering these mechanisms were conceptualized as "moving space."

Network 2: Arts Culture and Education

Session 7b - Symposium 4 (Saturday, 9 March 13:30 - 15:00)

Room: H-203 Chair: Feiwel Kupferberg

804 Artists residencies and issues of social sustainability

Gunnhildur Una Jónsdóttir

University of Iceland

Artist residencies and artist run colonies can be found in most parts of the world. The residencies vary in structure and meaning, as well as in how interwoven they are with the local history of each place. They can be run with public or private fundings and the outline of the artists work is also very different from one place to another.
My research focus is on residencies within the Nordic and Baltic geographical region, in rural areas and with a varied element of community affiliation. I chose the rural residencies to be able to isolate beCer the role of the 'outsider' and the 'local' in each place.
I see several layers of community created within and around any artist residency. The largest community is perhaps the oFen hard to find network of international residencies, which creates a learning space for those running the residencies, through opportunities of exchanging information and experiences. Another community is the local, the village or rural region geographically surrounding a residency. There is a very curious exchange of experience taking place between the visiting artist and the locals. The regional 'locals', seeing themselves as artists or not, are exposed to contemporary arts through exhibitions and by having a rare 'inside view' to the artists studio: the practicing artist. One very important learning experience is oFen overlooked, but that is the experience and learning that the visiting artist gains from her stay in the residency, weather expecting it or not. The visiting artist has usually completed higher education, but continue to benefit greatly from social learning situations as the residencies.
Social sustainability is an issue that I am curious to explore in relation to what learning takes place in and around artist residencies. This raises the question of how we define the 'good life' what is needed culturally and how can contemporary art influence rural communities. There might be influences on simple happiness in life, through having several ways of expressing oneself, towards economic influences where new ways of seeing the local culture might ignite ideas of new or independent employment ideas.

Network 3: Early Childhood Research

Session 7b - Symposium 1 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: HS-204 Chair: Peder Haug

Organizers abstract

815 Preschool teachers' professional role in Iceland and Norway - Part 2

Peder Haug

Volda University College, Norway

Preschool has become a significant contribution to the welfare systems in Iceland and Norway as part of the educational system, and is expected to comprise care, experiences, learning and play. As a part of this, there are strong expectations that preschool should be associated with educational quality. At present, attention has been directed towards staff competence as the most crucial element to ensure quality in preschool.
The main question in this symposium is related to the composition of staff and consequences for the quality of preschool in Iceland and Norway. How does the composition affect what goes on in preschool and the professional role of preschool teachers'? Preschool is a close working community, where preschool teachers and assistants are working side by side, often performing the same tasks. Although knowledge is developed through cooperation, common action, communication and reflection, the individual also have personal experiences constituting their unique body of knowledge. The most obvious distinction between preschool teachers and assistants is that the preschool teachers have developed academic and professional knowledge during years of specific formal education.
The presentations are comparing division of labor between preschool teachers and assistants and especially preschool teachers' responsibilities in each of the countries, based on their own report. We are asking what characterizes preschool teachers' and assistants' understanding of important elements in preschool pedagogy, and how they assess their own competence related to these challenges.
An almost identical nationwide questionnaire has been sent to a representative sample of preschools in both countries. The response rates are acceptable. In both countries the data show extensive similarities in how the two groups assess their own competence, indicating merely marginal division of labor related to formal qualifications. Preschool culture seems to be less dominated by individual preschool teachers' formal competence, and more characterized by common sense and popular views on upbringing. These findings imply the need for a discussion about quality in preschool, also related to what kind of professional qualifications are required working with small children. An implication could be to introduce demands about formal training for assistants and to employ more preschool teachers.

Network 3: Early Childhood Research

Session 7b - Symposium 1 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: HS-204 Chair: Peder Haug

686 Professionalism in Preschools - Preschool teachers and assistants views on their competences

Bryndís Garðarsdóttir

University of Iceland - School of Education

The aim of the presentation is to introduce results from a study on preschool teachers and assistants views on their knowledge and competence in daily life of preschool. Data was gathered through a questionnaire that was sent to all preschools in Iceland during the school year 2011-12. Data was processed through the SPSS program.
In the presentation the focus will mainly be on how preschool teachers and assistants value
- their competences in relation to professional knowledge and qualification connected to teacher – parent partnership
- their own professional knowledge connected to their daily work and the methods used in preschool
The findings indicate that both preschool teachers and assistants believe that they are well qualified to build a good relationship with parents and they also experience that parents believe they take good care of the children. Significant differences were between the groups in relation to their views on their own professional knowledge connected to daily work and methods used in preschool. This was for example related to their opinion on their professional knowledge about relationship with parents, pedagogical knowledge, and knowledge of the national curriculum guidelines for preschools.

Key words: preschool, professionalism, competence, professional role

Network 3: Early Childhood Research

Session 7b - Symposium 1 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: HS-204 Chair: Peder Haug

733 Preschool Teachers and Assistants - What are their views, roles and pedagogy?

Arna H. Jónsdóttir

University of Iceland, School of Education

The aim of this study is to examine the views, roles, and pedagogy of preschool teachers and preschool assistants in Iceland. This is a collaborative study between the University of Iceland, the University of Volda and the University of Oslo. Data was gathered through a questionnaire that was sent to all preschools in Iceland during the 2011-12 school year. The participants answered the questionnaire online. Data was processed through the SPSS program. This presentation will focus on the participants' views on how early children should begin in preschools and how long they should stay there daily. The findings indicate that the views of preschool teachers and preschool assistants are similar. They think that the youngest children should stay there four to six hours and for children over three years old the day should be six to eight hours. Nevertheless, children begin constantly earlier in preschools and 88.5% of Icelandic children stay there seven to nine hours (Statistics Iceland, 2010). Similarly, at the end of 2009 as much as 70% of children age 12 to 24 months was enrolled in preschools and for 90% of them a full day stay had been arranged. Løvgren & Gulbrandsen (2012) argue that preschool teachers and assistants do not share the same views as the users of the service they provide, as only one third of those working in preschools express the opinion that children may start in preschool at the age of one and have a full day stay at this age. Thus, the situation seems similar in those two countries and in the presentation the findings will be discussed in relation to educational and social views.

