1898 - How do social and health assistants self observe competence use, competence development and job relocation
Jonna Gintberg Jensen, Aarhus University

Background: Ten years ago there were in Denmark shortage of nurses, why social- and health assistants were hired to care performed. In many contexts they worked on an equal footing with nurses. Since 1992 assistants have been around as a professional group, but are never explored. Objective: To identify how they self observe the flow of increasingly complex nursing tasks in patient care, which are becoming more and more accelerated. They have the right to say no to the difficult tasks, but may feel pressured to take on tasks that they are not competent. Method: A qualitative study of 29 assistants at a university hospitals four medical departments. Respectively two hours of observational studies and one hour of individual interviews. The study is methodological, epistemological and analytic based on systems theory and constructivism. The analytical method is ‘radical hermeneutics’. Results: In varying degrees, assistants use and develop skills. In the assistant group there is no consensus on complexity of the tasks they will perform. In everyday bustle, the operation and efficiency have the highest priority. And basically they can be allowed to all tasks, if only they are entering the market. Learning in practice is located in a gap between the ‘breathe down somebody’s neck’ at the bedside and to have a thoroughly versed in the competence volume. As a result, the assistants work in accordance with guidelines and that it is straightforward to articulate the competence content. Some assistants are not sought more extended competencies, as these will interfere with the performance of their own duties. Future job relocation is a challenge and is articulated as being for the few, but not all assistants. Perspectives: What’s assistants actually trained to and how do requirements and expectations match their competences. The results give rise to clarification of which sorts of tasks assistants shall perform, so each patient ensuring optimal care and treatment. Results sets the stage for a discussion of how the assistant skills are best used in primary and secondary sectors. The results can be associated with the redefinition of assistant training and or further education.

2649 - Targeted (re)-socialization in Universities and Prisons
Joel Jansson, Uppsala University, Eva Forsberg, Uppsala University, Daniel Pettersson, Gävle University, Henrik Roman, Uppsala University

The paper present a sub-study included in a curriculum theory project on targeted socialization within two institutions of major importance for the Nordic welfare states enculturation, universities and prisons. We compare the relationship between supervisor/doctoral student and correctional contact persons/inmates. There are some apparent differences between these two contexts. Universities are mostly discussed in terms of socialization and learning, prisons more often as institutions where inmates are in need of re-socialization whether they approve or not. Students enter doctoral education as a result of a qualified meritocratic selection process, and success will produce holders of the highest exam possible. Inmates qualify for prison by being convicted for a crime in a court of law, and are deprived of their liberty as they are incarcerated. In addition, prison has a mixed purpose of being about retribution and deterrence, as well as rehabilitation. In this sub-study we compare aspects of targeted (re)-socialization processes, from a curriculum theory perspective, regarding the two relationships mentioned above. In other words, the tutoring relationship between tutors and tutees in the contexts of doctoral education and inmate rehabilitation. We pay special attention to the transactions of knowledge, norms, values and identities offered in both cases. The empirical material consists of policy-texts on a national (laws for prisoners/ probation, higher education and policy-texts concerning the correctional contact persons)-and a local level (enforcement plans, individual study planes and policy-texts concerning PhD supervision). Preliminary results of this sub-study is that the targeted (re)-socialization process of these two activities have both similarities and difference. This opens up for further research questions on how similarities are played out through the differences between the two institutions in objectives and contents (curriculum), educational forms (pedagogy) and assessment activities (evaluation).

2518 - The becoming of a standard –exploring the intimate details of developing standards
Linnéa Åberg, Thomas Winman, Lars Svensson, University West

Today standardization of work, such as a definite working-material, is assumed to be a necessity for reaching quality and efficiency and this is also the case in civic education, an integration service in Sweden, compulsory for newly arrived immigrants. This study is about the process of making standards. Standard can be described as agreed on rules that regulates our social activity, where standard is easily taken for granted and the fact that standard is something man-made becomes forgotten. The aim of this study is to increase the understanding of standardization of work. When exploring research about standardization there is often an underlying assumption that implicates a straightforward process that ends in agreement. The focus in this study is to explore the intimate details of developing standards and to scrutinize the common understanding of a straightforward process that ends in agreement. The theories being used derive from a rhetorical and argumentative perspective on development and thinking. Generally learning in this study is understood as...
in institutional development and change of practice. To be able to analyze the process of making a standard we use an ethnographic method on everyday activity in a workplace, with a mission to produce a national book. Focus is on the communicative practice where development of standard is going on in situ. The unit of analyze consists of 18 hours video recorded sessions of workshops. The overall task in the workshop is to transform a locally used material into a mass-produced standardized material, a book and a power-point that present Sweden- the welfare state, values and everyday life. The setting consists of four-five persons, with different background educationally and by origin, but with the same experience of coming from another country to Sweden and leading courses in civic education. Finally, primarily result shows that when a material must act trustworthy and correct in different situations it requires reasoning and an argumentation continues. This is a contradiction in the development of something that is going to act as both normative and constant, where else being used. The study contributes to the understanding of argumentation as driving force for development.
In this symposium nine studies will be presented by former graduate students and graduate students who have participated in a post graduate school for preschool teachers 2012-2014. The program has received funding from The Swedish Research Council. All the studies highlight aspects of learning practices in preschool, with focus on children’s languages in an extended sense. Some of the studies explore children’s activities, while others focus on how teachers organize for children’s learning. The presentations are divided into three sessions. The first session includes three papers concerning children’s digital and mathematical literacy in preschool. The second session is about children’s languages in an extended meaning, including sounds, dance and science. The third session includes papers with focus on preschool didactics. All the presentations will be held in Swedish.

1984 - Interacting with tablet computers: Preschool children's digital competencies and everyday access to digital activities
Kristina Walldén Hillström, University of Gävle

This thesis explores how children and teachers interact with tablet computers in everyday activities in preschool. The study focuses on how teachers organise the digital activities, how children make sense of institutional frameworks when interacting with their peers in these activities and how children access and organise their participation in digital activities. Of particular interest are the digital competencies displayed by children as they participate in digital activities with teachers and their peers. The empirical data was collected during an eight-month video ethnographic study of children between the ages of three and five at a Swedish preschool. The video recordings and field notes were collected during participant observations and analysed using an ethno-methodological approach to conversation analysis. Detailed attention was given to embodied features of interaction, which was critical for the analysis. In terms of findings, the thesis shows that when participating in collaborative interaction with tablet computers the children also oriented themselves towards - and renegotiated - the institutional conditions they found themselves in. The children’s digital competencies were demonstrated by the way they dealt with the technology and navigated and solved problems in the games played. The children were found to have developed access strategies for their participation in digital activities. The children also oriented themselves to socially expected ways of participating in the activities. The results also show that the digital competencies required by children in digital activities are dependent on the collective work of the participants in these activities. This study demonstrates the importance of studying children's digital competencies in relation to how they use digital technologies in specific social contexts, and that the introduction of tablet computers in a preschool context involves complex interactional work for teachers and children alike. The presentation will be held in Swedish.

1985 - “That’s how much I can do!” Children’s Agency in Digital Tablet-activities in a Swedish Preschool
Petra Petersen, Uppsala University

This study explores children’s agency in respect to the relations constituted between the participants’ (teachers-children-peers) interaction and the digital tablets’ affordances. It also aims to discuss the didactical and societal potential of the use of digital tablets in preschools. The data is drawn from videoethnographic research of children between the age 1.5 and 5 in three Swedish preschool groups. Two contrasting instances of everyday digital tablet activities were selected in order to analyze children’s agency in relation to different applications’ affordances. A multimodal, design-oriented approach, was used in the analysis of video recording and screen recordings of the digital tablet screen, focusing on children’s agentic use of multimodally organized resources. It was found that when the digital tablets’ affordances were built on apt modes of communication such as touch and pictures, this enhanced children’s agency and enabled the teacher’s support within the activity. In contrast affordances such as written language and numerals tended to undermine children’s agency, making them more dependent on the teachers. The findings underscore the importance of taking into account, how the participants’ interaction interplay with the different affordances, when digital tablets are being used in preschool settings. Furthermore, the study shows how an understanding of children’s agency may be expanded, through the use of a multimodal approach including the Designs for Learning framework. The presentation will be held in Swedish.

1986 - Children’s and teachers interaction in mathemathical activities in preschool
Gabriella Gejard, Uppsala University

This licentiate thesis examines mathematical activities in a preschool. More precisely, the aim is to create knowledge of how mathematical activities emerge and are constructed in children’s interactions with each other and with their teachers. The empirical material consists of video recordings and field notes collected through participant observations during a six-month period in two preschool units for children 3-5
years old. Theoretically the study is based on an ethnomethodological (EM) and conversation analytic (CA) perspective. Video recordings were analyzed using conversation analytic methods, involving a close and detailed analysis of the participants’ actions, consisting of verbal as well as embodied and material resources in situated mathematical activities. Through the use of an EM and CA perspective this study contributes with new theoretical and methodological approaches to research on mathematical activities in preschools. In the close analysis of children’s actions in interaction, an active child with ideas, interests, and commitment emerges, a child who uses a variety of communicative resources when participating in mathematical activities. Whether it is the children or the teachers who initiate the activity the children are actively involved in the construction of the mathematical content. Geometric shapes and concepts as well as different aspects of children’s number sense are a couple of the mathematical topics covered in the study. In the activities the children display knowledge of math verbally as well as with their bodies, something that is analyzed by using the concept of epistemic stance. The preschool teachers sometimes used occasions when children display specific knowledge as an educational resource for other children’s learning. The study also shows that children as well as their teachers follow each other’s initiatives in the activities. This means that children change and enlarge the mathematical content within the activities and that the teachers follow the children’s initiative. Through this reciprocity the mathematical content of the activity is maintained. The presentation will be held in Swedish.
3. Early Childhood Research
Chair: Helene Ackesjö, Linnaeus University
Location: B3 316

2065 - Children’s transitions to and from preschool class: borders, identities and (dis)continuities
Helena Ackesjö, Linnaeus University

Research topic: Research suggests a tension around transitions in the early years: while borders between school forms have become more clearly marked, there are also ambitions that transitions between them should be “soft” – that is, not posing potential threats for children. The overall purpose of the research is to gain knowledge of how transitions to and from preschool class can be understood from children’s perspectives in terms of border crossings, identities and continuities. 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 show that transitions between school forms can be considered as threats for children in terms of social discontinuity. The results also show that a smooth transition appears to be a spiral process in which children have the opportunity to commute back and forth across borders between different school forms, and engage in different communities in different arenas. In addition, the results show that children desire educational continuity. However, this appears to be difficult to construct in preschool class as the educational landscape is changing and preschool and school is moving closer to each other in terms of content and focus. Relevance for Nordic Educational Research: Children’s transitions from preschool to school are managed differently across the world. This study puts the spotlight on the Swedish preschool class that is placed in the borderland between preschool and primary school.

2246 - The organisation of child-groups in preschool
Sonja Sheridan, Pia Williams, Ingrid Pramling-Samuelsson, University of Gothenburg

In Sweden 87 per cent of children in the ages of 1 and 5 are enrolled in preschool. Despite a long preschool tradition in the Nordic countries of a preschool system that is nearing completion, there is limited research and knowledge about how children are organised in groups and how this group organisation impact children’s learning conditions in relation to curriculum intentions. From a perspective on quality, this paper aims to explore the organisation of children in groups in relation to the number of children in the preschool class, the intentions in the curriculum and conditions created for children’s learning and knowledge formation. The questions at issue are: how do teachers explain the organisation of the child group and the learning environment in preschool, and why? The study is based on Urie Bronfenbrenner’s ecological system theory. Methods used are interviews and observations of interplay between teachers and children. Analyses are drawn on Urie Bronfenbrenner’s ecological system theory to examine similarities, differences and the variation of available conditions for learning and knowledge formation. The study follows the Swedish research council guidelines and ethical rules in social science research. Ethical aspects of the research were taken into consideration, including in particular requirements for confidentiality, consent, information and autonomy, along with the emphasis that participation in the study was voluntary. Irrespective of group size, most of the children participate in different groups throughout the day, some organized by the preschool teachers and some by the children themselves. Preschool teachers’ competence to organise the children in such ways that good conditions for learning were created, differed between preschools, and depended on the teachers’ approach, which can be described as either intentional or unintentional learning. Preschool teachers’ organisational approaches influence the quality of the preschool and conditions for children’s learning in distinct ways.

2504 - Pedagogical routines as a part of an intentional pedagogical practice in day-care institutions
Søren Smith, University College Capital – UCC

Our aim is to understand pedagogical routines in day-care institutions such as arrival, getting dressed/undressed, change of diapers, naptime, meals, saying goodbye etc. as potential learning environments. In Denmark, there is a long tradition for understanding these pedagogical routines as an integrated and important part of the professional pedagogical work, with specific aims, planning and evaluation in relation to children’s development. We are looking at this from a research perspective, that capture how the everyday routines as part of the intentional professional work with children’s learning, and try to characterize the pedagogical routines as learning environments for children. Theoretically the project is rooted in the institutionalization and profession critique (Foucault 1997; Goffmann 1967; Bourdieu 1997; Bae og Sigsgaard; Rasmussen og Smidt 1996, 2001) and in the perception of children and childhood in the childhood sociology (James, Jenks, Prout 1990; Corraro 1998), as well as various studies of children’s everyday life in day-care institutions (Vygotsky 1982; Bruner 1966; Lekken 1997; Gullev 1999; Rasmussen og Smidt 2001; Hajholt, Ren Larsen, Stanek 2007; Sheridan 2007; Sommer 2010; Arenkilde et al. 2012; Bae og Toresen 2012). The data collection in the project consists of video recording of routines in various day-care institutions. After our research based/theoretical interpretation of the material we watch the video recording with the staff involved and on the basis of that, we interview the staff about their aims and intentions for children’s learning in pedagogical routines. The research is expected to produce knowledge about children’s learning in pedagogical routines, and thereby contribute to the development of a professional intentional practice related to children’s learning. The pedagogical routines potential as learning environments are a purpose-
orientated practice, where involvement of children, the development of the children’s self-reliance, children’s and constitution of meaningful participation in group oriented practice is analyzed. Research in institutional pedagogical routines as learning environments will contribute with widening the field of research on children’s learning to include the pedagogical routines that is of significant impact to the children as they are a repeated and thereby important element of children’s lives in Denmark, as well as in other Nordic countries.

2372 - Preschool as multi voiced settings: about negotiations between children, pedagogues and space
Sofia Eriksson Bergström, Mid Sweden University

The main purpose of this paper is to present the result of my thesis Space, children and pre-school teachers – about possibilities and limitations in the physical environment of preschool (Eriksson Bergström, 2013). In the presentation I will particularly pay attention to the findings about how and where children negotiate. In Sweden children participate in preschool from an early age and thus are expected to find themselves within an institutional framework (Eiland & Tallberg Broman, 2011) early in life. Today preschool as an institution can be seen as a place where childhood to a great extent is spent and created (Halldén, 2007e). The physical environment of preschool can consequently be regarded as a structure within which child- hood is institutionalized (Kampmann, 2004). With that assumption as a starting point, the child’s room for action within the physical institutional environment is described and analysed in this thesis. In general the thesis deals with how children are shaped by and shape the physical environment that they spend so much time in during early childhood.

Shifting invitations to action can result in shifting actions with shifting goals. Just because children discover many invitations to action in indefinite physical things such as, for example, building pillows and sticks, translates into children having to discuss and negotiate with each other their own interpretations of what the invitation is. If the children agree, these individual invitations to action can become collectivised physical things and in that way contribute to constructing a common framework for action: an object. In analytical terms this can be expressed by saying that the individuals have to talk with each other about the tool’s value and invitation to action so that the activity gets an object that is agreed upon. The empirical evidence in the thesis is based on both video observations and interviews. The purpose of the video observations was to study the relationship between space, children and preschool teachers. To understand the empirical material in the thesis the concept of affordance (J.J. Gibson, 1986) and the activity theory (Engeström, 1987; Leontiev, 1986) has been used.

Risa Fujii, Japan Women’s University

Even though it has been two and a half years since the East Japan Great Earthquake and the Fukushima Daiichi nuclear disaster, people are still struggling with many kinds of restrictions and children are not an exception. The radiation problems restrict children’s activities, especially outside play. The purpose of this study is to improve the situation of children’s everyday life, especially in outside environments in nurseries and kindergartens in Fukushima. In order to know the environments in which children live, we conducted a survey by a questionnaire and interviews with childcare providers in some child-care facilities. The results of the survey show that most of them take radiation measurements (92.8%) and decontaminated playgrounds (77.5%). It indicates that childcare providers are very concerned about the environment of children’s playgrounds and children’s health in nurseries and kindergartens. However, the radiation problems still restrict children’s activities, especially outside play. These restrictions in children’s activities influenced their health and growth, such as children’s ability of motion, stress, and creativity in playing. However, the best decision for children is very difficult; that is, whether it is better to restrict children’s outside play or allow them to play freely. If the restriction is prolonged, children will suffer from a lack of exercise, which will damage their growth. Therefore, we should move ahead in determining the best ways to protect children’s health and growth despite the restrictions to their activities. Growing in nature is the most important thing in Nordic education. Originally, child-care facilities in Fukushima think that to play with nature for children is important but now they cannot play outside freely, which caused a lot of problems. To improve this situation, this paper proposes the ideal environment for children. Besides, we have to think about influence of nuclear facilities and necessity of sustainable society.
05 SES 01, Paper

5. The Curriculum Research Network
Chair: Kirsten Sivesind, University of Oslo
Location: B1 132

2724 - Conceptualizing curriculum and Bildung across history: rethinking the “what’s” of schooling in regard to European and Anglo-American perspectives
Kirsten Sivesind, University of Oslo

Educational theory and research has been object for both fair and unfair criticism, and is even disregarded and replaced by theories from psychology and socio-linguistics. This paper is written to rethink this critique, starting from an underlying presumption that educational theory and research constitutes an academic field which provides analytical concepts and professional semantics for studying core purposes and practices related to curriculum and schooling. By conducting a literature review, the chapter starts out by describing the idea and articulation of contents and Bildung from a North-Continental point of view (Herbart, 1804; Hopmann, 2007; Künzli, 1998; Weniger, 1999 [1952]). It seeks to point out core issues of educational enquiry related to curriculum and teaching in schools and how these issues are reflected and contested during history. The paper reports on transitions with regard to two braking points: 1) the pragmatic turn within the early 20th century (Dewey, 1897; Schwab, 1978; Westbury, 1998) and 2) the re-conceptual turn during the late 20th century (Pinar, 2003; Young & Muller, 2010). Thus, the paper covers three periods in the history of schooling, with a particular focus on what Tröhler, Poppkewitz and Labaree (2011, p. 19-20) characterize as “multiple trajectories and different assumptions about the relation of individuality, science, reason and progress in the pedagogical organization of the school.” Through a cross-historical approach, the paper demonstrates how the ideas and concepts of content and Bildung are transferred and translated through professional semantics of schooling, questioning the idea that the epistemology of “what to teach” is solely a question of translated knowledge that is of most worth.

2544 - A comparison of key competencies in the 1970ies, in EU and in Norway
Cecile Haugen, NTNU

We see a denationalization of educational policies as international organizations as the OECD or EU gain influence on national policymaking. To improve results on PISA, new forms of knowledge has entered the Norwegian curriculum. Key competences is a revitalized discourse from the 1970ies which now is to found the basis of all learning in Norwegian schools. The implementation of this new (generic) knowledge has to be understood as part of an international trend where focus on neutral, decontextualised and non-cultural knowledge is emphasised. What key competences are is however not a given, and they can be based on different ideological preconditions. In this paper the author compares the ideological foundation from the 1970ies with EU´s and Norway´s key competences. This policy study can be positioned within critical discourse analysis, where the aim is to analyze the ideological basis for key competences. Through an analysis within a historical framework on competences and current trends, the ideological construction is focused. As discourses are recontextualised, it is likely that the original discourse changes, as ideology comes into play as the discourse moves from one site to another. Important differences are that the 70ies and EU´s key competences are more ambitious than Norway´s envisioning every human as a competent, active agent. There are wider descriptions of what key competences are, emphasizing solidarity, common needs, justice, democracy. However, there is no critique of existing practices, and no reference to socializing agents. In Norway key competences are related to instrumental aims, improving results on national goals and to improve disadvantaged students´ results in school. There is focus on strong academic competences and no reference to an active, creative agent. It may be the case that EU's competences serve to mystify structural injustices where those who does not succeed only can blame themselves, whereas Norwegian competences may serve to strengthen an instrumental and academic discourse in school in the name of equity. The question then is, who will profit from this strengthened academic discourse? The study is important to analyze questions of denationalization in education policies in the Nordic countries.

2174 - Curriculum Change in Sweden: A theory-based evaluation of the Swedish curriculum, Lgr11
Daniel Sundberg, Ninni Wahlström, Linnaeus University

The curriculum has the last decade become a centre of policy interest and a focal point for the improvement of education and schools. The international education policy movement towards standards-based curriculum has been characterized by a top-down accountability on outcomes and a linear dissemination of new knowledge requirements. However, several research studies reveal how the transformation to national cultural education traditions also implies tensions and contradictions. In this paper our aim is to address how the new Swedish curriculum Lgr 11 is contextualised and reconceptualised (Wahlström & Sundberg 2012) as it is transformed from transnational curriculum scripts to teachers and their teaching practices. The theory-oriented evaluation project takes its starting point in curriculum theory. Theory-oriented evaluation is characterized by an explicit theory basis for the understanding of the reform, that takes account of normative values that are embedded in the reform, its socio-political and historical context, the processes and results of the reform, and critical analyses of social forces served by the reform (Schwandt, 2003). In this paper we will answer questions on the influences, translations and impacts of transnational educational policy movements into the Swedish curriculum making, and their concrete empirical results. 1. What convergences and divergences in curriculum configurations can be identified in comparative analysis of international and national curricula constructions? 2. In what ways do teachers understand the curriculum Lgr 11 as influencing the frames of teaching and the learning activities? 3. In what ways do teachers understand the curriculum Lgr 11 as influencing the acts and practices of assessment? The three
research questions were investigated by a three-part mixed-method approach consisted of (1) curriculum policy text analysis, (2) a teacher questionnaire conducted in 21 different Swedish municipalities (n= 1887) and, (3) a follow-up teacher interview study with 18 informants.
06 SES 01, Symposium

6. Educational Leadership Network
Nordic International Successful School Principalship Project
Organizer: Olof Johansson, Umeå University
Chair: Olof Johansson, Umeå University
Location: AK2 137

The project aims to examine and compare the influence of educational leadership practices upon school culture, teaching activities, and student learning and achievement, both within each country and between Norway, Sweden and Finland. The educational leadership practices are interpreted in their contextual embeddedness regarding community relations, policy interests and governance structures across the three countries. The empirical data will be gathered from lower secondary schools, (students between 14 – 16 of age), in each country. This will add up to 9 schools in three Nordic countries. The papers in this symposium are all part of a Nordic Group (N-ISSPP) within the ISSPP, the International Successful School Principalship Project.

2342 - School Leadership, Structure and Culture in low performing schools – a Swedish case study
Olof Johansson, Helene Årlestig, Björn Ahlström, Kerstin Kolam, Umeå University

What explains the failure of a school to produce good student outcomes? One explanation that is often provided in Sweden is the challenging catchment areas of these schools. Our hypothesis is that the explanation many times can be found in challenging internal circumstances, which could be defined as frequent shifts in leadership, lack of competent teachers, a high number of teachers on extended sick leave, a high number of substitute teachers, among other things. We would like to redefine the challenge and sum it up as a co-variation between the four factors that will be discussed in our article: the SES of the catchment area, the number of children in need of additional or special support, the organizational structure and culture and the competence and quality of the school staff. In this article we draw on case studies to try to explain the connection between school leadership, school structure and culture and low performing schools. Our research question: Is it time to reformulate the terminology of Swedish school policy on low performing schools and expand the focus from “students in need of special support” to “school organizations in need of special support”?

2339 - Facilitating High Expectations for a Diverse Student Population – a Norwegian Case
Brit Ballangrud, Buskerud and Vestfold University College, Jan Merok Paulsen, Oslo and Akershus University College of Applied Sciences, Siw Skrevset, UiT, Else Stjernstrøm, The Arctic University of Norway, Marit Aas, University of Oslo, Jorunn Møller, University of Oslo

According to decades of educational research the presence of high expectations is a salient feature of effective schools for students from disadvantaged backgrounds. When school leaders and teachers hold high expectations for students, they also tend to hold high expectations for their own performance. There also seems to be an agreement that the relationship between leadership and learning outcomes is indirect but nevertheless important. However, we know less about what the layering of leadership looks like in different contexts, and how professional standards of good work and new demands interact to support educators’ commitment to quality education for a diverse student population. This paper aims to understand how leadership, culture and support structure at different levels in the school hierarchy can explain student learning and achievement in schools. The empirical data is taken from four lower secondary schools in two large Norwegian municipalities.
The intention with this symposium is to highlight different ways of understanding educational environments and illustrate some consequences of a narrow and fragmented view of education using empirical findings as spurs for discussion. Reviving John Dewey’s (1959/1916) notion of educational environment it is here argued that education is a social activity that always takes form in relation to something else that sets the conditions for action: “[t]he environment consists of the sum total of conditions which are concerned in the execution of the activity characterized of a living being” (p. 22). Hence, environment indicates something more than simply the surrounding that encompasses a human being. Rather it stresses the interdependence of various factors within a direct and indirect surrounding that in one way or another conditions people’s actions (ibid). The papers address in various ways the relationship between three interrelated aspects, namely: educational purpose, dynamic practice and value issues.

2109 - Exploring limits and possibilities of an Educational Environment: Two voices at a minor teacher education in Sweden
Silvia Edling, University of Gävle

Several investigations point to the fact that more and more teachers’ and teacher educators’ health is declining rapidly and that the results can be interpreted in relation to their present work situation (cf. AFA-försäkringar, 2013; Allodi, 2010; Irisdotter, 2010). This trend need to be taken seriously and highlighted in relation to current conditions governing the field of education and teacher education in particular. Current trends within TE indicate a global education reform movement (GERM) (Sahlberg, 2011) representing neo-liberal and neo-conservative values based on a market-oriented and conservative view of education (Apple, 2001; Ball, 2004). What features these world-views is amongst others a belief that challenges in education are isolated, traceable and possible to remedy with one or few means (cf. Armando & Apple, 2002). Yet, these narrow perspectives have been criticized for overlooking ways in which environments and subjects are mutually entangled and are “intra-actively co-constituted” (Barad, 2007, p. 170). Hence, an environment is here grasped as an ecological system where objects and subjects mutually interact and influence each other in an ongoing process (cf. Barad, 2007; Biesta & Tedder, 2007; Dewey, 1959/1916). With respect to this view, the purpose of the paper is to empirically analyze the stories of an administrator and a teacher educator at a minor teacher education in Sweden as concerns their understanding of conditions within their environment which aims to be educational. More precisely, with the help of Faircloughs’ critical discourse analysis (2004), Dewey’s notion of educational environments and Barads’s (2007) diffractions, the paper aims to highlight moments and events which the administrator and the teacher educator verbally express as fruitful and/or toxic for the ‘educational environment’ they work in. The results are placed in relationship to and challenges narrow-solution-oriented approaches that at times permeate public educational debates.

2110 - Highlighting indirect functions - Implications of using an ecological understanding for exploring safe educational environments
Anneli Frelin, Jan Grannäs, University of Gävle

From an ecological whole-school perspective different parts of the educational environment are viewed as in constant relation to others. This means that everyone involved condition, and are conditioned by, each other’s actions in multiple continuous processes. If one function fails the consequences affects others who share their environment. The purpose of this presentation is to use an ecological approach to understand ways in which staff who is only indirectly involved in education can contribute to the educational environment. In discussions of educational environments the teachers, students and content often take center stage. Hansen’s examination of Dewey’s educative environment focuses on the classroom, however, education is underpinned by indirect functions such as care takers, cleaners and canteen staff that facilitate students’ educational experiences by attending to students’ need of nutrition and a clean and safe school environment. Dewey argued that the environment consists of relevant features for the given situation, discriminating it from the surroundings that are irrelevant. Thus, the indirect functions cannot be viewed as surroundings, but constitute part of the educational environment albeit often overlooked or viewed as peripheral. As illustrated by a case study in a Swedish secondary school these staff members, by their presence alone as adults in the corridors and other places in the school, contributed to a safe environment. Moreover, at times they collaborated with other professions, as well as went beyond their intended functions, for the best of the students. For example, cleaners who witnessed bullying reported it to the teachers. The care takers took some students under their wings and asked them to help mend broken things around the school, thus providing them with meaningful relationships that strengthened the students’ bond with the school. However, the municipal management cut back on costs for care takers, despite protests from the principal, and the care takers were replaced by a weekly service visit operated centrally. This can be framed as an atomistic logic of schooling, disregarding the actual function of support staff in the educational environment. We argue that an ecological perspective can provide fruitful insights that can be used for promoting safe educational environments.
2112 - Place and conditions for democratic action in multicultural NGO encounters
Johan Liljestrand, University of Gävle

Non-governmental organizations (NGO’s) have been highlighted as educational environments for fostering active democratic citizenship by focusing on their members experiences of citizenship as a common resource for development (e.g., Porfilio & Gorlewski 2012; Ribeiro et al 2012). Such education, guided by the “curriculum” for the NGO, is typically located at different localities connected to the different activities belonging to the project. By highlighting the relation between place and action in the environments of the NGO’s, the role of common places will be addressed, focusing on potentials and limitations for democratic action. This interest transcends a view of education based on learning facts and theories about the world (cf. Biesta & Lawy 2006) that members are supposed to practice democratic values. The purpose of this paper is to explore conditions for action in NGO-projects aimed for democratic education by highlighting different places and their possibilities for democratic action in terms of social cohesion and inter-cultural understanding/co-existing. The paper is based on a case study, using semi-structured interviews and participant observations of a youth project, intended to foster inter-cultural- and interreligious understanding and cooperation, in the city of Stockholm/Sweden. The theoretical point of departure is based on Deweys (1916) notion of educational environments in relation to theories of place and space (Gordon et al 2000; Knott 2009). The findings show that localities make a difference for the interaction and for the conditions of interreligious- and cultural understanding, but are also subject for interpretation by the members, partly due to their cultural heritage. Studies of NGO’s may further shed light of possibilities and limitations for democratic action in other educational environments such as the school (cf. Grannäs 2011).

2113 - “Discrimination and harassment” Using stories to exemplify obstacles in the way of cultivating an ecological education environment
Sarah Ljungquist, University of Gävle

Two stories dealing with discrimination and harassment connected with gender structures exemplifies the (in)formal social hierarchy inscribed in the relationship between boys and girls, grown-ups and youths within a direct and indirect educational environment; an environment that, according to the Swedish school legislation, are supposed to be a democratic sustainable environment. In the documentary The Second Rape (SVT Uppdrag Granskning 2010) we follow the social harassment dynamics of 14-year-old “Linnea” who was raped by 15-year-old “Oscar” in the toilet of a school in the small community Bjästa in Sweden. Although “Oscar” confessed to the crime and is convicted in the court of law, people in Bjästa are starting to blame “Linnea”. Almost everybody – friends, school teachers and parents – believes that Linnea is lying. Instead of putting an end of the harassment of the rape victim the school celebrates the offender (Nordenstam & Johansson, 2010; Witkowska, 2005). In the fictional story A Thousand Times Stronger (2006) we follow the social dynamics in a classroom of 15-years old boys and girls. In the beginning of the story the classroom is ruled by the boys. When the new confident, strong willed girl Saga begins in the class the gender power structures is challenged. Saga’s feministic principles rub off on the rest of the girl and a revolt against the boy’s dominance takes place. But neither the boys nor the teachers, nor the school management, want change. And soon all of them turns against the girls. The film shows us what happens when subordinate group resist to play by the gender rules (Schildt, 2010); (Connell, 1995). The aim of this paper is to highlight how unbalanced gender power structures that leads to discrimination, oppression and harassment, are working in the social dynamics in and around the educational environment. The above presented stories illustrates how these dynamics, if not tackled in a professional and conscious way, hinders the cultivation of an – according to Hansen’s examination of Dewey’s theory (Hansen, 2002) – balanced, steadying educational environment.
8. Gender and Education

Chair: Ylva Odenbring, University of Gothenburg
Location: AK2 135

2885 - Making growing up into an individual choice; Meanings of the concept kawaii among Swedish youth
Anette Hellman, University of Gothenburg, Cecilia Björck, University of Gothenburg, Chie Nakasawa, Tokyo Gakugei

The word kawaii is a Japanese adjective signifying the qualities of cuteness and delicacy, in popular culture taking on secondary meanings such as “cool” and “innocent”. In the present paper, we explore Swedish youth’s meaning-making around the concept of kawaii. An increasing interest in Eastern Asian popular culture can be discerned among Swedish youth, for example by the fact that each year in Sweden, a number of conventions for Eastern Asian popular culture are arranged by and for youth, attracting thousands of participants. In these conventions, activities are typically centered on manga, anime, music, gaming, and cosplay (where participants dress up and act as their favorite mangá/anime character). Our data is based on observations and interviews among young men and women at such Swedish conventions.

We also conducted separate interviews with four women and one man, “dressing up” in the Lolita style. In our analyze, we have used concepts about age, life schedules (Krekula, Närven & Näsman, 1995; Halberstam, 2005) and gender (Butler, 1990, 1993). Based on these observations and interviews, we discuss how kawaii in general and the Lolita style in particular, connotes ideas and ideals in terms of gender and age, and how these vary according to the cultural context. When aspects of Eastern Asian aesthetics and style are used by Swedish youth, meanings can be seen to be transformed and reenacted in new ways. How is it that a concept about purity and innocence becomes “cool” in Sweden – one of the world most gender equal countries? How do the young men and women in Sweden perceive the meanings of kawaii and how do they use it? What norms do they address by using the lolita style and what do they want to counteract?

2485 - Gendered spaces for caring and technical hands: multi-sited ethnographic reflections
Elina Lahelma, Sirpa Lappalainen, Reetta Mietola, Anna-Maija Niemi, University of Helsinki

The division of labour and the sphere that is involved is universally understood and discussed metaphorically as division between mental and manual, mind and body or head and hand. In schools the metaphors of head and hand are frequently used by teachers and students in relation to divisions between school subjects and between educational routes. Gender is also embedded: hands at school are divided into strong, technically competent and possible dirty hands and hands that are gentle, caring and artistic. In this paper we reflect these divisions in spatial terms. We do not see space as merely a backdrop to activities that take place in the school; it shapes processes and activities and is an arena of practices of differentiation as well as making connections. We understand school spaces as cultural spaces: they bare social and emotional meanings as well as physical. We focus on processes that take place and emotions that are involved in those school spaces that are made for ‘doing with hands’: classrooms for textile and technical crafts and home economics in lower secondary schools and spaces for practical work in upper secondary vocational institutions of Health care and social services and Transport and technology. We use ethnographic data from three lower secondary schools and two vocational institutions. The paper thus demonstrates collaborative and cross-cultural ethnographic analysis that draws from various studies conducted in different locations and different decades, with diverse compositions and diverse aims. Using the methodology that we call ‘analyses through discussion’ we have started from joint questions, picked relevant bits from various ethnographic data and analysed them alone and together, reflecting different data sets in relation to each other. Our initial analysis suggests that, along with school spaces that are culturally seen as spaces for male or female hands, there are ambivalent spaces for hands, in which gender is negotiated or challenged.

2611 - Gender in “subjectless” reductionist technoscience education
Andreas Ottemo, University of Gothenburg

This paper takes its starting point in an ongoing ethnographic study of gender and technology in higher technology education. The focus is on discussing gender in relation to how technology is articulated in the formal parts of the education that takes place in two different engineering programs at a Swedish university of technology. It is argued that technology is articulated in a reductionist way that disconnects technological knowledge from it context and privileges a mathematical and natural science based approach to technology (cf Faulkner 2001; Salminen-Karlsson 2005). With Irigaray (1985), it is further argued that this articulates technological knowledge as “subjectless”, that is, as objective knowledge not concerned with or dependent on human subjects. It is also argued that the teaching itself can be seen as “subjectless” in that it is often enacted in a “non-relational” mode that does not invite students to subjectively engage with the material taught. Relating these aspects of the way that technology is articulated to previous research in the area, it is found that there are a lot of similarities. Repeating what previous research has said about these aspects of technology in relation to gender, eg. that technology becomes masculine because reductionism puts women off (Faulkner 2011), because a limited technical rationality has masculine connotations (Salminen-Karlsson 2005) or because women prefer relational and context sensitive approaches to technology (cf Beeleny et al 1986), would hence be possible. However, it is argued in the paper that the way that gender has been related to these aspects of technology is problematic in that it often fails to properly articulate its empirical findings with its more or less explicit gender theoretical underpinnings. An analytical approach that acknowledges that the way that technology is here articulated can indeed be seen as gendered, but that avoids some of the theoretical pitfalls pointed to, is also suggested in the paper. Theoretically, the paper draws on

2876 - Gendering in coordinating actions for sustainable development
Maria Kristina Börebäck, Stockholm University

This paper is writing biosphere reserve building as the relationscapes through the biographical telling for the gendered action-space within coordinating. Coordination as a headship for biosphere reserve building actions become formulated within the biosphere reserve organization’s assignment to the UNESCO program for sustainability, ‘The man and biosphere programme’. This assignment are signed by people as a collaborative agreement to work together as inhabitants organizations and authorities within a landscape in ways that enable ideas to bloom for actions to achieve an equal and healthy earth. Biosphere reserve building actions aim to interpret formulations of new or alternative knowledge for sustainability local and worldwide. This paper is a report from a two year study of the biosphere building activities in the biosphere reserves East Vättern Scarp Landscape and Lake Vänern archipelago with mount Kinnekulle and the act of coordination. The biosphere coordination is a role or a working position formulated within each of the biosphere reserve organizations. This paper gives examples of how organizational matters differentiates through gendering actions and gendered action space. The paper will write the flows of actions known by the movements in coordinating by giving examples from relational actions within studied timespace situations, in building biosphere reserves. This writing recognizes coordinators actions and the relational communication for the actions as the repetitiveness formulating gender and gendering the actions in coordination. A biosphere reserve is continuity for ideas, thoughts and actions that refers to as actions for sustainable development. In becoming coordinator, learning, understanding and communicating these knowing are of relevance. These actions become gendered and the gendering actions differentiate possibilities and opportunities for the coordinators a man and a woman in two studied biosphere reserves in the same country. Democracy and a legislation sensitive to gender discrimination and equality formulate a similar background for the coordinators work. Pedagogically this becomes interesting when the actions and the action spaces for coordination put forward in this paper.
The aim of the paper is to investigate students’ concern for the national test in science as an effect of changes in the education system toward a stronger state interest in knowledge measurement in a decentralized and competitive school system. Our research questions are:

What are students’ experiences of national tests in science? How do the students conceptualize the test questions? This paper focuses on elementary students’ experiences of assessment against the backdrop of the now extensive practice of national testing in the sixth grade of Swedish schools. The students were interviewed in a group of students (n. 2-5) a few days after the national test. They were asked to refer to their feelings about performing the test (e.g. Can you tell us what it was like to take a national test?) and about their strategies to answer the questions (e.g. Can you tell us about your experiences about the test questions?). All interviews were audio recorded and transcribed. We listened to the interviews and read the transcripts and conducted an analysis of narratives of students’ stories about their experiences of the national test. The students tell about a great concern for the national tests in science and how important the national tests are for their grades. They tell stories about limited possibilities to prepare before the test. They also talk about questions that do not challenge their knowledge, as well as questions that are difficult to conceptualize. From a student perspective, some questions are impossible to answer because they are “dealing with the wrong stuff” since the science content in the test questions do not always reflect the content of the science teaching in school. It is evident in our data that the now extended practice of assessment is in a process of taking shape. The national tests do not just create opportunities for students to improve their grades, but they also limit students’ opportunities to participate in a science practice. Keywords: national tests, assessment, science education

In a changing world we need creative skills and the spirit of enterprise and engagement to deal with difficult issues, enhance economy, secure sustainability and to make the world a better place to live in. One response in education to cultivate creative capacities, engaging and agency is innovation and entrepreneurial education (IEE). In rural areas IEE has been advocated as a relevant area to enhance innovation and enterprise in people and work-life. IEE is a curricular area about applying creativity and knowledge to meet needs or solve problems that learners identify and they find important. The pedagogy of IEE has been analysed as emancipatory pedagogy, where the learner has ample agency and the teacher gradually gives control to students in their projects. In this research we looked into the development of a region-wide project in IEE across three school levels in a rural area in Iceland. The focus is on experiences of students and factors that influence the development of IEE in the region. Data was gathered in 2012 and in 2014. Five schools were visited and interviews taken with students, teachers and administrators. School curricula, educational policy and teaching materials from a region-wide course in IEE were consulted. Bernstein’s (2001) concepts of classification and framing and Rogan and Grayson (2003) theories on implementation of educational innovations were used to analyse data. Our findings show that students experienced freedom and agency to be creative and enterprising in the spirit of emancipatory pedagogy. Working on implementing and enhancing IEE in a region-wide project across school levels showed willingness of school staff, region administrators and work-life to collaborate on this area but several limits hold it back. Experiences of implementing IEE in in Iceland have relevant information for other Nordic countries to enhance innovation and entrepreneurial spirit especially in rural areas.

Measuring Higher Order Thinking in National Tests: Pupil Perspectives on Historical Thinking
Johan Samuelsson, Karlstad University

Measuring Higher Order Thinking in National Tests: Pupil Perspectives on Historical Thinking As a part of the VR-project “Barn och bedömning”, I have analysed pupils’ (aged 12 years) views on historical knowledge. I see historical knowledge as way of reproducing and remembering the past in a narrative. In reproducing the past, the pupils must have the ability to use fact (e.g. years, events) and concepts (e.g. continuity and change) to structure their narratives. Historical knowledge also involves how historical knowledge is created. This refers to the pupils’ ability to draw conclusions from historical sources and evaluate sources and putting together a range of evidence into coherent narratives. This ability represents a form of higher order thinking since it requires skills such as analysing, thinking critically and making a synthesis. The Swedish school system has undergone extensive reforms in the past years, including the introduction of new national tests from year 6 in the social studies subject (including history). In this paper I analyse pupils’ perspectives on the relation between their views on historical knowledge and the national test. I am interested in the pupils’ perspectives on knowledge in general and historical knowledge in particular. In the analysis I use concept from both general educationalist (Bloom e.g.) and history-specific teaching perspectives (Seixas e.g.). The study was carried out through a stimulated recall method. In the research project, we interviewed pupils immediately after carrying out the tests. During the interview, the pupils had the test in front of them, and they were asked to reflect on how they solved the questions and if they felt they had the chance to demonstrate their historical knowledge. The sample is based on around 50 students from four different social settings, middleclass, upper middleclass, rural and suburban areas with a high degree of immigrants.
2781 - Conversations about the not-yet-seen: Critical thinking and temporality
Lotta Johansson, Lund University

As in the Swedish national curricula, critical thinking is often stressed as an important goal in education. According to Walters (1994), critical thinking centers rationality and consecutive thinking, in which an objective truth is ready to be uncovered through logic abilities. What Walters instead suggests is a social constructive second wave of critical thinking, which highlights ways of approaching knowledge rather as mutual understandings dependent on specific contexts than objective truths. Partly following McLaren (1994) a third ‘postmodern’ wave is suggested, questioning representational thoughts as well as relativist truths. However, in this paper, this third wave of critical thinking is elaborated by inspiration of the philosophy of Deleuze and Guattari (2012; 1994), via Massumi (2002). According to Deleuze, and Massumi, thinking (and writing) is inventive, which means that it’s not an activity of reflection but of production and involvement. Therefore, thinking could be seen as a ‘becoming’ which is both the condition and the result of a subject in movement. Following Deleuze and Guattari, ‘becomings’ always happens in direction towards to what the subject at the movement is not (becoming-animal, becoming-other etc.), broadly speaking – towards the not-yet-seen. In contrast to what is often stressed in educational settings (as in e.g. Dewey 1999), this study does not departure in experiences and what already has been, but rather in the not-yet-seen. This paper presents conversations with students at their final year of secondary school, about the future, or rather the not-yet-seen, which shows how an open and undirected future can be used as a critique of the existing and of prevailing conditions. In contrast to a linear view of time (and the determinism often associated with it), which is closely linked to the image of the stable subject (Lorraine 2003), the not-yet-seen and a folded time, produces a space not only for critique but it also highlights a possibility of change.
12. Inclusive Education

Chair: Hermína Gunnthorsdottir, University of Akureyri
Location: AK2 136

2010 - Paradigms and theoretical approaches in Special Education.
Rune Sarromaa Hausstätter, Stine Vik, Lillehammer University College

This paper draws on the concept of paradigm to discuss the position of special education in today's society. Two paradigmatic positions are presented in this paper; first the distinction of negative and positive regarding the notion of “special”. It is claimed that the theoretical approaches in special education is divided between looking at special as positive (the inclusive approach) or negative (the traditional approach). The second paradigmatic position is presented within the framework of Biestas concept of “education” and “pädagogik”.

Education is based on the Anglo-American tradition of developing a professional teacher and within this framework educational knowledge is defined within the framework of the school and political goals of organised education. The second tradition is developed from the continental/German tradition of pädagogik. Here the goal of upbringing is not related to the school per se - the goal is here to create the possibility for development and growth for all learners in all situations. In the education tradition educational knowledge is looked at as tools for professionals – tools that they can use for developing a good school. In the second tradition the theoretical development of pädagogik is the core of the activity and therefore not possible to distinguish from the educator. The main argument in this paper is that the two paradigmatic positions can be used to highlight and describe the tensions seen today when the role of special education is discussed e.g. in relation to inclusion. A two dimensional model is presented based on the axis: special good/special bad and education/pädagogik.

From this model four possible frameworks of special education approaches is presented: a) The deficit approach, based on a negative understanding of special within the education paradigm. b) The possibility approach, based on a positive understanding of special within the education paradigm (inclusive education is placed here). c) The limitation approach, based on a negative understanding of the special within the pädagogik paradigm. d) The growth approach, based on a positive understanding of the special within the pädagogik paradigm.

2073 - How to develop inclusive pedagogical practices? - Identification of needs of in-service competencies trough collaboration between researchers and practitioners
Marianne Strömberg, University of Borås

The enablement of ‘inclusion’ proves to be of importance to all the Nordic countries (see Paideia, 2013) and the inclusion challenge within Europe is discussed (Allan 1999, 2012). Recently Swedish schools met with a new law entailing that those pupils with diagnosis within autism spectrum disorder (ASD) should be included in regular classes (Prop. 2009/10:165) and the aim of our contribution is to shed light on a process and the outcomes where researchers and practitioners jointly tried to handle the (new) situation and to develop an inclusive practice. The process emanates from a municipal project, which in turn seeks to create favorable circumstances for the pupils in question. The project has multiple targets. However, our presentation focus only one of these; the target aiming at the identification of in-service competence needs for the pedagogic staff involved. So far 15 areas has been identified as areas keen to build in-service competencies around and a preliminary finding suggests that the competence needs are of a general character rather than oriented solely to the ASD phenomenon. This is, we hope, a finding informing the work towards socially sustainable inclusive practices. The competence needs were identified in a research-directed process in which both one particularly responsible practitioner and two researchers have been engaged. The group worked together with certain data and certain analytical tools. The data consists of 1) an overview of previously completed professional development activities within the municipality, 2) 15 individual remedial action plans for the pupils affected and 3) 8 interviews with teacher teams. The framework of ‘Social Capital Theory’ (Field, 2005) and ‘Practice Theory’ (Nicolini, 2013) guided the process.

2555 - From pupil to co-researcher - participation as challenge
Patrik Hernwall, Johanna Öberg, Stockholm University

Allowing children to have opinions about matters concerning them is one of the corner articles in the Convention on the Rights of the Child (Unicef, 1989). This is further emphasised when the Swedish national curriculum (Skolverket, 2011) states that every pupil should be knowledgeable about the democratic principle and have the ability to participate in democratic processes. Inspired by the creative research methods (Gauntlett, 2007) and future workshops (Kensing & Madsen, 1992), pupils in grade 8 were invited to participate in a project on pupil democracy and pupil participation. By first introducing them to research methodology, an important first step to support their move from passive objects to active subjects, they were taking on the role as co-researchers. In the next step, they conducted a study on themes of their interest, and finally being active in the analysis part. This furthermore gave them tools and opportunities to make them think about themselves and their surrounding world in new ways. During this process we could focus on actions that indicated the pupils leaving the student role and starting to think and act like researchers. Data materials are mainly from observations and workshop notes, but also data collected by the pupils themselves. In this study we focus on what interests pupils have on the subject of democracy when they are co-researchers. The preliminary findings show that the pupils go from passive (focusing on doing the right thing) to a more active and critical/creative role as participants. It was also shown that
the students themselves did not always act on, or acknowledge, the creative independence that was given, giving rise to questions about given and experienced level of participation (c.f. Hart, 1992).
12. Inclusive Education

Chair: Paul-Robert Sundar, Oslo University College of Applied Sciences
Location: AK2 139

2535 - I want to be a trainee!
Klara Rokkones, NTNU Norwegian University Science Technology

This study, part of the project ‘Den tredje vei’ [The Third Way], involves adapted teaching for a group of pupils from the vocational programmes Restaurant and Food Processing, and Health and Social Care. The aim of the project is to recognise vulnerable pupils to prevent non-completion of upper secondary education, where the goal of the alternative school programme is that they become trainee pupils in a company. Research shows that the non-completion rate is higher among the vocational studies programmes compared to the education programmes that qualify pupils for higher education. Markussen et al. (2006) show that there is a close connection between social background and completion of upper secondary school, as evidenced by grades on completion of lower secondary school, and in reference to the fact that only half of those who start vocational training in upper secondary education today complete in the course of four years. My research question is How can school and working life cooperate and adapt education and training for pupils needing an alternative path to basic competence? In reference to Hernes (2010), we know that non-completion is not a new problem, but now it is connected more to the fact that it reduces job opportunities and increases the chances of a person ending up on disability benefits and outside working life as an adult. The Third Way is a programme addressing a vulnerable group of pupils with the aim of increasing the likelihood that they obtain basic competence and improve their chances of entering working life. Methodology: The foundation of this report consists of two reports from the first and second year of the project, based on interviews with involved teachers. This study comprises interviews with five trainee pupils and three training coordinators in the companies.

2829 - To have Ad/Hd classes – or not? Case studies in ten Swedish municipalities with or without Ad/Hd classes
Johan Malmqvist, Jönköping University, Claes Nilholm, Malmö University

There is an substantial increase worldwide of Ad/Hd diagnoses which seems to be closely related to schooling and higher demands of academic attainment. There seems however to be a paucity of knowledge about educational arrangements and teaching for students with Ad/Hd diagnosis in schools as pedagogical research focusing on such issues is sparse. A nationwide questionnaire study among Swedish municipalities (response rate 76%) showed that 40 municipalities (17 %) have established special classes for students with Ad/Hd diagnoses. A follow up study based on case studies will be presented. The objective with this follow up study was to further explore response patterns received in the questionnaire study by doing semi-structured interviews. Ten municipalities were chosen, five with classes especially designed for students with Ad/Hd and five without. A pairwise match were done which were based on the sizes of the municipalities and response patterns from the questionnaire. Interviews were done at two levels within the municipalities. Half of the interviews were done with educational leaders with overall responsibility for the work with special needs within the ten municipalities. They possessed knowledge about decision making of importance for the establishment of special classes. Five interviews were done with school leaders with responsibility for Ad/Hd classes in the municipalities with such classes. These school leaders possessed knowledge about pedagogical work within these classes (teaching, communication with parents, collaboration between teachers etc.) and about the students with the diagnoses. The remaining five interviews were done with school leaders in municipalities without Ad/Hd classes but with responsibility for students with Ad/Hd diagnoses. Motives for and against special classes for students with Ad/Hd diagnoses together with comparisons of the school situations for students in special classes or in other educational arrangements (as regular classes) will be the main focus in this presentation. Preliminary results will be related to a theoretical framework containing a relational perspective in opposition to a categorical perspective. A contrast table have been used for data analysis.

2632 - Adapting to the needs of children with SEN in preschools and elementary schools: An ecological approach
Jonina Saemundsdottr, Univesity of Iceland

In recent years, children with special educational needs (SEN) have generally been educated in inclusive schools or preschools for all. Municipalities in Iceland have a legal obligation to provide the assistance of specialists to children with SEN in both preschools and elementary schools and also provide guidance to school staff and parents. Adapting to the needs of children with SEN can be a complicated task that relies heavily on the integration, coordination and cooperation between various partners. Some of them are staff within the school, while others, like families and specialists, are outside the school. This cooperation is obviously an important element in inclusive education and can be seen as an important premise for successful inclusion in schools and preschools. This paper presents the combined results of two related studies. In the first study seven special educators in elementary schools were interviewed and in the latter six educators who worked with children with SEN in preschools. All schools were in the Reykjavik area of Iceland. The interviews were analysed using a phenomenological approach and Bronfenbrenner ecological systems theory to analyze the complex coordination and cooperation among all of whom play an important role in educating children with SEN. The purpose of the studies is to gain an insight into special educators’ experience of accommodating to the needs of children with SEN, both in preschools and elementary schools, with an emphasis on the cooperation and support from within and outside the school. Results: There were some similarities between the participants in preschools and elementary schools. Both relied heavily on support within the microsystem of the school but they often felt that shortages of resources in the form of staff and finances were an obstacle. However there were some differences. Those in preschool
found support from specialists (exosystem) more helpful than participants who worked in elementary schools. On the whole, the attitudes of participants in preschools were more positive and they expressed less frustration than those in elementary schools. Reasons for this are discussed.
13 ICT & Education
Chair: Bård Ketil Engen, Oslo and Akershus University College of Applied Sciences
Location: B1 114

1920 - From computer room to one-to-one: A study of teachers’ experiences with digital resources in teaching.
Ann-Katrin Perselli, Mid Sweden University

This paper is a presentation of a PhD-project that has come to an end. The project is a study of upper secondary school teachers’ experiences from using digital resources is presented. The study was carried out in two upper secondary schools where the students had each recently been given their own laptop, a so-called one-to-one computer. The purpose of the study was to describe and analyse the teachers’ experiences of using digital resources in teaching. Four teachers, three men and one woman, from two upper secondary schools in a Swedish municipality, participated in the study. Empirical material was collected during autumn 2010 and spring 2012. The methods used in the collection were interviews and participatory observations, so-called go-along observations. The study’s theoretical approach has its foundation in phenomenological philosophy. In the result care, time and teachers’ lived experiences of didactic work emerge as important for the utilisation of digital resources in teaching. In the teaching, the teachers’ experiences and knowledge of their subjects, teaching, digital resources, and life experiences and knowledge seemed to interact. This interaction between experiences and knowledge is described in the study as lived experiences of didactic work. The study shows that teachers dealt with the new digital technology and designed learning environments for the students with the starting point of their lived experiences of didactic work and assumptions about the students’ interest for digital resources. The teachers’ care with relationship building and creation of trust and confidence was shown to have importance for how, and to what extent, digital resources could be used in teaching. Both similarities and differences in the teachers’ experiences of, and knowledge about, how teaching is carried out with one-to-one computers emerged in the study. Two of the teachers were more experienced users of digital resources in comparison with the two others. The teachers’ experiences of digital resources are often related to their own interest in these, but their experiences are also related to the lack of time for learning to use digital resources as pedagogical tools.

2408 - Designing an online course: strengthening collaborative learning activities
Bård Ketil Engen, Louise Mifsud, Oslo and Akershus University College of Applied Sciences

We present the aims behind the design of an online course in Computer Supported Collaborative Learning (CSCL) for student teachers at Master level. Studies of online courses report a tendency towards a lack of active student participation (Picciano 2002; Dixon 2010; Chen, Lambert and Guidry 2010), and consequently narrowing the possibilities for student collaboration. In this paper we raise the question of how an online course can be designed in order to ensure students' participation and learning activities. Furthermore, what is the role of technology in the interplay between teaching practices, active student participation and learning. In order to discuss this, we draw on four-year trajectory of teaching and adjusting methods and course requirements in order to facilitate for student participation and collaboration. We analyse our findings from a CSCL perspective (Stahl 2010; Ludvigsen & Mørch 2010) as well as a design perspective (Norman 1999). In designing this course we focused on having both a theoretical as well as a practical hands-on dimension. The reason behind this design is to narrow the gap between theory and practice thus creating a robust learning situation. Furthermore, a meta-learning perspective has been applied. Obviously student teachers are taught CSCL theory and research, in the same manner as any theoretical course. But additionally, the students are also exposed to practical experiences with typical CSCL activities. The latter might be understood as the course’ meta-learning dimension. Formative assessments are both synchronous and asynchronous, and require students to collaborate. The final summative exam is designed as a theoretical reflection and analysis of the students’ collaborative activities during the semester. This means that lack of participation and collaboration in the tasks will not give the students the tools to sit for the exam. Presenting in online environment

2705 - Teaching Strategies for Meaningful Learning in a Blended Environment
Marianne Vinje, Oslo and Akershus University College of Applied Sciences

Higher education institutions are increasingly placing emphasis on widening participation and on equality and diversity. Internationalisation is also gaining importance. Both widening participation and international students can benefit from the use of information and communication technologies, as well as the traditional campus student. Teaching for quality student learning within higher education is a challenge that never ceases. As teachers and researchers, we strive to understand how to achieve successful student learning outcome. The challenge has become even greater when new and perhaps unknown aspects are introduced into the classrooms of higher education. This is particularly true when learning technology is used. How can we design a program that involves learning technology used to enable students to engage in deep and purposeful ways and which forms of teacher presence are the most important for meaningful student learning? During the past year, we have been exploring ways to increase student participation, preparation, and interactivity in our educational psychology course in teacher education. This course is part of the professional education core for teachers and provides an overview of theories and research in educational psychology with an emphasis on application in the classroom setting. Based on social constructivist theories we transformed a traditional campus-based course into a hybrid course. In this, the most important organisational unit for learning is the learning community. This paper concentrates on how to design a course for deep and meaningful learning. Which didactical categories seem to be the most important to incorporate in the design, preferable a design that can be used by education in
general? Our focus is on the teaching-learning transaction, the educational process. The discussion is on teaching and learning strategies to achieve learning at higher cognitive levels, as critical thinking. We are also discussing the role of the student as well as the role of the teacher in a hybrid learning setting.
This paper is a critical discussion of “low performing school” and the role of teacher education in preparing teachers for schools in segregated areas. A variety of emotions are connected with the adoption process, both positive, such as anticipation and joy, but also difficult emotions, such as anxiety, insecurity and grief. Grief is caused by the loss of something that was important to the individual. This presentation presents the findings on a research on how grief appears in narratives of adoptees and adoptive parents concerning the adoption. Narratives of adoptees and adoptive parents that are connected to the adoption will be examined. These are narratives that have appeared in print, written by adult adoptees and adoptive parents, and in addition, two interviews are taken with adoptive parents. The narratives are analyzed with the tools of discourse analysis. The major results were that clear themes of grief and loss can be identified in the adoptee regarding the biological mother, the feeling of being different from their family, and in adoptive parents, grief regarding the child that they did not have. In the narratives of adoptees is also possible to discern the discursive theme of doing well and at the same time protecting their parents, not making them sad by talking about their speculations and grief regarding the biological mother. Grief is a reaction of a healthy human to loss. The feeling and the message about the need to hide their grief is not allowed because it reflects ingratitude, are bad and it is necessary to break that taboo.

This paper is developed in relation to the Nordic research project "Learning spaces for inclusion and social justice: Success stories from immigrant students and school communities in four Nordic countries", where the main objective is to draw lessons from success stories of individual immigrant students and whole school communities that have succeeded in developing learning contexts that are equitable and socially just. The project integrates four subthemes and main research areas, including students, teachers, leaders and policy. The paper is a follow-up to a contribution at NERA 2014 on immigrant students in Nordic Education Acts (Kulbrandstad et al., in progress). There we studied the legal foundation for special educational measures offered to students with a linguistic and cultural background different from the majority population, including the kind of motivation given for these measures. In the present paper the object of our study are steering documents on a level beneath the Education Acts, namely the curriculum guidelines. At this level the principles and rights for adapted education formulated in the Acts are specified in the inventory of subjects and the description of learning goals and content of the individual subjects. We ask the following questions: 1. Do curriculum guidelines for compulsory education in Denmark, Finland, Iceland, Norway, and Sweden contain special subjects for students with an immigrant background? 2. How is the target group for such subjects delimited, and what procedures are described for deciding to whom the subjects will be offered? 3. What are the expected learning outcomes and content of the subjects? 4. To what extent and in which manner are special needs of students with an immigrant background catered for in regular school subjects? We will analyze answers to these questions in a comparative Inter-Nordic perspective and identify central parallels and discrepancies among the countries studied.
15 SES 01, Symposium

15. Literacy Research Network
Situating literacies in educational settings: Agency and tensions in writing practices
Organizer: Marie Tanner, Karlstad University
Chair: Marie Tanner, Karlstad University Discussant: Lars Holm, Aarhus University
Location: B1 116

Over the past three decades a number of studies have been carried out to examine the ways in which literacy shapes and is shaped by social context, developing and questioning our understanding of literacy practices across different settings. This symposium gathers together contemporary Nordic research within social perspectives of literacy. It aims to further explore literacy in educational settings in relation to diversity, changing technologies and political currents in contemporary society at large. The contributions all share an ideological understanding of literacy in which talking about texts, reading and writing are intrinsic and intertwined dimensions of communication and meaning making in different domains of people’s lives (Barton, 2007; Gee, 2008; Heath, 1983; Street, 1984). The presentations are divided into three themes, each presented in a separate session. In the first session (A), we present papers focusing on writing practices in the classroom. From various methodolo

2306 - Writing roles in fields of tension between collective and individual digital writing
Mari Nordmark, Örebro University

From theoretical understanding of New Literacy Studies and ecological perspective on literacy (Barton 1994/2010; Smidt 2002; Kress et al 2005) this paper explore and discuss writing roles in fields of tensions between collective and individual digital writing in the teaching of Swedish at upper secondary school. The focus of the study is an analysis of relations between pupils’ writing, school environment in which the writing takes place, and how pupils position themselves and others in relation to their use of digital artefacts and norms in the classrooms. Literacy studies are rarely focused on the teaching of Swedish at upper secondary school level. The study takes its point of departure from a broader understanding of writing, and investigates how writing interacts with reading, talking and listening. The analysis is based on participant observations and video recordings of 42 lessons in Swedish in 3 classes at upper secondary school, and on interviews with 24 pupils and 3 teachers taking part in the study. The findings show that the teaching of writing in the subject of Swedish at upper secondary school is a project in communication with others. This means that the individual writing relates to collective participation in classroom and in social media. The shift from paper and pencil to computer and screen means more than a shift change in the use of artefacts. In order to illustrate this I have created the figure “Writing roles in fields of tension” from analyses of the empirical material. Four writing roles crystallised: mentor, social performer, independent writer and help seeking writer. The figure highlights the dynamics of various literacy resources and strategies, addressing both formal and content aspects, are (re)used in the writing. Furthermore, the results show a dynamic relation between the collective and individual literacy resources and strategies. Besides, the results also point at that the pupils’ individual strategies vary, even though they meet the same collective literacy resources.

2308 - (Re)using Literacy Resources and Strategies in Collective and Individual Writing in the digital classroom
Eva Hultin, Dalarna University, Maria Westman, Uppsala University

The aim of this study is to explore the literacy resources and strategies (re)used in collective and individual writing in the digital classroom. We take our theoretical departure from New Literacy Studies and an ecological perspective (Barton, 2007), which allows us an understanding of the concepts literary resources and strategies as entities constituted in social practices. Thus, we do not analyse resources and strategies as cognitive faculties (even if they can be understood as that too). Instead we are interested in how these are constituted in the social interplay between teacher, pupils and technology within the classroom. Furthermore, the ecological perspective emphasises that literacy practices are always interplaying with other literacy practices. Here we are interested in what role technology plays in the processes of the use and reuse of literacy resources. The setting of the study is a classroom (year 2) in a primary school where the early literacy learning has been digitalized. The material is based on videotaped classroom observations of a particular writing process consisting of both collective and individual writing as well as on the produced texts. Thus, both teacher-led activities and pupils’ individual literacy activities at the computers are studied. The findings show that various literacy resources and strategies, addressing both formal and content aspects, are (re)used in the writing. Furthermore, the results show a dynamic relation between the collective and individual literacy resources and strategies. Besides, the results also point at that the pupils’ individual strategies vary, even though they meet the same collective literacy resources.

2310 - Digital literacies out-of-school: crossing borders for literacy education?
Catarina Schmidt, Jönköping University

The aim of this study is to present and discuss learning potentials of children’s digital literacies out-of-school. Results will be presented from an ethnographical study where children’s use of texts has been investigated and mapped. The nine participating children were nine years of age when the study started 2010 and eleven when it ended in 2012. By using an ethnographic approach extended data have been collected. Theoretically and in analyzing empirical material, the study draws on research from New Literacy Studies (Heath, 1983, Scribner.
& Cole, 1981; Street, 1984) and critical literacy (Comber & Nixon, 2004; Janks, 2010; Vasquez, 2001). Concepts from the Four Resources Model (Luke & Freebody, 1999) as well as literary envisioning (Langer, 2011) and hermeneutic perspectives have inspired the analysis of the empiric material. The analysis reveals a complex textual repertoire from which children encounter visual, audial and written texts, and which is often multimodal. Through a wide range of activities around texts, the participating children are offered affordances concerning what you can or cannot do with texts. This also means something for how they value, construct and practice literacy as well as whom they become through these affordances. The overarching questions posed by the study’s result address which texts literacy education should start from and use, and what forms of actions and participation should be offered. The overall conclusion is that literacy education must support and create opportunities for children to, in a safe and dialogical classroom, develop their chronological memories of books, films, computer games and/or other activities on the Internet, so that they can view themselves and their peers as readers of certain texts. Also, learning potentials, regarding the critique as well as the re-writing and re-designing of texts, are brought forward as crucial from the study’s result.
17 SES 01, Paper

17. Leisure time pedagogy
Chair: Björn Haglund
Location: B1 134

2196 - School-age educare as a scientific field of research - The development of the activity in school-age educare centres in Sweden
Anna Klerfelt, Jönköping University

Compared to many other countries in the world school-age educare is widely recognized and valued in Sweden. However, although its widely spreading, knowledge gained from research is scarce. The school-age educare is valuable for children, but as such rather taken for granted. In what way the recent cutbacks of the Swedish school-age educare system have affected the educational standards and equality is not carefully scrutinized. Keeping in mind that extended education is the objective of schoolage educare centres according to the National Curriculum, the question to be asked is why knowledge and evaluations not has been required from politicians and local authorities concerning knowledge directed towards this educational practice. The aim of this paper is to give a background as well as the current status of the Swedish government’s policies on the activity in schoolage educare in Sweden. The empirical material is gained through a document analysis of official documents. The main contribution from the study is to strengthen the field of research, since this field can be considered as new and insufficiently researched. From the expected findings of the analyses of the documents I intend to reflect upon the probable backgrounds to why this field is taken for granted, why it is considered as valuable and possible reasons to why this area not is carefully researched. This research is also intended as a much-needed contribution to the development of this emerging field of research in the Nordic countries. The purpose of the study is to contribute with essential arguments for supporting the development of the school-age educare activities in Sweden, Norway, Denmark, Iceland and Finland.

2023 - The role and position of the leisure-time teacher in the school environment
Monica Hansen Orwehag, University West

The Swedish leisure-time teacher is traditionally educated for work in the in the after-school educare (fritidshem) and for a less regulated and more child-centered approach to learning, compared to the teaching and learning in the classroom during the school day. But the development during the past twenty-thirty years has led to an increased involvement on the part of leisure-time teachers in classroom activities during the school day, in collaboration with or as assistants to primary school teachers. In addition to this, leisure-time teachers in recent years sometimes have acquired an added qualification as primary school teachers in certain subjects, mainly in the practical/aesthetical area, in some cases also in theoretical subjects. The subject of this paper is an analysis of the role and position of the leisure-time teacher during the school day. Since 2010 the after school centre, and hence also the leisure-time teacher, is included in the Swedish Education Act and is thereby a part of the Swedish educational system. The appointed function for the after school educare centre is to supplement the school for pupils aged between 6-13 years through stimulating their development and provide them with meaningful recreational activities. In the Curriculum it is stated that a co-operation should be developed in order to enrich each pupil’s all-round development and learning and the two first sections of the Curriculum guide the activities also in the recreation centre. But there are no regulations to be found for the work of leisure-time teachers during the school day. Over the years there has been a lot of debate and tension concerning the co-operation between primary school teachers and leisure-time teachers and whether this co-operation leads to a better and more meaningful school day for the pupils or rather to an unqualified assistance role for the leisure-time teacher in the school activities. The crucial question is therefore: In what ways can the pedagogical approach of the recreational centre be transformed in order to add to and enhance the learning and development of the pupils, through the participation of the leisure-time teacher during the school day itself?

2416 - The Leisure-time teacher’s complex leadership in the Leisure-time center’s learning environment
Gunnar Augustsson, Mid Sweden University

This paper studies teacher’s leadership in the context of Leisure-time Centers (L-tC) learning environment. Many children between 5 and 12 years, sometimes even older, is in Sweden enrolled in L-tC, i.e. from preschool to 6th grade. In 2013 were 85 percent of those enrolled in the ages 6-9 years. Just like any leader, confronts teachers at L-tC a complicated responsibility of organizing collegial collaborations, and individualized and group organized learning processes. The purpose of this study is to deepen the knowledge about Leisure-time Teachers (L-tT) understanding of their leadership. The study is based on an ideal typical analytical model that allows to examining the extent of the qualitative variation in the leader perspectives and the leadership styles the teachers express. The study was conducted through an analysis of L-tT answer to the question: What is your leadership in the learning environment? The data are based on 1,903 responses from a web survey sent to L-tT who in 2012 was registered in the The Swedish Union of Teachers, which is a union professional association for teachers of all categories. Among the respondents are 289 of Sweden's 290 municipalities represented. The results show that there are both frame factors that affect the learning environment’s working climate in an unfavorable way, and limitations of teachers' opportunities to vary their leadership. The results also show that L-tT qualitatively speaking make use of diverse leadership perspectives and leadership styles. The choice of a specific perspective or style, or a possible variation between different perspectives or styles helps the teacher to define the current situation in terms of needs of a specific pedagogical effort. The study shows the complexity of L-tT leadership. The analysis of combined leadership perspectives and leadership styles shows how central it is for the teacher to constantly
balance the interests of colleagues, large and small student groups and individual students in relation to different activities. This implies that a stronger awareness among leisure-time teachers about alternative leadership perspectives and leadership styles makes it possible to use a strategic mix of observation, responsiveness, compliance, accountability, authority, determination, relationship orientation and self-awareness.

2463 - Leisure-time pedagogues in the new Danish primary school – a renewed professional identity?
David Thore Gravesen, Lea Ringskou, VIA University College

In 2014 a reform of the Danish primary school came into force. The reform announced a different context and new tasks for leisure-time pedagogues. Pedagogues are now an independent category mentioned in formal documents such as the law of primary school. Before 2014 leisure-time pedagogues’ tasks were primarily scheduled in the afternoon, when the classes ended and the leisure-time activities began. With the increase of school-hours in all grades (due to the reform) leisure-time in the afternoon is reduced and a bigger amount of the pedagogues’ tasks and working hours are placed in the morning, during classes and within formal school activities. In our presentation we examine the effects of these new conditions. How do pedagogues cultivate and negotiate their professional identity and what are the potentials and pitfalls of these new settings in the Danish primary school? The research design of the project consists of different types of data collecting methods. Part of the data material is based on ethnographic participant observations in two Danish primary schools, closely accompanied by a series of qualitative semi-structured interviews. Finally, the leisure-time pedagogues that serve as respondents keep a diary, in which they write down general reflections concerning their tasks and challenges during the day. Furthermore a third school is involved in future dialogue seminars, where findings, reflections and analysis are debated. The theoretical framework of the analysis is primarily based on theories on professional identity and school development in welfare societies. Our preliminary data indicates a crucial shift in leisure-time pedagogues’ activities and scheduling of time. This seemingly leads to a joint attention on respectively relational work and classroom leadership. Our research offers a qualitative perspective on the national restructuring of leisure-time pedagogy in the Danish primary school context and contributes to the continued discussion of leisure-time pedagogues’ professional identity.
Previous research indicates that professional ethics is implied in teaching practice and therefore difficult to observe and discuss. Ethics, as inherent in all teaching, means that it is crucial to teacher education to support student teachers’ learning about dealing with ethics in teaching. In my study about how student teachers learn professional ethics it is obvious that teacher education needs to pay more attention to student teachers’ personalities and earlier experiences as resources for their development to “good” teachers, meaning that they act as role models and teach ethically. My study is based on lifeworld theory and the methodology Reflective Lifeworld Research (RLR). In lifeworld theory, new experiences added to former experiences shape a lifeworld. This lifeworld is not possible to escape but it can be reflected. Student teachers bring their lifeworlds to teacher education and due to intentionality, they focus on different phenomena and give phenomena different meanings. The methodology, RLR, emphasises how the individual give meanings to phenomena and it is these meanings that the researcher is studying. As a researcher it is important to be open to the phenomenon (student teachers’ learning of professional ethics in teaching) and to “bridle” preunderstandings. The result indicates that student teachers’ learning is highly dependent on their previous experiences and they often refer to their own childhood. Student teachers, joining the same courses, develop their learning in different directions depending on what they consider as foreground, and background in the situation. The learning process is both deepening and broadening during teacher education, since student teachers go back to problematic questions over and over again but also discover new aspects of professional ethics when meeting children. However, student teachers’ experiences are not to any great extent used as a resource for discussion or reflection. The learning process is implicit and depends on individual teacher educators. This study is relevant to Nordic educational research since future teachers need to be prepared during teacher education to teach ethically. Ethics, as implicit, implied and inherent in practice, must be visualized and made explicit in teacher education.

This project evolved from our attempts to contribute to teacher-education at the University of Gothenburg. As teachers and researchers with a focus on education we were eager to propose our knowledge and insights and tried to offer a new course for teacher-students. It turned out that this was difficult because of highly formalized administrative structures setting strict rules for how such processes of change are to be conducted. This experience of being prevented from contributing to improvement made us curious about the conditions for change of teacher-educations more generally. While much research focuses on the effects of reform initiatives in terms of educational structure, policy formulations and learning outcomes, not so much is known about the actual processes by which such change is achieved. Such knowledge is relevant not only for individual lecturers willing to engage with the structure and content of education programs, but also in view of reform efforts of national and international actors. The purpose of our study is to contribute to a better understanding of the conditions for change. We have compared the organizational structures of teacher-educations in three different national contexts: in Gothenburg (Sweden), Göttingen (Germany) and Copenhagen (Denmark). Our approach is primarily descriptive: We created maps of the relevant administrative organs and their functional relationships focusing on the documents where these functions and relationships are articulated. With these maps as a point of departure, we looked for organizational mechanisms that open up for, or close down, the possibility of change. Our intention is to continue this small study with a more comprehensive investigation of the reception of specific reform initiatives at our sites. We will then broaden our focus from the organizational structures to factors such as meeting culture, political climate and civil service ethos. Inspired by Bruno Latour we will “follow the civil servants around”. Tracing the paths by which ideas spread and have impact in the organization, we will then identify events of translation, displacement and amplification as well as gaps and thresholds that circumscribe and prevent processes of change.

Teachers’ continuing professional development (CPD) campaigns are often framed as support, dialogue and development for teachers and schools, concepts with positive connotations (cf Forsberg & Nordzell, 2013; Heinrich & Altrichter, 2008). In this study, however, teachers’ CPD is not seen as inherently good. Instead, teachers’ CPD is seen as an arena where different views on the teacher profession can meet and be fought about. From this perspective, teachers’ CPD is a political means for governments, municipalities, headmasters, teachers, and other educational actors to influence the teacher profession (cf Day & Sachs, 2004). Earlier research has shown that there is an international tendency where teachers’ CPD has changed from short interventions outside of school for the sake of individual teachers, towards long-term in-school interventions for the benefit of pupils (Bolam & McMahon, 2004; Clarke & Hollingsworth, 2002; Altrichter, 2010; Linnell, 1999). This tendency relates to questions about the content of the teacher profession, such as what teacher autonomy is desired from a teacher and society perspective, and what competencies that constitute a good teacher (Strike, 1993; Fredriksson, 2010; Krantz, 2009). This study investigates how the teacher profession is constituted in government commissions to the Swedish National
Agency of Education to conduct teachers’ CPD campaigns in the school subjects mathematics, science, and Swedish between 1991-2014. The study is based on a discourse analytic framework, where the formulations in the government commissions are seen as attempts to consolidate certain ways of understanding and relating to teachers’ CPD (cf Laclau & Mouffe, 1985). The construction of the campaigns are also analysed from a governmentality perspective, where power is understood as different constellations of acts of governing and self-governing (Foucault, 2003; Dean, 2010). One of the tentative results of the study is that the CPD campaigns initiated by the government seem to have become increasingly detailed in their instructions for their realization, and thereby left smaller space for local adjustment.

2343 - “Teacher Intentionality - characteristics and appearance in the context of educational accountability”
Thomas Iskov, Aarhus University

The study highlights the issue of contradictory conditions affecting teachers in Danish lower secondary school: the increasing pressure of external accountability demands and the simultaneous demands for pedagogical responsibility. The purpose is to examine how the teachers’ intentionality is created and can be characterized in light of these conditions. Intentionality is considered as a fundamental characteristic for the teaching profession and as a starting point of teaching. Accountability as a condition for teachers’ work in an era of managerialism, that appears in terms of performance management, standardization and control. Knowledge about teachers’ intentionality and the ensuing didactic dilemmas is pursued by means of exploratory, qualitative, phenomenological and hermeneutical inspired case studies among teachers at two Danish schools. The operationalization of the phenomenological perspective is mainly inspired by IPA (Interpretative Phenomenological Analysis. See Smith, J., et al, 2009). The main hypothesis for the project is that external, structural accountability affects teachers’ intentionality and their planning of teaching in a manner which may well turn out to become counter-productive to pedagogical responsibility. The preliminary pilot studies suggest that the teachers are aware of the many tensions and opposing conditions – and it seems like the background for their intentionality is coordination of conflicting and disordered areas of accountability and responsibilities. Apparently, the intentionality changes constantly through various phases of planning. It seems that the test, exams, outcome and results takes up most of the long-term planning of the annual and prolonged projects, while it is also the didactic decision-making elements, such as the content category or the question of method, which hold meaning for teacher intentionality, when it comes to the upcoming teaching. By emphasizing Teacher Intentionality as a didactic concept in a German inspired, Nordic tradition and broad understanding of didactic, the teacher is (re)established as the one who makes individual decisions in the field between didactic conditions and decisions.
19. Teacher’s work and teacher education
Chair: Kristin Helstad, University of Oslo
Location: B2 214

2212 - Performing pedagogical professionalism
Christina Haandbæk Schmidt, Aarhus University

The Danish political reform project “New Nordic School” is exemplary in showing how day care facilities and pre-school teachers (pedagogues in Danish) are increasingly integrated into education policy and lifelong learning strategies, which transforms the pedagogues’ practice and professional identity. With reference to European knowledge economy and competences discourses Danish education policy increasingly frames how pedagogues should practice, document and legitimize their practice through a variety of technologies. This new state of affairs poses a grand challenge that could potentially lead to a disapproval of other professional strategies than the competence oriented strategy. What appears to be a political patronage of competence and lifelong learning strategies, potentially resulting in more narrow understandings of pedagogical professionalism, could, however also be construed as a new space for pedagogical maneuver. My empirical data from a larger Danish municipality points to a situation where new education policy seems to create a new space for maneuver as a new field of opportunities and constraints within the pedagogues can develop their professionalism, practice and personal ambitions. Based on my field study in a day care center I have discovered and explored three exemplary positions that pedagogues can take in their professional strategies within the new learning regimes. The aim of the presentation is to demonstrate potentials and constraints that appear to pedagogues when performing pedagogical professionalism in daily life in the kindergarten. This abstract regards an exploratory presentation concerning the NERAs network “Teacher’s Work and Teacher Education”. The presentation is based on an ongoing PhD project (2012-2016) which aims at exploring how daycare pedagogues can be true to themselves and their own ideals while acting within an organization and institutional culture that increasingly are influenced by European and national education policy discourses. The project is theoretically informed by an approach that contrasts a post-structural (Michel Foucault) and a hermeneutic approach (Charles Taylor).