Network 21: Politics of Education and Education Policy Studies

Session 7a - Symposium 3 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

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Organizers abstract

819 What is excellence? – Markets, the transnational turn and Nordic higher education policy - Part 2

John Benedicto Krejsler and Sverker Lindblad

Aarhus University, Department of Education

Within overall policy scripts aimed at creating 'excellence' and 'world-class' institutions, higher education in Nordic countries is currently being remade to better serve the world of work and employment, the demands of high-technology industry, and the needs of society, which are increasingly described and defined in terms of appeals to 'relevance to the economy/working life', 'value' and 'efficiency'. This partially replaces what is identified as a "democracy" discourse appealing to notions of "participation," "relevance for the people/"society" and so forth. Drawing on a number of theoretical approaches, this symposium explores the implications of these policy shifts in terms of the ways that higher education is conceptualized and organized in Nordic countries." This is done with explicit reference to the transnational turn, i.e. pervasive impact that institutions like the OECD, EU, Bologna Process and IEA yield in the shaping of national policy in terms of policy advice, social technologies (ranking, comparison technologies and so forth).

"Closures" are identified that suggest limits to how actors can think and operate within the new policy environment as it is being embedded within various gradually changing university contexts. However, the complexity of the reform creates a range of new "openings" in which alternative, often contradictory, identities are being legitimated. The complex interplay of openings and closures suggests that we resist simplistic understandings of contemporary higher education as the victims of imposed policy violence.

(This symposium is organized in collaboration between Network 21 and SWERA)

Network 21: Politics of Education and Education Policy Studies

Session 7a - Symposium 3 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

302 The Impact of Accreditation Arrangements in Danish Universities

Palle Damkjær Rasmussen

Aalborg University, Department of Learning and Philosophy

The aim of the paper is to investigate how accreditation procedures impacts on the establishment of new educational programmes in the Danish university sector. What kinds of programmes are being established and what kinds of arguments carry weight in the decision-making process?

Accreditation is a crucial element in decision-making in Danish higher education. Although the administrative and economic autonomy of universities is formally recognized, in reality the institutions are subjected to detailed control from centralized government agencies. One of the areas of this control is the establishment of new study programmes. The adoption of accreditation procedures can be seen as a way of retaining a centralised, state-directed system of approval but moving the conflict-prone specific decisions out of the bureaucracy.

The Danish act on accreditation of higher education programmes (2007) established an accreditation council composed of a limited number of experts on higher education. A new agency (called ACE-Denmark) was established to the preparatory work for accreditation decisions. The criteria for accreditation are specified in a government order.

The functioning and impact of the accreditation system must be seen in the context of general trends in higher education policy. Prominent among these is the attempt of governments to promote excellence through competition and thus to construct quasi-markets for the allocation of educational programmes and research funds.

The empirical basis for the paper will be information on accreditation decisions. The distribution of accredited and non-accredited programmes according to disciplines, institutions and other factors will be mapped. Selected decisions will be studied closer through discourse analysis. The analytical framework will draw on sociological theories on the interplay of structures and actors.

Among the expected findings are (1) that accreditation strengthens the importance of "novelty" for successful accreditation, (2) that decisions come to rest more on administrative procedures than on expert judgement and (3) that the accreditation arrangements reinforce competition between universities and reduces the overall transparency of the system of higher education.

(Paper for the symposium What is excellence? – Markets, the transnational turn and Nordic higher education policy)

Network 21: Politics of Education and Education Policy Studies

Session 7a - Symposium 3 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

316 SURVIVING IN THE RUINS OF UNIVERSITY: Lost autonomy and collapsed dreams in Finnish transition of university policies

Risto Rinne, Arto Jauhiainen & Jenni Koivula

CELE, University of Turku

One of the first scholars who focused critical attention on the close connection between the transformation of the university, the transformation of the state and the transformation of the global economy was Readings in his book "The University in Ruins" (1996). We may disagree with his findings but we must agree that university has become a very different kind of institution, which is no longer linked to the destiny of the nation-state. Today, the universities must balance between two cultures; the traditional academic culture and the culture of the free market. These changes have heavily modified the forms and mechanisms of governance and university policy making. The old traditional models such as 'collegial organisation' or 'professional bureaucracy', have been replaced by perspectives and models such as 'entrepreneurial model'. However, the domination of a top-down effectiveness-based approach is also seen by many as damaging and the resistance to market-oriented changes is strong in many institutions. (Rinne & Koivula 2005.)

In the Nordic countries these trends can be seen distinctly. States are trying to increase competitiveness between universities by diminishing funding and establishing assessment procedures "to guarantee and improve efficiency and quality". In Finland the new University Law (2009) was the culmination point to break away from the old Finnish national university model and rush for the new neo-liberal university model.
In this paper we present the results of our numerous studies in changing Finnish university politics and their consequences as well as the transition of the university towards the market-driven institution in the NPM-period (Rinne 2010; Jauhiainen, et al. 2012).

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Network 21: Politics of Education and Education Policy Studies

Session 7a - Symposium 3 - part 2 (Saturday, 9 March 13:30 - 15:00)

Room: H-207 Chair: John Benedicto Krejsler & Sverker Lindblad

809 The governance of peers

Rita Foss Lindblad, Sverker Lindblad

University of Bor?s, University of Gothenborg

The Swedish case in a globalized context; This paper address governance by performances in Higher Education Institutions by discussing two strategies for assessing research quality, Peer-Review systems and systems of performance indicators (Besley, 2008). While systems of performance indicators are of later date and has its origin in newer forms of governance, it has nevertheless usually been discussed as a system that operates on the same rationalities as the Peer-review system (Sandstr?m & Sandstr?m, 2008). Research excellence is for example still considered based on principles and norms such as those of originality and rigour, only translated into quantified figures.

However, the translation of values between the two system is, we will argue, far from neutral and its significance has more to do with governance than with values per se, and, as we will argue, changes in governance includes the governance of peers. This will be the radical difference.

We will here refer to the history of reviews of educational research in Sweden (Foss Lindblad, Lindblad & Popkewitz, 2009) and to a context of changing research policies in a higher education and research system (Parliament bill 2012/13:30) that is based on increased competition of research funds. This we will put into the context of higher education and research as a system of different higher education institutions, such as university colleges and universities with large research funds.

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No network

Session 4 - Symposium 6 (Saturday, 9 March 13:30 - 15:00)

Room: H-001 Chair: Eva Hultin & Åsa Bartholdsson

Organizers abstract

183 Perspectives on social and emotional prevention and promotion programs in a Swedish context - 2

Eva Hultin & Åsa Bartholdsson

Dalarna University

In recent years, there has been an increase of using social and emotional prevention and promotion programs in preschools and schools in Sweden as well as in the rest of the Nordic countries. These programs aim at preventing mental ill-health, alcohol and drug abuse, bullying and promoting specific social, emotional, and behavioural competences. Additionally, many Swedish schools use the programs for their value-based education.