2867 - Classroom management and education for democracy: it won’t work!
Einar Sundsdal, Sør-Trøndelag University College, Maria Øksnes, NTNU

The notion of education for democracy has a long tradition in the Nordic countries, and it is still an essential part of our educational systems. The Education Act of the Norwegian school, for example, states that one of the main objectives of education is to promote democracy. A much debated and important question is how teachers can work in order to help fulfill this purpose: how can teachers help to bring up and educate children and youth to democracy? Recently, classroom management has been launched as an answer to this question. Classroom management is by its proponents described as a democratic means that enhances education of democracy through teacher’s leadership. Classroom management is often presented as an effective and evidence based solution to the challenges concerning the task of educating to democracy. In this paper we argue that classroom management is a controversial answer to the democratic challenge in education. Through an analysis of literature about classroom management we will explore to what extend the perspective of classroom management can be said to promote democracy. We will show how the effort to link classroom management to an idea of education to democracy is the weakest part in a theoretical ambition to build a legitimate fundament for classroom management as a pedagogical perspective. Finally, we will ask whether classroom management, despite its own ambitions, might be an expression of what Jacques Rancière with a technical term refers to as hatred of democracy?

2854 - Teachers as Leaders: Tools for Leadership and Learning
Kristin Helstad, Per Arne Øiestad, University of Oslo

Teachers are leaders with the primary mission to provide direction and energy of the students’ learning processes. Much of the literature on classroom management is based on a tradition in which the teachers establish structures, or where the teacher creates a good learning environment. In this tradition leadership for learning is discussed in isolation from issues related to subjects and didactics. In the literature and policy documents about classroom management, we identify two key perspectives, the structural and the cultural perspective. The dominant perspective is the structural perspective where teachers’ tasks as leaders mainly involve establishing routines. The cultural perspective is mainly about building cultures for learning. In addition to these general approaches there is a need for theories of leadership for learning that is based on the subject oriented and didactic work that teachers and students play out in the classroom. Although structural and cultural perspectives help with key understandings, we argue that they need to be complemented by a relational perspective to give substance to the learning activities in the classroom. The aim of this paper is to explore how a relational view of the work of teachers as leaders might contribute to the body of theories of classroom management. By linking the practice of leadership closely to teaching and student learning, and by using examples, we explore how we might understand teacher leadership in more nuanced ways. A relational perspective on leadership helps to connect the role of the teacher as a leader closer to teaching and student learning. This perspective focuses on the relational work where students and teachers engage in talk and practices along with resources as texts and concepts. We argue that the subject didactics constitute a social and a cultural context that is embedded in leadership. This perspective is closely linked to the available tools for leadership and learning every teacher has access to in the classroom. The relevance to Nordic
educational research is to contribute to new understandings of classroom management and to the body of research linked to teachers as leaders.

2730 - Teachers' understanding of the importance of relational skills, in light of Aristotle’s' different forms of knowledge.
Hege Myhre, Ingvild Mestad, HiNT

In educational policy discourse, relational competence has been heavily emphasized in recent years. We have done qualitative research in two lower secondary schools, investigating teachers’ understanding of relational skills with an emphasis on how teachers justify good relationships with their students. We see in today's educational policies a tension between various control signals to the school and teachers’ task. In analysing teachers' statements, we have used Aristotle’s' different forms of knowledge. Our study shows that teachers emphasize the phronetic and authentic, while the control signal is directed towards the instrumental. Teachers are from what we can see, quite unaware of the relationship between the phronetic and instrumental in their basis for relational competence. We believe that teachers as professionals should be ready to contribute to the development of their own profession and in the development of their social mission. If they are not aware of the tension between the phronetic and the instrumental in their relationships with pupils, we believe that they will lose the possibility to contribute to this development. If the teachers’ culture for progressive education - with in-built phronetic thinking – lays a basis for them to embrace a close and authentic teacher-pupil relationship, the teacher’s motives for the relationship will be something other than an instrumentalisation. If, however, teachers do not participate in the discourse concerning the balance between relationships as an end in itself versus a means, the culture of progressivism could, over time, be undermined. We have shown that teachers do not have a discursive awareness that such a relationship can have instrumental purposes. Thus we see here the possibility of making an instrumental error in the school (ref. Skjervheim). If teachers do not engage in a critical reflection regarding relationship as a goal in itself versus relationship as a means of professional learning - or regarding can do versus should do- there will be an opportunity for just that error.
Marketization, new public management and neoliberalism in general have had great consequences for the Nordic Welfare States. During the last thirty or forty years, a stronger focus on economy and consumers' choice has gained footing next to a traditional, universalistic welfare state ethos (Hood 1991). This creates a complex situation where many agendas are at play within the welfare state institutions. In the Nordic schools, marketization and new public management give rise to a number of different and often competing political discourses, the existence of which show that neoliberalism is not in any way a simple phenomenon. The focus of this symposium is to discuss the impact and nature of marketization and neoliberalism in different Nordic secondary school systems, and the responses of youth in terms of youth culture and educational strategies. Within a competition state frame education is essential (Cerny 1997; Pedersen 2011). Therefore ‘education to all’, ‘better education’, ‘mor

2774 - Social objectivity and individual subjectivity in research on youth in education
Gestur Guðmundsson, University of Iceland

During the latter half of the twentieth century Youth Research became a prime arena for studying the emergence of individual and collective agency in late modern societies. This research field has grown and diversified, and a wide spectrum of voices and strands have found channels in international and national youth conferences, journals as Young and Journal of Youth Studies, as well as within disciplines and interdisciplinary arenas of social, human and educational sciences. However, diversification has been accompanied by specialisation, often to an extent that threatens the original research interest to display agency. In this paper the research field of youth education will be examined from the perspective of youth agency. The major research traditions of youth culture and of transition to adulthood will be examined and here the main thesis is that studies of youth transition either study the objective developments one-sidedly or individualize the subjective aspect, while studies of the social subjectivity of youth culture rarely focus on youth cultures at school, and studies like Poul Willis’ (1977) study of the lads in school have been an anomaly. In order to bridge the current gap between institution-centred studies of youth education and leisure-centred studies of youth culture, examples of educational choices and behaviour of Icelandic upper secondary students are analysed. As in the classical notion of Hollingshead (1949) youth culture is seen as a main forum of mediation/negotiation between social heritage and educational options, which not only forms choices of schools and tracks, but develops other kinds of responses, too.

2772- Finders keepers...– finding and losing the meaningfulness of upper secondary education
Sanna Aaltonen, Finnish Youth Research Network

Along with other Nordic welfare states, Finland represents a country where the level of education is high and post-compulsory schooling is considered to be of paramount importance in attaining a respectable position in post-industrial working life. While the majority of young people manage to find subjectively meaningful educational paths and conform to the societal expectations, there are those who, for various reasons, do not follow the script of smooth transitions. They are easily labelled as a deviant group being at risk of social exclusion and consequently imperilling the state of the nation. One of the areas of public concern is related to the discontinuation of education and of upper secondary vocational education in particular, the discontinuation percentage being 8.7 during the academic year 2011/2012 (Statistics Finland). In this paper I will explore how the imperative of formal upper secondary schooling is negotiated, dodged or embraced by young women and men who have a complicated school history and are in need of support, whether it is an alternative school during compulsory education or welfare services during their post-school life. What kind of post-compulsory educational routes are imagined and considered meaningful from the margins of schooling? The backdrop of the paper is taking a critical standpoint towards the notion of ‘freely choosing individuals’ and thus challenging the public narratives arising from the neoliberal context. Drawing on qualitative interviews with both ninth graders (15-17 years) and clients of welfare services (18-29 years) I will analyse their relationship to (upper) secondary schooling in the continuum of belonging and detachment, the latter one manifested as e.g. truanting or dropping out. The paper will focus on non-academic routes and aspirations that have garnered much less attention in the previous studies than academic routes. Further, informed by youth studies, it will highlight the implications of peer groups and interlinkages of friendships and attachment/detachment to education.

2769 - Second chance schools - a place for the “rest” and not the “best”
Jakob Ditlev Bøje, Dion Rüüsselbæk Hansen, The University of Southern Denmark

Education to ‘all’ is today’s dominating imperative. The underlying rationality behind this imperative is that almost everybody – without exception – must complete an upper secondary education programme. The question is how schools and students respond to this imperative. The traditional Danish upper secondary schools (stx, hhx, htx) do in many ways what they always have done. However, they are – as the rest of the educational system – forced to think and do things differently because the students’ diversity is increasing as a
consequence of the political ambition that 95 percent of a youth generation should complete an upper secondary education (Ministry of the State of Denmark 2011). The schools must avoid dropouts and increase the number of graduating students. Still, we are witnesses to dropouts and exclusion of youth groups that for many reasons have difficulties completing the upper secondary education programme. We are also witnesses to groups of youth who never have completed basic school, who are tired of going to school, and not voluntarily would choose an education whatsoever (Bøje, Beck & Winum 2014). Together, these groups can be called the “rest group” (Pless 2009). Some of them are forced to attend adult education centres (VUC’s) or vocational educational training programmes (e.g. Basic Health Care Colleges/ SOSU-schools). These types of schools are often called second chance schools. In this paper we look at these schools and at the students inhabiting the schools. From our point of departure in poststructuralism (Foucault 1997; 2006, Rose 1998, 1999) and theories about youth and school culture (Willis 1977, 1978, Dolby and Dimitriadis 2004, Gudmundsson et al. 2013), we will characterize these second chance schools. Afterwards we will show how individualistic – and not collective – forms of youth resistance seem to take place within these schools, and we will illustrate how the schools seek to handle the resistance by using various therapeutic technologies with various consequences (Rüsselbæk Hansen 2014). On basis of our analysis we will discuss what room there is for youth culture in today’s education system and what the nature of such a culture might be. Have class-based cultures
There are ongoing discussions in educational policy, research and practice about the contribution of education to citizenship. These discussions emanate from different disciplines and focus on questions about the shape and form of education for democratic citizenship from a variety of positions. What characterises much of this work is a quite strong focus on the role of education in the preparation of individuals for citizenship. This strong focus on what is not (yet) attained by the students fails to make productive connections with what already “is”, which indicates that existing activities of students as citizens appear to be relatively unexplored. Not the least is the latter an important issue in relation to students in adult and popular education, who in their capacity as adults might already have much experience of engaging in citizenship activities. This symposium reports on an ongoing research project that focuses on how adult students are shaped as citizens through their adult education and how the recognition theory of Axel Honneth can provide means for illuminating such an understanding.

In recent years municipal adult education (Komvux) in Sweden has experienced changes. Students are nowadays younger and often with an immigrant background. Such changes mirror current societal challenges, not least high unemployment rates for young people in need of further education to become employable, as well as well prepared citizens of the future. In light of such occurrences a question of interest becomes: what kind of citizen should be fostered through adult education and how do the students shape themselves as citizens? Drawing on the work of Michel Foucault, the paper traces the decent and emergence of the digital citizen by analysing policies related to digitalization in adult education during the last 50 years. More specifically, the analysis will focus on questions of who is described as a digital citizen and who is not? How is digital inclusion construed? To whom are efforts of digital inclusion directed? Who are thereby excluded and who was already included? What role is assigned to popular education? The analysis will thus make possible descriptions of what is taken for granted about who the digital citizen is, who is included and excluded, and how popular education is mobilised as a way to shape such citizen.

In a time when digitalisation and new media technologies have become an integral part of social life, knowledge about how to use such media is positioned through policy making as important in the practicing of citizenship. Education thus becomes construed as important in the shaping of the digital citizens of the future. This can be seen in the Swedish Government guidelines to the Council for Popular Education which express that the council should make special efforts to increase citizens digital inclusion in Folk High Schools and Study Associations. The question pursued in this paper is, in what way, and through what technologies and techniques, digital inclusion within popular education is shaped as essential in the creation of the citizen of the future. Drawing on a genealogical approach inspired by the work of Michel Foucault, the paper traces the decent and emergence of the digital citizen by analysing policies related to digitalization in popular education during the last 50 years. More specifically, the analysis will focus on questions of who is described as a digital citizen and who is not? How is digital inclusion construed? To whom are efforts of digital inclusion directed? Who are thereby excluded and who was always already included? What role is assigned to popular education? The analysis will thus make possible descriptions of what is taken for granted about who the digital citizen is, who is included and excluded, and how popular education is mobilised as a way to shape such citizen.

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The aim of the paper is to discuss the relationship among recognition, citizenship and adult education. In the work of Axel Honneth recognition is discussed as a fundamental need that individuals cannot prosper without. As such Honneth’s theorizations can play a significant role for an understanding of how we develop as citizens. We need love from family and friends, rights and a job where we can engage with others through processes of mutual esteem. Although Honneth, as well as his successor Habermas, points to the importance of education in such processes, they do not engage in depth with the social processes of education. Drawing on interviews with students (n=40) and teachers (n=4) in municipal adult education (komvux) in Sweden, Honneth’s theory of recognition is used to reconstruct processes of recognition in the context of adult education and how such processes can be analysed in relation to citizenship. This emerging analysis points to the need of a deeper understanding of what role adult education plays for citizenship in contemporary society and how the recognition theory of Axel Honneth can provide means for illuminating such an understanding.

Chair: Karen Andreasen, Aalborg University
Location: A1 314

2645 - Social equality in the competitive state? A mapping and assessment of Danish education policy under the Thorning-Schmidt government
Palle Rasmussen, Aalborg University

The coalition government consisting of the Social Democrats, the Socialist People's party and the Social Liberal party with Helle Thorning Schmidt as prime minister took office in October 2011, after a narrow election victory. The platform of the new government was characterized by tensions between on one hand ambitions to improve social equality and welfare, on the other hand to consolidate the Danish economy and competitiveness through a pragmatic economic policy. Education was a key element in the government platform, which emphasized investment in education both as a way to improve employment and competitiveness and as a way to reduce social inequality. Education policy was located mainly in two ministries, one focusing on primary and secondary education, another on higher education and, research and innovation. The Thorning-Schmidt government has led a difficult life. From the outset it faced accusations that the platform did live up to the promises given in the election campaign, and tensions between the coalition partners have surfaced several times, in one instance with the consequence that the Socialist People’s Party left the government. But the government has still been very active in launching reforms, not least in the field of education. Two major educational reforms have been proposed, negotiated and implemented; a reform of primary and lower secondary education (“Folkeskole”) and a reform of vocational education. Several smaller reforms have also been introduced, including one in higher education. In this paper I will give an overview of the education policy pursued by the Thorning-Schmidt government, including its general objectives, the reforms and the positioning in relation to the liberal-conservative opposition. I will try to trace how the government interpreted problems and necessary interventions in Danish education, and how government argued for educational reform in relation to economic consolidation on one hand, social equality and welfare on the other. The paper will be based on available official material such as government platforms and reports, reform proposals and debates. Theoretically it will draw on critical sociological approaches to education policy. (Dale, Robertson, Ozga, Ball and others)

Johanna Ringarp, Uppsala University

My research deals with the question how international comparative studies, such as PISA and TIMSS, have affected education policy reforms in Germany and Sweden since 2000. What are the identified reasons and what needs for changes are the countries discussing? Is it any reference to international knowledge measurements in the policy documents? Furthermore are the any results to take into account, from other countries and organization? In this paper I will discuss educational policy changes in Sweden due to the measurements. By arguing from a “reference societies”-perspective (Schriewer 1990; Waldow 2012), I will present who Swedish politics and authorities are using Finland and OECD as arguments in the debate of educational policy changes. The study’s data consist of official material from the Swedish government and interviews with central authorities at The Swedish National Agency for Education (Skolverket).

2299 - Talent in the New Nordic School
Karen Andreasen, Annette Rasmussen, Aalborg University

Through times one of the general challenges of education and pedagogy in education is related to questions of how to adjust pedagogical practices to the potentials, interests and needs of individual pupils and students. Different principles reflected in such practices of differentiation – such as internal and external differentiation, ability grouping, streaming and segregation to special needs education - reflect different ways to understand and meet such challenges as well as different rationales. For instance argumentation for specific practices might address questions related to economy as well as questions related to democratic rights. Contemporary school innovation Projects also address these challenges. In 2013 the Danish Ministry for Children and Education launched a development program for compulsory school: “New Nordic School” (NNS). The aim of the NNS innovation program is to add changes to and improve the system of secondary education and day care. NNS has been extensive propagated in the public and can be considered as one of the most extensive recent school innovation projects, including projects at 363 Danish schools. One of the main purposes specifically addresses the challenges of differentiation in school having the aim to “Ensure that every individual is challenged, supported and taken seriously, so that equal opportunities apply to all”. Several innovation projects initiated as part of the general program (NNS) are addressing these specific challenges in different ways in their project descriptions. As mentioned NNS has been extensively communicated to the public both in documents, in the media in general and in specific project descriptions. This paper presents a policy analysis and explores how differentiation is addressed and handled in the NNS program. Focusing on public documents and selected project descriptions the analysis will employ theoretical framework of Basil Bernstein, specifically his concepts of framing (week and strong) and visible and in-visible pedagogy. We expect to find diversity as to how differentiation is addressed and probably also some contradictions between the intentions of the innovation program and of how differentiation is handled in specific Projects. Nordic basic school systems display similarities and from such reason the topic is of high
3712 - The Neuron: Mapping a Cartography of the Forces and Connections between Early Childhood Educational Practices and the Neurosciences

Hillevi Lenz Taguchi, Stockholm University

The purpose of this paper is to engage in a methodological practice of mapping a cartography (Deleuze & Guattari, 1987) as we experiment with thinking the concept as method (Colebrook 2014) and thus 'trace' the concept of the Neuron by “establishing the contours of intensive processes” and desiring forces of production (Bonta & Protevi 2004:64). In so doing, the paper constitutes a preliminary investigation of the historical, social, and material (desiring) forces at play that become productive of the concept of the Neuron on a specific plane of thinking and consistency, where the neurosciences traverse other disciplines, such as psychology, philosophy, economics, and education, as well as the institutional practices of early childhood education. Although this study might provide some initial proposals regarding the different desiring forces and practices that connect and traverse each other on this plane of thinking, the specific focus of this paper is that of methodology. Methodologically, and in line with Colebrook’s (2008, 2010, 2011, 2014a, 2014b) Deleuzian inspired theorizing on life and extinction; we follow the lines of desiring production to know from what problem, on this contemporary plane of thinking, the concept of the Neuron emerges. Secondly, we ask ourselves how this plane of current thinking is reconfigured and transformed as it is impelled by that very problem.

3713 - Knowledge beyond humanism? A movement from Key to Deleuze

Lotta Johansson, Lunds University

Ever since the social and human sciences questioned the positivist view of knowledge as something objective being 'out there', the human and what makes the human unique in relation to other matters have been in scientific focus (St. Pierre 2011). Undeniably, this questioning has been of great importance, acknowledging experiences, interpretations, perceptions etc. as legitimate sources of knowledge, rather than just brute data, numbers and figures. However, by doing this, the image of the stable, autonomous and coherent subject has been centered, making knowledge regarded as something inherent in the subject (in accordance to the traditions of ‘Bidung’ (as in e.g. Key 1992)) or, alternatively, something constructed in the interaction between subjects (in accordance with e.g. social constructivism, and partly Dewey (1999; 1991), Freire (1972; 1975) an others). Following the philosophy of Gilles Deleuze and Félix Guattari (2012; 2001; 1994) and their ideas about a transcendental empiricism, the positivist, relativist and constructivist views of knowledge are questioned, instead claiming that epistemology and ontology is entangled, simultaneously making knowledge already existing (transcendental) and empirically produced through heteronomous assemblages (components; humans, things, animals and other matters) on planes of immanence (see e.g. Lenz Taguchi 2010; Jackson & Mazzei 2012). In relation to the subject, this paper discusses the location of knowledge in the thoughts of three purported ‘transformative pedagogues’; Ellen Key, John Dewey and Paolo Freire, stressing that the philosophy of Deleuze and Guattari does provide points of intersection with these pedagogues, but – as the reasoning above shows – also important differences, mainly as an inevitable result of a destabilized subject. By emphasizing possible transformative pedagogic dimensions in Deleuze’s and Guattari’s philosophy, this paper tries to experiment with how knowledge beyond humanism, through the challenged subject and the entangled ontology and epistemology, along with undirected transformative ideals (beyond ideals of e.g. harmony, consensus and emancipation), might come into play in an educational setting.

3714 - How scientific concepts come to matter in early childhood curriculum: rethinking the concept of force

Anna Palmer, Stockholm University

The aim of this article is to investigate how new materialist philosophies of matter can help us study the emergence of scientific thought in young children’s activities. We draw extensively on the work of Gilles Deleuze to help us understand scientific concepts as concrete universals. In particular, we show how the concept of force is re-animated through this approach, becoming less deterministic, and more inflected with chance and indeterminism. We show how this approach to concepts moves beyond constructivist socio-cultural theories of learning, and reveals how concepts are ‘material articulations of the world’ intra-acting with all other matter and meaning. Finally, we discuss video data and artifacts from an ongoing ethnographic project in Stockholm entitled ‘Children’s relations to the city’. Our analysis of the classroom video data from this project shows how concepts are not timeless transcendent abstractions, but part of an unfolding event and learning assemblage. Thus the article contributes to research on conceptual change in children, with particular focus on scientific concepts.

3716 - Theory as Opportunity to Thinking Education Differently - Becomings, machines and other Deleuzian contributions to a posthuman turn

John B. Krejsler, Aarhus University
This paper urges a showdown with the convention and the longing for clear linkages between the analytical position of distant reflective theory and a practice that is to be represented/verified by this theory. Drawing on Deleuze and Guattari the task of philosophy is determined as that of creating flexible concepts that make it possible to think differently. Theory is conceived of as a toolbox of productive notions serving to expand the repertoire of thought itself. Referring to the posthuman turn this approach makes the actual problematic by hinting at the potentialities of taking the vantage point of the virtual. We are constantly surrounded by myriads of impulses, cracks and fractures, which we often do not sense, because thought, mind and body are caught so emphatically by routine, habit and power of - in this case – the education semantic and material machine, the spell of which tends to straitjacket us to reproducing the Same again and again. However, words, matter and affects could also be seen as entangled in rhizomatic machinic processes intra-acting in onto-epistemo-ethico-diffactive patterns. This approach would point to the immensely creative potentials of a thinking that is constantly, necessarily and immanently involved in becomings. We are talking about the continuous world-making, of which theory is at best a productive co-performative element in the service of joy. From this vantage point on theory, the paper suggests experimenting with the idea of thinking and mattering teacher, student learning and school differently. This points to an ethics of joy that makes a point out of appreciating the wealth of potentials that always already spring out of the kids, the outside worlds and the worlds inside – a world to come. This approach aims at extending capacities to think - and possibly perform differently, what are inherently the non-stable entities that we currently call 'the professional teacher', 'student' and 'school'.
24 SES 01 A, Paper

24. School Development
Regional school development
Chair: Torbjørn Lund, UiT The Arctic University of Norway
Location: A1 338

2345 - The importance of place in education - results from the NFR project: Learning Regions
Jorunn H. Midtsundstad, Gjert Langfeldt, University of Agder

In the huge literature on governance the orthodoxy asserts that governance is executed from a centre, and - in education - that schools form a micro-level, where reforms and principles of governance is implemented. This paper challenges this tradition. Our Ambition is to describe how schools orientate themselves between constraints and expectations – the processes which form a school’s program (Midtsundstad 2010). The theoretical basis for understanding change is schools is based on system theory, particularly Bateson and more specific Watzlawicks theory of change (Watzlawick et.al 1996) and Arfwedssons theory of regulatory codes. (Arfwedsson 1988). Schools, the way they operate is under the neo-institutional sense (Scott 1995, March & Olsen 1995) where schools achieve legitimacy in creating meaning for their surroundings, a legitimacy which puts constraints on the school organisations’ choice of expectations. This paper forms part of the theoretical basis of an understanding based on the German theory of Allgemeine Didaktik, focusing on how schools are embedded in place, a project which aims at formulating a theory of how schools can develop quality which is conceptually more fruitful than Creemr and Kairakides theory (Creemer and Kariaiktides 1998). This theory although empirically well funded, reduces the schools ‘context to a diffuse environment. The theoretical basis will be put to the test by findings from the research project ‘Learning Regions’, a NFR funded project which tries to explore why schools in one region in Norway, Sogn & Fjordane, get results beyond what they are expected to according to the socio-economic level of parents. By comparing four schools, two in Sogn & Fjordane and two in Aust-Agder, and how they communicate in the teaching situation and in focus group interviews we can identify what possibilities the schools in each regions have for development of program. We can compare what the schools’ perceives as important for their own function and also their legitimacy in their local community. The schools program explains how extern expectations becomes intern behavioural expectations and gives possibilities to analyse how the school is embedded in its local environment. This understanding makes it possible to change the schools program.

1914 - Leading Practices for Professional Learning
Anette Olin, UiT Blossing, University of Gothenburg

In this paper we examine an example of educational leadership in transition in a municipal initiative, in which middle leadership positions (process leaders) were created in order to enhance learning and teaching practices. The paper aims to examine leading practices for professional learning in school sites. More specifically we are interested in how these practices are expressed and how different conditions promote and restrain those practices. The inquiry is based on a Swedish case, employing organisation development theory (Burke, 2008) and practice architectures theory (Kemmis et al., 2014) as the basis for analysis. The case consists of interviews with sixteen principals and a survey of 59 process leaders. Organisational development theory is used to describe and analyse emerging practices of process leaders in terms of micro and macro processes and whether or not they take place in the management or development parts of the organisation. The practice architectures theory on the other hand is used to analyse existing practices in the sites where practices of process leaders are developing. Existing architectures is according to Kemmis er al. (2014) arranged in three dimensions; 1) culture and discursive, 2) material and economic, and 3) social and political. Our findings suggest that leading practices for learning emerges in sites of productive tension, where existing practice architectures interact with current local development agendas. This paper contributes to a deepened understanding of the dynamic and complex change processes necessary to develop leading for professional learning.

2572 - Reforming schools – how national reform ideas travel to new classrooms practices.
Eli Moksnes Furu, Torbjørn Lund, University of Tromsø

In this paper we focus on a national reform in Norway, The Formative Assessment Reform, and its way from the national level to classrooms. Studies show that there are several implications and problems when the government try to implement reforms in schools. And few studies are conducted in ways that analyze problems and gateways for ideas to be realized as new practices in teachers teachings (Revik 2009). This article is based on an action research study in a regional network with schools working with the implementation of the formative assessment reform in Norway from 2010-2012. The network used dialogue conferences as a hub for dissemination of assessment ideas and reflections on ongoing implementations in each school. In analyzing these processes we used translation theory (Revik 2009) to find paths of ideas moving from the hub into each school in the network. Two major findings came out of this study. First; we need to understand more of the importance of translator’s competence as a tool in translating national reforms ideas. Secondly; we need more knowledge about the diversity of arenas that are used when ideas travel into schools. The article is a part of the book National Reforms in Norwegian Schools (2014).
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 of inquisitiveness to thing in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, 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 and 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 know-how.

Entrepreneurship education needs a more broad definition than business management in that it includes both formal and informal learning and what implications this might have for different teaching methods. The results, measured at the end of the first year of a three-year school improvement program, show that schools with a high degree of entrepreneurial learning cooperate more with the local community, read more pedagogical literature and have changed their rhetoric to a higher degree than schools with a low degree of entrepreneurial learning. The results also indicate that teaching methods involving the local community have positive effects on pupils’ learning.

Entrepreneurship education – fostering creativity and innovation
Jarlle Sjøvoll, University of Nordland, Ove Pedersen, University of Norway

Schools should be active partners in the process of building entrepreneurship as well as fostering entrepreneurs. The role of the educational leader is important to reflect on this aspect of the major changes. Can the leader turn apparent problems into challenges, and challenges into creative opportunities? This paper is a presentation of results from research based on interviews with teachers and school leaders who have also been students at courses in pedagogical entrepreneurship. The course has been designed with some special purposes, the implementation of entrepreneurial measures at the student’s own school in order to help promote entrepreneurship at the school. Within the commercial sector entrepreneurship is defined narrowly in terms of establishing companies. Research also demonstrates important links between education, creative business development and production quality. When it entrepreneurial training yield an increase in qualitatively better results, this will naturally be an important justification for new investment. This paper is reviewing literature, as well as an empirical data. Entrepreneurship is on the agenda in various contexts within the Norwegian society. However this is not typical for Norway, but because of a lack of an entrepreneurial culture, and the importance to have a leading edge in this development, a goal must be to strengthen the competitive ability in schools through emphasising entrepreneurship. The main research question discuss leadership in entrepreneurial schools. Entrepreneurship is a mindset as well as a force behind developing activities in schools and society. In Norway curriculum for entrepreneurship has been a growing field of interest among politicians, in universities, colleges, and in public school. To start a discussion on entrepreneurial education it should be useful to look for a definition. How should the definition of entrepreneurship education be, and what are the critical components of entrepreneurial training in different contexts? Entrepreneurship education needs a more broad definition than business management in that it includes fostering creativity and innovation, traits not normally nurtured in a standard business environment.

Developing entrepreneurial learning in the Swedish school system – from scattered attempts to systematic efforts
Mats Westerberg, Luleå University of Technology

In this paper I will present an account of how the work to develop entrepreneurial learning in the Swedish school system has evolved over time from 2005 to 2014. In doing this I review a number of projects which have had the purpose to develop entrepreneurial learning in the school system, from early scattered attempts to more systematic efforts in recent years. This journey from 2005 to 2014 also tells the (pre-)history of Center for Entrepreneurial Learning at Luleå University of Technology which was inaugurated in August 2014. The earliest signs of the center can be traced back to 2005 when a project to address “Entrepreneurship in teacher education” was launched and lead by current staff in the center. The main differences between 2005 and 2014 are two. First, in 2005 the concepts entrepreneurship and entrepreneurial learning were met with much more skepticism in society in general, among teachers and specifically among teacher educators. Today, the concepts are generally seen as positive. Second, and somewhat related to this, the responsible agency assigned work with entrepreneurship and entrepreneurial learning in the school system has changed from the enterprise agency (dealing mainly with companies) to the school agency. At the same time, new general curricula for the school forms (from pre-school to high school) were developed to include aspects of entrepreneurial learning. Thus, we started in a position of limited support – both formal and informal – and
are today in a situation where both formal and informal support is considerable. However, formal steering documents and positive attitudes is not enough. The leaders in the school systems (principals and leading pedagogues) must step up and show in practical actions that entrepreneurial learning is important and that the schools need to put effort on this for it to develop. In a current project in north Sweden, we see great opportunities for positive results where the municipality stress entrepreneurship and sees schools as leaders in this, principals work closely together to pave the way for pedagogues and 2-3 pedagogues from each (pre)school participate in directed competence development. It thus ticks many boxes for a systematic effort.

2938 - Make students entrepreneurial
Annica Otterborg, Jönköping University

The entrepreneur as business owners has moved into new scientific and practical areas and there as a tool for learning at school – entrepreneurial learning. It is a way of learning within education that implies that the students, in correlation with development of theoretical, subject specific knowledge, also develops entrepreneurial competences. They will be useful in their everyday life, on the labor market and offer lifelong benefits. Individuals must carry more responsibility for their learning and their livelihood. It is important to the small children up to the students in the higher education. There are several different forms of learning but the most committed individuals to think and act both autonomous and be able to interact with others is the entrepreneurial learning shape and it is new (Otterborg, 2011). I have positioned my research in the light of what has earlier been shown in several European countries. The purpose of my study has been to form knowledge about entrepreneurial learning and make a contribution to knowledge about a form of learning, from a student perspective. The students’ teachers worked in an entrepreneurial way and in cooperation with trade and companies nearby. This year, six years later from my study of the entrepreneurial perceptions by the students, I have contacted them again to ask what influence the education from six form college, the school with an entrepreneurial profile had had to their continuing study- and career choice. In this following up study @ography has been used, a method sets out from a number of basic assumptions. @ography has been used as a method together with phenomenography. In the phenomenographical investigation the interview is open. The interviewers themselves have to determine the limit, handrail and define the content (Kroksmark, 1989). @ography is primarily built on the technology of e-mail as a mean of communication. Conclusions from the studies were that the potential of entrepreneurial learning is that students have access to authentic, which are real, tasks to motivate them and that they take real responsibility for their assignments and are not afraid of thinking unconventionally.
25 SES 01, Paper

25. Guidance/Counseling
Chair: Kerstin Bladini
Location: B1 133

2126 - Consultation in Special Needs Education in Sweden and Finland: A Comparative Approach
Christel Sundqvist, Åbo Akademi University Désirée von. Ahlefeld Nisser, Dalarna University, Kristina Ström, Åbo Akademi University

The paper compares the conditions and implementation of special education professionals’ consulting task in Sweden and Finland. The paper first describes the background of the consulting teacher role and special education in Sweden and in Finland. Two different perspectives in the continuum on consultation are presented, followed by a description of how the consulting task is implemented and described in educational policy papers, and in research in the two countries. The analysis shows that while there are differences between the implementation of the consulting task in Sweden and Finland, there are also several similarities regarding the challenges faced. Differences can be understood according to traditions, education, and educational policy papers. The similarities show that the consulting task must be clearly defined in policy documents, highlighted in education, and understood as a complex activity where both advice and reflection strategies are used. The consulting task can be more successful if the consultation is characterized by collaborative dialogues where the classroom teachers’ knowledge and the context are also taken in account.

2451 - Guidance of special educators counselling conversations
Kerstin Bladini, Karlstad University

Special educators carry out counselling conversations with colleagues, pupils, parents and others in different sorts of school settings. Although this is an ongoing activity there are a lack of knowledge about this counselling conversation in practice as well as in theory. In this paper I will present some findings from a small and just started project. During spring 2014 I offered a group of special educators to participate in a series of guidance of counselling conversation. There are severe ethical dilemmas connected with the assignment of being a counselling conversational partner within the special educational area. My purpose to provide guidance in counselling conversation was twofold, partly to improve the special educators ability to handle these dilemmas and partly to contribute to this knowledge area. The purpose of this paper is to describe what was made visible in one guidance of counselling conversation in a group of ten special educators. An overall point of departure is social constructon theory where descriptions of problems, dilemmas, severe educational situations etc. are seen as one description among others. (Burger & Luckmann, 1991). Further are questions connected with the ethical dilemmas in the assignment as counselling conversational partner within the special educational area regarded as critical. For dealing with these ethical dilemmas I have turned to Levinas in order to develop understanding for concepts connected with listening and responsibility (Levinas, 2006). A group counselling model called dialogical reflection model was used wherein all participants brought a counselling question and the group chose one of them (Åberg, 2014). The questions brought focused mainly on teachers in order to improve pupils’ situation at school, some questions focused aspects of special educators’ counselling conversations. The special educators recognized one another in their colleagues’ questions and were generous in sharing their experiences. In this used model the option of reformulate the question was used which was found to be favorable for widening the special educators’ perspective of the current issue. To understand the special educators’ liking to recognize and to share their advice with their colleagues Levinas concept the Other is to be used in further analysis.

2801 - Mentoring with awareness of pre-understanding
Grethe Ingebrigtsvold Sæbe, University of Agder

The project «Mentoring with awareness of pre-understanding» focuses on the formal mentoring of students in the Norwegian teacher education. The project aims to investigate teachers’ awareness of pre-understanding as a foundation for more effective and valuable mentoring of students. Is it possible to compile these aspects into a useful model that makes the awareness of mentoring teachers’ pre-understanding in their encounter with the students easier? Theoretical and methodological foundation for the research The concept «pre-understanding» is well-known e.g. from Gadamer’s (2006) philosophy. Rekenes and Hanssen (2012) go into detail and categorize pre-understanding in: 1) Cultural reality views, humanity, ethical views, values and norms, 2) Individual guidance for thinking and living, 3) Self-understanding, 4) Scientific paradigms, theories, models and methods, and 5) Ones’ own role expectations. The project will be based on Lauvaas and Handal’s (2010) model for action and reflection, Loevlie’s model of the praxis triangle, and Hermansen, Loew and Petersen’s model of communication (2013). Lauvaas and Handal’s (2010) model for action and reflection was built on Lars Loevlie’s model «the praxis triangle», which is a common general model often referred to concerning ethics, theory and behavior in mentor practice. According to Mathisen and Hoeigaard (2011), mentoring is used in order to help people, through reflection and thinking, to make qualified choices, which can lead to changes and improvement. The research questions concern how far teacher mentors are aware of their pre-conceptions and how they value certain aspects of the praxis triangle. Thus, this research aims at investigating the role of pre-awareness in mentoring processes that can contribute to mentors behavior and quality of mentoring. The project has a qualitative research design and consists of three stages: A) A pilot: 3-5 semi-structural interviews of teacher mentors, B) 20 semi-structural interviews of teacher mentors on different stages of experience and background, and C) Development of a model for use of mentoring students in teacher education. At the conference, the qualitative findings from the interview data collected at stage A and B will be presented.
"Follow-up councilor on the move"  Ellen Saur, Norwegian University of Science and Technology, NTNU

“Follow-up councilor on the move” Authors of proposal including affiliations and email addresses Ellen Saur PhD, Department of Education, Norwegian University of Science and Technology (NTNU) ellen.saur@svt.ntnu.no 2. Research topic/aim Studying in what way the acts of the councilor in the follow-up service mirrors the complexity of contemporary life in a welfare state in change. 3. Theoretical and methodology framework According to Järvinen og Mik-Meyer (2012); Mik-Meyer og Villadsen (2014) the professionals serving the welfare state; social councilors, nurses, teachers, prison officers, they have to attend a double function, both help, support, develop and control the clients they are in contact with. The aim of their studies are to analyze how juridical premises, official government and norms affects the daily work and how the professionals respond. As a part of a research project, now in its third year, looking into upper secondary school drop-out, this particular study, shadowing a councilor in the follow-up service, was conducted during spring 2014. Shadowing, as described by Czarniawska, is «fieldwork on the move», «a way of doing research that mirrors the mobility of contemporary life». (Czarniawska 2007:58). The goal in my study was mapping the different functions and tasks, what other persons (both formal and informal) and institutions the councilor was in touch with. The study presented is analyzing how the councilor is responding to what she defines as her mission and mandate, and discussed what in literature is described as the challenges of the welfare state inspired by governmentality analyzes (Dean). 4. (Expected) conclusions/findings So far, it seems that this councilor is representing an example of what Czarniawska speaks of as «the mobility of contemporary life». The follow-up councilor seem to be an interpreter and a link between the different professionals in different parts of the welfare state, school, The Norwegian Labour and Welfare Administration, employers, Educational and psychological services, police and child welfare authorities 5. Relevance to Nordic educational research. The Nordic welfare model is challenged and changing 6. Attachment to NERA-network (first and second priority) and/or symposium Inclusive education Guidance and counseling.
2. Arts, Culture and Education

Chair: Marie Koch, Copenhagen Institute of Interactive Design
Location: A1 336

3162 - An Innovative Approach to Theatre and Drama in School
Balli Lelinge, Jonas Alwall, Malmö University

Background Malmö City Theatre has provided opportunity for 3rd to 5th grade pupils to partake in a course – “The Great Theatre Course” – run by the Theatre and implemented in schools throughout the city. The course is part of the Creative School programme, instigated by the Swedish government to help schools make use of municipal cultural resources and institutions, make cultural and artistic expressions part of the daily activities of Swedish schools and integrate these activities with the established curricula. The Great Theatre Course consists of ten sessions, including eight sessions performed in class by a theatre pedagogue from the Theatre. Each session includes drama and theatre exercises that express a specific theme. In 2013-14 we were commissioned to perform a process evaluation of this course. It was done through participant observations, group interviews and individual interviews with teachers and theatre pedagogues.