The research field dealing with these programs has been dominated by studies evaluating the evidence in terms of efficacy. However, during the last decade, this phenomenon has been made the object of study from a number of sociological and educational perspectives, conducted through various qualitative methods. This symposium brings together several research groups that understand and problematise these programs in a Swedish context. The research papers presented highlight different actors' experiences (e.g. children, teenagers, teachers, and parents) of the programs. Furthermore, the papers deal with the understanding and rationalization of the programs at different levels, such as national educational policy level, municipality level, different educational settings (in preschools and schools). The papers in the symposium are to be considered as examples and elaborations from the different research projects.

The titles of the papers are: 1. Where's the child? A methodological exploration of children's perspectives and child perspectives in research on health-promoting interventions in the schools, 2. Contradictions in a school-based intervention: A discourse analysis of how the meaning of a psycho-educational program is reproduced and changed, 3. Ethics and social and emotional training, 4. The taming of passion in socio-emotional training programs for preschools and schools, 5. Democratic education in the age of therapeutic culture - teenagers' and teachers' experiences of social emotional learning in a ninth grade class, 6. "The School is an easy buy": A case -study of policy-entrepreneurs in a municipalities' schools, 7. Prevention and Promotion Programs in Swedish Schools as an answer to what? An analysis of national policy texts.

No network

Session 4 - Symposium 6 (Saturday, 9 March 13:30 - 15:00)

Room: H-001 Chair: Eva Hultin & Åsa Bartholdsson

257 Where's the child? A methodological exploration of children's perspectives and child perspectives in research on health-promoting interventions in the schools

Disa Bergnehr

Dept of Child Studies, tema Barn, Linköping University

In recent years, children's mental health, well-being and school achievement have been on the political agenda due to increasing numbers of school failure and stress-related symptoms parallel with a widened health and attainment gap between children from different socioeconomic groups. Concerns about the negative trends have resulted in vast resources being spent on universal health-promoting and risk preventive interventions (UHIs) for children and their families. Universal interventions are supposed to be proactive and for all, as opposed to acute services for individuals with specific needs. In Sweden, the schools have embraced a range of UHIs, aiming to improve mental health, well-being and learning. Consequently, there has been an increase in research on these initiatives. The objective of the present paper is to investigate how the child is perceived and referred to in this research, that is, to examine the studies' methodological approaches; thus, the data consist of previous research publications. The analysis starts off by investigating methodological approaches, where the concepts children's perspectives and child perspectives are central analytical tools. Children's perspectives implies a methodological approach that acknowledges children's experiences as expressed by children themselves (in writing, drawing, questionnaires, speech); child perspectives includes attention to children's everyday life, well-being and development but without data capturing children's voices per se. In addition, we examine the recognition of children as agents in interaction with their human and material surroundings – agents who face similar constraints and possibilities in relation to other age groups but who have different lives depending on factors such as age, gender, family characteristics and socioeconomic status. Tentative findings indicate that one or both approaches are commonly applied, but with varying degrees of elaboration. Many studies fail to discuss possible negative implications of UHIs as well as to examine how interventions may influence different individuals and groups of individuals in different ways – the UHIs are often presented as generally healthful and beneficial. The paper concludes with current accomplishments and suggests promising approaches for future research. Furthermore, the methodological and practical implications of employing or not employing the approaches embedded in children's perspectives and child perspectives are discussed.

No network

Session 4 - Symposium 6 (Saturday, 9 March 13:30 - 15:00)

Room: H-001 Chair: Eva Hultin & Åsa Bartholdsson

341 The taming of passion in socio-emotional training programs for Swedish preschools and schools

Åsa Bartholdsson

Högskolan Dalarna/Dalarna university

The programs for socio-emotional training used in Swedish preschools and schools, emphasize the importance of controlling "strong emotions". Emotions, such as being happy, sad, afraid, angry or surprised, and ways to manage them are central topics in these programs. There are some varieties between the programs about which and how many emotions to work with, but in general the programs take special interest in problems concerning expressions of anger and ways of managing this particular emotion. Anger can be described as a "hyper-cognized" emotion, given a lot of attention, in relation to other "hypo-cognized" emotions that are less visible, low profile emotions (Levy 1984:218f, Middleton 1989:192).
The prominence that different emotions are given should be understood within an analytical framework where emotions are considered as ordered according to cultural scripts. The ways to understand, value and handle emotions thus differ when studied from diverse historical and cross-cultural perspectives. The focus in this paper is on the construction/reconstruction of a cultural script for the expression, use and managing of anger in manual based training programs for preschool and schoolchildren aiming to develop their social and emotional competence. The paper is based on material from participant observation in a preschool group (children 3-5 years old) and a preschool class (children 6 year olds) within the Swedish educational system and on analysis of text manuals and children's workbooks for programs used in these settings.

No network

Session 4 - Symposium 6 (Saturday, 9 March 13:30 - 15:00)

Room: H-001 Chair: Eva Hultin & Åsa Bartholdsson

600 Ethics and social emotional training

Johanna Gustafsson Lundberg

Lund University

The idea and ambition of the SET-program is to offer a set of cognitive techniques, which focuses on children's emotional intelligence through training self-knowledge, social competence, empathy, motivation and the management of emotions. These techniques are rooted in the fields of cognitive behavioral science and neurobiological science, where a primary goal is to change the student's attitudes and thinking (Kimber 2011).

In his book Aristotle, Emotions and Education (2007) Kristján Kristjánson in one section deals with the question wether there exist emotions that always should be considered as unacceptble. Is it possible to identify positive and negative emotions, in a more essential way? Kristjánsons answer to these questions is with references to Aristotelian thinking, no. Furthermore Kristjánson compares the theory of emotional intelligence (Goleman 2007 and 2002) with Aristotle's idea of emotional virtues. Kristjánson compares these two theories from a number of angles. In his survey he focuses questions such as: What general goal should be reached through the program? How can the person in his or her thinking contribute to this genereal goal? Which emotions should be nurtured respectively controlled? What is the ideal emotional state?

In this paper I look at ethical dimensions of the moral formation of children that is said to be the aim of the SET-program. With reference to Kritjánsons study I analyse questions i.e. what is the goal of this program? Who is the good pupil/child? What is the meaning of social competence?

I will also look at the SET-program with reference to Erwin Goffmans analysis of the relation between the performing subject and his or her selfidentity. Goffman describes how the actions of the performer, if not related to the biography of the self, could be seen as dissasociated, or spepareted. What implications for moral reflection and the idea of a moral person does the SET program offer, in continuosly emphasizing the idea of performing "right" actions?