Results Theoretically, the process evaluation dealt with the interplays between the artistic and pedagogical aspects of the course, in relation to the personal development it aimed to achieve in the pupils. We found the course to comprise a broad composition of elements, all working to accomplish its aims. Thus, the course forms a solid and well packaged whole and is an innovative pedagogical resource. Through theatre exercises, the pupils get to practice their skills in taking initiatives, creating a story, speaking publicly and giving positive feedback to each other. The course stimulates their overall cognitive development and provides an understanding of theatre and drama from an artistic perspective. The positive flow that the course creates among pupils can be transferred to other subjects and contexts. For optimal effect, however, the regular class teacher should be present and actively collaborating with the theatre pedagogue. If not, the positive effect will soon evaporate. Although results are very positive, our report identifies certain challenges for the course. For example, the linkage of the course to the school curricula needs to be developed more. Our report indicates how this could be done.

Presentation language: Swedish.

2762 - Serious play at Higher Education
Ellinor Silius-Ahonen, Arcada University of Applied Sciences

My argumentation is drawn from dialogical perspectives in philosophy and performance arts. The interplay between time and place (Bachtin 1981, 1986, 1988), that between body and space (Merleau-Ponty 1962, Stanislavskij 1997) shape a ground where reasoning from Nordic voices in Drama, Theatre & Education in between practices och shifts of perspectives (Ostern & Heikkinen et.al 2001) offer concrete means. The aim of the current study is to introduce alternative forms of examination in HE where demonstration of knowledge is problematized and actualized. Within a continuing project of pedagogical development, a three year study of drama as one of these alternatives has been conducted (Silius-Ahonen& Gustavson 2011, 2013, Silius-Ahonen & Forss 2014). The third phase entails a query for the purpose of detecting the subject in education. By this we refer both to students and teachers. As a part of a wider action research from our institution, we have from an abductive approach collected empirical data from focus-group interviews (students, teachers), auto-biographical narratives of lived experience to oscillate with literature. Presupposing that the cultural - existential perspective in the arts opposes instrumentality we try out and create means for teachers and students to dialogically form a place for embodiment and imaginative thought in transformative processes. Results so far highlight the touch of emotion, the bodily experience and the collaborative negotiation as means for students’ integration between practice and theory. Seeking for depth in Higher Education the rhetoric of instrumental vocabulary requires especially another vocabulary. Serious play is going on in education; bringing human values to the play exposes the potential of the word play to give courage when seeking free zones of meaning making. The Nordic tradition of deliberative Adult Education contradicts a present vocabulary of LLL and rests on practices of which many have there origin in animation socio-cultural; applied, participatory art. That strand provides formal education with life.

2940 - Rules, tools and audiences. Comparing the professionalism of contemporary visual artists and postmodern visual art school teachers
Feiwel Kupferberg, Malmö University

Why is it that contemporary visual art and postmodern visual art school teaching represent two completely different worlds, seen from a professional point of view? The mystery deepens given that both are often educated in the same schools, acquire similar knowledge in terms both of content (art history, art theory, art analysis) and procedure (materials, techniques, working methods) and sometimes pursue careers which tend to involve both teaching students and exhibiting ones one art work. In this paper I will test a theoretical model which might help us if not solve than at least probe into this mystery. My assumptions is basically the following, What unites the two groups are mainly the cultural tools or artifacts of visual art objects and accompanying practices, both in the process of creation and reception. The
main difference only become visible when we look at the rules and the audiences. The two are closely related. Visual art in a school context is regulated by the rules set down by the state and the prime audiences are children and youth. Visual art in an artistic context are regulated by the rules of the modern art market and the prime audiences are adults. Although “cross overs” are certain possible, both group can learn something from the other, there are also certain constraints. Such constraints influence the visual imagination of the artist and the school teacher but in different ways and it is these distinctions I would like to investigate in my paper. The theoretical inspiration comes from my own model of “creativity regimes” presented in various texts.
03 SES 02 A, Symposium

3. Early Childhood Research

Exploratory learning and interaction in preschool
Organizer: Eva Änggård, Stockholm University
Chair: Eva Änggård, Stockholm University
Location: B3 315

In this symposium nine studies will be presented by former graduate students and graduate students who have participated in a postgraduate school for preschool teachers 2012-2014. The program has received funding from The Swedish Research Council. All the studies highlight aspects of learning practices in preschool, with focus on children’s languages in an extended sense. Some of the studies explore children’s activities, while others focus on how teachers organize for children’s learning. The presentations are divided into three sessions. The first session includes three papers concerning children’s digital and mathematical literacy in preschool. The second session is about children’s languages in an extended meaning, including sounds, dance and science. The third session includes papers with focus on preschool didactics. All the presentations will be held in Swedish.

1987 - Children’s intra-active relations with sounds in preschool
Emelie Westberg Bernemyr, Stockholm University

The purpose of this thesis is to examine children’s intra-active relations with sounds in an audio explorative work in a preschool (with children 1-2 years old). To investigate this I turn to Karen Barad’s (2007; 2008) agential realism and her understanding of how human existence always co-exists with the rest of the world and with human as well as non-human agents. I turn to a material-discursive and immanent thinking, where matter and meaning are entangled and inter-dependent in the event of learning. I also make use of theories from physics, especially about sound waves and how sound emerge. Following Barad my investigation is focusing the intra-actions of sound, materials - such as bells, lids of metal, stones - and discourses of learning and playing in preschool. My data source consists of pedagogical documentation (two short video sequences), generated in an investigative work with sounds in a preschool. To carry out my analysis I have installed myself in Karen Barad’s theoretical framework and her understanding of “the apparatus of knowing”. This approach allows for me, the researcher, to identify the intra-activities going on within data as well as what emerges in-between the researcher and the data. The results show examples of how complex relations emerge through, not only children’s interaction with other children and teachers, but also through their intensive intra-actions with sound, architecture and other materiality. My conclusions are that thinking with agential realism produces alternative ways of understanding children’s play and learning in preschool. The thesis is scholarly but the theoretical framework that I use is scientific substantiated. The presentation will be held in Swedish.

1990 - Science in a Swedish Preschool, Working with the Pedagogical Material “Science and Technology for All” (NTA)
Elin Eriksson, Dalarna University

In this presentation an ongoing project made in the frame of a licentiate study will be discussed. The overall purpose of the study in progress is to gain knowledge about learning situations when the pedagogical, science related material “Science and Technology for All” (NTA) is used. NTA is a Swedish learning material developed out of the American, inquiry based, school development project “Science and Technology for Children” (STC). The development of a Swedish version of the material was initiated by the Swedish Royal Academy of Sciences, the Academy of Engineering Sciences and a number of schools in a municipality. First, the material was suited only for developing science teaching in school, but since 2010 there is also a version of the material available for preschool. After a few days of education the teacher gets access to the material which consists of a complete batch of material to use in a number of experiments, all of them connected to a specific science theme. The three available themes for preschool use are water, air and sound. The study presented here focus on the teachers’ expressed aim of the learning situations with NTA and what happens with this aim when it encounters the children. The ambition of the study is to understand what kind of content that emerges in the learning situations with NTA and to discuss which meanings that becomes possible for the children out of this content. The study is inspired by John Dewey’s pragmatic perspective and the data consists of nine hours of video observations from fifteen learning situations where NTA is used. Four teachers from three preschools and a total of 30 preschool children between two and six years old are involved in the study. Five learning situations from each of the three preschools have been filmed. In combination with the video observations, a few questions were asked to the teachers, before and after each learning situation. The presentation will be held in Swedish.
2548 - Assessment in Swedish preschool
Eva Johansson, University West

Preschool teachers observe children's behaviors and assess their abilities in relation to explicit or implicit expectations and norms daily. In Sweden as in the OECD generally, the pressure to assess children's development has increased immensely over the last decade, even in the preschool. This ethnographic study investigates assessment as a part of the daily routine of Swedish preschools. The setting is two preschools: a multi-ethnic preschool in a disadvantaged area, and a preschool that teaches children with predominately Swedish middle class background. The study includes data from participatory observations, recorded conversations and interviews with teachers as well as written documentation about the children. Using Giddens' constructs of structuration, rules and resources, I found that preschool teachers (re)structured the institutional practice in everyday activities. In everyday practice they used available resources in order to comply with the curriculum, within the institutional frames of rules. Recently imposed assessments were assimilated to the ordinary routines of the preschool. Furthermore, new demands of documenting the development and learning of individual children contradict earlier statutes that preschool children should not be subjected to assessments. To resolve this conflict, teachers adopt modes of writing and talking about the children, which seemingly focus on the performance of the preschool, but construct the children "between the lines". The stories of individual children are thus hidden in stories about the institution. This can be understood as soft governance (Foucault) or symbolic violence (Bourdieu). Finally, the socializing messages were different in the two preschools: adaptation to given linguistic and social norms predominated at the culturally diverse preschool; whereas creativity and pliability towards children's wishes prevailed at the culturally homogenous preschool. This suggests that assessment practices both indicate and reinforce different institutional habitus in different preschools which may be seen as a threat to the role of education in promoting equity. Paper session within the network of Early Childhood Research alternatively Inclusive Education.

2387 - Documentation in Swedish preschool's systematic quality work
Katarina Elfström Pettersson, Linköpings University

In this paper I present a part of a larger project on documentation in Swedish preschools. In the study I explore how documentation in Swedish preschool's systematic quality work is done. The aim is to understand what preschool teachers and models for systematic quality work produce together. By focusing both the teachers and the models I will try to discern how both these actors are involved in documentation and what they produce together. Since 2012 the Swedish Education Act prescribes all education to be planned, followed up and developed by the municipal accountable school authority as well as by the head of local schools (or preschools) (SFS 2010:800). The aim is to make quality and equality visible, to develop the fulfilment of national goals and to create participation and dialogue about this fulfilment and possible inadequacies. This systematic quality work should be done continuously and comprise certain steps which should be documented. The steps are presented visually, as a model, in the form of a 'wheel' by the National Agency of Education (Skolverket, 2012). According to Sheridan, et al. (2013) there is a lack of knowledge about how preschool teacher’s deal with systematic quality work. There is also a need to develop methods and approaches. Interviewing preschool teachers about documentation Löfgren (2014), concluded that these teachers produced images of their work in line with quality measurement instruments used in their municipalities. Therefore, studying how a model for systematic quality work and preschool teachers together produce documentation is crucial. Since I am interested in how documentation is produced by preschool teachers together with models, the study will draw on the theory of agential realism (Barad, 1998), where agency is seen as material-discursive and where humans and non-humans can be, more or less, equally active. This perspective will contribute to understanding of how both models and teachers are involved in documentation. Additionally, documentality (Steyrer, 2003) and governmentality (Foucault, 1991) are also considered. Since documents are involved in evaluation and development of preschool quality, these perspectives will contribute to understanding of how documents govern preschool practice, in this case, specifically the documentation practice.

2866 - Froebel's idea of play – a hermeneutical challenge
Einar Sundsdal, Sør-Trøndelag University College, Maria Øksnes, NTNU

The point of departure for this paper is the notions of play found in the writings of Friedrich Froebel (1782-1852). Froebel created the concept of the “kindergarten” and also developed the educational toys known as Froebel Gifts. Froebel is often accused of presenting an instrumental view of play, that is emphasizing play as a means for the education of man. In this paper we will suggest a different reading, emphasizing aspects of his thought that makes it difficult to maintain that he had an instrumental (means – end) view of play. We argue that the accusations of instrumentalism stems from hermeneutical insensitivity to the historical contexts and that what seems to be instrumentalism instead is a didactical form Froebel used to get his message across. Reading Froebel’s texts today represents a hermeneutical challenge, especially regarding what Hans-Georg Gadamer calls “contextualism”, “open-endedness” and “plurality of meanings” in the interpretative process. In this paper we will address these challenges and present our interpretation of Froebel’s texts as arguments for the intrinsic worth of play.
4. Classroom Research

Chair: Elisabeth Bjørnestad, Oslo and Akershus University College
Location: B1 114

1613 - Differentiation in Classroom Practice
Martha Mottelson, Christina Jørgensen, University College Capital (UCC)

The paper gives an account of our research project 'Differentiation in Classroom Practice'. We have carried out classroom observations and conducted semi-structured interviews with teachers as well as with students in a Danish fifth grade. Our analytical approach takes its starting point in a sociological analysis of the school as a societal institution that commends the reproduction of prevailing divisions of power and resources and secures the cultural reproduction of ideas and practices well designed to maintain status quo in society (Bourdieu & Passeron 1970). We combine this basic analysis with anthropological, ethnomethodological and interactional approaches to understanding the way in which differences are produced, reproduced and managed in the specific context of the school classroom, and how the classroom as a specific setting lays out structural and cultural demands and constraints that provide the framework for the teacher’s efforts to accommodate instruction to individual students’ different educational needs. Our initial preliminary analysis points towards some specific domains, which are the subject of focus for teachers during instruction. The domains in focus don’t necessarily provide support for the teacher’s endeavor to orient their instruction towards different students’ different needs. On the contrary we see teachers focus on classroom management, common tasks, assignments and goals as well as their usage of a one-dimensional assessment scale as counterproductive for developing suitable differentiated instructional practices. Thus, our current research question is: What makes teachers orient their focus towards domains that seemingly do not provide the grounds for or opportunities to develop professional skills and practices that can accommodate to student’s individual needs? Over the past years the question of differentiated instruction and the school’s role in creating more equal educational opportunity has been a general topic of interest. This interest has intensified as demands regarding the developing of inclusive education have become commonplace. Our research seeks to deliver insight regarding the preconditions that need to be reflected in the attempt to develop differentiated practices. Our paper will further discuss problems and challenges to be faced in the production of knowledge with and for a professional field.

2241 - Monoculture or Diversity – Types of Order in Swedish and German Classrooms
Jakob Billmayer, Mid Sweden University

The aim of this paper is to describe which types of order can be found in observations in Swedish and German classrooms and to discuss what effects these implicate for the work of teachers. Schooling on the one hand is a global phenomenon and the classroom is usually seen as an integrated part of it. School systems on the other hand are nationally different. Therefore it is interesting to investigate whether, and to what extent, differences can be found in the classroom orders in different countries. The concept of disciplinary order as formulated in Michel Foucault's book "Discipline and Punish" is the main theoretical framework of this study. Based on this concept an ideal type of "disciplinary classroom order" is formulated. This ideal type is the analytical starting point for constructing and describing different types of classroom order based on classroom observations. The study is based on participant classroom observations of German upper secondary school teachers and Swedish compulsory school teachers during their work week and in their classrooms. The results of these studies show that there can be found two different, and in many ways opposing, types of classroom order in the Swedish examples, whereas only one in the German. In the German examples, the classroom is the unquestioned centre for teaching and learning activities at school; teachers and pupils are exclusively inside the classroom where teacher centred whole-class lessons are carried out. During the lessons the German classrooms are quite closed and the pupils are static on their places. In the Swedish classroom observations this type of order can be found as well, but there it alternates with another almost opposite type of order where pupils are studying individually with the teacher as supervisor or mentor. The classroom is one of many places for these activities and is therefore much more open for teachers and pupils during the lessons. It will be discussed what possibilities and risks are carried along by either focusing on one type or shifting between different types of classroom order and what demands are put on the teacher in those different environments.

2025 - Thinkingly acting with Montessori material
Per Gynther, Stockholm University

This paper presents part of a larger ethnographic study which aim is to explore Montessori teachers’ opportunities for broaden their scope for action when teaching. In the study, in which the author takes part of nine Montessori teachers daily work in three different elementary schools in Sweden, the empirical material is collected through participant observation and interviews. When Montessori pedagogy has been discussed much attention has been given to its didactic material. This material, the so called Montessori material, has been described as being surrounded by instructions which thus give the impression that Montessori teachers are handling the material habitually. Despite the attention given to the material we paradoxically know little about it and its use in different cultural contexts as studies on Montessori pedagogy in Sweden has been neglected. Based on action theoretical points and by pointing at how the teachers' interactions with children could be seen as related to the concepts “reflection - in - action” (Schön, 1983) and "thinkingly acting" (Van Manen, 1995) I will conclude that teacher’s actions, rather than habitual, should be seen as conscious and based on their own choices in those cases where the teacher goes into a sort of dialogue with what he or she identify as knowledge in children’s manipulation with the material. In this
dialogue teachers seem to make this identification of knowledge, rather than the instructions that surrounds the material, directional for the interaction.
05 SES 02, Symposium

5. The Curriculum Research Network

Who governs the Swedish school? Municipality, school and state during 60 years of Swedish school reforms – in a world of change

Organizer: Johanna Ringarp, Uppsala University
Chair: Henrik Román, Uppsala University
Location: B1 132

"Who governs the Swedish school? Municipality, school and state during 60 years of Swedish school reforms – in a world of change" is the name of an on-going comparative research project, which started in 2014. In the project we analyse municipal school policy in Sweden during the period 1950-2010, examining six decades of recurrent school reforms. The 3-year project comprises five empirical studies and a concluding analysis, of the municipalities: Stockholm, Malmö, Växjö and Tierp. The overall aim of the symposium is through our preliminary findings discuss the important of the municipal aspect of school policy especially from a historical and transnational curriculum theory perspective. Discussant of the symposium: Tine Sophie Prøitz, Nordisk institutt for studier av innovasjon, forskning og utdanning, Oslo

2347 - Municipal school policy and governance from a historical perspective – municipal school board activities in Stockholm, Växjö and Tierp 1958-2008
Henrik Román, Uppsala University

This study is part of the comparative project Who has governed the Swedish school?, which started out in 2014. Our project, including this study, depart from a modified curriculum theory perspective and aims to explore the dynamics between local, national and transnational educational policy from a historical point of view, mainly by studying local school policy actions in relation to school practice. The aim of the project is to compare over-time variations in balance between municipal and national school governing in four different Swedish municipalities, thereby contributing to a more complex understanding of the concepts nationalization and municipalization, which generally are used in an oversimplified and unhistorical manner in the contemporary Swedish school debate. Such an approach also provides historical and local context insights to the issues of school marketization and deregulation. In this paper, I compare municipal school board activities over time in three Swedish municipalities: Stockholm (a large capital city with strong educational resources), Växjö (a middle town with fairly strong educational resources), and Tierp (a rural region with fairly weak educational resources). Municipal school board protocols for every tenth year starting in 1958 serve as empirical data and the following questions are addressed: a) What are the municipal school board matters at different times? b) Which matters concern specific initiatives for improving and supporting the local schools? c) Which of these initiatives can be defined as local (or municipal) initiatives and which can be defined as transferring or interpreting national decrees? d) What are the major similarities and differences with regards to a-c between the three municipalities, and over time? Preliminary findings: The school policy making of Stockholm has been changeable and generally blending national and local large-scale initiatives. The school policy making of Tierp has been fairly stable, with a small number of local initiatives and in a quite close connection with its schools. Växjö has claimed a municipal interest to strengthen its educational resources, including academic education.

2350 - Different worlds of internationalisation: a historical comparison of local school policy in Sweden 1950-2010
Andreas Nordin, Linnaeus University

Education in Europe after the Second World War has been transformed within a wider context of societal modernisation. It has also become part of the efforts made towards a more common platform for transnational cooperation within the EU. This development has been recognised within educational research as a process of Europeanisation within the educational field homogenising national policy. This strand of research has provided important knowledge on the development of new policy arenas at transnational and national levels, but has paid little attention to the local level where these policies are acted out and interpreted within specific historical, cultural and political conditions and where transnational exchange is initiated at the local level. Against this background the aim of this paper is to contribute to a deeper understanding of the internationalisation of the Swedish school, seen from a municipal level. The paper draws on an examination of local school policy in two Swedish municipalities between 1950-2010 from a historical curriculum theory perspective, taking into account the socio-historical context of schooling, including school politics, school administration and school practice. The transnational exchange within the two municipality cases has been traced by searching for educational efforts that include international elements such as introducing new subjects, programmes, immigrant education, study trips abroad and/or conferences. The result shows that the Swedish school has been subject to transnational exchange long before entering the ‘era of globalisation’. It also shows that the extent and the forms of transnational exchange differ radically between municipalities, which in this paper are discussed in terms of ‘different worlds of internationalisation’. Since little historical research has been done on the internationalisation of the Swedish school from a municipal perspective this study is of great relevance. It contributes to a deeper understanding of the varying role that the local level has played and continues to play in the internationalisation of the Swedish school.

2352 - Issues of decentralization in times of centralization. How the Swedish Association of Local authorities dealt with the 1960 school reforms during 1950s-1970s
Johanna Ringarp, Uppsala University
My research belongs to the project "Who governs the school? Municipality, school and state during 60 years of Swedish school reforms - in a world of change", where we compare overtime variations in balance between municipal and national school governing in four different Swedish municipalities, from a modified curriculum theory perspective. I specifically focus on key municipal school issues at the political level, including national policy exchanges. Questions that I raise are: What kind of help did the municipalities need from their own organisation during this reform period? And what kind of issues did the Swedish Association of Local authorities have to deal with regarding the new school reform? The empirical data primarily consist of official material and protocol from the Swedish Association of Local authorities and their forerunners for the period 1950-1970. Preliminary findings: While most of the municipality lacked the experience to solve the problems, the umbrella organisation for the municipalities had to deal with many questions that came with the reform. The administrations of the new school situation drew the organisation together more, which in the long time led to discussion about who should govern the school – the state or the municipality.

2354 - The interplay of state and municipal governance concerning the technological dimension of a Swedish school reform – a comparative case of two municipalities in the 1950’s and 60’s.
Stina Hallsén, Uppsala University

Technology has throughout history been linked to faith as a force for change and development. Sweden has been a relatively early adopter of "computerization" and the country has internationally had a reputation for being a ICT pioneer. This is particularly true for the school sector where technology has been seen as means to make schools more effective, to make learning engaging and relevant and to prepare students for a professional life in a changing society. The paper is based on a sub-study of the project "Who governs the school?". This sub-study focuses the role of technology in the school reforms in the 1950s and 60s when technological educational tools were ascribed a significant role in the change process. Among other things, the government provided a special grant, directed towards technological teaching materials, which was seen as a prerequisite of the new comprehensive school. Through a comparative approach and by using the concepts of technological push and educational pull interplay of state reforms and change processes in Swedish municipalities is analyzed. The empirical material consists mainly of selections from the chosen municipal archives. At the time of the comprehensive school reform, the selected municipalities, Stockholm and Tierp, had diverse social, demographic and geographic characteristics, representing the big city and the countryside. Preliminary results: the comparative analysis implies that the conditions for each municipality to handle the technological dimension of the reforms differed significantly. Stockholm was well prepared for adopting the expanded technological tools that were promoted with the reform, and they even took part in forming and promoting such technological expansion. Tierp was less prepared. Following the reform Tierp made extensive organizational changes and made investments in technological equipment mainly at the school level. The municipal technology infrastructure remained fairly weak. The proclaimed reform aim to reduce inequality in education opportunities between regions was hardly fulfilled, at least not with respect to technology development.
6. Educational Leadership Network

Chair: Monika Törnsén, Umeå University
Location: AK2 137

2534 - Swedish principals’ professional identities
Monika Törnsén, Umeå university, Pia Skott, Uppsala University

This study of principals’ professional identity is part of a longitudinal study of participants in the Swedish National Head Teacher Program during 2014-2017. The aim of the three-year program is for principals to acquire knowledge and skills in three interrelated areas: school legislation, management by goals and objectives and school leadership. The overall purpose of the study as a whole is to examine possible effects of the program initiated 2010. The first phase of the study, carried out in the spring of 2014, consists of a survey and interviews with 12 principals. This paper builds on the interviews focusing on principals’ identity role construction. Additional surveys and interviews will be carried out in 2015 and 2016. For the interview, a protocol was used to examine professional identity, here defined as “identities which individuals use to make sense of and enact [their] roles” (Scribner and Crow, 2012, p. 246). The protocol allowed for interviewees to reflect on identity in relation to family influences and upbringing, experiences from their participation in society, tasks and work-related challenges and e.g. their participation in the program, without being asked about the latter. The findings show a variety of role identities. For one thing, there are those who are struggling to develop an identity related to their position in the school sector e.g. a former business leader or a chef. Another category consists of those with a strong identity as a school person but shifting positions e.g. a former teacher.

2933 - Authentic cases from school practices: learning resources in school leadership development
Ruth Jensen, Kirsten F. Vennebo, University of Oslo

International research documents a variety of approaches for fostering the professional development of school leaders. This is also the case in a Nordic context. Various resources are introduced to train leaders to solve authentic problems in schools. Thus different case methodologies are introduced in the leadership programs. However, little is known about how authentic cases may trigger processes of problem-solving in situ. This study, which empirically is grounded in the work performed by teams of school leaders participating in a national program for school principals in Norway, examines the processes through which solutions to problems are found when authentic cases are used as learning resources for collective problem solving in teams of school leaders. The analysis is informed by cultural-historical activity theory (CHAT) and interactional analysis is used as a resource for analysing video-data of the teams’ work processes. The preliminary findings demonstrate how the particularities of the cases in combinations with the resources the team members committed to and used in their problem solving efforts became consequential for course of actions and the solutions found. Based on the findings, we argue that this study contributes to inform our understanding of the ways in which authentic cases become learning resources at an empirical level. Moreover, we discuss how CHAT carries explanatory potential for revealing and theorizing problem solving evolving when authentic cases are utilized as learning resources in leadership development.

2701 - School leadership and peer group coaching
Fred Carlo Andersen, Østfold University College, Christian Brandmo, Oslo University Tor Colbjørnsen, Oslo University

Coaching is widely being used as a means for leadership development. However, very little is known regarding school leaders’ perceived value of peer group coaching. Although one-on-one coaching can be very effective, we argue that leadership coaching in a group setting is highly beneficial. Through a documentary analysis we investigate the impact of group based coaching in the Norwegian National Leadership Education for School Principals. The analysis is included self-efficacy, engagement, autonomy, time on task, and reflections concerning the leadership role. Overall, this research shows that the participants develop an increased understanding of their role as school leaders. Results indicate a stronger belief in their capacity to approach and succeed in dealing with challenges in their work as school leaders. Additionally, the participants seem to value the exchange of experience with colleagues who often display similar dilemmas and challenges. This research adds to the growing literature on how to understand and encourage more effective coaching in schools.

2288 - On how to train School Leaders
Birgitta Johansson-Hidén, Karlstad University

The National School Leadership Training Programme aims at providing head teachers, heads of preschools and other school leaders with the knowledge and skills required to manage their responsibilities and achieve their goals. The different Training Programme goals are knowledge and understanding, skills and abilities and assessment ability. The purpose of these studies (Elthammar, 2014; Johansson, 2014) is to examine how managers who attended The National School Leadership Training Programme and two other leadership courses, one on Transformational Leadership and one on Development of Group and Leadership, describe what they have acquired from training,
how they apply it in their everyday leadership, and the extent to which employees believe their managers exercise a better and changed leadership. The study has both a qualitative research approach where semi-structured interviews were conducted with 18 managers, and a quantitative approach using questionnaires answered by 70 employees. The interviews showed that the managers felt themselves strengthened in their leadership role, and the employees' survey showed that employees relatively frequently believe their managers exercise a good and expected leadership. The result also showed that the employees that had leaders who were trained in the program Development of Group and Leadership, experienced the biggest changes in their leaders' leadership.
2685 - No one did anything. What young people who were bullied say about prevention and intervention.
Vanda Sigurgeirsdottir, University of Iceland, School of Education

Bullying is a prevalent problem in many schools around the world. To counter the negative impact of bullying on psychological and physical health, such as depression, anxiety, lack of self-esteem and psychosomatic symptoms (Tofj and Farrington, 2008), various prevention and intervention methods have been developed. But these efforts seem to be insufficient because bullying prevails and continues to have devastating effects on the lives of too many children (See Gini and Pozzoli, 2009). The aim of the study was to ascertain whether the experience and perspectives of young people who were bullied as children can help in developing new ideas and methods to decrease bullying. The research, which is a part of a larger study, took place in Iceland in the fall of 2014. Participants included 40 men and women aged 18 to 30 who had been bullied as children. Participants were found through snowballing, semi-structured interviews were conducted in which the participants discussed their experience and understanding of bullying. Thematic analysis was used to analyze the data. Preliminary findings indicate that the participants have opinions on why current anti-bullying approaches don’t work as intended. One common theme is that children who are bullied are seldom informed about what is being done to stop the bullying. This leaves them with the feeling that nothing is being done to help them and that no one cares which in turn can lead to feelings of helplessness, surrender and to not seek further help. The significance of the study is both theoretical and practical. It is anticipated that this first-hand experience of the participants can contribute to better prevention and intervention methods.

2619 - The social climate and moral disengagement in school classes and their associations with peer victimization
Robert Thornberg, Linköping University, Linda Wänström, Linköping University, Tiziana Pozzoli, University of Padova

Recent research in bullying has increasingly focused on the complex group nature of bullying. To this regard, some studies have confirmed that the context in which bullying takes place is likely to influence students’ perceptions, attitudes, and behavior. This is not totally surprising, given that it is well known that processes of social influence among classmates can be particularly pervasive, as classrooms represent one of the most salient normative contexts throughout childhood and adolescence. Despite this premise, to date little research has been devoted in specifically understanding class variables related to between-class variability in peer victimization. In order to fill this gap, we investigated whether class climate (CC) and class moral disengagement (CMD) each contributes to the explanation of different levels of victimization among classes. These two class variables were selected because, although their relation with class victimization has never been explored, previous studies underlined their role in predicting class variability in bullying-related behavior. The final sample consisted of 899 schoolchildren from 43 school classes who filled out a questionnaire. CMD was operationalized as the degree of disengagement processes, that are self-serving cognitive distortions that minimize guilt and, in turns, facilitates immoral behavior, at the class level. CC was instead measured as the aggregate measure at class level of the perceived quality of teacher-student and student-student relationships. The hypothesis that victimization was less likely to occur in classes characterized by lower levels of CMD and better CC was tested through two multilevel analyses. In the first model only individual variables (gender, ethnicity, age) were considered. In the second one, that resulted the best model, class level variables (CMD and CC) were added, controlling for class size and proportion of boys. Focusing on our hypothesis, results revealed that both CMD and CC were significant predictors of class variability in victimization in the expected way. The current findings add some important knowledge to the growing literature on the role of class variables related to peer victimization, and they also have potential implications for anti-bullying practices. In addition, the findings also contribute to the actual Nordic debate on school bullying and anti-bullying practices.

2721 - Knowledgeable without knowledge – democratic participation in school and society
Jan Grannás, University of Gävle

Every third year in two regions in the Nordic countries, a comprehensive longitudinal youth survey is conducted that follows up national youth policy (Lupp-survey). The target groups for the study are young people aged 13-16. The survey focuses, among other things, on young people’s views on questions concerning democracy and participation and citizenship. This paper is based on results from the survey and focuses on young people’s democratic and civic competence in Gävleborg (Sweden) and Ostrobothnia (Finland). The main focus of this paper is students’ perception of their ability to participate and influence in everyday schoolwork. The opportunity for participation is based on the overall survey questions; do you want to participate and do you have experiences of having the actual possibility to participate and influence in the everyday schoolwork. For the overall issues there are more targeted follow-up questions that address inner and outer school environment, rules of the school and opportunities to influence teaching. This paper draws on the comprehensive longitudinal youth survey in which 85 percent of the regions’ youths are included in the study. The samples are 2,207 students (14-15 years old) from Sweden and 1,718 students (15-16 years old) from Finland. The results show that there are similarities and differences between the regions in which gender and ethnic variables are significant. Young people from Ostrobothnia have significantly less interest in and perceived opportunities for participation and influence in everyday schoolwork and teaching. The Swedish results tend to vary among the schools that have the best results in merit ratings. In a national perspective they have important similarities with the results of Ostrobothnia Schools characterized as multicultural in the Gävleborg region tend to have lower merit ratings and at the same time students...
have a greater desire for and perceived ability for participation and influence in the everyday school activities. The results within and between the regions show an interesting difference between those students who have a good knowledge and opportunities for participation and influence and those who have limited knowledge. The differences are important to consider in relation to the democratic mission in both countries.

**1934 - Culture of Democracy? How do Icelandic Upper Secondary School Students Perceive of their Role, Participation and Responsibilities?**
Valgerdur Bjarnadottir, Ingólfur Ásgeir Jóhannesson, University of Iceland

One of the main aims for upper secondary education in Iceland is to encourage students to be active participants in a democratic society (The Upper Secondary Education Act 2008, Article 2). Schools are expected to systematically cultivate in students the knowledge, skills, and attitudes that are necessary for active, critical and competent participants in the future society. To stress this objective further, one of the six cross-curricular fundamental pillars of education in Iceland, published in the core curriculum in 2011 is democracy and human rights. The aim of the presentation is to cast a light on how students in selected Icelandic upper secondary schools perceive of their role, participation, and responsibilities in their own education. We especially focus on how they perceive of their every-day school culture as supportive or not to become active participants in a democratic society. The presentation includes preliminary findings from an ongoing research on upper secondary school practices in Iceland. The research is part of the Nordic centre of excellence: Justice through education in the Nordic countries. The findings are based on semi-structured interviews with over 50 students in nine upper secondary schools in Iceland, randomly sampled from stratified groups of school to include a variety of them in terms of location, size, and type (academic, comprehensive, vocational). Bernstein’s concepts of classification and framing formed the basis of our analytical framework. Initial findings suggest that students do not experience democratic pedagogic rights. They do not perceive themselves as active participants in determining their educational activities. Furthermore, everyday school practices seem to be characterized by a strong framing which does not encourage active participation of students, although with a few exceptions. Students more or less do what they are told to do and in general they do not experience that they have opportunities to tell their opinion or that they can have influence on what is being done in schools. However, those relatively few who have experienced themselves as a part of a democratic school culture are positive towards that kind of experience.
08 SES 02, Paper

8. Gender and Education
Chair: Thomas Johansson, University of Gothenburg
Location: AK2 135

2030 - Does the National Curriculum Guide 2011 in pave way for gender and queer studies in Icelandic schools?
Ingólfur Ásgeir Jóhannesson, University of Iceland

In 2011, a new curriculum for pre-, compulsory, and upper secondary schools in Iceland was issued. Among other things, it contains for all school levels a 10-page section about the so-called fundamental pillars of education, cross-curricular issues that “should be evident in all educational activities and in the content of school subjects … both regarding the knowledge and the skills that children and youth are to acquire” (National Curriculum Guide for Upper Secondary Schools, 2011, p. 15). These pillars are literacy, sustainability, democracy and human rights, equality, health and welfare, and creativity. In the text about the equality pillar, gender studies and queer studies are noted as resources as well as potentials course subjects. Einarsdóttir & Jóhannesson (2011) have pointed out that in the Curriculum Guide, “gender is assumed to be intertwined with other diversity markers”. They “conclude that the current situation contains opportunities if gender equality will be established as the core of equality education” (English abstract). This presentation uses several sources to investigate if the curriculum does indeed pave way for gender and queer studies as “promised”. A. It analyzes the curriculum specific to each of the three school levels, for instance the so-called Subject Areas for the Compulsory School, released in 2013. B. It also analyzes a booklet on Equality – but the Ministry commissioned the writing of about 64 page booklets about each pillars – and other available material published since 2011. C. Gender studies are now also taught in some upper secondary schools, and the presentation will be based on interviews with a small sample of upper secondary school teachers who teach courses in gender studies (quite few schools now offer them) and queer studies (very few offer queer studies but some integrate issues about, for instance, the “pink Holocaust” into history). D. It is based on observations upper secondary school classes of gender and other equality studies, derived from a data base collected in October 2013 to November 2014 by a large group of researchers. This material and other material will be used to answer the question in the title.

2296 - ‘Gender´ as a Tacit Dimension of Pedagogy
Anja Kraus, Linnaeus University

Theoretical pedagogy in general refers to the reading of social reality as if it were a text (cp. “linguistic turn”). That is to say, it deals with social reality as if it were ruled by completeness, closeness, unambiguity and linearity (cp. Oser 1997, Wulf 2007). In a further step important pedagogical concepts such as competences, efforts, learning processes etc., also “gender” are textualized, standardized and even metrified. Analogously, in school it is widely regarded as the main aim to impart available knowledge and abilities oriented at certain objectives. In both approaches pedagogical theory and practice is to a great deal reduced to certain norms and to definite interventions in well-defined pedagogical situations. This resembles the reduction of today’s pedagogy to the perspective on caring and its normative framing on the one side, and to a high esteem for the personality, responsibility and also the autonomy of the child on the other side. Both approaches are deeply based in the tradition of Enlightenment (cf. Adorno 1947). In the year 1979, Francois Lyotard proclaimed the “end of master narratives” such as “emancipation”, “autonomy”, “societal progress” etc. By the postmodern movement the self-interpretation, the contingency, discoursivity and the stage-character of phenomena was stressed. In theoretical and empirical research the concept of “objectivity” is problematized, and the principle of consensus is put at stake and is investigated. The paradigm shift is initiated by referring to the materiality of the body, of experience and of history. By this, also new fields of social research are opened up, beside others “gender” as an interpretative process and as a social ascription. This track in terms of “gender” will be followed up in my contribution.
2539 - Order in the classroom – how is it possible?
Annik Lilja, Silwa Claesson, University of Gothenburg

The aim of this presentation is to illustrate a didactical dilemma; classroom discipline, and with a certain focus on Swedish classrooms. This has for a long time been an issue in media as well as in politics, and seldom teachers or researchers are asked to give their view. The society, which is constant in change, also changes the relations between teachers and pupils. This presentation is built on hermeneutical-phenomenological studies where teachers and pupils’ interaction have been observed during lessons. The conclusion of this study is that teachers in schools of today needs to create a relation with the class as the whole and at the same time with each and one of the pupils, which is an act of balance. We believe the classroom descriptions of classroom order are of relevance not only for teachers and teacher education in Sweden, but also in other Nordic countries and internationally.

2579 - Expecting the unexpected in classroom teaching: Challenging the notion of educational relevance and models
Glenn-Egil Torgersen, Norwegian Defence University College, Herner Sæverot, UiB, Tone Cecilie Carlsten, NIFU

Is it possible to plan, teach and train for something if we do not know what situation is to come? As we all have experienced, classroom teaching is not a linear model, but a complex and dynamic set of activities that requires improvisation and indirect structure. The aim of this symposium is to discuss the educational foundation of didactical approaches aiming to “master” unforeseen situations. The development of such didactical design models requires a clear articulation and awareness of the theoretical border between the “predicted” and “the unforeseen” and between didactical plans and pedagogical tact. It also challenges our notions of relevant knowledge and relevant learning outcome. Several studies and experiences related to complex and unforeseen events show that the concept of knowledge to a greater extent should incorporate knowledge structures such as “improvisation”, “creativity”, “flair”, “tacit knowledge” and “intuition.” In order to nuance and expand our understanding of classroom teaching four papers have been selected to form a body of substantial and theoretical perspectives on the features of education for “the unforeseen.” Unexpected classroom situations may challenge our former teleological didactical view on time and didactical timing of learning and development. In our symposium, we therefore raise new questions about how to reinstate educational risk in our pedagogical endeavors in a time where educational policy is signaling standardized measurements. In this presentation, we present some results from a Norwegian book project (Pedagogikk for det uforutsette). The presentation and discussion will be held in Norwegian.

2848 - Student Positions in teaching communication
Turid Skarre Aaseba, University of Agder

A dominant discussion in the tradition of democratic education is the discussion about informing students about democratic values or developing democratic values and skills through experience. Oppenheim’s (1975) ten-nation study, carried out forty years ago, concluded that democratic skills and values were not developed through experience of democratic forms of classroom learning. It was suggested that “factual learning discouraged open discussion of controversy issues and have an over-benevolent view of authority” (Harber 1997:179). After a decade with increasing focus on accountability, assessment and result orientation the question about democratic experience in the classroom should be raised. Some defines ‘democratic identity formation’ as an adaptive formation (Kaplan & Flum 2012). ‘Active citizens’ can also be considered as a deeply neoliberal subjectivity (Kennelly & Llewellyn 2011). However, Westheimer & Kahne (2004) show that the various underlying perspective on citizenship has different implications for curriculum and teaching, and have explored three different conception of the ‘good citizen’; personally responsible, participatory, and justice oriented which is the most critical perspective. This paper asks if and students are offered possibilities to experience democratic values through teaching communication in the whole-class talk in the classroom. Communication between teacher and students are inspired of Arendt’s ide of dialogic upbringing where teacher and student together train the ability to take part in judgment of acts, events and meaningful talk (Mahrd 2012). The empirical data is based on qualitative observation of whole-class teaching in lower secondary school. Eight teachers in four schools situated in two different counties in Norway were observed in whole-class lessons in theoretical subjects. It comprises 62 lessons and implies several classes and grades (see Aaseba, Midtsundstad & Willbergh under review). All whole-class talk between teacher and students were recorded. The data analysis focuses on how teachers position the students by characterizing them in the classroom ("you are") and by expressing desirable manners ("you should"), 2) the forms of conversation the teacher invite the student to participate in, and 3) the positions students initiate of their own accord.

2898 - Rural Teaching in Norway
Tobias Werler, Bergen University College
Much of current teaching practice seems to be based on models derived from urban knowledge and competence contexts which have little in common with the demands of rural areas. Only a very limited research literature is available, that documents or analyses the unique approaches and challenges of rural teaching. Aim of the project is to reconstruct unique qualities of educational professionalism at schools and kindergartens situated in rural, sparsely populated areas, and thereby to reconstruct unique contributions to rural-community well-being, that can be introduced to teacher education. International research on teacher professionalism seems to be neutral, in terms of distinction between urbanty and rurality. A way from some Canadian examples (Preston 2006) it does not consider rural ways of being a teacher. This is surprising, because pedagogy of place (Mendel 2006, 2009) as well as, place-based education (Sobel 2004) comes with a clear argument that place matters. Places with their communities are creating particular inter-subjectivities that are framing (well)being of a (good) teacher. However, research on other professions (f. ex.: police) regards this context (Slade, 2013). This project try’s to fill the research gap by reconstructing teachers role in three culturally and socially different contexts of ‘the rural’ school and kindergarten. In each of these places we are going to give voice to the teachers, asking them: what does it mean to be a teacher here? Methods we see as relevant to our questions are (semistrucred) interviews with school and kindergarten teachers. In to different socio-cultural rural contexts in Norway we are going to conduct 15 interviews. Considering our interpretative approach to self-understanding of teachers’ role, we see life history (Goodson 2001) as most relevant. It will let us get insight in teachers’ private and professional experiences over time. We expect to find teachers negotiate one’s own role, even when required skills are not taught in teacher education. We will also see how they balance potential role conflicts since they share the same social arenas as their students.
4732 - Lived experiences of not belonging in school from the perspective of young adults and parents. A qualitative metasynthesis of students’ interviews
Inger Berndtsson, Yvonne Karlsson, University of Gothenburg

This presentation will highlight lived experiences related to school situations, from the perspective of parents and young adults. The background to this study is our work with an academic course in Inclusive Education. One of the students’ examination assignments (to be conducted in groups of 5–7 students), contains a qualitative meta-analysis based on two individual interviews, one with a young adult and one with a parent to a child identified having learning difficulties or impairment. The aim of the task is to widen and deepen the understanding of individuals’ with impairment or learning difficulties lived experiences of participation in school and preschool, as well as parents’ perspective regarding their children’s participation in school and lived experiences of collaboration with school personnel. The students first performed individual analyses of the interviews. Thereafter, the groups executed meta-analysis, based on the individual analyses. Over the last two years we have access to about 60 meta-analyses, including the results from 600–800 separate interviews. Our aim in this presentation is to present results from a metasyntesis based on the students’ analyses. Theoretically the work is based on life world phenomenology focusing lived experiences of participation in daily life situations in school settings. The findings indicate that the young adults often have had a strenuous time in school, where they sometimes have experienced less participation where their knowledge not always have been paid attention to. Lived experiences of infringement, vulnerability and poorer self-image is reported. Regarding the parents the findings indicate that they have experiences of not being listen to, being distrusted and not taken seriously. Central in their expressions is the need for fighting for the rights of their children in school, where often the need for a diagnose have stood out as a necessity for having resources. The pedagogues’ insufficient knowledge regarding the pupil’s needs is highlighted. The results indicate the need for teachers having relevant and deeper knowledge about children’s various needs within learning situations, than has stood out in this metasynthesis.
Abstract book | Wednesday Parallel Session 2, 16.30-18.00

12 SES 02 B Paper

12. Inclusive Education
Chair: Rune S Hausstätter, Høgskolen i Lillehammer
Location: AK2 139

2276 - Icelandic student-teachers’ views and thoughts about issues on inclusive education - Relevance and usefulness of inclusive education as a factor in their future work as teachers
Hermina Gunnthorsdottir, University of Akureyri

In this paper, I will explore how Icelandic student teachers perceive the usefulness of ideas on inclusive education as a factor in their future work in schools. One of the critique on inclusive education is directed at the implementation at an institutional level as well as in teacher education (Armstrong, Armstrong and Spandagou, 2011). A key element for a successful implementation is to make inclusive issues inherent in teachers professional practices (Bartolo, 2007; European Commision, 2013; Karlsdóttir and Guðjónsdóttir, 2010). The teacher education must be the foundation for creating such a base. Theoretical and methodology framework Data were gathered by reflective diaries through one term in a course (fourth year/master) in the teacher education programme at the University of Akureyri in Iceland. The students were required to hand in (four times) a reflective diary based on the course reading material which was mainly based on inclusive education, bilingualism, multicultural education, social justice and democracy. The data consist of total 120 diaries from 40 students. The theoretical focus is based on ideas on teachers’ professional theory and practices that are based in theories on teachers’ professionalism. Teachers’ professional theory is here taken to be the main pillar in building teachers’ professionalism. It refers to theories about how teachers build a personal theory of learning and teaching through learning and practice. It can be both conscious and unconscious, and is the foundation for the professional teacher (Bjarnadóttir, 2008; Ingvars dóttir, 2004; Schön, 1991). (Expected) conclusions/findings The findings indicate that most of the students had not thought critically about how students’ diversity will affect their teaching and future work with students. There appears to be a difference among student teachers between school types, that is students who aimed at teaching at kindergarten and primary schools were more positive regarding inclusive issues and students diversity than those who plan to teach in high schools (in Iceland age 16-20) and many of them said that inclusion were not an issue for them at all. Relevance to Nordic educational research. The paper provides an insight into the complexities of the topic on inclusive education and underlying issues.

2497 - Special educators in Sweden- Descriptions of their education and work
Gunilla Lindqvist, Dalarna University, Kerstin Göransson, Mälardalen University, Claes Nilholm, Malmö University

The purpose of this paper presentation is to provide an overview of special educators’ work in Sweden. The paper investigates special educational needs coordinators’ (SENCOs’) and special-education teachers’ perceptions of their occupational role, of their preparedness for the role and of how their role is practised. The paper also illuminates questions about special educators’ knowledge and values as well as the grounds for the occupational groups to claim special expertise related to the identification of and work with school difficulties. A questionnaire was sent out in 2012 to all special educators in Sweden who were examined in the years and in accordance with the Swedish Examination Acts of 2001, 2007 and 2008 (N= 4252, 75% response rate). The study is unique in terms of three aspects. Firstly, it is unique due to the large-scale data collection. Secondly, the education of special educators in Sweden is in an international perspective unique. Swedish special educators have to study one and a half years (advanced level) following a degree in teaching and then the Swedish school system has been long renowned for its ambition to be a school for all, i.e. for its inclusive tendencies. Thus, special educators have supposedly played an important part in this effort for a more inclusive school system. According to the results, special educators state that they are well prepared to work with some tasks, such as counseling, leading development work and teaching children/pupils individually or in groups. Concurrently, there are tasks that the groups are educated for (e.g. school-development work), which they seldom practise in their daily work. Primarily using Abbott’s (1988) reasoning concerning jurisdictional control, we discuss SENCOS’ and special-education teachers’ authority to claim special expertise in relation to certain kinds of work, clients and knowledge and thus, their chances of gaining full jurisdictional control in the field of special education. This study is part of a research project called Special professions? – A project about special-education teachers’ and special educational needs coordinators’ education and work. It’s funded by the Swedish Research Council.

2686 - Learning to be a student – schooling children in a special teaching group
Marie Wrethander, University of Gothenburg

This paper examines how teachers and students construct the category ‘student’ in their talk in classrooms and how they use this category as a resource in making sense of their talk. It also examines the institutional practices of schooling that give shape and content to students’ social practices in school. Schooling and school activities are viewed as social practices were schooling is looked upon as actively accomplished in and through the social experiences of the actual participants. By schooling, the child learns to be a member in school, a
‘student’. This takes a lot of work and it embraces both the teachers and the students work in mutually and interactively constructing the categories relevant to the classroom. The data is drawn from a case study, which is a part of an extensive project with the overall aim to explore how schools deal with diversity between children when organizing teaching and learning practices in special education groups. The present case study is an ethnographical field study during one school year in one special education group, grade 6-9, organized for students preferable diagnosed with ADHD and ASD but also with social emotional behavior problems. Drawing from an etnomethodological approach, with conversation analysis and membership categorization analysis, investigations of interaction between teacher and pupil in individualized teaching situations have been done. The analysis indicates that talk about students and their work in school is an organizational category that is consequential for the interactional setting and social practice of schooling. Talking about learning and expectations of the students routinely assigned certain attributes to the category that includes expectations of the students in special teaching group as learning to be ‘ordinary’ students. The analysis also demonstrates how the category is used as a resource to organise classroom activities and the learning to be an ‘ordinary’ student in school. The presentation is relevant to Nordic educational research in the area of inclusive education.
Abstract book | Wednesday Parallel Session 2, 16.30-18.00

13 SES 02, Symposium

13. ICT & Education

Subject specific use and integration of ICT in education.

Organizer: Karoline Tømte, The Norwegian Centre for ICT in Education

Chair: Karoline Tømte, The Norwegian Centre for ICT in Education. Discussant: Ove Edvard Hatlevik, Massimo Loi, The Norwegian Centre for ICT in Education, Jeppe Bundsgaard, Aarhus University

Location: B1 113

2145 - It's a Fairy Tale: Using Tablets for Creating Composite Texts in the Third Grade

Bård Ketil Engen, Tonje H. Gievar, Louise Mifsud, Oslo and Akershus University College of Applied Sciences

In this paper we report from a week-long project observational period in a primary school in Oslo where the pupils worked on the creation of fairy tales as composite texts using tablets in their Norwegian language lessons. Our observational sessions were video-recorded, supplemented by field-notes and an interview with the teacher. In this paper we raise the following question: How do tablets support language learning with regards to the key competences as defined in the National Curriculum for Norwegian language? In this project, the pupils worked in groups of five, sharing one iPad. The project started with a short teacher-driven introduction to the fairy-tale as a genre, focusing on the specific characteristics of the fairy-tale and what kind of characters that usually appear. Pupils created characters using wooden spoons, home-made props and drawings. Pupils also made use of the premises in and around the school. We make use of socio-cultural perspective (Vygotsky 1978; Wertsch 1998; Säljö 2006) to guide our analysis, focusing on the interaction between pupils, technology and composite text development. Our observations suggest that the iPad acted as a scaffold, strengthening the interplay between the competence aims in Norwegian language learning in primary education on five levels: conversations and negotiations about language; developing a story; understanding of genre; grammar and spelling as well as the creation of a composite text. Furthermore, our findings indicate a reciprocality between the pupils' activities, the technological potential inherent in the tablets as well the Norwegian language practices.

2146 - The gradual integration of ICT into the teaching of science

Svava Petursdottir, Allyson Macdonald, University of Iceland

The expectation has long been that the use of technology could transform the way science is taught and learnt. Technology changes fast and in the last few years much of the debate on technology in schools has centred on the use of tablets. The aim of this paper is twofold: to describe how science teachers were utilising ICT in teaching science in 2009 and to survey the use of new technology five years later. The paper draws upon are 78 brief descriptions of science lessons from 2009 where ICT was used. These descriptions are supported by interviews with 18 teachers on how they use ICT in their teaching of science. The analysis of the data is supported by Twinning's (2002) computer practice framework and pupil-learning modes suggested by Scrimshaw (in Newton and Rogers, 2003). The findings indicate that in 2009 the way ICT was used to teach science supported existing teaching practices, showing pictures, videos and taking notes. These uses put pupils in the role of receiver. Two instances of the affordances of ICT use extending the teaching of science through simulations were reported, where pupils are in the mode of explorers. The most common use was to research science content and present the work in presentations or essays, which also puts pupils in the role of explorer of information and then creator of content. No instances of lessons occurred were both the content and the process of a lesson were different enough to be called transformed. In 2014 we found that whole-class teacher-led practices still exist but pupils are being given independence and more choice affecting the way lessons are planned with the teacher more in the role of supporter or facilitator of learning. Integrating ICT into teaching is a long process where teachers start with practices that are familiar and then gradually move towards experimenting with more advanced uses. That takes time and practice along with consistent access to equipment to support the planned uses.

2149 - Development of English writing skills for upper secondary school students in Norway using computer-based scaffolding based on semantic analysis of text documents

Irina Engeness, Anders March, University of Oslo

Young people are quite apt in learning spoken English phrases but these abilities may have negative effect on vocabulary development. As a consequence, students' reading and writing skills do not keep pace with listening, viewing and speaking. This study addresses the issue development of writing skills in English using computer-based scaffolding with the EssayCritic web application, and the work of adapting the technology to the requirements of the Norwegian curriculum in English at the upper secondary school level. Theoretical/methodological framework: Two types of theoretical framework inform this project: 1) a theory used to design the EssayCritic's semantic matching component (Latent semantic analysis), and 2) a theory to inform the adaptation of the ICT in the classroom (Scaffolded writing). Our overall theoretical framework is rooted in both cognitive (LSA, HCI) and sociocultural (scaffolded writing) traditions. We collect data in October and November 2014 in the Upper Secondary School in Norway. 70 students aged 16-17 will participate in the experiment, divided into two groups – a focus group and a control group. The focus group will use EssayCritic to support their writing and the control group will not, but use peer feedback. Both of the groups will be split into smaller subgroups. The research methods are researchers' observation in the classroom during the trial, video recording of students' interactions, and interview with students after the experiment. We use interaction
Abstract book | Wednesday Parallel Session 2, 16.30-18.00

analysis for analyzing video data. Tentative conclusions/findings: To be reported in March, 2015

Relevance to Nordic educational research: Social learning theories are adopted in most Nordic schools and stress that learning occurs through interactions with others and that learning is an aspect of all human activity (Säljö, 2005). We use novel scaffolding techniques for investigating development of writing skills in English using subject-specific ICT support.

2152 - Computers use and students’ performance in mathematic. The Nordic case
Massimo Loi, The Norwegian Centre for ICT in Education, Norway, Ove Edvard Hatlevik, The Norwegian Centre for ICT in Education, Norway, Jeppe Bundsgaard, University of Aarhus

This presentation, based on the fifth wave of PISA administered in 2012, aims at shedding light on the correlation between computer use – both at school and at home – and students’ performance in mathematics. Previous analyses of PISA data (Biagi & Loi 2013) and studies of interventions (e.g. Angrist & Lavy 2002) have shown that using computers do not result in improved competences. This study investigates whether the results can be supported by PISA 2012 data on the Nordic countries that are generally very advanced in using ICT in education, but also differs in types and extent. The paper presents how ICT is used differently in math in the four participating Nordic countries, the different profiles of use of computers in school and at home, and an analyses of the correlation between computer use in mathematics, e.g. algebra, and math PISA scores. This means describing and discussing this relationship. The analyses proposed in this study rely on a set of ordinary least square estimates performed controlling for students’ and schools’ characteristics and clustering the 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 homogeneous across the Nordic countries. Second, it studies if the magnitude of the correlation between computer 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 and mathematic achievement. The policy implications of the analyses in our study are connected both to use of computers and to professional development. 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 computer use and students’ performance in mathematics. 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 divides in Nordic countries.
14 SES 02 A, Paper

14. Multi-Cultural Educational Research
Chair: Thor Ola Engen
Location: B2 215

2268 - The mother tongue teacher as a carrier of culture in Swedish schools
Ása Bartholdsson, Anna Sofia Hedberg, Dalarna University

Being a competent speaker of the mother tongue, is commonly, in the research community and in the Swedish curriculum for compulsory school, held to be beneficial for the wellbeing of the person and the ability to think and learn. The course in mother tongue is supposed to help children develop their cultural identities. What a cultural identity actually is, is not further elaborated other than specified as “multidimensional” in the sense that we can be said to be carriers of multiple cultural identities. From this point it is left to the practicing teacher to interpret and realize what a cultural, or a multiple cultural identity, actually can include, besides to master the language. In this paper we will, based on material from an ongoing project called “Mission: cultural identity”, highlight how this demand is understood and met by different actors. The project is approaching the issue of cultural identity from an anthropological perspective and the presentation is based on qualitative interviews with teachers of mother tongue, children participating in mother tongue education and parents to participating children.

2362 - Young adults’ views on ethnic and religious diversity in a multicultural society in Iceland
Gunnar J. Gunnarsson, Hanna Ragnarsdóttir, University of Iceland

The aim of the four year (2011-2014) 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. Findings from the survey provided the basis for focus group interviews with mixed groups of students in the same schools in 2013 and 2014. 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. Habermas (2008) has referred to religious tolerance as the peacemaker for multiculturalism, and for the equal coexistence of different cultural forms of life within a democratic polity. While giving an overview of findings from the survey, the paper focuses on findings from the focus group interviews related to diversity and religions. The main research question in the paper is: What kind of attitudes to the young adults have towards ethnic and religious diversity in Icelandic society and how is this reflected in their communication? The findings indicate that the participants generally have positive attitudes towards ethnic and religious diversity, describing these as essential parts of the multicultural society which do not stand in the way of their daily communication and friendships. The findings are an interesting contribution to Nordic educational research, shedding light on young adults´ attitudes to ethnic and religious diversity and the multicultural society.

2364 - Young adults’ views on families and friendship in a multicultural society in Iceland
Gunnar Finnbogason, Halla Jónsdóttir, University of Iceland

The aim of the three year (2011-2014) research project was 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 was a survey which was conducted among students in seven upper secondary schools (altogether 904 participants) in the Reykjavík area and other areas of Iceland in 2011 and 2012. It covered altogether 77 statements with a range of responses on a Likert scale. The statements included measures of self-identity, family ties, friendship, well-being, communication, diversity and religious affiliations in addition to background variables. The findings are from the survey and the focus group interviews in 2013 and 2014 with mixed groups of students. One group came from each school. The project is located within a broad theoretical framework and uses interdisciplinary approaches in religious studies and religious education, globalisation and multicultural studies (Bauman, 2007; Parekh, 2006) and pedagogy. While giving an overview of findings from the survey, the paper focuses on findings from the focus group interviews related to family ties and friendship. The main research question in the paper is: What kind of attitudes do the young adults have towards family ties and friendship in the multicultural society in Iceland? The paper addresses issues of family ties and friendship in a multicultural society where ethnic and religious diversity is increasing, and asks questions concerning the relationship between ethnicity and religious affiliation on the one hand, and family ties and friendship on the other.
14 SES 02 B, Paper

14. Multi-Cultural Educational Research
Chair: Gestur Gudmundsson
Location: B2 214

2859 - The Educational Performance of Students with an Immigrant Background. A study of PISA 2012 Finnish oversample.
Heidi Harju-Luukkainen, Kari Nissinen, Sari Sulkunen, Minna Suni, Jouni Vetternraanta, University of Helsinki

Research topic During the past decade Finnish society has faced many changes. One major change concerning school is the increasing number of students speaking languages other than Finnish or Swedish. For the PISA 2012 data, students with an immigrant background were oversampled for the first time in Finland. Thus the data is considerably more representative for their part than in the previous rounds and allows more reliable statistical analyses. The data covers the questionnaire and test responses of altogether 691 first-generation and 603 second-generation immigrant students. The rest of the Finnish data comprised altogether 7,535 students across the country. These results were published in a national rapport in 2014. This paper presents the most important findings of this rapport. Theoretical framework PISA (The Programme for International Student Assessment) measures 15-year-old students proficiency in three domains, mathematics, science and reading in some 65 participating countries. The assessment takes place in 3-year cycles and the results give us the opportunity to monitor changes in student achievement and other features. The focus in PISA 2012 mathematics, when most of the testing time was devoted to this assessment area. MethodologyBesides general results, four specific themes, which are young people’s commitment to school and schooling, their motivation and desire for learning, their self-conception as learners, and their views about their learning environment, will be presented. In addition, we will described the connection of background variables to the mathematics results in particular with the help of multilevel modelling framework. Conclusions The findings give an alarming picture of the learning achievements of the students with an immigrant background in comparison to other students in Finland. Relevance to Nordic educational research These results show how important it is to oversample different student groups in order to obtain reliable information. This project can serve as an example for the other Nordic countries

2887 - Taking responsibility for a marginal vocation: mother tongue teacher training and the logistics of autonomous higher education in Sweden
Helen Avery, Jönköping University

Higher education in Sweden has experienced increasing competitive pressure, while adopting paradigms borrowed from market philosophies (Beach, 2013). As in other European countries, macro steering, incitaments and criteria for endorsing specific programmes operate through aggregated quality indicators, and tend to be more concerned with international ranking (Hazelkorn, 2008) than with meeting domestic needs. Additionally, deep-running tensions exist between what is seen as academic ‘excellence’ and vocational relevance (Slantcheva-Durst, 2010). Despite a supposed increase in autonomy, forward looking strategic planning at university level is narrowly constrained (Bleiklie & Michelsen, 2013). While the nation-wide lack of qualified teachers has been amply documented, no concerted efforts are made to remedy the situation. Recruitment difficulties are exasperated by poor working conditions (cf. the situation in Norway, Valenta, 2009). Assuming comprehensive training in the more than 130 languages taught as mother tongue in Sweden would be daunting to manage alone for any single institution. On the other hand, the administrative burden of initiating cooperation across institutions is prohibitive, as well as the cost of managing coordination between a large number of partner institutions – within and outside Sweden. Competition between universities further reduces chances for effective cooperation. The ambition of equivalent standards and symmetrical structures in terms of credit requirements, progression or definition of levels ignores the substantial differences in actual conditions pertaining to different languages, student groups or locations. Finally, in a markets-driven higher education landscape, costly specialisations become dependent on direct targeted external financing. Without private or public sponsorship, the ratio between the number of highly specialised teacher trainers needed to establish credible programmes and the potential number of students per course is not financially viable for the course provider, particularly concerning smaller languages. Sweden has formerly held a vantaged position with respect to life-long learning (Bostrom, Boudard & Simitou, 2001), allowing continuous and flexible refinement of competences for active professionals. Today, the combined forces of marketisation and the Bologna process appear instead to have created relatively rigid structures that tend to favour a broad massified mid-section of the educational market, but make it difficult to maintain more specialised or rapidly changing disciplines.

2900 - Mental health problems and grades among minority children: Does high-quality school environment buffers the relationship?
 Ratib Lekhal, Hedmark University College

Introduction: It is widely known in the literature that minority children are over represented with more mental health problems and lower grades in school. However there are differences and some minority children score higher than majority children. Up to day there is lack of evidence about mechanism that can explain these differences. Aim: This study utilizes data from a large population study to examine if high-quality school environment buffers negative developmental trajectories in minority children. Method: Data from the large special education (SPEED) project is used in this study. The sample contains more than 10 000 children. Information is collected through
questionnaires responded by children, teachers and parents. Results: Preliminary results from logistic and linear regression analyzes about two hypotheses will be reported: 1. Minority children have higher risk for mental health problems and lower grades in school. 2. High-quality school environment buffers the negative effects of children’s minority status on mental health problems and grades. Since gender differences have been observed we also examined whether the potential buffering effect differs between boys and girls.
15 SES 02, Symposium

15. Literacy Research Network
Situating literacies in educational settings: Crossing borders in and out of school
Organizer: Marie Tanner, Karlstad University
Chair: Carina Hermansson, Umeå University. Discussant: Eva Hultin, Dalarna University
Location: B1 116

Over the past three decades a number of studies have been carried out to examine the ways in which literacy shapes and is shaped by social context, developing and questioning our understanding of literacy practices across different settings. This symposium gathers together contemporary Nordic research within social perspectives of literacy. It aims to further explore literacy in educational settings in relation to diversity, changing technologies and political currents in contemporary society at large. The contributions all share an ideological understanding of literacy in which talking about texts, reading and writing are intrinsic and intertwined dimensions of communication and meaning making in different domains of people’s lives (Barton, 2007; Gee, 2008; Heath, 1983; Street, 1984). The presentations are divided into three themes, each presented in a separate session. In the first session (A), we present papers focusing on writing practices in the classroom. From various methodolo

2311 - Out of school-based digital texts in school: Children's passionate affinity learning
Karin Jönsson, Malmö University

The starting point of my presentation is observations from an early childhood classroom where each student had a digital tablet. The analysis shows that the students build up what Paul Gee and Elisabeth R Hayes (2011) refers to as a passionate affinity place where passionate affinity learning took place. The data offered in this presentation is taken from a larger study of classroom observations made over a period of three year, 2011-2014. The data consists of video recordings, interviews and field notes, documenting the students various one-to-one activities in the classroom. In particular this presentation focuses a reoccurring literacy event in which the students every Monday shared their work made with their digital tablets over the weekend, for example texts, photographs, games and films. The analysis shows how students build a community of support and inspiration to each other according to the seven points that make such learning up (Gee & Hayes 2011). The analysis also shows that these Monday meetings were an opportunity for each student to become someone with a special knowledge. Furthermore, the observations shows how students in the school at these Monday meetings took place on the stage (Dyson 1997) and turned into a shared learning about what they were doing during the weekends. Out of school-based texts in school became thus a meeting place that affected the school texts. The students gave each other support and appeared as experts on various topics, programs and various issues during the meeting.

2307 - (Re)thinking Method as an Event in Swedish Early Childhood Literacy Education
Carina Hermansson, Malmö University/Stockholm University

This presentation describes how the process of writing a fictional narrative, “My Story”, transforms and emerges over a period of five days in a Swedish early childhood classroom. The aim is to explore and describe how a method-driven writing project emerge in relation to material and discursive conditions, and to provide an empirically based understanding of the forces, flows and processes at work. The study is conducted in two Swedish preschool classes including 56 six- to seven-year-olds. The research design involved video and audio documentation as well as field notes and examples of children’s written products. I draw on Deleuze and Guattari’s (1980/1987) formulation of the event in understanding processes of writing as an effect of complex relationships between the individual, the learning outcome, the affect, the talk, the motion, the body and the material. The results show how the writing project on some occasions come to a stop, sometimes take new directions or activate unforeseen affects and open for new becomings. The presentation also discusses how methods on the one hand has an explicit and formalized side, possible to articulate and predict. But on the other hand, is embedded in and driven by affects that changes both the method, the text production and the writing-learning subject. Finally implications and possibilities understanding teaching methods of writing as dynamic processes that continually open for a variety of assemblages, flows and forces are discussed.

2312 - Writing and agency among young adults who arrived to Sweden as unaccompanied asylum-seeking children
Åsa Wedin, Dalarna University

In this presentation the question of agency will be related to writing among young adults who arrived to Sweden as unaccompanied asylum-seeking children. With a base in interviews the notions agency, voice and literacy practices will be used to analyze relations between writing and different processes the informants have been involved in during their first years. This means that focus will be not so much writing proficiency but rather how these proficiencies are used. The results show that the migration has resulted in a change in these young persons’ literacy practices. In this process different persons have been important for the ways the individuals have used literacy to claim voice and to influence the development of their own lives. Not least adults, such as relatives in the home country, friends they met during the migration and adults in Sweden such as teachers, lawyers and personnel in the communal accommodation, have been important for their use of literacy. Some implications from this study for teachers and education is that there is a great variety among different individuals regarding earlier knowledge and skills and thus the importance of carefully mapping is importance before plans are made for further education.
2313 - Crossing borders by the use of digital tools in classrooms representing different socioeconomic backgrounds
Peter Andersson, University of Gothenburg, Katarina Cederlund, University West, Anna Lyngfelt, University of Gothenburg, Sylvana Sofkova Hashemi, University West

Present day literacies involve more than reading and writing skills engaging children in multimodal meaning-making practices allowing participation in contemporary, emerging, network-based and constantly changing digital spaces (Jenkins et al., 2006). The increasing digitalization, more multimodal texts where images, sound and writing appear in the same format, requires abilities to understand and manage this great diversity of expressions, which in turn raises questions about pedagogies and assessment in literacy education. In the present study, focus is on the students' digital, multimodal practices based on the theory of multiliteracies (Cope and Kalantzis, 2000; New London Group, 1996), as the relationship between situated activities of composing and interpreting multimodal texts and the choices of available resources. Conducted as a multi-case study of students at three primary public schools (age 7-9), we discuss the diversities in situational choices in technology-mediated producing and consuming. The analysis is devoted to the choice and interpretation of semiotic resources in the context of three assignments: digital composing of a narrative story, a cross-border assignment on instructional texts and the reading of a webpage. In the context, we also discuss issues concerning teachers' interpretation and assessment of digital, multimodal texts and we present a text analysis model based on the students' semiotic choices, text-internal patterns and the norms that impact the text creation (task formulation, task culture and teachers' interpretation of policy documents/practices).
17 SES 02, Paper

17. Leisure time pedagogy
Chair: Monica Hansen Orwehag, University West
Location: B1 134

1758 - Leisure-time Centres: (In)equality, ‘Schooling’, and Lack of Independence
Lena Boström, Gunnar Augustsson, Mid Sweden University

The purpose of this study is to describe and analyse how teachers perceive the internal learning environment at Swedish leisure-time centres. The data came from a comprehensive survey of leisure-time teachers in Sweden. The theoretical framework combines leisure-time pedagogy research, and research on learning environments. The methodological approach is a qualitative content analysis. The results show large differences and thus inequality in the quality of leisure-time centres’ premises. In some cases, the premises are adapted to schools, outdated, too small, and inadequate for the purpose. In other cases, they are detached from schools and suitable for the activities. Because activities in leisure-time centres have complex requirements for premises to combine individuality and social community in creative forms of play and social relationships, dysfunctional premises complicate opportunities to create good learning environments for children. For activities at leisure-time centres, these results have implications for policy decisions and educational development. For Nordic educational scientific research, this study opens up a fairly unresearched topic.

2598 - The leisure-time centres reproduction of a social pedagogical approach
Karin Lager, University of Gothenburg

The aim is to explore systematic quality work in the light of marketisation and trends of neoliberal governance in the encounter with the leisure-time centre. More specific, I am interested in what happens with leisure-time centres content and activities when it encounter with the quality discourse in practice? Quality assurance and evaluation is an increasing activity in education. In leisure-time centres this is seen in Education Act as a mandatory systematic quality development work. Both Gustafsson (2009) and Rohlin (2012) identify different discourses in the emergence of the leisure-time centre. They highlight the tradition of a social pedagogical discourse in working with children in leisure-time centres, and both are also picturing the emerging educational discourse within the meeting with the knowledge discourse in school. A resistance to school and the traditional school knowledge can be seen in research in the leisure-time education field. The leisure-time centres identity is keen to stand for something else since the integration of the leisure-time centre and the compulsory school in the 1990’s: to complement, not with the same, but with something else. The leisure-time centres tradition with working in creative and explorative ways was supposed to influence the school work. It is assumed that the traditional contents and activities are being challenged in relation to new ways of evaluate in quality assurance activities. This study is based on a case study with fieldwork in one leisure-time centre to explore the recontextualisation of systematic quality development in the leisure-time centres practice. The theory of policy enactment (Ball, 2006; Ball, Maguire & Braun 2012) is used to explore teacher’s interpretation and translation of their task with policy in practice. In this study I want to departure from the former discourses in leisure-time centres and see what happens when these discourses encounter with the discourse of quality. The findings indicate that despite these new trends of marketisation and an emerging school knowledge discourse, the leisure-time centre seems to reproduce their traditional way of understanding their work.

2607 - Pupil’s opportunities to influence activities in school-age educare
Björn Haglund, University of Gothenburg

The presentation will discuss a study that focus pupils’ opportunities to make their voices heard and influence some of the activities in a Swedish leisure-time centre. The study’s theoretical point of departure originates from Giddens’ theory of structuration. According to Giddens everyday life, for example the social practice at a leisure-time centre, is a result of mutual constructions produced and reproduced by pupils and staff. These constructions are a product of social systems with inherent power relations that continuously produce and reproduce themselves. Giddens stresses that actors know how to ‘go on’ drawing upon different rules and resources in their interactions. Therefore, from this perspective, it is essential to study the participating actors’ strategic conduct in order to be able to depict and discuss pupils’ opportunities to make their voices heard and influence the leisure-time centre activity. The study comprises six weeks of ethnographically inspired field work. The data includes field notes from participating observations and transcriptions of audio-taped walk-and-talk conversations. The study focuses two voluntary activities, referred to here as “free play” and “thematic activity”. “Free play” can be described as an activity where the staff take their point of departure based on the children’s perspectives and the enhancement of democratic values and decision-making. “Thematic activity” should, as with “free play”, be described as a stimulating activity which is also in line with relevant steering documents. However, staff members’ points of departure are grounded in an adult perspective, a perspective that focuses on affording “good” activities. This results in an activity where the pupils’ opportunities to take part in democratic decision-making differ compared to “free play”. The presentation is relevant to Nordic educational research since political documents, including Article 12 of the Convention on the Rights of the Child, states that children in early childhood education and in school have the right to participate in public will formation and decision-making in these institutions.

2760 - Children perspective of their own participation in after-school care
Helene Elvstrand, Linköping University, Anna-Liisa Närvänäen, Linnaeus University
The aim with this paper is to present a research project which takes it’s standpoint from children’s perspective at after-school care. In the study we have worked together with children at three different after-school care units. We have worked with a so called mosaic approach which means that we have used different data gathering methods like interviews, map drawing and children’s photos of their unit. We have also conducted ethnographic observations at the units. During the study we have invented the different data gathering methods by discussing them with children. In this paper we present results which focus upon children’s view of their own possibility for participation and what children themselves express they like to do in after-school care.
19 SES 02, Symposium

19. Teacher’s work and teacher education
Chair: Hilde Afdal, Østfold University College
Location: B2 213

How is professional educational ethics done and understood under conditions of accountability? In this symposium we analyze empirically how professional ethics is done in different domains in education in Norway. The analyses are based on a broad and rich qualitative and quantitative empirical data material from a variety of educational practices. Our aims for the symposium are both analytical and critical: Analytically, how is the negotiation of professional ethics empirically and theoretically understood and critically: which disturbances and expansions may be offered to these analyses? Our take on professional ethics is empirical, but also philosophical. We claim that the resources of professional ethics are empirical, in the sense that professional ethics is done in a variety of educational practices. On the other hand moral philosophy is needed to analyze the doing of professional ethics, and empirical studies of professional ethics contribute to moral philosophy.

Hilde Afdal, Espen Schjetne, Østfold University College

The aim of this paper is to investigate and articulate professionalism embedded in ethical decisions and actions of “the good and professional preschool teacher”, as she or he is interpreted by preschool leaders. Empirically, this paper draws on interviews with five preschool leaders and two union representatives in five preschools in different parts of Norway. Theoretically the data will be investigated from two different perspectives. The analysis will draw on the distinction between different ethical logics (Afdal, Røthing and Schjetne 2014). The main focus will be the distinction between an ethic of utility and an ethic of care. A second theoretical perspective will be that of new accountability versus old professional responsibility (Mausethagen, 2013) A preliminary analysis indicates that the preschool leaders see professional ethics as a core element in the professionalism of preschool teachers. At the same time they depict an important part of this professionalism as almost invisible to the non-professional looking in on the preschool. One example of this professionalism is the preschool teacher who realizes that one of the children in her care always cries while changing diapers because he is sensitive to smell, and therefore makes sure that she and her colleges air out the bathroom before the little boy is taken in there. Another is the regularly held discussions among the preschool teachers on how to wipe noses respectfully. The examples, as well as a preliminary reading of the interviews, indicate that the invisible element seems to be connected to the caring aspect of the good professional practice. Whether this is the case, needs to be investigated further. From a theoretical perspective the invisibility of preschool teacher professionalism can be seen as a serious problem to a profession striving to be recognized as a profession. The problem becomes particularly urgent when taking into account the increased focus on measurement and accountability in the educational sector in Norway. The main question of this paper will therefore be how preschool leaders, in their reflection on professional ethics, make visible the professionalism of preschool teachers and what characterizes this professionalism.

2559 - Teachers’ professional discretion and scope of action in the age of measurement - The Sandefjord case
Hilde Afdal, Nina Johannesen, Østfold University College

The past couple of decades has seen a considerable raise of interest in outcome based learning and pupil measurement around the word (Biesta, 2007), and the Nordic countries are no exception. Teachers are increasingly pressured to document “hard facts” about pupils’ performance and learning outcomes. This paper questions what happens to teachers’ professional discretion and scope of action in such age of measurement. The point of departure is the “Sandefjord case”, where two Norwegian teachers were threatened with dismissal when they refused to complete the biannual pupil measurement scheme introduced by the city council of Sandefjord. The empirical material is interviews with the teachers involved, union representative both locally and nationally as well as representatives for the local educational authorities (political and administrative) in the city of Sandefjord. Theoretically, the paper draw on Biesta’s (2009) discussion on the direction and purpose of education in the age of measurement, as well as his contribution on evidence-based practice (Biesta, 2007). Preliminary findings show that the Sandefjord case was far more complex than a dismissal of two teachers. It also concerned the questions: What is assessment/measurement of pupils and what is the purpose of such? Who should measurement schemes accommodate and in what way should it be conducted? What is assessment/measurement of pupils as a professional and theoretical entity? The Sandefjord case also involved the question of teachers’ professional autonomy and freedom of speech. Analysis of the case reveals how political, juridical and professional issues are at play. Finally, the politically initiated measurement scheme limited both the teachers’ professional discretion and scope of action.