The material for this analysis consists both of the text material used in the program and my fieldstudy from two schools with children in the ages of 9-12.

NORDISK FORENING FOR PEDAGOGISK FORSKNING
NFPF
NERA
NORDIC EDUCATIONAL RESEARCH ASSOCIATION

7 – 9 March 2013 in Reykjavik

The 41st Annual Congress of the Nordic Educational Research Association

Disruptions and eruptions as opportunities for transforming education

Roundtable Abstracts

Network 6: Educational Leadership Network

Session 1b - Roundtable 1 (Thursday, 7 March 13:30 - 15:00)

Room: K-204 Chair: Helene Ärlestig & Marit Aas

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87 Research on educational leadership in the Nordic countries

Helene Ärlestig & Marit Aas

Centre for principal development Umeå university/ Department of Teacer Education and School Research

Education and work in school organizations should rest on a scientific ground. Even if leaders' actions to a high degree are influenced by the local and national context most research on educational leadership has a North American perspective. What research about educational leadership is currently taken place in the Nordic countries? Are there areas that we ought to pay more intention to? Do important Nordic research findings get enough attention? We invite to a round table conversation to discuss the current situation and future themes for Nordic research on educational leadership.

Network 12: Inclusive Education

Session 3b - Roundtable (Friday, 8 March 12:30 - 14:00)

Room: E-205 Chair: Thomas Barow

803 Hospital education in the Nordic countries – a neglected field of research

Thomas Barow

University of Borås

In the roundtable discussion, the current state of research about hospital education in the Nordic countries will be presented and discussed. We will share the experiences of some development projects and a follow-up study conducted in Finland. Moreover, based on the results of an inventory of needs, the hospital teachers' perspectives in Sweden will be exemplified. The interim result shows that Nordic educational research to a high extent has neglected the field of hospital education, especially the re-integration process of students into the home school. Aims and relevant methods of research in hospital education will be demonstrated. In the final part of the presentation, we hope to initiate a discussion around the co-operation in the Nordic countries with respect to future research, for example within the framework of Nordforsk.

Contributors:
Dörte Bernhard: A review of research in the Nordic countries
Senior lecturer, University of Linköping.

Piia Ruutu: Hospital education in Finland: development projects and follow-up study
Special education teacher, Sophie Mannerheim's school.

Thomas Barow: The results of an inventory of needs the teachers'perspective
Senior lecturer, University of Borås, The School of Education and Behavioural Sciences.

Network 18: Research on Teacher Education and Beginner Teachers

Session 4b - Roundtable (united) (Friday, 8 March 14:30 - 16:00)

Room: E301 Chair:

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80 Improvisation in Teacher Education: Curricula and Practice in Dynamic Interplay (IMTE)

Knut Steinar Engelsen and Magne Espeland

Stord/Haugesund University College

Teacher education (TE) in Norway suffers from being under-examined (Munthe & Haug 2009). The recent Norwegian reforms in TE (Stortingsmelding-11, 2008-2009) seem only to some degree oriented towards what we perceive as the essence of a professional TE: the enhanced quality of pedagogic and curricular classroom practice and the enhanced quality of the interaction between this practice and the other subject areas of teacher education.

The present research project reflects a shift towards to a stronger focus on the dynamics of TE, on quality aspects in practicum as well as the quality in interaction between what goes on in the classroom and in TE-subjects and curricula. We are particularly interested in the processes and interactions involved in flexible and improvisational knowledge construction. Our main research question is to ask how TE can be developed to become more relevant for teacher students, considered as agents for dynamic knowledge production in classrooms in the 21st century.

Inspired by performance arts, we will study improvisation as a generic teacher skill, which we consider to be crucial in the development and study of dynamic aspects of TE. Improvisation in this context is understood as the student teachers spontaneous handling of pedagogic and pedagogical content knowledge, learning resources, interaction with pupils and handling of formative evaluation.

The project is action oriented and impact with regard to changes in TE practices and student learning will be evaluated through a mixed method study involving both qualitative investigations such as observation, interviews and document analysis. Quantitative self-reports in relation to students' self-regulation and self-efficacy are also part of the methodological design. Our findings will be analysed underpinned by Bernstein's theory of distinction between horizontal and vertical discourses in knowledge formation in order to show how improvisation can be developed across different segments of TE and as an example of a vertical knowledge structure.

The focus in the session will be on clarifying and discuss the concept of improvisation in relation to TE in the Nordic countries and how improvisational performance as a generic skill can be described and approached as a learnable skill in TE contexts.

Network 18: Research on Teacher Education and Beginner Teachers

Session 4b - Roundtable (united) (Friday, 8 March 14:30 - 16:00)

Room: E301 Chair:

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234 Challenging supervision: Is supervision related to philosophical perspectives?

Kari Søndenå, Finn R. Hjardemaal, Elin Ødegård and Eva Bjerkholt

Telemark University College, Norway

The proposers have their research background in the field of supervision in teacher education, in mentoring newly qualified teachers and in research concerning methodological issues. In this session we present a study in its early stage concerning the use of the metaphor of travelling, used for both supervision (Skagen, 2004) and for life world interview (Kvale and Brinkmann, 2009). We are interested in questions as how to understand the phenomenon of a common metaphor for two different fields as supervision and life world research interview, and in what way these two different fields, supervision and interview might be interrelated to each other. In this session we would like to invite other researchers with special interest in supervision to discuss the following questions: Is a common metaphor to be understood as a sign of lack of clearness and lack of philosophical depth? Or might it be seen as a sign of shared philosophical hermeneutical background for the two different fields? Following the last question our main intention with this project is to contribute to further reflection and insight into the field of supervision and philosophical background. We are especially engaged in philosophical issues related to philosophical hermeneutics and to questions raised by Ricoeur (1978) and Wertsch (1998).

Network 8: Gender and Education

Session 4 - Roundtable 1 (Saturday, 9 March 09:00 - 10:30)

Room: H-209 Chair: Susanne Kreitz-Sandberg

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664 Network: Gender Inclusion in Teacher Education

Susanne Kreitz-Sandberg

Linköpings university, Institute of Behavioural Science and Learning

During this roundtable we will discuss experiences from working with gender inclusion in teacher education in Nordic Countries during the last few years. This roundtable discussion follows up the pre-conference "Nordic Challenges, Future Possibilities – Gender Awareness in Schools and Teacher Education" of NERA's Gender Network in Jyväskylä 2011. Contributors from different universities will give a short input about their recent experiences in relation to working with gender and equality questions in teachers' education. This roundtable invites university teacher educators and others to both critically discuss but also share positive experiences with the aim to develop and improve practices in our own teacher education programmes and support each other through networking with colleagues in other Nordic universities.