2566 - “I stopped crossing the street on red. I am a teacher." The making of professional ethics in teacher education
Hilde Afdal, Østfold University College, Geir Afdal, Norwegian School of theology, Trine Anker, Norwegian School of theology

Teacher education is a key site for the making of professional ethics in ethics. In this paper the question is how professional ethics is done in teacher education. The assumption is that professional ethics is not a given, which is taught and learnt. Professional ethics is more fundamentally done and made, in the intersection between literature, teaching, discussions, experiences in practice and so on. The aim of the paper is to identify and analyze different logics or modes in how professional ethics is made in teacher education. The paper draws on empirical data from three teacher educations in Norway, constituted by observations of teaching activities and student discussions and
work and on focus group and individual interviews with students and college/university lecturers/professors in educational sciences. In the fieldwork emphasis have been put on reflections on practical experiences in educational practices and on the different tools the students and lecturers use in their making of professional ethics. Tools are here textbooks and other literature, notes, experiences, images, material artifacts, conversations and so on – but also theoretical language. Through the use of tools different modes or logics of professional ethics are made. The tools are also used in the negotiation of professional ethics in relation to other conditions, like economy, law, research, politics, and so on. Preliminary analyses seem to indicate that lecturers and students making of professional ethics is characterized by modes of proximity. Professional ethics is partly individualized and partly put in the dyadic relation between student and teacher. Tools from care and relational ethics are used, as well tools from the discourse of inclusive education. This means that professional ethics in education is less done and understood as a key element in the making of the collective of the teacher profession and teacher professionalism. Less visible is also professional ethics as a political and critical device in the encounter of accountability. Furthermore, the analyses seem to indicate that the tools of the students and lecturers are partly more experiential and partly more practice-oriented than academic. Language tools which enable analyses of value-differences are not used extensively.
20 SES 02, Symposium

20. Youth research
Marketization and Youth Culture in Nordic Upper Secondary Schools
Organizer: Gestur Gudmundsson, University of Iceland and Steen Beck, University of Southern Denmark
Chair: Gestur Gudmundsson, University of Iceland
Location: B2 216

Marketization, new public management and neoliberalism in general have had great consequences for the Nordic Welfare States. During the last thirty or forty years, a stronger focus on economy and consumers’ choice has gained footing next to a traditional, universalistic welfare state ethos (Hood 1991). This creates a complex situation where many agendas are at play within the welfare state institutions. In the Nordic schools, marketization and new public management give rise to a number of different and often competing political discourses, the existence of which show that neoliberalism is not in any way a simple phenomenon. The focus of this symposium is to discuss the impact and nature of marketization and neoliberalism in different Nordic secondary school systems, and the responses of youth in terms of youth culture and educational strategies Within a competition state frame education is essential (Cerny 1997; Pedersen 2011). Therefore ‘education to all’, ‘better education’, ‘more

2775 - Changes in the time: Swedish upper secondary school and youth culture
Göran Brante, University of Gothenburg

This presentation discusses how manifested edicts on Swedish school policies since the 1990s change the organization of upper secondary schools, and how these alterations in turn exerted an influence on both teachers and students. The presentation is a tentative (and maybe normative) way of moving consciously and reflectively forward, to discuss tactics and strategies of a new kind in a changing world. Various aspects covered include: how curriculum structures affect knowledge offered to students; contradictions between teachers’ discretionary professionalism and curriculum and rating requirements; how spatial inequalities may impact students’ choices; and how marketization of schools affects factors such as school information, student health, grades, and teachers’ work situation. What youth response is possible to perceive, what tendencies of time, but also some effects one can assume or guess, will be the result, will be briefly talked over. Finally, some theories and possible mechanisms are mentioned which may have a chance to provide explanations to the discussion; these are built on Ziehe, Mannheim and others. The overall discussion expresses something about some of the structural and institutional aspects that can be said to have an influencing role in the relatively immediate future of school and teaching activities.

2777 - How are you today?
Steen Beck, University of Southern Denmark

Over the last 10-15 years, didactical reflection and practice in the modern Danish Secondary School has changed dramatically in some aspects. New discourses about means and aims of the school has arisen and created new ideas of the teacher-role. All of this has left students with new possibilities and challenges. In my paper I will focus on a certain tendency in the academic and everyday teacher discourse about students’ ‘needs’. Here the importance of the teachers’ ‘relation-work’ as a communicative tool is emphasized and sometimes even prioritized over academic skills. Furthermore I will relate this to some ‘old new’ and new tendencies in the socialization and identity-processes among students. In my paper I ask three questions: A: How does the relation discourse work? How does it articulate the problem of the relation between students and teachers and the ‘art’ of teaching? How is the relation between didactics and communication articulated? Here I will comment on the work of Thomas Ziehe expressing an ‘old new’ position and the Danish researcher Dorte Ågård articulating a new position. B: How can the therapeutic turn in the pedagogical and didactical thinking be explained? I will analyze certain changes at the macro-political level such as “education for all”, changes in institutional socialization and changes in youth identity in late modernity. C: Where does the therapeutic turn leave teachers and students? How does the idea of the teacher as a relational worker influence the professional ideal – and which student positions are highlighted and which are excluded? I will show that the idea of the teacher as a relation worker and the student as dependent on this relation is in no way neutral to changes in the political system but can be seen as reaction to implicit and explicit demands creating new positions for students and teachers and creating new ideals for the teacher work. My methodological approach will be discourse analysis (Laclau & Mouffe 1985), cultural analysis (Ziehe 1989; 2004) and didactical analysis (Beck 2008; Beck & Hansen 2013).

General discussion about the symposium theme
21 SES 02 A, Symposium

Politics of education - a special session for a publication
Organizer: Gun-Britt Wärvik, University of Gothenburg
Chair: Gun-Britt Wärvik, University of Gothenburg
Location: A1 311

In this session we present a publication with a particular focus on political aspects of educational phenomena. Restructuring of education is the common denominator. The publication includes research from England, Finland, Iceland, Sweden and United States. From different angles and positions the 20 contributions deal with the formation of educational systems and processes, and how these are linked to various tendencies in the society. The intention is to highlight some lines of development within the field of educational restructuring and politics of education. Thereby the contributions also reflect some lines of development within the academic discipline of Education with its basic focus on the formation of culturally competent citizens in a changing society.

2249 - Book presentation
Caroline Runesdotter, University of Gothenburg, Björn Hasselgren, University of Gothenburg, Eva Forsberg, Uppsala University, Frijiof Sahlstrom, University of Helsingfors

See overall symposium abstract
21 SES 02 B, Paper

Chair: Lena Lindgren, Gothenburg University
Location: A1 314

2792 - School and the Future. How Teachers and Teacher Education are articulated in the Policy Debate.
Anna ForsSELL, Stockholm University

To govern in the name of the future is considered to be an essential part of policy-making in education. In Sweden, this is particularly evident in the political and public rhetoric used in debates on modern schooling and educational reform. However, this is not merely a national phenomenon; rather, educational governance in the name of the future is largely a global phenomenon that can be found in text and talk worldwide. (Peters, M.A & Freeman-Moir, J; 2006). These national and global narratives express ideas, hopes and visions of the future society and the school of tomorrow, but also the demands of and expectations from different actors on educational arenas. (Beck; 2005, 2009). The question here is whether this is only buzzwords or if it is regarded as a genuine responsibility for education workers? In this paper I draw the attention to the education policy debate in the Swedish Parliament during the period of 2002-2011, with a certain focus on the debates about teacher education. The aim of this paper is to investigate and discuss how the politicians in the Swedish parliament talk about the future, with a special focus on the role of teachers and teacher education in society. A central issue is how the democratic mission of the school is expressed in the political debate on teacher education in an era characterised by globalisation, the knowledge society, knowledge-based economies and increasing cosmopolitanisation (Beck, 2006, 2009). It is a society with management by objectives and results as guiding star in Public sector, that are exposed of marketisation, competition, freedom of choice and a never ending evaluation as tools for efficiency and productivity in school. I will use different kinds of research and knowledge traditions to understand and interpret my empirical material. I will use narrative research methods (Mishler, 1995; Riessman 2008), with a special focus on public narratives (Somers, 1994) together with traditions from discursive psychology (Wetherell& Potter, 1987 & 1992; Potter, 1996 and Billig, 1991). I see narrative analysis as a possible bridge between hermeneutical philosophy and discourse analyse (Kögler, 1999).

2890 - Gender, equality and teacher education: Policy implications of an Icelandic study of teacher educators and student teachers
Guðbjörg Björnsdóttir, Steinunn Helga Lárusdóttir, Thordis Thordardottir, University of Iceland

This paper aims at investigating the practical and policy implications of our studies on the practices and resistances towards gender equality in the teacher education programme at the University of Iceland. In the first phase the focus was on teacher educators, examining how education on gender and equality was being executed. Teacher educators were asked if, and then how, they addressed gender equality in their practice. Data were gathered through eight focus group interviews with teacher educators and interviews with administrators. In the second phase we explored to what extent student teachers claim to have learned about gender issues in their studies, and their knowledge, interest and attitudes toward gender equality. The data was collected in 2013 by a questionnaire. Findings indicate that while most teacher educators see themselves as equality oriented, their understanding of gender equality is general, often without any emphasis on gender. They moreover show that student teachers claim to have good knowledge of some concepts but much less of others, including the concept gender. The difference between the knowledge of the first year and the more advanced student teachers is non-significant, they report to have received little education on gender issues and want to learn more and many hold binary essentialistic views of gender. In this paper we will discuss the policy implications of both parts of our study, in view of its limitations, the changing teacher education in Iceland, the changing formal status of gender equality in education and the top ranking of Iceland on equality by the WEF for 6 consecutive years. How can this omission of gender issues in teacher education be explained, is it acceptable not to discuss gender issues in teacher education, who is to decide? We will also discuss the response of our Center to the fact that gender-inclusion is not part of the teacher education discourse and the prospect that binary essentialist views of boys and girls prevail, including cooperative discussion meetings with teacher educators in various subjects. The study will also be discussed in view of recent Nordic studies on gen University of Iceland, School of

2384 - The Swedish teacher certification reform: Solving one problem and triggering others
Lena Lindgren, Lars Karlsson, Angelica Börjesson, Louise Holm, University of Gothenburg

The Swedish teacher certification (STC) reform forms part of a large package of more than 20 new educational reforms. Newly graduated and teachers with many years of service have to apply to the National Agency for Education for certification, and the agency has also set up a disciplinary board with the right to withdraw a teacher’s certificate. From 2015, only certified teachers will be eligible for permanent employment. The purpose is to raise the level of skills among teachers, so as to improve the quality of educational services and the status of the teaching profession. Several studies have analysed teacher certification reforms with regard to issues of professionalism and as to whether certification does make a difference, and a handful have also focused STC. In this paper, we approach STC from a hitherto neglected policy perspective by paying attention to tensions between national and local educational governance embedded in the reform. What is the policy problem addressed by STC, and how is it supposed to be remedied? How does the local implementation of STC interact with other new and former educational policies? The paper is theoretically informed by policy analysis and neo-institutionalism, which suggest that former policies create institutional legacies that affect the implementation of new reforms in various ways. Several sources of data constitute the empirical element of the paper: policy documents, a survey covering all municipal and private school providers, and interviews with representatives of 25 purposively sampled public and private school providers. Results reveal that while diverse local
implementation strategies have been employed, the STC reform has landed up in an overcrowded educational policy milieu. In this milieu, new and former reforms scratch against each other and give rise to several unforeseen problems which are difficult or even impossible to solve locally. The reform at stake in this paper reflects a general policy trend in which teacher certification and raising the level of skills among teachers is seen as key measures to improve the quality of educational services. Thus, we believe the results and discussion in this paper is of relevance beyond the national Swedish context.
Several educational policies of the last few decades’ “policy epidemic” (Levin 1998, 138) affect teachers’ autonomy which, in turn, affect teachers’ work, working conditions and the construction of the teaching profession (Evans, 2010; Lipman 2009; Lundström & Holm 2011; Robertson 2008). Neoliberal policies and new public management (Hood 1991) have influenced school-systems globally, however with variations between nations. This shift has resulted in an increasing performativity focus which implies an emphasis of measuring and displaying results. A growing body of research claims that reform programmes shaped by new public management results in reduced trust and autonomy (Clark & Newman 2009; Hoyle & Wallace 2009; Olsén, Codd & O’Neill 2004). The reform pace in Sweden has been high and marketization of schools through school choice and evaluation policies have been especially salient in the intensive school reforming. There is a need for further understanding of the current development, not least in light of rapidly changing conditions and the various forms these policies take in various local contexts. Based on teacher interviews, this paper aims to examine how crucial educational reforms change teachers’ autonomy and how the teachers perceive the changes in relation to their professional values. The analysis of the teacher interviews is underpinned by critical educational research (Ercikan & Roth 2009) and inspired by aspects of new institutionalism and profession theory. Schools are embedded in social and political environments that affect teachers’ work (Powell & Colyvas 2009), but teachers are also enactors of policy. The analysis includes analysis of interviews with 110 teachers made in three studies during the period 2002-2014. The expected outcomes are that teachers have been “reconstructed” in three phases, which all imply reduced autonomy: First, the teachers’ position was undermined by changed governance and work regulations; second, the market-oriented teacher was introduced which redistributed power to the “customers” and to management, and third, the new public management teacher was constructed by the increasing impact of the previous changes, plus strengthened audit and goal-orientation. However, the picture is multifaceted and the struggle over the field of judgement continues.

The aim of this paper is to describe and discuss how students are prepared and prepare themselves before conducting national tests. Recently the routines of national testing were extended in Sweden by introducing national tests in Science and Social science in grade six. The intentions with the test is to contribute to that the assessment will be equal and fair, to concretize the curricula and to improve students’ results. The tests are conducted during the spring term and they are supposed to mirror the summative learning results of the students’ achievements for the passed school years. An implicit idea in this policy is that students and schools should not prepare for the tests. The policy of extended national testing is regarded as an expression of the state’s increased demands on accountability and of a need for unambiguous information on a national school market. The research builds on a vision of educational reform as something that both frames the terms of the school’s stakeholders and is shaped by the local translations and enactments of the reforms. Data consists of interview with sixth-grade students from ten schools who are characterized by different background factors, such as socioeconomic conditions and geographic location. The students were interviewed groups of students (n. 2-5) a few days after the national test. All interviews were audio recorded and transcribed. We have conducted an analysis of micro-narratives of students’ stories about their experiences of preparing for national tests. Preliminary results indicate that schools and students in varying degrees prepare for individual tests. Students variously spend a lot of energy to prepare, or just follow the preparations done in school, or do not prepare at all. Some schools prepare students a lot and others leave the task of preparation to the students to solve alone. A conclusion suggested in the paper is that the tests from a students’ perspective can be said to contribute to differences in students’ possibilities to prepare and perform good results in school.

The present study is part of a larger research project aiming at understanding how different local actors conceive of and use national tests for the forming of educational practices in Swedish compulsory school. Empirically, it is based on a pre-study questionnaire answered by 710 teachers of grades 3, 6 and 9 in ten Swedish municipalities. This particular paper foremost concerns the teachers’ experiences of how their pupils view national testing, and the ways in which pupils are prepared for the tests. Results indicate that teachers perceive that pupils are highly affected by the experienced high stakes of the tests. Teachers, moreover, to a high extent, believe that test results are affected negatively by pupils’ test anxiety. This is problematized in relation to teachers’ statements about what the results of national tests contribute with in terms of gaining new knowledge about student learning, and in terms of how their teaching in general is affected by test preparation. Previous Swedish research on national tests is scarce, which is remarkable given recent years’ increase in national testing as well as the tests’ putative impact on the various actors that in different ways are affected by them. Additionally, the current study is relevant in relation to an internationally ongoing debate (including Nordic perspectives) concerning whether nationally standardized tests contribute
to better results and a professionalization of teachers, or whether such tests rather contribute to a narrower perception of knowledge in terms of teaching being directed toward presumed test content. The role of assessment in developing pupil motivation for learning is regarded as part of this debate.

2412 - Central-local relations in education policymaking
Jaakko Kauko, University of Helsinki

The paper analyses dynamics in the relations between central governance and local authorities by contrasting education policymaking in England and Finland. Dynamics are understood as patterns of interaction between the main policy actors embedded in the socio-historical contexts in the two countries. While central government has few means to intervene, Finnish municipalities enjoy a stable and important role in education provision in the framework of the comprehensive school. At the same time English local authorities face a lessening importance as primary and secondary education is being reformed through introduction of independent state-funded education. Data is drawn from 13 theme interviews with key policymakers in England (politicians, officials and different stakeholders in education policy), complemented with a body of documents. In the Finnish case empirical results derive from earlier research projects and data. All research material is analysed with discursive text analysis. The main structural similarity appears in a governance gap between the central and local levels. In this context the degree of delegation of tasks to the local level seems to explain change potential: the English more centrally controlled system with sharpened political views was more prone for change. Another successful change strategy in England appears to be networked governing strategies and metagovernance, which were rather absent from the Finnish context. The main difference in dynamics is the fluidity of the education institutions. In England the political waves have resulted in changing the basic organisation of schooling whereas in Finland changes have happened inside the comprehensive school and the planning system built around it.
22. Poststructuralist Pedagogical Research
Posthuman pedagogy - a research in becoming, part 1
Organizer: Bosse Bergstedt, University of Lund
Chair: Bosse Bergstedt, University of Lund
Location: A1 334

3721 – Narrow or atomistic perspective embedded within neo-liberal and neo-conservative world-views
Silvia Edling, Gävle University

There are current tendencies in Sweden and many other (Nordic) countries today to approach and handle educational issues from a narrow or atomistic perspective embedded within neo-liberal and neo-conservative world-views. The narrow perspective to education is based on binary system where people and objects are approached as if they are isolated and autonomous entities rather than co-dependent and unavoidably relational. As a consequence, there exists a dominating and widespread assumption that educational crisis and challenges are solvable by simply locating the key defect and change it for the better expressed in forms of increasing teachers' wages, or increasing the external monitoring of teacher educations. Often the narrow perspective places the human individual in the center of attention which is a tradition stemming from anthropocentrism; for instance education will improve if teachers are capable of teaching and increase students' learning. However, research from various fields illuminate the shortcomings in the narrow and anthropocentric approaches in that they overlooks the dialectical relationship between nature and human culture where nature and culture collide and mutually influence each other. For example, interviews with teachers at a teacher education in Sweden indicate that conditions for education moves beyond an atomistic and solution oriented strategy but involves an entanglement of various aspects (organization, meaning-making, time, space, and so forth) that conjointly inter-act and influence each other. Subsequently, contrary to a narrow and human-centered approach to educational crisis the paper aims to conceptually explore how a posthumanist performative approach can contribute with in comprehending conditions for educational environments. Two concepts are in the paper juxtaposed in relation to each other, namely Dewey’s description of educational environment and Karen Barrad’s posthumanist performative view and particularly her notion of diffractions and material-discursive practices.
24. School Development

CIE – Creativity, innovation and pedagogical entrepreneurship in the Nordic countries

Organizer: Michael Dal, University of Iceland
Chair: Michael Dal, University of Iceland
Location: A1 338

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 of inquisitiveness to thing in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, 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 and 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 needed.

2929 - Creativity, innovation and pedagogical entrepreneurship in primary and secondary school in Iceland.

Michael Dal, University of Iceland

In this paper the author will present results of a study about creativity, innovation and entrepreneurship in schools in Iceland. The study is a part of a bigger study commissioned by the Nordic Council. The main research question of the study is how creativity, innovation and entrepreneurship today is integrated in 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 different 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 anglosaxon use of the word. The methodology of the research was qualitative and the empirical material of the study consisted of different kinds of official management papers such as curricula, statements, reports, political papers etc. Interviews were made with different players in the school system. The findings of the study are among other things that in many Icelandic students today learn through activities that support the students’ responsibility for their own learning one of the learning methods being the flipped approach. This includes work with establishing student enterprises and cooperation with firms outside the school. Pedagogical entrepreneurship in many cases also includes focusing on the pedagogical work and initiatives within the schools based on integration of different school subjects. The study resulted also in some proposals on how pedagogical entrepreneurship, innovation creativity can be better integrated in the Icelandic schools in the future.

2926 - Effective principal teams – a key factor for developing a more entrepreneurial school?

Kaarin Kivimäki, Luleå University of Technology

In this paper I will present a framework for and results on how principals can work together to influence school development, in this case towards a more entrepreneurial culture. The framework used is based on Sjövold’s (2007) model for group development – SPGR (Systematizing Person - Group relations). The empirical data is drawn from a group of principals, all belonging to the same school district in a municipality in northern Sweden, that together decided to collaborate deeper and thus become a team. This decision was taken by the principals, without directions from the municipality school managers. They wanted to be able to act more like a team in their work to be lead school development towards a more entrepreneurial culture. The aim was to create a “sharing culture”, with the aim to get mainly pedagogical staff to share their experiences and knowledge not only within schools, but also between schools in the district. The pedagogues are from different school forms, from preschool to upper secondary school. Based on analysis using the SPGR model and related theories it is clear that the principals have been able to advance from a group of individuals sharing the same job to a team that are able to do much more. From the data this becomes clear both in accounts from themselves, from pedagogues and from parents. The main difference is that the desired school development becomes much more manifest in the district and thus has a greater chance to be successful. Besides the successful work with the common school development agenda, the principals also value other aspects of becoming a team, such as getting close colleagues to vent problems with and partners for other tasks. In the paper I will further discuss aspects of the groups work in their quest to be an effective team for school development.

2971 - An introduction to a combined scholastic and non-scholastic paradigm – a bridging process?

Dag Ofstad, University of Nordland

The context for this paper is the school and the topic is teaching and learning conditions and attitudes. The challenge is to reflect on how to create a school where accommodated training is more than a concept in a "northern star position" – as something teachers and school managers will be able to see when searching for it, but will never be able to reach in practice. The power of learning just created directly by a genuine self organised and self-experienced activity, based upon genuine practical insight, self-efficacy and self-made knowledge of an entrepreneurial idea or action, quite often turns to be the most exciting natural starting point for the learning trip for all of us. But this is unfortunately not the situation in the current school context. The research questioned the linearity of the planning of teaching and learning.
Based on this the idea was to develop a non-scholastic approach of personal growth, evolution and learning and training. In everyday language we can say that schools has become our primary learning arena. The leisure time activity arena could be called the secondary learning arena, while the tertiary learning arena could be linked to ordinary working life activities. In this perspective, all three arenas could be said to constitute a room for learning activities of our society. The schools are the centres of formal education. The working live learning arenas give young people an environment to learn and practice different sorts of work, while the leisure time learning arena is often organised together by the youngsters themselves, their parents and representatives from different organised or unorganised environments. If we understand the phenomenon of learning arenas as described above and if it still is natural for us to call the schools our primary learning arena, I choose to build my case upon the following question: How can “scholastic” and the “non-scholastic” learning strategies jointly give students/pupils an adapted learning environment they are entitled to have?

2988 - Entrepreneurship education as a tool for helping the psychologist to meeting new and different demands

Stefan Holmström, Erik Lindberg, John Jansson, University of Umeå

The psychologist profession has been characterized by an attitude to education for employment, and often employment in the public sector. The outside world has changed and so also the labour market for the psychologist. Today, it's not as obvious to the psychology program only to prepare students for a working life as an employee, but also for a working life with elements of self-employment and entrepreneurship. The aim of this paper is too describe how we developed one course in the education of psychologist to meet this challenge. The purpose of this course has been to influence attitudes towards entrepreneurship and to develop skills to apply entrepreneurship. To meet this challenge as education, cooperation between the Department of Psychology and Umeå School of Business and Economics (USBE) were initiated for the course on the Masters Programme in Sports Psychology. To our knowledge this is unique in educating future psychologists in Sweden. One of the aims with the course is that the students are going to learn how to combine their knowledge in psychology with entrepreneurship and use it in an applied way. One main moment of the course is to stimulate their creative ability and innovation to increase their opportunity recognition, entrepreneurial orientation and risk willingness. One way to achieve this is to let the students create there own business ideas, where they take their knowledge in psychology and create a new service or products to use in the field of sports and health. At the end of the course they present their business idea in front of bankers, business consultants and business angels. Results from our measurements and evaluation go in the same direction as proposed by Fayol (2001), and that entrepreneurship can be taut. After the course the students are better prepared for the future working life as a clinical psychologist. This approach should be considered for other educational programs. One benefit for the students has been the interdisciplinary collaboration between psychology and business administration.
25 SES 02, Roundtable

25. Guidance/Counseling
Chair: Kari Søndenå
Location: B1 133

2513 - The role of pre-text during mentoring in a professional field - a chronotypical analysis.
Mikhail Gradowski, Telemark University College

The aim of the study is to contribute to understanding of didactical process that takes place within a dialogical mentor perspective. We are especially interested in describing and analyzing what is going on before the mentor conversation itself, in pre-text, and its influence on the mentoring conversation that follows. Research question: what chronotopes appear in pretexts and how can chronotypical analysis contribute to didactical quality during mentoring processes? A chronotope is an axiological concept of time and space. A chronotope allows creation of meaning that guide our epistemological, ontological and axiological narratives of self-understanding and our meaning making of the world around us (Bakhtin 1981/1973). According to White (2013) who has done research on teacher education, a chronotypical approach allows understanding a written text as it reveals the cultural system behind the text. Pretext is the text that is written by the person who seeks supervision before the mentoring conversation itself. Such a text might represent this person’s experience and various forms of knowledge. It may contain beliefs, hope and anxiety for the future, related to his/her professional situation. We consider the pretexts to be a source for understanding experience and an expression for local supervision cultures. Every chronotope possesses didactical relevance related to authentic learning and thus is important for mentors’ preparation to the mentoring session. The empirical basis contains twelve pretexts, written by newly examined professionals, and twelve related posttexts produced by experienced mentors. Preliminary results have shown the existence of chronotopes built around beliefs, hope, uncertainty, and anxiety.

2427 - Mentor conversations in kindergarten - a room for students' learning?
June Junge, University of Stavanger

The purpose of this study is a deeper understanding of students learning processes in Early Childhood Education, in order to accommodate for an optimal learning environment. According to social-cultural tradition, students learning will depend on interactions and appropriation processes they become involved in. Analysis of the conversations related to mentoring during their practice period will clarify students interactions related to professional themes in the kindergarten, and to whether there are signs of the students’ appropriation of professional expertise. The issue; How do the conversations related to student mentoring in kindergarten give space for students learning?, will be approached thru following questions: - What characterize the conversations between mentor and students? o What do they talk about? o What kind of presumptions appear? o Are there signs of learning processes/learning potential? One mentor did audiovisual recordings of all the conversations she had with two second year students during a practice period of 6 weeks. In total 10 conversations. The transcriptions of these recordings constitute the basis of analysis. Analytical approach, dialogical discourse analysis (Linell), emphasizes the production of meaning as a dialogue between the partners in a conversation, as well as between the partners and contextual phenomena they choose to include in the conversation. The first reading was about mapping the themes. A main theme during the first conversations was mutual expectations. A theme that was talked about in all the conversations was the daily routines which were characterized by a difficult personal situation and assistants with little work experience. Another theme in all the conversations was the use of a didactic planning model. The conversations were friendly and dominated by the mentor’s arguments. Second reading was about catching the participants’ presumptions about themes in focus. They appear through statements about children’s needs and the use of planning, assessments of various phenomena, such as the personal situation or the students’ skills, and advice given by the mentor in relation to her expectations and the students organized activities. Further examination will concentrate on interactions, as well as a search for useful concepts to discuss the learning potential in the conversations.

1892 - Re-thinking reflection in supervision in the professions. A soci-cultural perspective on supervision in professional education
Christian Lystbaek, Aarhus University

Theoretical Background: Reflection has moved from the margins to the mainstream in supervision and guidance, especially as this is conceptualized and operationalized in professional education. Ideas about the importance of reflection in professional practice, and especially in professional education and learning, became prominent in the professional education and learning literature in the 1980s. The most frequently cited source has been Schön (1983), although many others have contributed to the Zeitgeist. Thus, from many different perspectives, researchers in the field of professional education and learning have suggested that professional practitioners and students could and should develop their work and skills by thinking critically about their actions. However, over the last twenty years, the ideas about reflective practice – what it means and how it is done – have moved away from their radical roots. The idea of reflective practice has been formalized by regulatory bodies as a way to develop the professionalism of both individual professional practitioners as students through continuing professional developmental processes. Consequently, reflection is often used as a ‘tool’ for personal and professional development, and practitioners and students are expected to document this, typically in some sort of written record or portfolio. Thus, reflection is often limited to assessment issues, and the original idea of reflection as a modus of critical praxis is reversed and turned into a tool for control and orthodoxy (Kilminster et al., 2010). Methodological framework: This conceptual paper presents a critical, socio-cultural perspective on the current paradigm or dogma of reflective practice within supervision in professional education and learning. The purpose i
to challenge the dogma and critically to analyze and move the debate on reflection in supervision in professional education and learning towards a recognition of context, power dynamics and ideological challenge. Relevance to Nordic educational research: The paper is relevant for Nordic educational research in the field of supervision in professional education and learning.
In this symposium nine studies will be presented by former graduate students and graduate students who have participated in a postgraduate school for preschool teachers 2012-2014. The program has received funding from The Swedish Research Council. All the studies highlight aspects of learning practices in preschool, with focus on children’s languages in an extended sense. Some of the studies explore children’s activities, while others focus on how teachers organize for children’s learning. The presentations are divided into three sessions. The first session includes three papers concerning children’s digital and mathematical literacy in preschool. The second session is about children’s languages in an extended meaning, including sounds, dance and science. The third session includes papers with focus on preschool didactics. All the presentations will be held in Swedish.

1991 - How conditions turn to offers – illustrated through design and implementation of “theme work” at preschools
Annika Eriksson, Umeå University

Since 1990s several reforms of Swedish preschool has emphasized the significance of educating young children. Preschool working conditions has changed for pedagogues and children in track of these reforms. In this session I will present a study concerning the influence of preschool working conditions, i.e. social and political factors and factors within the individual preschool, on offers afforded to children. To illustrate this influence, I chose to investigate the design and implementation of “theme work” at preschools. The study examined preschool pedagogues’ motives, organisation, contents and methods that underlie their teaching in the “theme work” and the influence of working conditions in this process. Ethnographic methods have been applied, including observations and interviews with preschool pedagogues in four preschool settings. The study had a theoretical starting point in curriculum theory, with Bernstein’s concept of classification and framing as well as frame factor theory used as tools in analysing the material. The results show that a combination of various working conditions affects offers afforded to preschool children in “theme work”. The pedagogues make decisions that underlie their teaching partly in relations to social and political changes and reforms, and partly in relation to processes historically formed. The children are offered contents and methods and an organisation, of the “theme work” that arise from pedagogues’ understanding of their mission, as they interpret the curriculum and the children’s interests and needs. The presentation will be held in Swedish.

Elisabeth Lindgren Eneføl, Dalarna University

In this session I will present a study focusing on pedagogical documentation which is a certain procedure for documenting that, in recent years, has been embraced in several Swedish preschools. However, studies and governmental inspections have shown that pedagogical documentation raises many questions among preschool teachers. The purpose of the study presented here is to gain insight into what is being expressed when preschool teachers discuss pedagogical documentation, focusing on themes of content and on the participants’ expressions of their points of view. The data is comprised of transcriptions from audio recordings of discussions conducted in a research circle. The participants were eight preschool teachers that met over the course of one year. Each meeting focused on the documentation provided by a different participant. In that way the contents of the discussions were framed by the teachers own questions and narratives. Theoretically, the study departs from Social Constructionism and Discursive Psychology. The preschool teachers’ utterances have been analyzed using concepts of interpretative repertoires and ideological dilemmas. The results show the main themes to be: Knowledge content in a preschool setting, children’s learning, the teacher’s role and implementation of pedagogical documentation. The participants’ joint position is that the knowledge content at the preschool level is defined by the curriculum for the preschool. Concerning children’s learning and the teacher’s role, two main standpoints are disclosed. Ideologically those standpoints derive from two opposing theories of education. Based on how the standpoints have been expressed I have called them “predetermined learning” versus “non-predetermined learning”. One main distinction between the standpoints is that predetermined learning emphasizes the results of learning, while non-predetermined learning emphasizes the processes of learning. The participants’ utterances show that teachers tend to subscribe to the idea that there is only one acceptable way of working with pedagogical documentation. This sometimes creates anxiety and feelings of not succeeding and which led to arguments advocating an alternate approach; pedagogical documentation can be done in many ways. The ideological dilemmas within the discourse can be perceived as resources by which the participants argue about knowledge, learning, teaching and about the implementation of pedagogical documentation.
4. Classroom Research

Chair: Fritjof Sahlström, University of Helsinki
Location: B1 114

2788 - Observations in Early Primary Mathematics Lessons in Japan. Implications for Swedish classrooms?
Susanne Kreitz-Sandberg, Margareta Engvall, Linköping University

Aim: The main purpose of this study is to investigate and describe typical actions that can be identified in teacher-pupil interactions during Mathematics lessons in early primary school. In this presentation we will focus on observations from Japanese classrooms and compare the results with earlier studies in Swedish primary classrooms (Engvall 2013). We also want to raise the question whether and how the Japanese example can contribute to the Swedish discussion on mathematics education. Method: The study builds on ethnographical observations in Japanese and Swedish primary classrooms. In Japan, 18 mathematics lessons in four schools (1st-6th grade) were observed in February 2014. The classroom observations were combined with teacher interviews (individual and in groups). In Sweden a total number of 26 lessons were videotaped in five different classes (2nd and 3rd grade, in 2009) while the same mathematical content was taught (addition and subtraction). After transcription, a thematic analysis was accomplished. Findings: With focus on the teacher-pupil interactions we will describe a number of phenomena that became apparent in the Japanese classrooms. Teachers pay, for example, much attention to pupils’ problem solving strategies. Other observed phenomena are the slow pace of teaching and the well-structured teacher instructions. Mathematical concepts were clearly reflected in classroom communication. We will discuss these phenomena in the light of our knowledge on teacher-pupil interactions in Swedish mathematics primary classrooms. Relevance to Nordic educational research: It is well known that international comparative research offers unique opportunities to gain insight to quality aspects of classroom practices, especially when combined with adequate theoretical knowledge in the respective discipline. Japanese pupils perform well in international studies on mathematics and science (TIMMS). Studying Japanese mathematics classes can therefore help us to discern important aspects that could be possible to develop also in Swedish mathematics classrooms. According to the Swedish National Agency for Education, there are several problems to be overcome in Swedish mathematics education. One of these is the dominance of students’ individual work with the textbook. This is in total contrast to the Japanese classroom where the whole class discussion is given a lot of time.

2842 - Mobile phone use in classrooms and its relation to classroom interaction
Fritjof Sahlström, Verneri Valasmo, Antti Paakkari, Anna Slotte-Lütğte, University of Helsinki

With the introduction of smartphones, participation in web-mediated social interaction has become an integral part in the communicative ecology of classrooms. Mobile phone use seems to affect well-documented classroom interaction patterns. The aim of the paper is to analyze recent and on-going changes in participation in classrooms of upper secondary school students, and to specify the impact of the use of mobile phones for the social mediation and creation of knowledge in classrooms. The analyzed material consists of approximately 200 hours of classroom recordings of students’ interaction (2011–2013), from all of the subjects (23 different teachers) taught in the Finnish upper secondary school. All instances of mobile phone use have been identified and categorized. In addition to the quantification, the paper reports initial findings from the development of ways of studying the mobile phone screen content of the informants. In pilot recordings and analysis it was found that to understand the writing of upper secondary school students, it is necessary to have access both to smartphone content, and the social interaction within which it is situated. Neither video recordings nor on-device loggers are in themselves sufficient for the analysis. Hence, the video ethnography material is complemented with video screen captures of the concerned informants. The results from the on-going analysis show that phone use is present and common in all subjects. The students in the analyzed classroom material use their phones 5–7 times per hour of recorded material, in all kinds of teaching situations. In the classrooms, mobile phone use is not oriented to as a problem. Teachers verbally orient to the students’ use of phones only a handful of times, with less than one per cent of the student mobile phone use oriented to. Hence, the results demonstrate that smartphones feature as well-adapted resources for silent and non-disturbing withdrawal for students. Thus, the presence of touch screens in the classroom seems to affect well-documented classroom interaction patterns, where the interactional space of the connected classroom has a new, multi-layered distribution of interactional spatiality, with previously non-present links between the outside world and the classroom.

2346 - What characterizes the interaction between students, teachers, equipment and curricula in school kitchen?
Karen Lassen, Buskerud and Vestfold University College

What characterizes the interaction between students, teachers, equipment and curricula in school kitchen? Food and health is the Norwegian primary schools smallest compulsory subject with 199 hours over 10 years. The low number of hours indicates a small academic environment both in schools and teacher training, and consequently little research in the subject. Three reports from 1997 till today, indicates that the curriculum in a small degree is basis for teaching food and health. The new curriculum for Norwegian schools, Knowledge Promotion (2006) emphasizes goal orienting and gives the teacher more freedom to determine work methods, teaching materials and organization of lessons. Previous goals related to cooking, was changed to see practical cooking in the context of nutrition, sustainability, material knowledge and practicing hygiene. Consequently this enables learning and knowledge in traditionally theoretical topics to be clarified through acting, discussions and choices while cooking. Based on the lack of classroom research that indicate
interactions in today’s food-and health education, the following question for my Ph.D. project are developed: What characterizes the interaction between students, teachers, equipment and curricula under practical cooking on school kitchen in lower secondary school? Data generation and analysis are based on grounded theory (Glaser & Strauss, 1967; Glaser, 1998; Hjälmhult, Giske, Satinovic, 2014). Data collects through video-based observation of two strategically selected lessons in food and health in lower secondary schools. In the analysis work in grounded theory, the events in the data are identified, conceptualized and categorized through constant comparison to reveal the participants’ main concern. Conceptualization of the participants’ main concern and how it is processed is the basis for developing a substantive grounded theory of the identified phenomenon in school kitchen. The aim with this paper is to present the research process so far for discussion with the audience: •How can videotaping of practical activities earn as a good basis for conceptualization of events? •How to secure the materials diversity? •How can open coding be used in order to identify and conceptualize events in the analysis? •How to obtain additional data to confirm or debunk tendencies in analytical work?
05 SES 03, Paper

5. The Curriculum Research Network

Chair: Ninni Wahlström, Linnaeus University
Location: B1 132

2480 - To grade or not to grade: An analysis of assessment debates in Swedish media 1980–2014

Magnus Hultén, Linköping University, Christian Lundahl, Örebro University

The Swedish assessment culture has emerged in the meeting between the educational, scientific, bureaucratic and political needs and traditions. In this study we approach the assessment culture from the perspective of media debates, particularly focusing on daily newspapers. The aim is to understand the stakes that appear around educational assessment in public debate, hopes, fears and controversies, and to analyze this from the perspective of on the one hand the history of Swedish assessment culture, on the other a discursive perspective: what can and can not be said and what might the consequences/dangers of certain discourses be? Preliminary results show that grades and grading systems has dominated the debate while test and testing culture for a long time played a minor role, something that is beginning to change. However, even though grades have been in the center, the way grades have been discussed have changed. We argue that the educational assessment debate has become more inward-looking through the introduction of criterion referenced grading, not unlikely correlating to the regime of accountability policies dominating schooling in many countries. From the perspective of grades being “the basic currency” of education (perhaps challenged by school choice lately), we ask whether we can find topics concerning social justice in today’s assessment debate. We also suggest ways of recontextualizing the debate around grades and tests. Why does for example the grading seem to be such a polarized topic in Swedish debated relative the international debate about assessment matters?

2475 - Just assessment in school - pupils´ conceptions in Sweden and Germany

Bettina Vogt, Linnaeus University

To get assessed is an everyday experience for pupils and of high relevance for the individual as grades and certificates allow or restrict the access to further educational opportunities and thereby future life chances. On the normative level, the allocation of life chances is in Sweden, as in all modern and democratic societies, based on the meritocratic principle (Hadijar, 2008) and on the other hand do ascriptive aspects like gender, socioeconomic or sociocultural background continue to play a massive role for Swedish pupils’ results in school (Skolverket, 2013). Due to the far-reaching consequences for the individual, assessment has to be perceived as fair. But what is perceived as fair assessment can differ between individuals and different contexts pupils are involved in. The Ph.D. project “Just assessment in school – pupils’ conceptions of justice in Sweden and Germany” investigates what pupils perceive as fair assessment by using a “contextual comparison” (Steiner-Khamsi, 2010). The study wants to contribute to a better understanding of which conceptions of justice Swedish and German pupils have regarding assessment, how pupils perceive getting assessed and under which conditions the assessment is considered as fair in different contexts. In addition to the contextual comparison as methodological frame, the Grounded Theory Methodology (Strauss/Corbin, 1990) is applied in combination with Focus Group interviews (Morgan, 1988). Besides the presentation of the Ph.D. project, first preliminary findings from Focus Group interviews with Swedish pupils attending grade nine shall be presented. These will provide a first insight in parts of Swedish pupils’ justice conceptions about assessment since the implementation of the new grading scale as a part of the wide school reform in Sweden year 2011.