Contributors:
Guðný Guðbjörnsdóttir (University of Iceland)
Eva Reimers (Linköping University)
Annukka Jauhiainen (University of Turku)
Åse Røthing (Högskolen i Østfold)

Network 6: Educational Leadership Network

Session 6b - Roundtable 2 (Saturday, 9 March 11:00 - 12:30)

Room: E-301 Chair:

282 Adaptive Leadership: Researchers and Practitioners Developing joint Cross-Cultural Research and Practice

Elizabeth Murakami; Monika Tornsen; Helene Arlestig; Olof Johannsen

University of Texas at San Antonio

This roundtable will encourage conversations around researchers and practitioners and cross-comparative experiences to prepare school principals. As a result of a preparation program in educational leadership which included a visit of Swedish principals to the US, we exemplify on the significance of cross-cultural exchanges for research and practice (Murakami, Arlestig, Tornsen, 2011). The experiences are analyzed using an adaptive leadership framework (Heifetz, Linsky, and Grashow, 2009), perceived as beneficial to promote the principals' capacity to learn and change at a deep, personal level, before changing practices--especially when they need to be innovative due to funding or accountability demands.

According to Heifetz et al. (2009), leadership involves diagnosis and action. The authors contend that when diagnosing problems, leaders treat "adaptive challenges as if they were technical problems" (p. 19). Adaptive leaders, however, depart from technical problems, by changing, priorities, beliefs, habits, and loyalties: "Making progress requires going beyond an authoritative expertise to mobilize discovery, shedding certain entrenched ways, tolerating losses, and generating the new capacity to thrive anew" (Heifetz et al., p. 19). Adaptive leadership enables leaders to "take the best from its traditions, identity, and history into the future" (p.19). It is within this framework that we observe cross-cultural research and practice.

The dialogue will provide Nordic and other researchers and practitioners in this conference with the opportunity to situate education in a global perspective and gain a deeper understanding about principals developing their own potential to influence the future of education. Walker and Quong's (1998) once reflected that school leaders "are continuously pulled toward conformity and uniformity (sameness) even as they are called on to adopt new approaches to schooling that value difference" (p 82). For researchers, a dialogue about adaptive leadership attributes that includes disrupting entrenched paradigms is of significant value. For practitioners, a dialogue about principals' priorities, beliefs, habits, and loyalties, including professional freedom, high-stakes testing, and a deep concern of a more holistic preparation of students will enrich the knowledge base of educators.

NORDISK FORENING FOR PEDAGOGISK FORSKNING
NFPF
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NORDIC EDUCATIONAL RESEARCH ASSOCIATION

7 – 9 March 2013 in Reykjavik

The 41st Annual Congress of the Nordic Educational Research Association

Disruptions and eruptions as opportunities for transforming education

Poster Abstracts

Poster session: (Friday, 8 March 11:00 - 12:30)

192 A dynamic and multimodal tool for learning and teaching of mathematics at undegraduate university level

Evangelia Triantafyllou and Olga Timcenko

Dept. of Media Technology, Aalborg University Copenhagen, Denmark

Mathematics is an important subject in education since research has shown that it is associated with more academic and career opportunities. Other studies relate the importance of mathematics to the scientific, industrial, technology and social progress of a society. However, the performance in mathematics by undergraduate university students over the last years is not encouraging. This is mainly due to lack of required background in the subject.

Our research focuses on developing a multimedia tool for mathematics education at undergraduate university level. This tool will transform learning and teaching of mathematics in a dynamic and multimodal procedure. The dynamic aspect will be implemented by enabling students and teachers to interact with tools that generate fresh customized content based on their input unlike the traditional textbooks that public only static content. Multimodality is implemented by interfaces that process combined user input modes, such as speech, pen, touch and manual gestures in a coordinated manner with multimedia system output. Our dynamic learning material is developed with the GeoGebra authoring tool.

The proposed tool will be used for two consecutive years during the "Mathematics for Multimedia Applications" course which is offered during the second semester at the Media Technology Department in Aalborg University. The course covers basic elements of Calculus, Trigonometry, Geometry, and Algebra providing the required knowledge for basic technical courses of Medialogy, e.g. Computer Graphics Programming. We are currently working on re-designing the course syllabus as an e-book which combines static material with built-in dynamic demonstrations. We will evaluate the impact of our proposed learning and teaching method by analysing video transcriptions of lectures, student performance, interviews and evaluation questionnaires. We expect that it will enable students with inadequate background to assimilate the required mathematical knowledge by presenting it in an attractive way and stimulating different modes of interaction. The multimodality is expected to engage students with different learning styles increasing the number of students who benefit from the proposed tool. In the future, we also intend to incorporate our tool in a social media platform and study if this increases student engagement.

Poster session: (Friday, 8 March 11:00 - 12:30)

746 Better provision for Norway's children in ECEC. A study of children's wellbeing and development in ECEC, and tools for Quality Evaluation

Elisabeth Bjørnestad, Lars Gulbrandsen, Jan-Erik Johansson

Oslo and Akershus University College

Background
In this poster we want to present a recently started Norwegian longitudinal study related to quality in ECEC institutions and children´s learning and development. The project is based on The Ministry of Education and Research demand to develop research based knowledge on Norwegian Early Childhood Education and Care where high enrolment starts at early ages and children can have long days in the institutions. The Ministry aims at understanding the relations between educational and psychological processes and structural variables, with a focus on the staff-child and child-child relations, both for mainstream and marginalized children. From the Ministry's demands we have the ambition to focuses on three fields:

- Knowledge on ECEC quality in Norway
- Which is the effect of ECEC of varying quality on children's wellbeing and social, emotional and cognitive development?
- Develop a research based tool for the national evaluation of process quality in ECEC

Research question
What are the relations between structure and organization, pedagogical processes, wellbeing and children's development and learning? How can quality be considered in an appropriate and practical relevant way?

- One of our main objectives is to follow 1.600 children career paths in 80 day-care centres (Barnehager) with different organization, from a wide range of social and cultural backgrounds – from young children to older children groups

Methods
The project is design as a longitudinal study to assess/evaluate the attainment and development children between the ages of 18 month to 5 years related to the quality and organization of day-care centres. We will use both quantitative and qualitative methods (including multilevel modeling) to explore the effects on children's wellbeing, social, emotional and cognitive development. Two international scales measuring general process quality and quality in interactions between caregivers and children, has also been chosen as indicators of process quality.

Expected findings
Research stresses the importance of good quality of day-care for children's wellbeing and development. Our project will contribute to enhance the quality in Norwegian day-care centres so we can give all children maximal conditions for learning and development.

Poster session: (Friday, 8 March 11:00 - 12:30)

209 Calculating in the kitchen

Albina Brunosson

Kristianstad University and Uppsala university

Background: Cooking, cooking methods, recipes and food are major parts of the subject Home and Consumer Studies (HCS). In Sweden, HCS is a compulsory subject for boys and girls both at the regular school and at the school for children with mild intellectual disabilities (ID). This study focuses on children with mild ID. To know how to cook is not merely the actual cooking itself, it also comprises health-related issues, consumption, autonomy and not being dependent on fast food and pre-prepared meals. Recipes are often used when learning how to cook in HCS and are a part of the HCS syllabus. The mathematics in the recipe is focused in this study.
Objectives: The objective of the study is to investigate what it takes for students with a mild ID to cope with artifacts used in the kitchen, with a focus on mathematical aspects of the recipe.
Theoretical and methodological framework: The theoretical orientation is the sociocultural theory of learning. The method used is participating observations in two classes at two different schools. The children's ages varied between twelve and sixteen years old. 14 observations have been done.
Findings: Volumes, measurements, weights and amounts of ingredients are given mathematical aspects of recipes. The result shows that mathematics is a major part of recipes and to be able to read traditional recipes requires mathematical knowledge in various ways. The findings also indicate that children irrespective of age, have major difficulties to understand fractions, for instance ½ or ¾ of a cup.
Conclusion: In HCS the recipe as instruction to learn cooking needs to be scrutinized. If the children do not know the mathematics that occurs in the recipes, the result may not be as intended in the recipe. This is also in parity with a study that shows that students in regular school at lessons in HCS have difficulties to transfer knowledge from the lessons in mathematics to a practical context, like the kitchen.

Poster session: (Friday, 8 March 11:00 - 12:30)

206 From invisible to visible- Encountering shy students in the context of home economics education

Silja Kims

Faculty of Behavioral Sciences

Approximately a fifth of the population of the world can be counted into the group of timid. What kind of phenomenon is shyness, how is it expressed and experienced in home economics classrooms? The learning environment of home economics might not be ideal for a shy student. If a timid student cannot express his/her performing and learning outcomes in the way expected by a teacher, will his/her encountering and grading be fair, equal and diverse in taking notice of one´s individuality? The aim of this research is to explore shyness as it is reflected through both student´s and teacher´s personal experiences. This research is a qualitative, critical case study. The data will be collected at three comprehensive schools in Southern Finland and among several informant groups including experienced teachers and students from 7th and 9th grades. The methods used are group interviews for teachers, a theme interview for 7th graders and their home economics teachers, observation in home economics classroom and a writing assignment for 9th graders.

The pedagogical work of a comprehensive school teacher contains diverse elements, of which evaluation is one of the challenging. All students must be evaluated in an equal and righteous manner. However, paying attention to the individuality and uniqueness of each student also is a challenging task. It does not always succeed, particularly if the group of students is large or pedagogically challenging. In some cases it is possible that some of the students turn out to be invisible, especially the shy ones.

As a result of this study, the increasing awareness of shyness, roles and interplay in the classroom strengthen the skills to encounter especially a dissimilar student. Plenty of authentic joy can be found in the classrooms, it arises from the successful interplay, from students' good learning outcomes and from a good atmosphere during the lessons. A teacher can also intentionally pay more attention to a shy student and thereby develop the student evaluation in a way which meets a timid child respectfully and sensitively.

KEYWORDS: home economics, shyness, roles, interplay

Classroom Research and Ethnographic Studies

Poster session: (Friday, 8 March 11:00 - 12:30)

737 How to use outdoor education in leisure-time centers?

Monika Kristiansson, Agneta Rehn Lektor

Malmö university, Sweden

In the fall of 2009 the Schools Inspectorate (2010) carried out a national audit of the quality of leisure-time centers and found that the aims of the curriculum were not taken seriously. It turned out that the planned activities are carried out to a lesser extent in the afternoon than during school day. Children needs more support in their development, both emotionally and intellectually to understand their world better, states the Schools Inspectorate (2010). They demand a greater variety of activities based on the children's experiences and needs.

With this background, we conducted a study in which we mapped how leisure-time center use outdoor education in the activities in the afternoons and during school holidays. It should be noted that activities outdoors and play is common in leisure-time centers, but the Schools Inspectorate (2010) has not reported what this really means.

This is a quantitative study where questionnaires were distributed to 21 schools. The questionnaire was answered by 120 pedagogues at leisure-time centers, spread over approximately 80 units. All leisure-time centers in this study are located in the same municipality in southern Sweden.

The main results show that about 1/4 of the pedagogues at the leisure-time centers daily use environments other than the leisure-time centers, and almost half of the numbers of pedagogues are using other environments, 2-3 days / week. The environments that were used, is predominantly outdoor environments such as parks, ponds and nearby woods, but also playgrounds. Activity carried out indoors, is to a lesser extent than outdoors, usually in sports halls. Three-quarters of the pedagogues have planned activities in these environments, where playing is the most common activity, followed by various types of sports activities.

According to the pedagogues, there are more advantages than disadvantages to have activities in different environments other than at the leisure-time center, although several pedagogues mentions factors that limit their use.

Poster session: (Friday, 8 March 11:00 - 12:30)

168 Hygiene and learning in Home- and consumer studies (HCS)

Marie Lange, Helen Göranzon, Christina Fjellström, Ingela Marklinder

Department of food, nutrition and dietetics, University of Uppsala

Background
In Sweden previous studies have shown that approximately 500 000 people experience food-borne infections every year. A food-borne infection can lead to consequences for personal health but also to significant societal costs. International studies have shown knowledge gaps regarding food safety. According to the Swedish National Agency for Education it is important to teach students about food hygiene from a health perspective as studies show that the numbers of factors causing food-borne infections is increasing. Swedish compulsory schools have the opportunity to develop food safety knowledge among students attending HCS. In the new Swedish Curriculum 2011 the concept of Hygiene returns in the core content of the subject.
Objectives
To investigate food hygiene as a part of HCS education and provide insights regarding food safety knowledge, attitude and behavior among HCS teachers in Swedish Compulsory schools.
Method
An online survey was distributed to HCS teachers in spring 2012. The content of the questionnaire focused on Curriculum 2011 and the hygiene hot spots summarized in the four C's: Cooking, Cleaning, Cooling and Cross-contamination. The survey was responded to by 335 HCS teachers, which is approximately 20 % of active HCS teachers in Sweden.
Findings and Conclusion
The teaching of food hygiene in HCS is based on certain recurring routines, such as hand washing, dishcloths, washing up and cleaning of work surfaces, which naturally occur in almost all HCS lessons. Other issues that can be connected with an increased risk for food poisoning like cooling, cross-contamination and cooking do not have the same frequency in the teaching and according to this study may not have the same natural place in the common HCS lessons. Teachers with no formal HCS education proved to have a more optimal way of storage food, especially regarding cold food storage. One reason for this might be that some of these had a background in the restaurant business where food control is a natural part of the framework for food legislation, which is not the case in HCS.