2181 - Where are grades? Examining teachers’ work with grading through a lens of transactional realism and materialism

Ninni Wahlström, Linnaeus University, Elin Sundström-Sjödin, Örebro University

Research topic: Current research on the enacted curricula concerning grades and assessment indicates that teachers’ conditions for action is related to the state’s control system, national standards in curricula and national tests (examples from Swedish research, see Selgshed 2004, Tholin 2006, Lundahl 2006). While governing structures are given a stronger position, teachers’ room for acting at the same time is decreasing and vice versa. We argue that this perspective of mutual dependent balance or ‘zero-sum game’ might be too limited to explore the complex relations of actors the teacher is involved in. Theoretical and methodology framework: In the paper we explore the ‘realist’ dimension in Dewey’s version of pragmatism and especially in his concept of experience. Inspired by Actor-Network Theory, ANT (Latour 2007), we suggest that taking Dewey’s ideas of the significance of social and material realities seriously (cf. Dewey 1917, Sleeper 1986, Biesta 2014) could contribute to a more complex understanding of teachers’ experiences of power and constraints. The empirical material is an authentic interview in a newspaper where a teacher give her view of the different forms of forces and influences she encounters in her task of grading the students. Our research questions are: How can the concept of transactional realism contribute to a ‘renewed’ understanding of pragmatism that also includes material aspects? How can material aspects contribute to and shed light on teachers’ room for action? Expected conclusions: When we ask where are grades? we are looking at what assemblages are becoming visible when gathering a more heterogeneous set of actors into the analysis. To bring material aspects into the inquiry of the teacher’s work with grading, help us see that the technology itself contributes to changing spaces by moving grading into several spaces where the teacher does not have her professional authority. The relational network she finds herself in is also what constitutes her agency. Nordic relevance:
The research topic focusing a materialist perspective on grading, digital technology and parental pressure concern all Nordic countries in times of marketization.
Feedback and Coaching to promote Professional Reflection and Learning

The symposium present and discuss findings from the EU project "Professional Learning through Reflection promoted by Feedback and Coaching" (PROFLEC). The project has explored the potential of an ICT-based self-assessment instrument integrated as part of CPD-programs for school leaders in the participating ten European countries as well as in Australia and the US. This inventory generates a personalised feedback report, based on a purpose-built competence model. This feedback helps the participants to identify their individual strengths and potential, suggests areas for improvement, and sets the agenda for workshops and group coaching. The feedback report, the workshop and the coaching sessions are expected to promote reflection and personal leadership development focused on improving the participants’ motivation and competences with respect to exercising leadership. Discussant: Anna Kristin Sigurdardottir, University of Iceland, Iceland; aks@hi.is

2361 - Reflection through feedback: Approach and first findings
Christian Brandmosen, University of Oslo, Jonas Höög, Umeå University

Self assessments or inventories and assessment-based feedback based on psychometric tests have proven an important learning approach and one that creates additional opportunities for improving one’s own practice. Besides psychometric properties, a very important factor in the usefulness of such an inventory is its social validity. How is the tool accepted? What do participants expect of an online inventory and were their expectations met? What is the impact of completing the inventory, reading and working with the feedback report on self-reflection and learning, personal growth and actions taken to improve school leadership practices? Despite their benefits, such tools are generally under utilised in the educational sector, particularly in most of the European countries. This paper discusses the CPSM online-based inventory for education leaders based on a competence model comprising two areas explicated in 29 competence dimensions. CPSM is an orientation tool for teachers interested in school leadership tasks or as a basis for clarifying personal strengths and potentials for newly appointed and experienced members of school leadership teams. Its use in preparation and continuous professional development programmes for 1700 school leadership personnel in the German speaking countries such as Germany, Liechtenstein, Austria, and Switzerland has yielded promising results.

2367 - First lessons learnt: The interplay of feedback and coaching to promote professional reflection and learning
Guri Skedsmo, University of Teacher Education of Central Switzerland

The emphasis on Continuing Professional Development (CPD) for school leaders has changed recently. Internationally, there are tendencies towards the use of multiple learning approaches and formats in a variety of modes and settings. Although self reflection has had a central place in professional learning since the foundational work of Dewey (1933) few CPD programs use diagnostic evidence-based, self-assessment data and a group coaching model as an entry point to sustainable life long learning. Such an approach has been discussed in the preceding papers. Important aspects, which are emphasised in this approach, are personal and professional needs, demands, practice, action, application and sustainability orientation. Using a qualitative and a quantitative research approach, the triangulation of data, across countries, shows that professional self-reflection may be stimulated by using a feedback inventory and group-coaching. It shows that participants using this approach are highly stimulated to self-reflect in respect to their professional competences and their work environments. Besides, the triangulation of data demonstrates that increased (quantitatively) and intensified (qualitatively) reflection increases the self-awareness and sensitivity of general and situational behaviour, particularly in critical circumstances. This approach to CPD contributes to the literature on educational leadership and potentially has application to other professional contexts.

Feedback and coaching have become one of the fastest growing developmental strategies globally. Recently providers of school leadership development have embraced coaching models. Studies report the benefits of coaching programmes on school leaders’ learning and professional development which has identified the need for further research. This paper presents the results of a blended group coaching approach during which school leaders, in groups of six work with a coach using feedback reports from an online inventory on school leadership (discussed in Paper 1). The discussion draws on the results of a pilot study of coaching conducted in 2014. The results of an online quantitative evaluation, conducted after the coaching, and observers’ notes of the coaching processes, and interviews with volunteer participants conducted immediately after coaching sessions will be used to discuss the impact of coaching on reflection and professional learning.

Development of school leadership through feedback and group coaching
Monika Törnsen, Ulf Leo, Umeå University
The purpose of this paper is to report on a study which examines if group coaching and feedback can contribute to and influence learning as part of leadership professional development. The theoretical framework of the paper is inspired by the idea of professional learning communities (Stoll et al., 2006), and three major functions of education according to Biesta (2009): qualification, socialisation and subjectification. One point of departure is that a major function of education, in this case related to school leaders, lies in the qualification. It lies in providing them with the knowledge, skills and understanding and often also with the dispositions and forms of judgement that allow them to ‘do something’ – a ‘doing’ (Biesta 2009). The socialisation function has to do with the many ways in which, through education, we become members of and part of particular social, cultural and political ‘orders’. The subjectification function refers to becoming subjects of their own right, become more autonomous and independent in their thinking and acting, which can be understood as the opposite of the socialization function. In short, we study how group coaching and feedback can contribute to personal as well as professional leadership development. Nine groups of pre-school heads and school principals from two Swedish municipalities have taken part in the research project ‘Professional Learning through Reflection promoted by Feedback and Coaching’ (PROFLEC). The project builds on the premises that feedback and group coaching can assist leaders to reflect on their individual capabilities and actions in the practical circumstances they face in their contexts. The group coaching is based on a self-administered inventory integrated as part of a research project for school leaders. After two of four coaching sessions, one group interview has been conducted, and four groups have written their answers individually responding to the same questions. The preliminary findings are only at output level, reflected by quotes like; “It has opened my eyes in regards to how I am as a leader, making my strengths and weaknesses visible”, “The group coaching provides awareness about new ways to think and act”. Some principals state they have become
6. Educational Leadership Network
Chair: Lars Frode Fredriksen, University of Southern Denmark
Location: AK2 138

2194 - Principals use of Time and their Workconditions
Helene Årlestig, Olof Johansson, Umeå University
The focus on schools and their performance raise issues about leadership. What principals focus on and how they spend their time has effect on results and school climate. Research findings often suggest that principals ought to focus on learning and teaching issues to raise the quality of schooling (e.g. Leithwood & Seashore Louis, 2012, Day & Leithwood, 2007, Törnsén & Årlestig, 2014). At the same time earlier research shows that principals’ time is fragmentized and occupied by operational issues, many times connected to administration (Camburn, Spillane & Sebastian, 2010, Årlestig, 2002). This study follows 30 principals during one week. Half of the group has at least five years’ experience while the rest is newly appointed principals. All have filled in daily time-logs and answered connecting questions on how they have spent their time. A month after the time-log was completed the participant spent a day to discuss the results. In this seminar the findings both from the time-log activity and the reflections on the results will be presented. The results shows that time can be used in many ways and are not always in accordance what the principals believe is important. A deeper analyze of the data can indicate if principals’ role and task are changing and if that is the case how the change is related to earlier research. The data can also reveal differences related to experiences and prerequisites. The method cover general issues that are applicable in all Nordic countries.

2966 - Understanding the Role of Secondary School Principals in a Restructured Education System in Cameroon.
Cresantus Biamba, University of Gavle
During the last three decades, public service reforms have been, worldwide, a matter of concern to governments, the social partners and international development agencies. Policies of decentralization and privatization have been, and still are, the two main challenges in the reform process in most countries in the world. The overall aim of the study was to explore the present role of the secondary school principals and the challenges they face in carrying out their duties. As a result one of the research aims that guided the study was: To undertake systematic observation of what a sample of principals actually do in their daily work within the school. This paper presents the results of the observational study which looked into the work patterns of the eight secondary school principals in the Northwest region of Cameroon. It was decided that an observational case study approach in the analysis of the role of the eight secondary school principal would help to complete the picture of the principalship. During the observation the researcher recorded details that relate to the variables of the principal’s work - duration, medium, purpose, location, personal contacts and other factors that would contribute to knowledge about the content of their work and, subsequently, the nature of that work. The findings reveal that tradition, culture and political contexts are crucial factors in understanding what the secondary school principals in Cameroon do and how they conceptualize principalship. The findings show that discussions with parents, staff and desk work were found to be the major job functions taking up most of the principals’ time. However, the findings also indicate the multi-varied nature of the principal’s role. The principal's day was generally hectic in pace, varied in its composition, discontinuous and superficial in any pursuit of tasks, with the unexpected always as one of the few certainties of the job.

2779 - School leadership – an emerging profession?
Lars Frode Frederiksen, University of Southern Denmark
Is school leadership a profession or an emerging profession? If we are approaching a new profession, what will it contain? What challenges are school leaders approaching? I will in this paper outline some competing tendencies in the requirement to leadership practice. Three of them may correspond to Gronn (2003) categories. First the dimension, which Gronn label Ascription: Naturally Fitted Leaders. Originally, these natural born leaders belonged to the aristocracy. Personal attributes are still perceived as important elements, and often emphasized in training programs. This line is directed towards the personal competences and attributes, common for all leadership areas. Leaders may be or may learn to be authentic, to communicate etc. The second dimension, Achievement: Formally Fitted Leaders. Still more leaders had their background in the profession and become leaders through their merits. This dimension is closer to the core task, often with a pedagogical point of departure. It is an internal perspective, and seeks to achieve internal legitimacy. The third, Customisation: Suitably Fitted Leaders. There is a greater focus on external expectations and requirements, with variations of instructional leadership – teaching for tests. This dimension seeks legitimacy towards the external environment. I will add a fourth dimension, Marketization: Structural Competitive Fitted Leaders, which is enlarging and supplementing the third dimension, due to structural conditions given by marketization (a business-like approach with mergers, larger enterprises etc.) and only indirect derived from an educational context. The leadership tasks are not determined by authorities, but they are emerging via the context. These dimensions may be contradictory, and leaders have to maneuver between the various expectations. A triangle stretched out between the personal dimension, closeness to teaching and teachers, and distance to teaching and teachers. The empirical data for this study stems from a study following a leader training program for leaders in Danish Adult Education Centres, containing various youth education programs. Method used is observation of teaching sessions, network meetings, and interviews with leaders and middle leaders.
2433 - Local government strategies for managing changes in the delegation of preschool responsibilities
Anita Eriksson, University of Borås, Dennis Beach, University of Gothenburg, Ann-Katrin Svensson, University of Borås,

Through the 2010 Education Act (SFS 2010: 800) and reform of the pre-school curriculum (The National Agency for Education, 2010) important revisions were suggested concerning preschool quality management and the delegation of professional responsibilities. These revisions focused mainly on the content and evaluation of educational work and a clarification of staff responsibilities. The intention was expressed as being to enhance preschool quality. For preschool head’s, the revisions included a change in the regulation of responsibilities. These changes were to a degree described and clarified in the Education Act and the preschool curriculum. The article is concerned with the actual delegation of responsibility at local government levels as well as what this has involved and might imply for professional standards and practices. The aim of the research was to describe and problematize how the responsibilities of pre-school heads are interpreted and expressed from a municipal (i.e. local government) management perspective. The research was carried out based on policy analyses and a questionnaire. A combination of theoretical concepts and models have been used when analysing the data generated. Bernstein’s (2000, 2003) concepts of "the official recontextualising field" [ORF] and "the pedagogic recontextualising field" [PRF] are among them. These concepts contributed to highlight what happened at the national and municipal levels respectively. Parts of Rothstein’s (2010) model for analysing management alternatives were also used. This was done in order to identify different strategies in interpreting the preschool head’s responsibility at the local level. Overall, the study shows that preschool head’s have been assigned extensive responsibilities in the process of interpreting and implementing the revisions from the 2010 Education Act and curriculum reform. They have individually or together with other local government officials been assigned responsibility to inform staff, to follow up the implementation process, and to initiate professional development activities. The majority of the local governments delegated the interpretation of the responsibility structure to the preschool head, while some developed guidelines for the entire municipality. The study contributes with knowledge about how a national regulation of the pre-school head's responsibility and mission is interpreted and translated by municipal (local governement) administrations.
07 SES 03, Paper

7. Value Issues and Social Relations in Education
Chair: Helene Elvstrand
Location: AK2 134

2153 - The relationship between humans and the spatial formation of educational settings
Ulrika Bergmark, Eva Alerby, Luleå University of Technology

In this paper, we will discuss education as a place for democracy. More specific, how the relationship between humans and the spatial formation of educational settings can be understood, exemplified by student teachers’ experiences of places at a university. One of the main goals of education has historically been, and still is, to educate democratic citizens with a high level of academic knowledge and skills. Though, contemporary neoliberal tendencies and its focus on employability and rationalistic ends have led to inattention of democratic educational ideals, and thus risk narrowing the purpose of schooling and leaving out the social and civic mission of education. The place of education, its architecture and design, has traditionally focused on technical functions, rather than educational effects, students’ learning and development to democratic citizens in the society. Although it is shown that the physical building affects behaviour and performances, the place of education are often based on design of rational models originating from the industry. Rationality and functionality of the built environment have value, but today there is an increasing need for places of education that support different forms of teaching and learning, enhancing flexibility for democratic ways of learning. In this study, student teachers were invited to reflect on places at the university. They got the task to take photographs of three chosen places, observe the interaction taking place, analyse the places from a learning theoretical point of view, and critically reflect on hindrances and opportunities for learning. Opportunities to promote democracy in education differed between the investigated places. Informal learning spaces, outside classrooms without teachers, were described as more democratic than classrooms, meaning that students could have a say about and decide how to study in a greater extent than in a formal educational setting. The organisation of the physical space, for example, furnishing and size of the room, defined, and sometimes limited, the possible learning activities taking place. The students’ experiences underline the importance of forming places for different learning purposes, accordingly enhancing flexibility within the physical space to promote democratic education.

2794 - “I love Bee Valley, but education there, NO THANKS!” - The importance of spatial capital for understanding school choice
Anna Ambrose, University of Stockholm

This conference paper and forthcoming article aim to deepen understanding of the importance of schools and the surrounding neighborhoods – spatial capital or the “sense of space” – when families make a school choice. The paper is based on ethnographical work in three urban Stockholm schools, and focuses mainly on young teenagers’ daily experiences of schooling. The study was undertaken to capture the lived experiences of Swedish educational reforms in a local school market. The empirical work was carried out during the 2012-2013 academic year. When analyzing the data, the narratives around school choice are closely tied to experiences of a certain place’s spatial capital – or “sense of space.” The theoretical framework, for the paper and for the thesis overall, is inspired by French sociologist Pierre Bourdieu, whose work is used as a “thinking tool” (Bourdieu & Wacquant 1992). The work is also inspired by cultural geography and concepts such as place and space (Tuan 1977, Massey 2005). My findings indicate that current school choice policy deepens existing social, residential and racial divisions, aggravates tensions and ultimately worsens existing inequalities. The paper argues that the sense of space is an important part of this stratification; it explores the relevance and images that spatial capital imposes on young people’s school choices and what that sense of space brings to school practices.
This symposium explores discourses about gender, learning and success across a variety of different contexts: schools and universities; Sweden and the UK; online and offline. Indeed, questions of context are central to Borgnakke’s paper, which draws on ethnographic work to explore the relevance and importance of gender in online and offline spaces, and in different sectors of education. Context also figures as one of the four themes discussed in Öhrn, Asp-Onsjö and Holm’s paper, which explores discourses on gender and performance in secondary schools. Again, drawing on ethnographic research, Öhrn et al explore the ways in which gender and understandings of achievement figure in the construction of a ‘successful learner’. Such an exploration is also central to Jackson and Nyström’s paper, which interrogates discourses about effortless achievement and, with a particular focus on gender, discusses who can, and who cannot, be discursively positioned as an effortless achiever.

2625 - To succeed in school. Discourses on gender and performance in secondary education
Elisabet Öhrn, Lisa Asp-Onsjö, Ann-Sofie Holm, University of Gothenburg

This presentation takes as a starting point gender differences in school achievement in Sweden and other Nordic countries. Empirical research in this area has typically focused on understandings and ideals within youth groups and emphasised the dissociation between hegemonic young masculinities and school work. We acknowledge the importance of this, but also emphasise the need to explore in greater detail the discourses on gender and educational achievement that are communicated in various teaching settings. Consequently, in this study we researched both the understandings of achievement and marks that are communicated among various groups of young people and their relations to dominant femininities and masculinities, and the understandings of achievement and gender that are communicated in teaching. The theoretical focus has been on masculinities, femininities, local gender regimes and performativity. This has been explored by use of ethnographic research in nine differently located secondary classes in ninth grade. Drawing on the results of the (now completed) study, this paper presents and discusses four major themes. The first theme is concerned with the governance by marks and tests, and the strong influence from testing on the teaching content and also, the time and support provided to students. Students experience a highly individualised situation with limited teacher help, that girls seem to have more strategies to handle. The findings also indicate the presence of intertwined and gendered discourses on performance, work and talent. Teachers and students stress everyone’s equal chance of success if only they study hard, but parallel to this is a celebration of talent which adds to the devaluation of girls’ higher grades which are seen as consequences of hard work. A third theme concerns groups’ resources for academic positioning and points to the importance of peer relations and boys’ strategies for parallel positioning in peer groups and school work, as well as to the significance of school organisation for students’ collaboration and achievement. Finally, we discuss the variation between local contexts and the significance of socioeconomic relations as well as local labour markets for students’ gendered aspirations.

2626 - ‘Smart students get perfect scores in tests without studying much’: Why is an effortless achiever identity attractive, and for whom is it possible?
Carolyn Jackson, Lancaster University, Anne-Sofie Nyström, Uppsala University

Discourses about the value of effort and hard work are prevalent and powerful in many western societies and educational contexts. Yet, paradoxically, in these same contexts effortless achievement is often lauded, and in certain discourses is heralded as the pinnacle of success and a sign of genius. In this paper we interrogate discourses about effort and ‘effortlessness’, particularly in relation to gender, in Swedish and English educational contexts. Specifically, we address the question: why is effortless achievement attractive, and for whom is it possible to be discursively positioned as an effortless achiever? We draw on interview data generated in upper-secondary schools in Sweden and secondary schools in England. The Swedish project was informed by ethnographic methods and carried out in two upper-secondary schools. The research questions focused on young people’s gendered and classed student practices and narratives of masculinity, schooling and underachievement. It involved 56 first-year students (young men and young women aged 15-16 years) in two school classes: one class following a natural science program, the other a vehicle program. The English project explored approaches to schoolwork among year 9 pupils (13-14 years old) in six secondary schools, and generated interview data from 153 pupils (75 girls and 78 boys) and 30 teachers. Our analyses and argument are based on a conceptualisation of identities as multiple and fluid, constructed and reconstructed constantly through interactions. We adopt the view that ‘identities need to be validated by others to be successful, and not every possibility is discursively regarded as valid’ (Read et al. 2011, 171-2). We argue that the subject position of ‘effortless achiever’ is not available to all categories of students equally, and for some it would be almost impossible to attain; the intersections of gender, social class, ethnicity and institutional setting are influential. We end by considering the problematic implications of effortless achievement discourses.
2628 - The innovative academic learning context – does gender still matter?
Karen Borgnakke, University of Copenhagen

Using ethnographic approaches to explore innovative learning contexts places the basic concept of context at the center of research reflections. Further, shifting contexts and even shifts between online and off-line contexts raises the question: does the classic learning context like ‘a classroom’ still matter? In addition, similar questions need to be asked of concepts such as teaching and learning and teacher–student relations, including the question asked in this paper: does gender still matter? The answer to the question will be a ‘no’ followed by a ‘surprisingly yes’ overruled by ‘yes of course’, meaning that both non-gender and gender-gender matters. As the paper will show, these nolyes answers are embedded in the discursive practices related to different learning contexts, on a spectrum from classic academia to the late modern digital learning platforms, for example, MOOCs. The paper draws on ethnographic studies in scholastic, profession-oriented and academic learning contexts. Conceptualized as contexts, these three contexts are places and spaces for ongoing fieldwork and for case studies carried out in upper secondary schools, Nursing education and education at universities. The main focus of the ethnographic studies is on educational innovation and strategies for organizational and pedagogical development (Borgnakke 2010b, 2013b). The research guided by the ethnographic principle “following the field of practice” in digital conditions concepts of ‘field place and space’ need to be renewed, though still related to the classic ethnographic approach (Marcus 1995; Borgnakke 2010a). Further, in accordance with interpretation of ethnography in Online communities (Leander and McKim 2002, Hammersley 2006, Borgnakke 2013a) ‘following the field’ therefore means following courses across online- and offline spaces, tracing the flows of actors, texts and the embedded multiple contexts. The paper will follow the flows with a focus on gender (and non-gender) to rediscover the basic concept of academic contexts. Like former and current empirical findings (Borgnakke 1996, 2006, 2012) the paper will exemplify the ethnographic meaning of gender as a strong context marker related to the discursive and the interactive and communicative patterns in different face-to-face and online learning contexts.
2562 - Practical reason: A conceptual framework for understanding teaching in times of outcome regulation
Ola Strander, University of Gothenburg

Although there are reasons to believe that policies emphasising testing, accountability, assessments, evaluation and inspections have unintended and undesirable consequences for teaching practice, such reforms continue to be widely used in many countries in order to meet challenges in their educational systems. However, it is difficult to critically discuss how these types of policies relate to teaching practice without either losing societal, critical perspectives, or circumscribing teachers’ agency in analysis. This paper addresses that challenge by setting out a conceptual framework, aimed at contributing to an understanding of how these types of policies relate to teaching practice. Inspired by French philosopher Paul Ricoeur, a critical hermeneutical approach is suggested. It is argued that his discussion of the concept of practical reason can be used to depict teaching as existing in a field of tension between the regulatory and reflective dimensions of the practice. Further, it is argued that critical hermeneutics can frame a study of teaching, understood as practical reasoning, and provide a critique that is grounded in a discussion on how the mechanisms and assumptions behind (for example neoliberal) policy is mirrored in practice, without losing sight of either the agency of teachers or a societal perspective on teaching. The presentation will be held in Swedish.

2588 - Words to a future democrat - views on individual and common future in swedish social studies textbooks.
Jonas Nordmark, Mälardalen University College

This paper is a brief summary on my dissertational research on views on future and democratic-political agency in swedish social studies textbooks. Future oriented educational research has in recent years put significant interest in the study of discrepancies between different views on future in relation to education. The discussion within this research area has outlined a few major key discrepancies between view on future namely the relation between utopian and dystopian discourses on society and education, the relation between individual and common future as aims of education, and predictable visavi open-ended outcomes of education. Through critical close-reading of swedish social studies textbooks, published between 1991 and 2010, I have identified so called onto-political discourses through which the young person is both described as a predictable societal object and future political subject. First and foremost I have found earlier books to a high degree delineate the young person as part of a better common future, wherein the individual is put forth as an active agent of positive change. Later books regards to a higher degree the common future as split in two, where one part of the population is in control of their own individual future and the other part i stuck in the present without economical means and knowledge to shape their own future. I have also found a significant discourse in my later material, that proposes the single individual as a threat to the good common, democratic future. Rather than pointing out major outside forces as key threat to democracy, people stuck in the presence within the already good society is regarded as the unpredictable threat not only to themselves but also to the regeneration of good society as a whole.

2047 - Examples in whole-class talk on subject matter - a mimetic didactic perspective
Ilmi Willbergh, University of Agder
Research aims: 1. How is subject matter and students' prior experiences linked by examples in whole-class talk in Norwegian Lower Secondary classrooms, from a mimetic didactic perspective? 2. Discuss contributions from the mimetic perspective to the field of classroom research. Learning requires building knew knowledge upon what students already know, their prior understandings of subject matter, as well as their prior experiences (Comenius & Keatinge, 2005; Pestalozzi, 1977; Dewey, 2008; Herbart & Stern, 2002; Klafki, 2001). Mimetic didactics, developed from a Bildung/dannelse-centered general didactic perspective, offers concepts on how students' preconceptions can be activated in teaching by imaginative interpretation of examples. Interpreting talk as both subject matter, and relevant to students' lives, becomes a possibility with imaginative work (Aristotle, 1995; Ricoeur, 1984; Wilbergh, 2008, 2010, 2011 and forthcoming). Classroom research stresses teaching being the result of teachers and students joint enquiry (Bruner, 1996; Nystrand et al, 1997; Cazden, 2001; Alexander, 2003, 2004). McNaught et al (2013) finds that a challenge in classroom talk is difficulty linking students real-life-examples to increased levels of knowledge (semantic waves). The paper will discuss contributions of the mimetic perspective to this challenge of classroom research. Examples from a non-participatory observation study on classroom talk in whole-class teaching in four Norwegian Lower Secondary Schools, collected in 2012-2013, will be analyzed qualitatively with regard to wording, contexts referred to and imaginative work. The data was collected as a case study part of the Learning Regions-project, funded by the Research Council of Norway. Expected conclusions/findings: Subject matter and students' prior experiences are linked in the data by references in talk to students' lives and cultural and societal issues. The potential of the examples are not exploited fully: The examples can be developed further in the discourse and students' imaginations can be activated explicitly. The mimetic general didactic perspective can contribute to classroom research by offering new concepts addressing teaching content in classroom talk. The paper is relevant to Nordic educational research by making use of the Nordic tradition of general didactics in classroom research. A meeting between these two research traditions was previously suggested by Klette (2007).
2464 - The influence from Higher Education Institutions on Demographic Differentiation
Caroline Berggren, University of Gothenburg, Anders Olofsson, Mid Sweden University

Swedish higher education expanded in numbers of study places and by incorporating previous colleges, mainly located in provincial centres. The latter with the purpose to increase access for people living far from the university cities, and thus to decrease the social class differences in higher education. This study focuses on the equalisation or differentiation effects that institutions located in different geographical areas have on social class, gender and place of origin. People with ample resources, such as private means and networks have traditionally been mobile (Bourdieu & Passeron, 1990). They have moved to cities and educational institutions, where it has been possible for them to gain and reproduce their family capital. However, if already socially privileged groups of students, whose own achieved educational capital could not reach the standards required by the traditional universities, proximate to where they grew up, they need to adjust their educational aims. Such an adjustment would be to apply for a study place in a less prestigious educational programme or at a less prestigious higher education institution (Kivinen, et al. 2001) The direction of the migration is typically from less populated regions to the urbanized regions (HSV, 2011; Löken, Lommerud & Lundberg, 2013 and migration is more common among women than men, particularly in their early 20s (SCB, 2011). The question is, if there is an opposite migration among some privileged groups of students? Do privileged groups of students, women and men originating from urban areas, but with insufficient self-acquired educational capital adjust their aims and move to a university college (located outside city regions) to reproduce the resources of their family? This study is part of a project that researches national student mobility and establishment. The total population of those born between 1973 and 1982 is reduced to those who have entered higher education. They are around 250 000 individuals. The empirical base is Swedish register data and regression analysis is used. In the Nordic countries, a majority of the population is living and working outside the city regions. Has the expanded higher education system decreased the difference between city regions and less populated areas?

2417 - To Stay or Not to Stay – A Question of Institutional Location?
Aimee Haley, University of Gothenburg

While international migration and brain drain have been the focus of much research as of late (Solimano, 2008), national migration of the tertiary educated has received less attention (Hansen & Nedomysl, 2009; Wikhall, 2002). This study focuses on the movement of human capital by way of tertiary educated individuals in Sweden. Higher education institutions have a key role in the development of human capital within a population; however, the role these institutions have in redistributing this human capital to surrounding areas remains unclear. Swedish university colleges were established to meet the growing needs of local labor markets and to educate individuals outside urban areas. The intent was for these institutions to increase educational access and to stimulate local economies and the growth of innovative ideas (Danilda & Granat Thorslund, 2011). However, data from the Swedish Council for Higher Education (Universitet och Högskolerådet) shows that highly educated individuals tend to move to Sweden’s largest cities before beginning their studies and upon completion if they studied outside the larger metropolitan areas (HSV, 2011). Individuals’ social space (Bourdieu, 1989; 1985), such as their educational pathways, prior migration behavior, gender, and socio-economic background shape individuals’ perceptions, so they are expected to impact the migration behaviors of the tertiary educated in this study. Thus, the primary question this study seeks to answer is: What is the relationship of location among higher education institutions to migration behaviors of the tertiary educated? Which student groups stay in the area where they studied higher education and which groups leave? How does social space relate to these behaviors? This study is longitudinal and analyzes the entire Swedish population born between 1973 and 1982 who studied at a higher education institution in Sweden for at least two years. The most recent data is from 2011 when this population was aged between 38 and 29 years. Regression analysis is used.

2932 - A conceptual framework for competence development in higher education
Christian Lystbaek, Aarhus University

One consequence of the customization and marketization of higher education has been a tendency to focus on instrumental competencies. Taking management education as an empirical example - which are typically taught in Diploma of management and Master of management or Master of business administration programs, this paper shows that many "stakeholders", fx. students, companies, politicians, etc, demands "useful" competence in the sense of being directly used or applied to solve existing problems in companies. Thus, higher education are conceived of as a supplier of the instrumental competencies, which are demanded at the labour market. However, the paper goes on the argue that competence development could and should be something more and something else than instrumental competence development. Based on a pragmatic reading of Batesons logical categories of learning, the paper develops a conceptual framework for competence development in higher education, which highlight that sustainable competence development could and should be something more and something else than instrumental competence development. This framework highlights the importance of both instrumentality and contextually in competence development. Paraphrasing Kant, one can say that instrumental competence without contextually is blind, whereas contextual competence without instrumentality is empty. Based on a pragmatic reading and further development of Bateson’s logical categories of learning, the paper develops a conceptual framework for competence development in
management education, and higher education in general, which includes not only instrumental, but also practical, analytical and critical competencies.

2654 - Creating a learning community for master students
Hafdis Guðjónsdóttir, Svanborg Rannveig Jónsdóttir, Karen Rut Gísladóttir, University of Iceland

Teacher education in xxx was extended from a three-year bachelor degree to a five-year master’s degree 2008. This change increased the number of students at the master’s level. To respond to that, three teacher educators, organized collaborative supervisory meetings for 18 master’s students during the school years 2012-2014. The purpose of this paper is to introduce a research on the supervisory meetings. The research was twofold; to gather information about how meetings assisted the students as they worked on their master projects and to understand our progress as supervisors. The goal was to gain an understanding of how we could create an effective learning community for master students and their supervisors. The theoretical framework builds on Korthagen & Kessel’s ideas of the realistic approach, and Korthagen’s core reflection approach, which suggest a need to turn traditional teacher education models “upside down.” This involves creating a learning community that begins focusing on experiences and questions student teachers bring and gain through their teacher education programs. Aiming to help them see how their resources develop through the interplay of their experiences and academic theories. The research is qualitative and a self-study of teacher education practices. Data consists of group interviews, reflective journals, recordings of meetings, e-mails, TOC, and material from Moodle. Constant analysis of data was conducted with personal reflection and collective discussion using theories to scrutinize data. Preliminary findings show that students found the meetings helpful as they worked on their master projects, supported each other and the loneliness that many students had experienced diminished. Many of the students found the research methodology and the writing pathway a challenge. Working on supervisory issues together, we expanded our resources, strengthened our collaboration and trust, developed our professional identities, and improved our collective supervisory efficacy. This research is relevant to the Nordic educational research since the teacher education is either at masters level or moving towards that end in the Nordic countries.
12 SES 03 A, Paper

12. Inclusive Education
Chair: Stine Vik, Lillehammer University College
Location: AK2 136

2000 - Educational administration role and progress of decentralization as background factors of inclusive education; a comparative study between Sweden and Japan
Kanako Korenaga, Kochi University

The purpose of this study is analyzing the progress of decentralization and roles of educational administration as background factors of inclusive education. I analyze the role of county and counties and municipalities for special needs education system. Specifically, first I give an account of the decentralization reform with some historical matters. Second, I describe the transformation of power and authority for educational system. Third, I examine the current situation and problems of shared responsibility between country and county and municipality about education for children with special educational needs. Fourth, I make an analysis of Gothenburg city as a case study. And I introduce Japanese situation as the point of view of comparative study. The research methods are literature research and field investigation.

2557 - Special Needs Education in Rural Schools in Norway, Sweden and Finland
Gerd Pettersson, Umeå University, Kristina Ström, Åbo Akademi Vasa, Jan-Birger Johansen, University of Nordland

Special educational activities in rural schools in Northern Norway, Sweden and Finland have challenges such as small teaching environments, lack of staff and economic resources and long distances from other schools. Studies of rural schools in the respective countries exist, as well as a research overview including Norway, Sweden and Finland, but research on special educational activities in rural schools is next to non-existent. The aim of this study was to identify factors that promote or hinder the implementation of special needs education and other related special educational activities in rural schools. The study is based on interviews of ten teachers in compulsory schools regarding special educational activities. Interviews implemented in the autumn of 2009 were analysed and categorised. The results show four factors: the distance factor, the relationship factor, the collaboration factor and the threat factor. All of the rural schools offer flexible educational solutions and operating models suited for the pupils. Teachers do their utmost in educationally challenging situations and co-operate with the local community. A factor to be considered is the constant threat of rural schools being closed down. Further, on-going urbanisation and teachers’ lack of qualifications in special needs education are a challenge to the special needs education in rural schools; this motivates future studies on the subject.

2575 - What happens in the conjuncture of ideals of school choice and ideals of inclusive education? Special education as a case in point
Gunnlaugur Magnússon, Mälardalen University College

This paper presents and discusses dilemmas arising in the conjuncture of what can be seen as different democratic conceptions in Swedish education, i.e. inclusion and choice. First the Swedish independent schools are presented as a conceptualization of certain democratic ideals. The introduction of school choice and the independent schools was argued for as an implementation of a democratic principle, one that would shorten the citizen’s decision to make decision powers, engage parents in education and increase economic and educational efficiency via market competition for pupils. Second, the concept of inclusion is studied as a set of ideals within which there are several positions possible. These positions are made explicit by relating them to ideas of education and as to whether or not inclusion is seen as ends or means towards specific ideals of democracy, for instance via conceptions of “a school for all”. Finally these conceptions are discussed in relation to research about special educational questions in independent schools, as well as research that indicates increased tendencies towards segregation on school level and decreased equity as a result of the rise of independent schools. Special education is studied as a case in point of the dilemmas arising in the conjuncture of these democratic ideals. Here, special education represents a field that encompasses different positions as regards inclusion, ranging from conservative to radical, and these can be seen as results of different traditions and objectives of special education. From the viewpoint of choice as a democratic principle, increased homogenization on school level and sorting of pupils is, as such, not necessarily a problem, as they choose schools profiled particularly towards their needs and preferences. It could be contained within an ideal of “a school for all”. However, from a pluralistic ideal of inclusion where heterogeneity and placement of pupils are necessary - but not sufficient - indicators of inclusion, the clustering of pupils, for instance those in need of support, exposes a democratic dilemma of the Swedish education system.

2454 - The psychosocial environment in schools
Mirjam Harkestad Olsen, The Arctic University of Norway

Research topic/aim The Norwegian Education Act tells that the school shall actively make efforts to promote the health, environment and safety of the pupils (§ 9a-1). Berg (2012) lists three states of mental health: mental wellbeing, mental health problems and mental disorders. Approximately 8% have the most severe symptoms. Mental health problems and disorders can lead to psychosocial learning
Abstract book | Thursday Parallel Session 3, 08.30-10.00

disabilities (Buli-Holmberg and Ekeberg 2009). The presentation is based on an ongoing study on the psychosocial environment of schools that have a pupil with epilepsy. The purpose is to acquire knowledge of how seizures affect the psychosocial environment of the individual student and the class. Theoretical and methodology framework
Qualitative research interviews were used. Five teachers told about their classroom experiences. One pupil attended a mainstream class. Two pupils were associated with a mainstream class but had most of their lessons elsewhere. Two pupils attended a special school. The children's parents consented to the collection of data. Findings The class teachers relied on the special teacher or the assistant's expertise about the child's epilepsy and seizure management. They had few or no procedures neither for seizure management, nor for the class if a seizure were to occur in the classroom. The teachers in special schools had clear procedures relating to each student who had epilepsy. All the teachers seemed to have a good knowledge of what a good psychosocial environment entails. Nevertheless, they had few routines developed specifically to take care of the psychosocial environment of the class. It was hard for them to imagine how they can maintain and build a safe and good environment when a student in the class has frequent seizures. Relevance There are not many children with epilepsy in school, but they do exist. How such a situation can be handled is information that is important to reveal, from the perspective of an inclusive learning environment. Knowledge of facilitating a good psychosocial environment for the individual pupil and class can be transferred to other challenges teachers face in a diversity of learners.
2218 - Inclusive Schooling and how to Organize Special Education in Practice
Ingemar Gerrbo, University of Gothenburg

Based on the assumption that inclusive schools, i.e. the quest to create and maintain everyone’s learning, participation and social development in school, is a somewhat challenging task to accomplish, I turned to study the work done and efforts made in this field in some mainstream Swedish school settings. In this attempt, situations involving students at risk of school failure formed a specific focus. The aim of the study was to identify and analyze what, in school, calls for special education and the special education measures taken by the teachers to handle such issues; i.e. how special education is being made. Data, consisting mainly of special education narratives by classroom teachers and special education teachers, were collected during visits to a total of five mainstream schools units – all inspired and guided by the idea of inclusive education. In the analysis of the data, narrative tools alongside process theoretical concepts such as sensemaking, mindfulness and tool dropping were used. Since social rather than pure knowledge-related school difficulties appeared to be the main concern and challenge for the school units involved, teachers spend a lot of time trying to solve misunderstandings and social tension among their students. Unless dealt with, such situations seemed to jeopardize most of what is supposed to take place in classroom. Creating and maintaining really close mutual relations between specific teachers and every specific child involved in any situational school difficulty, appeared to be of utmost importance. By using the tools of dialogue and personal involvement, attentive teachers struggled to make sense of the situations and, above all, tried to follow and grasp the specific student’s point of view. In addition to this somewhat close teaching style, measures in terms of gap reducing, gap bridging and actions taken to widen and develop mutual understanding and acceptance amongst children were employed. Furthermore, teachers tried to prevent social school failures by means of ongoing discussions of human rights and values in class and, not least, by embracing the uniqueness of every child. Most of the respondents, strongly supported by their principals, viewed such work as a key issue in pursuit of inclusive schools.

2329 - Consequences of differentiated policies and teaching practices in the Swedish school system
Joanna Giota, University of Gothenburg

In this presentation the results of two longitudinal and nationally representative Swedish survey studies as well as a third register based study will be highlighted and discussed. The first study describes the extent and forms, integrated vs. segregated, of special education support offered to students in the Swedish compulsory school over a period of 29 years. This study is based on about 350000 students born 1972-1987. The second study aimed to explore how head teachers (n=683) for older students vs. head teachers (n=250) for younger students in municipal and independent compulsory schools handled a range of special education issues in theirs schools. The aim of the third register based study was to investigate the poor school achievement and education carriers of students placed in public care (n=80000 as compared to 2.2 million students born 1972-1992 not placed in public care) in relation to among other things the special education support they received in compulsory school. The results show that many students do not receive equal opportunities for learning and flourishing in compulsory school running the risk of becoming socially excluded and marginalized. These two student groups enter often alternative education careers in individual programs at upper secondary school. Students in individual programs show the highest dropout rates from school. Alternative education careers of students lead often in other words to insufficient qualifications and related school difficulties appearing to be of utmost importance. By using the tools of dialogue and personal involvement, attentive teachers struggled to make sense of the situations and, above all, tried to follow and grasp the specific student’s point of view. In addition to this somewhat close teaching style, measures in terms of gap reducing, gap bridging and actions taken to widen and develop mutual understanding and acceptance amongst children were employed. Furthermore, teachers tried to prevent social school failures by means of ongoing discussions of human rights and values in class and, not least, by embracing the uniqueness of every child. Most of the respondents, strongly supported by their principals, viewed such work as a key issue in pursuit of inclusive schools.