Poster session: (Friday, 8 March 11:00 - 12:30)

568 Important but boring – is a more relevant biological discussion the clue?

Erla Olsen

Department of Education, University of the Faroe Islands

Natural science subjects are in high esteem, but could be more fun, according to a nationwide school survey in the Faroe Islands 2012 with 14 and 15 year old pupils, conducted as an online questionnaire with 32 questions. This conclusion is similar to a survey on the relevance of science education (ROSE), also conducted in 2012 in the Faroe Islands.
This poster will compare the results from these two surveys with focus on biology.
School subjects such as domestic science and sports score quite high with regard to being fun, and the relevance to biological issues suggest an interdisciplinary approach between these three subjects. Further the surveys suggest that ethical issues are a main criterion for interest in biological questions.
This study questions whether a lack of enjoying a school subject affects the learning outcome, and if so whether a combination of ethical discussions, food production and sport performance would enhance the learning outcome in biology?

Poster session: (Friday, 8 March 11:00 - 12:30)

39 Mentoring beginning teachers in Norway: organisational antecedents and consequences

Eyvind Elstad

ILS, University of Oslo

The transition from teacher training to the teaching profession is often regarded by beginning teachers as demanding and critical. The term 'reality shock' has been used to describe this transition. How demanding this transition will be, however, depends on how well teacher training has prepared the student for the teaching profession and what experiences the beginning teacher has during their first year of practice at the school. This article will study the factors that affect the beginning teacher's experiences during their first year of practice.Beginning teachers experience a demanding working environment and a lack of organised support in the start of their professional career.This article focuses on the situation of beginning teachers in Norwegian schools. ". Follow-up of new employees is the responsibility of the employer, but the parties anticipate that the teacher-training institutions will contribute to training mentors. The Norwegian Association of Local and Regional Authorities has an ambition that all local authorities should offer mentor training for beginning teachers. It is the local authorities and county councils that are responsible for the establishment of mentorship schemes. Since there is no formal requirement for this, the result is that local authorities and county councils follow up this intention in varying ways. The purpose of this survey is to investigate which factors are significant for the beginning teacher's feeling of mastery during the first year of their teaching work.
The role of mentor
Is the mentor's or the subject section's teaching available for observation and participation? Should the mentor work reactively with issues brought up by the new teacher? Or should the mentor have a proactive role in relation to the new teacher's participation in the school's organised practice?
The role of the mentor has changed from direct demonstration and correction to that of a more reserved and cautious dialogue partner.

Poster session: (Friday, 8 March 11:00 - 12:30)

229 Peer-Group Mentoring for Teacher Development

Anne Martin, Ilona Markkanen, Hannu Heikkinen, Hannu Jokinen, Matti Pennanen and Päivi Tynjälä

University of Jyväskylä; Fnnish Institution for Educational Research

Supporting beginning teachers in early phase of their career is a European, and even a global challenge. In Finland, after an attempt to apply a traditional one-to-one mentoring model in early 2000's, the development has been towards organizing mentoring in groups (Heikkinen, Jokinen & Tynjälä, 2008, 2012). The peer-group mentoring model based on the socio-constructivist view of learning ant the model of Integrative Pedagogy (Tynjälä, 2008; Heikkinen et al., 2012) is currently being disseminated through a nation-wide consortium of all teacher education departments in Finland. The aim of the present study is to answer the following research question: How do teachers experience peer-group mentoring?

Data was collected from group participants (n=140) using online questionnaires and interviews (n=14). The findings of the quantitative and qualitative data show that peer-group mentoring (PGM) strengthens the agency of young teachers and supports their professional identity as autonomous teachers. PGM is experienced as a forum with an open and confidential atmosphere, peer support, partnership, encouragement of colleagues and opening up tacit knowledge. Many new teachers report that through interactive and collaborative learning they are more able to find their own solutions and their individual ways to work. They also report that their commitment to their school community has deepened and they feel better equipped to establish links with the community and its members. Altogether, it seems that the mentoring process helps new teachers to find their place in the school community.

Poster session: (Friday, 8 March 11:00 - 12:30)

685 Polish children's views towards school and living in Iceland

Samúel Lefever & Robert Berman

University of Iceland

The poster will present the first findings of an ongoing study on immigrant children in Iceland. The main aim of the study is to establish to what extent students with diverse cultural and language backgrounds thrive in Icelandic schools and Icelandic society, and what factors are contributing towards such successes or failures.
The rapid increase in immigration to Iceland has changed the scene of compulsory education and many schools now have a multilingual and multicultural body of students. Research has shown the importance of mother tongue maintenance for second language development and academic success. However, work by Ólafsdóttir (2010) indicates a possible delay in second language development among immigrant children in Iceland which requires further investigation. The issue could stem from one or all of the following factors: differences in language and cultural background, inadequacies in immigrant children's schooling; shortcomings in maintaining their first language; or the children's insufficient motivation to learn Icelandic.
In the first part of the study Polish children were interviewed in their native language about their motivation to learn both Polish and Icelandic, and their success in doing so. In addition, we asked the children about their attitudes towards their heritage culture as well as to Icelandic culture and society and finally about their participation in leisure and cultural events outside school. It was found that the children were motivated to learn Icelandic and to integrate into Icelandic society – but also to maintain their Polish heritage. In this sense, they lived in "parallel worlds," maintaining close bonds with their Polish heritage, while also integrating into Icelandic society.
The study has important implications for language policy, school practices and the development of multicultural education in Iceland and aims to inform Icelandic and international research in the field. The study is part of a research network of participants from the Nordic countries, the UK and Canada (NordForsk Researcher Network) and is supported with funding from the University of Iceland Research Fund.

Poster session: (Friday, 8 March 11:00 - 12:30)

581 Searching for qualities

Nina Winger, Tona Gulpinar, Ellen Os, Leif Hernes, Helen Bergem

Oslo and Akershus University College of Applied Science

Background: According to "Framework Plan for the Content and Tasks of Kindergarten", day care shall increase opportunities for children to learn and participate in safe relations and to participate in stimulating learning processes in qualitative good physical, social and cultural contexts. Within few years there have been substantial increases in number of children under the age of three enrolled in ECEC. At the same time there have been considerable structural changes in day care, e.g. group size and composition. Emphasize on aesthetic subjects has decreased the last years despite guidelines in Norwegian Framework Plan. Public discussions question the quality of ECEC for the very young. At present time there is a lack of research-based knowledge concerning quality for the youngest in ECEC.

Objectives: Objectives of the project is to investigate if changes in group compositions from traditional small and stable groups towards more flexible groups, affect quality for children under the age of 3 in ECEC. Different aspects of care and learning for the youngest children in respectively small, stable groups and large, flexible groups will be investigated. The importance of children meeting with aesthetic processes, as a part of their daily life will also be investigated. The aim is to contribute to enhance quality in aesthetic processes, connected to theatre, dance, music and visual arts as inseparable parts of communication and interactions.

Methods: Quantitative and qualitative approaches will be combined to give a nuanced picture of everyday life for the youngest in day care. At group level two international scales measuring general process quality and quality in interactions between caregivers and children, has been chosen as indicators of process quality. At individual level, participants' experiences of meaningfulness and pleasure are seen in relation to contextual matters, relations between people and individual children's expressions of well-being and belonging.

Expected results: Extended knowledge concerning strengths and challenges of different group compositions may contribute to enhance general quality in ECEC for children under three; in interactions and everyday life as well as in aesthetic processes. This knowledge may guide politicians, teacher educators and teachers in ECEC in their endeavor to enhance quality.

Poster session: (Friday, 8 March 11:00 - 12:30)

705 Student behavior in elementary school: Do teachers and parents see eye to eye?

Anna-Lind Pétursdóttir

School of Education, University of Iceland

Students´ behavior at school is an important factor in their academic and social success and the importance of schools´ approaches to preventing and dealing with problem behavior is unquestioned. In this presentation selected data from questionnaires collected for a larger research project "Teaching and Learning in Icelandic schools" is presented with the goal of providing insight into teachers' and parents' perspectives on students' behavior at school. The goal was to answer the following questions: 1) What are the most common problem behaviors of students according to teachers? 2) What are the most common problems parents hear their children complain about at home? 3) What do teachers and parents, respectively, view as the main contributing factors to students' problem behavior at school? 4) What do teachers view as the most important factors for supporting appropriate student behavior and how satisfied are teachers with the state of those factors in their school?

Questionnaires were sent to 862 professional school personnel (mostly teachers) and to 5.195 parents of students in grades one through ten in 20 elementary schools in Iceland. Of those who received the questionnaires, 67% of parents and 79% of school personnel responded. The findings revealed that 1) the most common student problem behaviors school personnel encountered were disruptive behavior and difficult student interactions, 2) the problems that parents heard their children complain about the most were the same problems that school personnel encountered most frequently, 3) parents and school personnel had similar views on contributing factors toward students´ problem behavior, with weak classroom management being rated as most important by both groups, 4) school personnel rated specialists outside of school as least important for supporting appropriate student behavior but rated other factors as equally important, such as: cooperation between teachers, administrators´ support, knowledge of classroom management techniques, and cooperation with parents. The above findings are presented on the poster and attention drawn to some important implications for education.

Poster session: (Friday, 8 March 11:00 - 12:30)

549 Teacher educator's beliefs to mathematics

Kristin R. C. Hinna and Knut Ole Lysø

Bergen University College & Sør-Trøndelag University College

Teacher training is an important element of educational research. Norway participated in the international study TEDS-M 2008 (Teacher Education and Development Study in Mathematics). In Norway, the study led by the Department of Teacher Education and School Research (ILS) at the Faculty of Education, University of Oslo, in collaboration with University of Agder, Bergen University College and the Sør-Trøndelag University College. The study is funded by Ministry of Education and Research and deductibles from the participating universities and colleges.

In this poster, we will show the results obtained in the study relating to the Norwegian teacher educator. Of the 177 questions and allegations educators, mathematicians and mathematics educators will we concentrate on beliefs to mathematics.

Teacher educators in both pedagogy and mathematics were asked to answer issues that affected their perceptions (beliefs) about mathematics. The questions are formulated as statements that they should consider. We go anywhere deeper into this part of the study because it has a wide scope and because teachers attitudes to the subject is important. For example, we know from social learning theory that learning occurs in a social context in which people learn from each other through observation, imitation and modeling (Ormrod, 1999; Bandura, 1997). Teacher educators "beliefs" will thus be able to influence their way to communicate on the subject, which in turn could affect the students' attitudes and didactic approach to teaching their teachers.

Poster session: (Friday, 8 March 11:00 - 12:30)

199 The construction of diet in the Swedish syllabus for Home and Consumer Studies

Emma Oljans, Ylva Mattsson Sydner, Helena Elmståhl

The Department of Food, Nutrition and Dietetics, Uppsala University

Background
Curricula are linked to social context and historical, cultural, economic and political forces that interact in an ongoing process. Education can then be analyzed as a link of reproduction with different political values where the prevailing ideological intent is internalized in the national curriculum. Home and Consumer Studies (HCS) has been a mandatory subject for all Swedish students' since 1962. A significant part of this education has focused on hygiene, nutrition and household thrift, knowledge that is considered to be of great benefit to the national economy.

Objectives
The aim was to study how the knowledge content of diet, in relation to health, has been constructed within the curriculum of HCS, and to investigate what discourses related to diet could be identified in the curriculum documents.

Methods
The empirical material is based on five national curriculum documents and six syllabuses for HCS, including the commentary material (from 1962 to 2011).
The theoretical framework of the analysis is influenced by Laclau and Mouffe discourse theory and some of their theoretical tools are used in the analysis of the documents.

Findings and conclusion
Three discourse types of diet were identified: i) the medical discourse type (diet as risk or treatment) ii) the consumerist discourse type (diet as part of a planning and comparing activity) and iii) the human ecological discourse type (diet as social, cultural and environmental). Each discourse type represents altered ways of constructing diet in association to health, and this representation has shifted in dominance in the past fifty years. It could be concluded that the construction of diet in relation to health is thereby seen by its historical and cultural context.