2667 - Children’s agency and identity work in special education need unit in Sweden.
Yvonne Karlsson, University of Gothenburg

The present paper draws from an ethnographic study in a special education unit in a Swedish inclusive school, attended by a group of 5 boys (7-12 years old) (Karlsson, 2007). According to school standards the boys are defined as ‘children with social, emotional and behavioural difficulties’ (SEBD). Research points to that boys are overrepresented in special needs education and a majority of them are considered as having ‘social, emotional and behaviour difficulties’ (Hey, Leonard, Daniels & smith, 1998; O’Neill & Luján, 2009). It is also well documented that boys with SEBD tend to stay in a marginalized position throughout school and later in life (Landrum, Tankersley & Kauffman, 2003). There is a growing amount of research focusing on the levels of children’s social, emotional and behavioural difficulties and effects of social behavioural training in special education (Rutherford, Qunn & Mathur, 2004). In contrast the aim of this study is to explore the boys’ agency, identity work and how they position themselves in regulative talk and pedagogical circles. The study concerns how schools handle children’s agency and identity work as they negotiate and categorize school problems in a special needs unit. The results show that the children are described mostly in negative terms with one-sided focus on deficits. The children have low participation and reduced space for agency. They are controlled by the teachers regarding how they should behave, talk, account for themselves, act and feel. On the other hand the boys position themselves as active agents by indirectly resist or subordinate themselves to problem definitions and categorizations.
A present challenge in the Danish education system is that approximately 20% of the students do not complete an upper secondary education (Allerup, Klewe & Torre, 2013). Likewise a great part of the students are performing on an average level and only small percentages are high performers (Egelund, 2013). In order to increase educational completion and students' performance level, ensuring students’ inclusion and high engagement is observed to be highly important. As one part of a Mixed Method design this study is asking for the characteristics of Student Engagement in grade 7. Engagement is defined as a meta-construct consisting of four subtypes of engagement; the psychological, the cognitive, the behavioral and the academic (Appleton et. Al., 2006). Motivation is observed as energy and direction, whereas engagement is described as energy in action. Therefore, engagement is about the connection between person and activity, which means the person’s active involvement and participation in a task (Russell, Ainley, & Frydenberg, 2005). In spring 2014 a survey of 1231 students were conducted by means of the Student Engagement Instrument (SEI) using students’ self-evaluation. The SEI measures the psychological engagement and the cognitive engagement (Appelton et. al., 2006). The results of this survey reveal that the students are overall highly engaged in the survey. However, there are certain questions especially concerning teacher-student relationship which have great variation in the students’ answers. This will be subject to discussion in the paper. Preliminary analyses show that students’ psychological engagement, involving teacher-student relationship, and the students’ socioeconomic status are not significant correlated. Likewise it is not possible to predict student engagement through gender. To be able to understand some reasons behind the students’ answers, qualitative studies will be conducted as the other part of the Mixed Method design. The results from the SEI are used to select classes for this part, which will focus on the characteristics of the learning environments having students with an overall high level of engagement. The project is a part of a Nordic research network on student engagement.
13 SES 03, Symposium

13. ICT & Education
Nordic Perspectives on Game-Oriented Learning Designs
Organizers: Thorkild Hanghøj, Aalborg University
Chair: Thorkild Hanghøj, Aalborg University. Discussant: Hans Christian Arnseth
Location: BE 016

On a global scale, digital games and game dynamics are becoming a more and more familiar phenomenon within both formal learning and informal contexts. The Nordic educational systems, which often involve relatively high methodological freedom for teachers, are especially susceptible to adopting such game-oriented learning designs. At the same time, the international research on game-based learning (GBL) tends to downplay the importance of the learning context as well as teachers’ pedagogical approaches. Hence it is relevant to discuss how game-oriented learning designs can be designed, used and explored - as seen in a Nordic perspective. This symposium discusses, defines and explores game-oriented learning design as an emerging interdisciplinary field related to learning designs, serious games, ICT and learning, media studies, educational research and game studies. Game-oriented learning designs is a conceptualization of a number trends in the field characterized by the intersection of

2285 - Towards a Theory of Scenario-Based Education
Thorkild Hanghøj, Aalborg University, Morten Misfeldt, Aalborg University, Jeppe Bundgaard, Aarhus University, Niels Binderup Dohn, Aarhus University, Simon Skov Foug, Aarhus University

The field of education is filled with attempts to design and facilitate explorative learning processes, where students act autonomously and set their own aims, e.g. in relation to out-of-school domains. However, it is often unclear what it means in practice to facilitate and take part in exploratory learning processes. Often, such progressive form of education tend to become “naturalized” as a taken for granted practice that results in more meaningful, authentic or realistic learning, which downplay the contingent consequences and learning outcomes. Based upon Dewey’s concept of “dramatic rehearsal”, we argue that the pragmatist theory of inquiry can be interpreted as a theory of scenario-based inquiry. In this way, we wish to emphasize the imaginative, distributed and performative aspects of exploratory learning processes. Moreover, we argue that scenario-based forms of education can be analyzed and understood in relation to different interpretive frames, which involve different knowledge practices that both refer to school and non-school domains. Exemplified through studies on game-based learning, inquiry-based science education, and computer-supported scaffolding of journalistic practices, we show how this theoretical framework can be used to address important dilemmas and frame clashes, which are inevitable in scenario-based education. Thus, we argue that a theory of scenario-based education may open up for identifying learning possibilities, which focuses on articulation and reframing of the knowledge practices and validity criteria of particular educational scenarios.

2286 - Videogames for promoting learning conversation in citizenship education
Filipa DeSousa, University of Oslo

My paper reflects on and illustrates how commercial videogames can be seen as an ally to education, linking in-school and out-of-school practices to promote learning experiences that include both content learning and critical reflection. It will focus on the importance of technological-enhanced education especially considering the recent interest of research community in videogames and game-based learning experiences. It will take the particular case-study of the use of a commercial videogame in a high-school classroom, in order to promote ethics education. It will focus on the way the videogame was integrated in a pedagogical practice and how it was appropriated both by the teacher and the students as a mediational tool for the building of collaborative knowledge and development of moral reasoning. It will also consider the dialogical context within it was used as a main aspect to the value it represents to the learning situation. It will focus on how dialogical inquiry was conducted by the teacher and intends to represent and illustrate the main processes involved, including both bottom-up and top-down reasoning processes from as important tools to promote learning across contexts.

2287 - Continuities and discontinuities regarding gamers learning in games and in school
Kenneth Silseth, Øystein Gilje, University of Oslo

For several decades, the potential of games as resources for learning have been discussed and researched (Squire 2011; Silseth 2012). Gaming is an important activity for many young people, and is by several scholars described as a social practices that can motivate and engage students in school work in powerful ways (Kirkemuir & McFarlane, 2004). More specifically, there exists much research on how gamers learn quite complex and advanced skills and knowledge that might resemble deep learning when playing good games (Gee, 2003; Steinkuehler 2006). However, there does not exist much knowledge about research on the relationship between gamers learning in gaming activities outside school and learning activities school. In this paper we explore continuities and discontinuities regarding gamers learning when playing games and gamers learning in schools. The analysis draw upon data from a longitudinal case study Knowledge in Motion Across Contexts of Learning, which involves students (n=100) and teachers (n=10) participation in four different classrooms during the three years in lower secondary school. In this project we follow focal students that are heavily into gaming on leisure time. In the presentation we will contrast the game experiences of two male gamers (age 15 in 2014), who have expertise knowledge in the football game FIFA and sandbox game Minecraft. We follow two strands in the analysis. On a general level, we see how these students are
positioned as gamers in a wide range of school subjects. This analysis is based upon interviews and observations in the classrooms over two years. On a more specific level we analyze how specific knowledge acquired in the knowledge practice of gaming outside school is reframed within knowledge in specific assignments in school. This latter part of the analysis draws upon video data from two school-projects, as well as observations of game sessions and interviews at home.

2751 - Design for meaningful learning: Balancing learning- and game components
Magnus Johansson, Stockholm University, Harko Verhagen, Stockholm University, Robert Ramberg, Stockholm University, Staffan Selander, Stockholm University, Anna Åkerfeldt, Stockholm University, Chen Weindong, Suzhou University of science & technology

Recently, motivational aspects of computer games and their suitability as learning environments have been addressed in research on serious games. Some of these publications also address how to design games for learning, and how to prioritize the balance between educational content and the qualities that makes games fun. However, this far consensus is lacking on whether to prioritize the educational aspects of these games or the fun to play them. In this paper we address some of the arguments put forth in this debate and provide four perspectives that should guide the design process of games for learning. These perspectives present views from a game design perspective and from a pedagogical perspective discussing what and how humans learn in society, reflecting the social nature of learning. The four perspectives are used to propose between how to balance educational content and game design elements when designing games for learning rather than taking a stance on preferring one to the other. We propose a solution that gives specific game elements and pedagogical elements equal priority in the design process. Furthermore, we provide a comprehensive view on what part games can play in education and how surrounding pedagogical activities should support the use of games in education. Through the introduction of “meaningful learning” we claim that both the learning and meaningfulness of a game must be coordinated in such a way that there is a seamless integration of these two values, and that meaningful learning and meaningful play should guide all design processes for creating games with educational content.

2668 - What is the teachers’ role when students learn through design of learning games in a scaffolded gamified learning environment?
Charlotte larke Weitze, Aalborg University

The aim of this research project is to create a reusable and flexible gamified learning design where the students are learning subject matters through the design of digital learning games. The students are their own learning designers forming teams that create games. The teams also peer review/play test each others games as a way to qualify the learning taking place around as well as inside the games they are building. The discussion is focusing on how the chosen pedagogical approach is framed within the gamified environment as well as on how the teachers can guide and scaffold the learning process taking place during the workshops. The project uses an iterative design-based research approach with the teachers and students as co-designers. The learning theoretical foundations for the research is constructionism. In this approach meaning can be constructed through the manipulation of materials, which facilitates reflection and new ways of thinking. The aim is to enable deep and motivational learning processes for the students. In the first iterations of this experiment the scaffolding has been structured in a way that did not leave much for the teachers to do. But findings in the research suggest several areas within this gamified environment that will enable a deeper learning process with the help of the teacher’s guidance and formal assessment. This guidance could take outset in concepts from community of practice. This project contributes to educational research by investigating how the use of pre-build learning games in education can be taken a step further into the building of learning games while implementing subject matters from curriculum, not only focussing on the creative game design process. The aim of the form of this learning design is to scaffold the novice students and teachers in the process, as well as leaving an open space for the teachers to implement different relevant subject matters.
The purpose of the paper is to reflect on the concept of culture in my doctoral dissertation on adult migrants' integration from the perspective of education and learning processes. The study searches an answer to the following research questions: 1) What makes adult migrant students' integration easy and what difficult? 2) What makes adult migrant students' studying and learning easy and what difficult? 3) What are connections between integration and learning processes? 4) What is a role of vocational education offered by further education institute in the adult migrants' integration? I treat integration in this research as a learning process in which, in particular. Curriculum documents are studied for the goals, methods and assessment in the subject. The practical level is studied through a case study of a class at a particular lower secondary school which is cooperating with the author on a research project initiated by researchers at a teacher education institution. The project is inspired by Youth Participatory Action Research (YPAR). YPAR is defined as an educational approach, which "... provides young people with opportunities to study social problems affecting their lives and then determine actions to rectify these problems" (Cammarota & Fine, 2008). The social justice orientation contributes concepts which the young researchers may use to examine the purpose and value of knowledge in their lives (Cammarota and Fine, 2011). The pupils in the class studied participate as researchers in an action research project where they investigate how pupils in their school experience inclusion and exclusion in their learning environment. This is done within the framework of the school subject Practical Research. Questions discussed are: What can YPAR and a social justice perspective contribute to the aims of developing critical thinking skills and the ability to relate to debates about research and knowledge within the Practical Research subject? How may the subject Practical Research be an arena of ontological and epistemological exploration and debate in an education system strongly influenced by evidence based practice?
2007. The research project was realized in two phases: pilot study and main study phase. The study is qualitative one and comprises of individual, in-depth interviews with 11 migrant students and with 11 trainers, as well as of one group discussion with 6 migrant students. All interviewees are students or teachers in different vocational fields in the same further education institute in Finland. The one of the main findings of the pilot study and the main notice from the main study data is that culture has an influence on migrant students’ learning process. Additionally cultural differences are also challenging everyday life of those individuals in host country. The question though reminds what is meant by ‘culture’. Often participants of the study equal ‘culture’ with ‘country’. However, it is worth to notice that nor Finnish culture neither immigrants’ cultures are homogenous one. Next to presenting how participants of my study see issues related to culture I will also revise it how those matters are approached in other studies in the same area of research in Finland and other Nordic countries.

2638 - Pedagogy of Repression: criminalization of urban youths of color
Osa Lundberg, University of Gothenburg

This article concerns teacher discourses on crime and the criminalization of urban youth of color who live in stigmatized urban areas. Since its conception, education has been an arena of social control and in part an equalizer of socio-economic disparities. Recently, liberal democratic nations such as Sweden have invested large sums in government intervention and urban renewal programs to improve educational outcomes and standard of living for disadvantaged students of color in immigrant dense areas. Yet, the reform programs and pedagogical interventions tend to focus on transformation of the individual through acquisition of general and specific knowledge and skills, separate and detached from socio-economic and political factors that contribute to segregation and social inequity. The data analysis focuses specifically on teachers’ perspectives about students of color in relation to crime and crime prevention strategies. The data production and analysis are derived from classroom observations, interviews with teachers and students. The teachers in this study work with low income immigrant youths and students of color in grade nine the last year of compulsory education in Sweden. In this article I discuss how teacher perspectives in schooling actively contribute to conservation, reproduction and repression of students of color. The academic purpose of this article is geared towards social justice and is an empirical study in the development of critical social theory and sociology of education.
15 SES 03, Symposium

15. Literacy Research Network

Situating literacies in educational settings: (Re)producing literacy in instructional practice
Organizer: Marie Tanner, Karlstad University
Chair: Catarina Schmidt, Jönköping University Discussant: Åsa Wedin, Dalarna University
Location: B3 316

Over the past three decades a number of studies have been carried out to examine the ways in which literacy shapes and is shaped by social context, developing and questioning our understanding of literacy practices across different settings. This symposium gathers together contemporary Nordic research within social perspectives of literacy. It aims to further explore literacy in educational settings in relation to diversity, changing technologies and political currents in contemporary society at large. The contributions all share an ideological understanding of literacy in which talking about texts, reading and writing are intrinsic and intertwined dimensions of communication and meaning making in different domains of people’s lives (Barton, 2007; Gee, 2008; Heath, 1983; Street, 1984). The presentations are divided into three themes, each presented in a separate session. In the first session (A), we present papers focusing on writing practices in the classroom. From various methodologies...

2314 - Teachers’ Constructions of Multilingual Students Competence Levels in Literacy.
Lars Holm, Aarhus University

Based on a theoretical understanding of standardised literacy testing as a social practice (Hamilton, 2001; 2012) this paper explores and discusses teachers’ perceptions of and practices around standardised literacy testing in a Danish primary class with multilingual students. In the first part of the presentation it is analysed how the literacy tests used in the classroom construct a representation of a literacy level, and how this construction relates to central issues in the international academic discourse about standardised literacy testing of multilingual students. In the second part of the presentation it is explored how these standardised testing instruments and the result of the testing are embedded in teachers’ practices and in their perceptions of multilingual students’ literacy levels. The analysis is based on a six year longitudinal study in two primary classes in Denmark. Besides the standardised tests used in the classrooms the data consists of interviews with teachers, of observations of testing practices, and of school-home conferences. The analysis reveals that the validity of the standardised literacy tests might be questioned in regard to multilingual students, and that the teachers embed the tests and their results in a broader competence framework in which a testing based construction and an everyday based construction of competence are operating side by side. These findings give reason to question and discuss equality oriented educational programmes and strategies for multilingual students in which literacy testing plays a central role, and to discuss ethical issues around the production and use of literacy tests in educational contexts characterised by linguistic diversity.

2315 - Evolving literacy practices in the classroom. Choices, problem solving and responsibilities in desk interaction.
Marie Tanner, Karlstad University

This presentation focuses on a specific kind of learning situation in the classroom, desk interactions. This means situations when students work individually at their desks while the teacher moves around in the classrooms to help and supervise them. Almost without exceptions these interactions involve the use of texts; they are literacy events linked to school specific literacy practices (Barton & Hamilton, 1998; Barton, 2007; Street, 1983). This presentation aims at exploring how and which literacy practices gets produced and reproduced in these literacy events in interactions between teachers, students and texts. It builds on video-data from an ethnographic classroom study in year 4 and 5 focusing on school subjects Swedish and Geography. Conversation Analysis (Hutchby & Wooffitt, 2008; Goodwin, 2001) has been used to show how teachers and students, using both verbal and non-verbal resources, continuously relate to, use and contribute to shape institutionally shaped literacy practices as resources in interaction. The result shows that texts in these situations are primarily used to make short references to index where to find knowledge, remind each other of previously shared knowledge or to regulate school work. A conclusion is that the literacy practices that evolve in these situations to a higher degree promotes students responsibilities to independently make choices, solve problems and move on with their work, than making explorations of the texts themselves the object of learning.

2316 - Teaching critical reading to adolescents
Christina Olin-Scheller, Karlstad University

The development of critical reading practices reflects a key component in an education for democratic citizenship. Recent curriculum reforms in Sweden and other countries emphasize that a major challenge for future schooling of adolescents’ literacy is to improve their ability to deal with argumentative texts. Research demonstrates that critical reading of argumentative text is important obviously for a rich involvement in modern social and cultural life and for many concrete real-life decisions, but also immediately important for students in the large variety of text-based assignments awaiting them across the curriculum (Larson, Britt & Larson, 2004; Knudsen, 1992). Empirical research on the reading of argumentative texts also indicate that explicit instruction is rare, that students at both secondary and college level are generally not very skilled at identifying key components of argumentative structures in texts, and that students often conflate...
provided arguments with cases they build themselves while reading, especially when reading arguments with controversial content (Chambliss, 1994, 1995; Haria, MacArthur & Edwards Santoro, 2010; Larson et al., 2004; Newell et al., 2011). In my presentation, I report from an intervention study designed to improve critical reading proficiency among adolescents. In previous studies we have developed a multiple strategy approach called Dialogic Strategy Instruction (DSI) in order to improve adolescents’ narrative comprehension. Theory of metacognition (Israel & Block, 2005) and dialogism (Nystrand et al. 1997; Wilkinson & Son, 2011) share a focus in stressing the necessity of making content learnable by visibility and by public sharing of learners’ perceptions. In DSI, we unite a set of promising principles for the development of reading comprehension, including structured text discussions, introduction of selected comprehension strategies, and continued, challenging response writing.
17. Leisure time pedagogy
Chair: Anna Klerfelt, Jönköping University
Location: B1 134

3075 - Evaluation of leisure-time programs for children and youth
Kolbrún Pálsdóttir, University of Iceland

One of the critical problems concerning the status of leisure-time pedagogy is the lack of tools to explore and evaluate quality in leisure-time programs for children and youth. This paper explores external evaluation as a tool to increase quality in youth leisure programs. An attempt will be made to create an evaluation framework with standards and measurements that take into account the flexible and organic nature of leisure-time pedagogy. I will explore if and how current theories of educational evaluation can be applied to evaluate the quality of leisure-time programs for children and youth. The paper introduces a pioneer case study from one municipality in Iceland. Local authorities invited the researchers to conduct an evaluation of the quality of the seven leisure-time centres for 6-9 year old children and seven youth centres for 10-16 year old children located in the community. Multiple data collection methods were used, such as interviews with staff and administration, focus groups with staff, surveys for children, parents and staff, as well as analysis of policy documents and other written material. The case study revealed a variety of information that proved important and helpful for the municipality, such as the need to provide more training and support to staff, not the least staff working with children with special needs. External evaluation can be an effective tool for municipalities and professionals to ensure that standards are met in youth programs and should support professional development. The practical lessons of the pioneer case study will be further discussed. This paper contributes to building a stronger foundation for the leisure-time pedagogy shared by the Nordic countries.

2291 - Pedagogical work with children’s relationships in leisure-time centres
Marianne Dahl, Linnaeus University

Research topic/aim This thesis aims to make a contribution to our current understanding regarding leisure-time pedagogues’ work with children’s relationships. Here focus is placed on the collective action repertoire as expressed by two different groups of leisure-time pedagogues. The research questions addressed are: How do leisure-time pedagogues work with children’s relationships and how do they view such relationships? What communities do they identify? What qualities in children’s relationships do they regard as desirable? Theoretical and methodology framework The theoretical framework of this study is based on Wenger’s (1998) social theory regarding learning in communities of practice, as well as Gergen’s theory of relationships as an inevitable part of human existence. Consequently, within this thesis relationships are viewed as mainly negotiated and are therefore dynamic in character. The methodological approach is ethnographic, focusing on leisure-time pedagogues’ work with and talk about children’s relationships. The study is based on data derived from eight leisure-time pedagogues divided into two different work teams of four pedagogues, covering two different leisure-time centres and involving 60 children of 6-11 years of age. Conclusions/findings The pedagogues’ action repertoire illustrates a desire to facilitate encounters between children and promote harmonious relationships. Leisure-time pedagogues support relationships characterized by consensus, respect, confidence and adaptation to rules, whereas those marked by conflict, disharmony, breaking rules or aggressions are counteracted. Various notions emerge in pedagogues’ action repertoire based on normative thinking, where different relational competences are ascribed to children. Some children are described as relationally competent while other children, who do not adapt themselves in a desirable manner, are described as having difficulties adjusting their relational competence. The results also reveal a lack of guidelines for handling the variety of differences in children’s relationships and display the lack of a common professional language for verbalizing children’s relational work. Relevance to Nordic educational research In Sweden more than 80% of the children between 6 and 9 years old are enrolled in the leisure time centre. It is worth to raise questions about the leisure-time centres in a Nordic perspective and exchange experiences.

2736 - The position of play in Scandinavian after-school programs
Carin Falkner, Jönköping University, Maria Øksnes, NTNU, Agneta Knutas, NTNU, Ann Ludvigsson, Jönköping University, Bjørg Kjaer, DPU

After-school programs (SFO/friluftsheim) in Denmark, Norway and Sweden are places for learning and teaching oriented projects. Politicians in all the three countries explicitly express an interest for the potential of childhood and play as support of school life. In a general comment on article 31 UN warns against an increasing pressure for learning. A consequence of this is that children’s free spontaneous play is marginalized and that children’s spontaneous play is under pressure. Our point of departure is that play is a central part of the (free)time that children spends inside institutional framework. With this as our backdrop we will do a close reading of how play is presented in the official documents regarding children’s institutionalized leisure in after-school programs in Denmark, Norway and Sweden. Such a reading makes this study relevant for Nordic educational research. The interpretation of the official documents is made particularly from the concept of inläsning and utläsning as Säfström (1999) describes it. Our reading show that there is room for interpretation and that the official documents are open to an understanding of play as something instrumental. This is in line with what we interpret as a dominating perspective on play where play is viewed as a learning tool. Our reading also shows that the documents are open to a change of perspective where play is regarded for its own value. This is not only an opportunity – it is an obligation, which the general comment from UN (2013) has pointed out the seriousness of.
18 SES 03, Paper

18. Families, Institutions and Communities in Education
Chair: Niels Kryger, Aarhus University
Location: B1 113

1775 - The moral economy: schools' assessments of student victimization
Ylva Odenbring, Thomas Johansson, Johannes Luneblad, University of Gothenburg

The present study examines how a number of Swedish schools define and categorize students who have been exposed to different forms of violent or abusive acts in school. The study will shed light on how categorizations and forms of explanation used in the schools by professionals emerge from central institutional and professional discourses. The data are gathered from interviews with key officials and observations from school health team meetings. Our results indicate that the kind of support students receive depends on what has preceded the incident. Students that are considered as acting out are at greater risk not to receive equivalent support as students considered as innocent.

2843 - The third institution of Childhood – Increased adult control by coordination and potential amalgamation of children’s life arenas
Niels Kryger, Aarhus University

The paper critically examines recent years' changes in the institutionalization of children's lives by analysing these changes from a childhood and generational perspective. The paper especially focuses on how policies in a Danish context try accelerate this institutionalization but draws also parallels to other contexts and countries (especially The Nordic Countries and the EU) It is argued that there has been an increased adult-monitoring of children as a result of increased coordination/ amalgamation of the adult positions they meet at home (parents) and school (teachers). This movement is seen as a more comprehensive institutionalization of children's lives as it also includes children’s lives in institutions that previously were considered part of children's leisure time (kindergarten, after-school clubs etc.). At the same time, the state has authorized itself to intervene in the inner life of the family not only in its creation of the "private child", but also to oblige the family to be co-creator of the "public child", not least child’s function as future working force. The study is inspired by Jan Kampmann studies of first and second institutionalization in the 1970 and the 1990's.

2944 - Exploring parents’ everyday life and emotion work related to school-home cooperation
Jimmy Krab, Roskilde University

The paper will be based on an ongoing Ph.D. project using a critical ethnographic approach following families with children who experience difficulties in school in their everyday life. The project purpose is to explore parents perspective and everyday life. In focus in this paper are to discover how to study the parents emotionswork and emotionsmanagement with inspiration from Arlie Hochschild and Candace e. Clarks work into this field. The paper will highlight a number of examples of parents experience with school-home relations and discuss methodological challenges in researching everyday life practices and discuss how emotionwork – and management are connected to social differentierings processes in education. 4: Theoretical and methodology framework: The theoretical framework are inspired by emotionsociology and everyday life studies and have a kvalitativ ethnographic approach combining participation observation, interviews and different document. 4. (Expected) conclusions/findings: School – home corporation have a huge affect in the families everyday life, and the parents have very different conditions to live up to the schools expectations. 5. Relevance to Nordic educational research. The study can contribute to develop understanding about inclusionspolicy and school-home corporation from an emotionssociological perspective, which could give new insight and question into this field.

2706 - Between reinvention and replaced doorplates. The reform of Berlin's secondary school system and its implications for the local school-market
Tilmann Drope, German Institute for International Educational Research

Questions regarding the impact of marketization and the increasing emphasis on competition in the school system have become more and more important for German practitioners, policy makers and scholars in the recent years. One state that recently changed its secondary school system and thereby did underline the need of creating and promoting individual profiles for single schools and the requirement for students and families to choose ‘the right’ school is the city-state of Berlin. Germany’s capital changed the structure of secondary education from a three-tier system consisting of academically hierarchical school-types to a two-tier system consisting of the new created type “Integrierte Sekundarschule” (Integrated Secondary School) and the well established type “Gymnasium”. Both shall give students the possibility to gain the Abitur, the highest degree in Germany’s school-system. The structural reform was accompanied by a changed procedure of application and enrollment to single-schools. In a recent research project I investigate into the impact of the Berlin school reform on the local actors in one distinctive district of Berlin. Using data compiled from participant observations, from interviews with headmasters and from group discussions with parents I want to reconstruct how the local school market in the district is shaped and how the individual and institutional actors in this market interpret the challenges and opportunities of the reform. The research aims to
contribute a middle-range theory on the effects of marketization in the educational system with focus on potentially conflicting aims of educational reforms: the broad improvement of student achievement and the promotion of social equality. At NERA 2015 I want to present first findings of this research that will illustrate how the schools as the supply-side of the educational market deal with the task to position themselves as eligible alternatives for students. A focus on the parents as the demand side of the market will be complemented by the paper "Parental School Tracking Decision Making" by Denise Klinge (Munich).
19. Teacher’s work and teacher education

Chair: Roald Tobissansen, Høgskolen i Østfold
Location: B2 213

2551 - Identity forming i Teacher Education
Kirsten Elisabeth Thorsen, Hanne Christensen, Oslo and Akerhus University College of Applied Science

Research question: In what way does teacher education contribute in the formation of student teachers’ teacher identity? An overall aim in the national guidelines for teacher education in Norway is that both the theoretical and the practical part of teacher education are responsible forming the student teachers identity. In this paper, we aim to examine and discuss how the theoretical and practical parts of the teacher education contribute in this formation process. As participants in the research project TPQ (Teachers Professional Qualification), we have data from different actors in teacher education since 2012, in order to investigate student teachers qualification processes in a broader perspective. In the investigation of the research question described above, we use data retrieved from surveys and in-depth interviews with student teachers, practice teachers and campus teachers. These qualitative methods are suitable tools when examining the complex questions regarding teacher identity (Kvale & Brinkmann 2009). In analyzing the data, we use an approach in line with grounded theory, where we through a process of open coding attempt to identify themes and patterns to illustrate the research question (Glaser & Strauss 1967). The theoretical framework is linked to theories associated with perspectives of identity formation in teacher education (Bullough 2005, Davey 2013, Korthagen 2001, Zeichner 2005). We adress the question of coherence in teacher education and different forms of knowledge by drawing on current research in this field (Clarc et.al 2013, Darling Hammond 2010, Grossman et.al 2009, Hammersnes 2013, Zeichner 2010, Ellis 2013, Lundsteen and Edwards 2013, Sullivan 2005). Findings: The students stress the importance of what they learn in the placement schools, where they enter into a community of values of attitude consisting of both teacher mentors and their peer students. The students describe a change of status, from being a “pupil” on campus to identifying themselves as teachers. The practice teachers consider themselves a strong influence on the teacher students in the development of teacher personalitites. They also view their own interpersonal qualifications, such as for example being caring and communicative, as more significant than academic questions regarding teacher education.

2651 - Portfolio as practice in teaching practicum: promoting reflection and constructing teacher identity
Roald Tobissansen, Østfold University College

The study presented in this paper is a qualitative case analysis that describes and interprets student teachers’ portfolios during teaching practicum. Participants were drawn from a cohort of students who participated in a teacher education program (praktisk pedagogisk utdanning). The portfolio consists of all the writing tasks and pieces of reflective writing undertaken over a period of five months. The research question is: How does portfolio promote reflective practice and construct teacher identity in student teachers’ teaching practicum (including the preparation period, the period of actual teaching and the post-practicum period)? Portfolio is collection of any aspect of the student teachers’ work that tells the story of the student teachers learning process and growth (Zeichner & Wray, 2001). Portfolios enable student teachers to develop reflective learning through analyzing their teaching, to reconstruct new meanings and understanding. A contribution of this research is also to explore these practicum experiences using the analytic lens of identity, which has been recognized as crucial for understanding the professional development of teachers (Beauvach & Thomas, 2009). This study was designed to examine the perspectives of student teachers and as a basis for establishing initial validity of the portfolio framework in the teacher education program. The research design adopted a phenomenological-hermeneutic methodology that gave priority to participant’s narratives and meanings. The method of data collection involved extracting the reflective papers, narratives and journal entries of the individual participant. Each of the student teachers in this case study took also part in semi-structured interviews, which were audiotaped and transcribed. The preliminary findings indicates that portfolio practices and the production of reflective papers create potential for enhancing student teachers’ oppurtunities to establish a personal teaching identity through self-directed development and they become more empowered as a teacher. Portfolio directs the reflective process, deepens the insight into the teaching and learning process, enables the students to become aware of complexity in teacher’s work and promote a personal and professional competence and teacher identity.

2916 - Storyline som metode i inklusiv læring og undervisning i praktik hos lærerstuderende
Jóhanna Karlsdóttir, University of Iceland

Præsentationen handler om en kvalitet forskning, der giver et eksempel på, hvordan Storyline metoden kan bruges i praktik i læreruddannelsen, hvor hovedvægten er på hvordan lærere møder alle elever i en inkluderende undervisning og læring. Lærerstuderende i et kursus i begynder undervisning er taget gennem hvert trin i Storyline metoden, før de bruger den i praktik hvor hver og en enkelt i en different gruppe af elever er i centrum. Præsentationen vil også den islandske politik om udviklingen fra skole for alle over til inklusive skole være præsenteret ud fra islandske lov og læseplaner og internationale vedtægter. Formålet med undersøgelsen var at indsamle oplysninger om hvordan lærerstuderende styrer den udfordring som inkluderende undervisning er i praksis. Målet var at forstå, hvordan lærerstuderende organiserer deres praksis på en effektiv måde ved hjælp af Storyline metoden som en tilgang. Forskningsens spørsmål var: Hvordan lærer de lærerstuderende at reagerer på en forskelligartet gruppe af elever i den inkluderende undervisning? De lærerstuderende beslutter i Storyline metoden et tema og går i gennem diskussion og samarbejde omkring visse begivenheder og kriser, finder mulige løsninger på problemer og kommer med ideer til at gøre innovationer, der kunne være løsninger og gode eksempler for
temaet og arbejdet omkring det. De er nødt til at overveje, hvordan man inddrager alle elever i læringsprocessen, og hvordan elevernes ideer og erfaringer kan bruges som udgangspunkt for læring i inkluderende skole. Betydningen af social interaktion og forskellige undervisningsformer vil også blive præsenteret. Derudover vil eksempler af de lærerstuderende fortællinger fra praktik, hvordan de reagerede på en faglig måde i en different elevgruppe, deles i præsentationen.
19. Teacher's work and teacher education

Chair: Tone Dyrdal Solbrekke, University of Oslo
Location: B2 214

2121 - Linking theory and practice in teacher education: how extensive are the teacher candidates' opportunities to enact practice?

Inga Staal Jenset, Kirsti Klette, Karen Hammerness, University of Oslo, American Museum of Natural History

Research topic/aim Teacher education has long been criticized for being fragmented and disconnected from practice, both internationally, and in a Nordic context. Coherence is put forward as a characteristic of strong teacher education programs; yet there has been little research on the features of coherence, and what the practices of teacher education looks like when linking theory and practice. This paper presents results from the Coherence and Assignments in Teacher Education (CATE) study, and aims to go more in depth in the concept of coherence, by looking at the extensiveness of the opportunities teacher candidates have to link to practice within their coursework at campus. Theoretical and methodology framework This presentation builds on observation data from an international cross-case study of six teacher education programs in California, Finland and Norway, and it focuses in on the methods courses of language arts and mathematics. Drawing on the body of research on approximations to practice (e.g. Grossman et al., 2009), this study uses eight dimensions of linkages to practice as its analytical framework. Opportunities to… 1 plan for teaching & teacher role(s) 2 enact teaching & teacher role(s) 3 analyze pupil learning 4 include Teaching Materials, Artifacts, and Resources 5 talk about Field Placement 6 take pupil’s perspective 7 see models of teaching 15 see connection to National, State or Local Context or Curriculum Conclusions/findings Our findings are somewhat promising, as the teacher candidates across the programs have great opportunities to include artifacts from K-12 classrooms in their coursework at campus, and they also have great opportunities to take the pupils’ perspective. Still, they have few opportunities to enact teaching, to see models of teaching and to analyze pupil learning – findings that reveal an under-use of opportunities to enact specific practices, if not an endemic feature of teacher education.

2653 - Experience based knowledge in teacher education

Roald Tobiassen, Knut Ove Æsey, Østfold University College

In this research project I have analyzed introductory literature in pedagogy in the teacher training program. I understand this literature as an expression of the present scientific mindset in the teacher training program (Kuhn, 1996). My main question is how the literature is presenting the understanding of experience-based knowledge. My philosophical interpretation of the literature conveys a critical understanding. It is my purpose to reveal a broader understanding of experience-based knowledge, thus promoting an extended understanding of knowledge. Experience based knowledge is presented as a dichotomy of scientific knowledge. The researcher has become the role model for the teachers (Manger, Lillejord, Heland, & Nordahl, 2009). While science is systematical, experience is random (Aldenmyr, Paulin, & Grenli, 2009; Manger et al., 2009; Postholm, Haug, & Jenssen, 2012; Svanberg & Wille, 2009). Experience-based knowledge is also presented as private, traditional and based on habits. Such routine-based teaching which is based on experience is not considered to be good for the pupils learning (Lillejord, Manger, Nordahl, & Drugli, 2010). Science gives knowledge, while experience gives assumptions (Postholm & Jacobsen, 2011 p.58-59). The idea is that by becoming a reflective practitioner and observe the classroom as a researcher, all experience can be verbalized and documented. In this presentation I will analyze this literature as a starting point for a discussion of an extended epistemology. Science is experience and a lot of experience is systematical. A lot of good science and experience is not based on systematical activity. Our experience is more public than our thoughts. Instrumental experience-based knowledge is as universal as instrumental information understood as science. We need habits, and some habits are good and some may be bad. Experience is sensitivity, while reflection is the small part of the human activity understood as thoughts. Science is a small part of our reflections. Good teaching is based on sensitivity as something more essential than reflections.

1761 - Writing in and out of control - A semi-longitudinal study of three students writing experience in preschool teacher education

Emma Arneback, Örebro University, Tone Dyrdal Solbrekke, Oslo University Thomas Englund, Örebro University

In this semi-longitudinal study we follow three student teachers (Sara, Eva and Helen) in preschool teacher education (PTE) during two years. They can be described as non-traditional students with working class background (cf Bertilsson 2014), but at the same time representing groups of students with different attitudes to academic writing. A core research interest is to capture the students' individual struggles with academic writing. The data stems from the students' written self-presentation, focus group and individual interviews, text samples and observations of group work and examination seminars. The paper is part of the ongoing project "The struggle for the text" financed by the Swedish research Council. Three research questions are in focus: a) how student teachers’ experiences from the past influence their approaches to writing in higher education, b) how the student teachers struggle with different academic discourses over time, c) how they relate to their future identity as preschool teachers in their writing. By combining a before, within and after perspective we relate their struggle with the text in higher education to the question of present and future processes of life (Ivanic 1998, 2004, Lillis 2001). The result shows that students experience different kinds of struggles in academic writing, depending on earlier and current experiences within and outside of PTE. We can also see how the same norms and rules of academic writing are supportive to some of the students, but
obstacles for others. In a time when recruitment to teacher training has changed in Sweden, there is a risk that the talk about student teachers becomes the talk of the unprepared student who needs clarity. Based on the study's outcome there is a need to problematize such notions.
21 SES 03 A, Paper

Chair: Lena Sjöberg, University West
Location: A1 311

2703 -The discourse of the national curriculum guide for upper secondary school in Iceland
Ingibjörg Jonsdottir Kolka, Ingolfur Asgeir Johannesson, University of Iceland

A new National Curriculum Guide for Upper Secondary Schools in Iceland was published in 2011. It introduces some major changes in the school system, such as decentralizing the curriculum except Icelandic, mathematics, and English. It also introduces the use of competences from OECD and an Icelandic version of fundamental pillars of education: Literacy, Sustainability, Democracy and Human rights, Equality, Health and Welfare, and Creativity. The theoretical framework adopts Fairclough’s three-dimensional conception of discourse: Language, consumption of the text, and dominant power relations in the society (Fairclough, 2008) enlightened by Foucault’s understanding and application of the power concept. The main aim of the research was to analyze the curriculum document and what kind of discourse characterizes it. The method of the research is historical discourse analysis (e.g. Foucault, 1979; Johannesson, 2010). It is studied how the discursive themes relate to the different ideas in the contemporary Icelandic society, what legitimizes the documents ideas and recommendations and which are the legitimating principles of its discourse. The main discursive themes in the Curriculum Guide are: Society and economic life as important, Management and responsibility as a market approach, and Formal grammatical components that seem to be used as devices to convince and to govern readers (Jakobson, 2006). The Curriculum Guide views students as powerless objects and rarely mentions teachers or teaching except in limited sections. The research also reveals contradictions, gaps, and ruptures between different parts of the curriculum. The new Icelandic curriculum guide for upper secondary school seems to be in correspondence with the development of other Nordic policy papers of same kind (Prøitz, 2014), especially in the distinction between intended, implemented and attained curricula (e.g. van den Akker, 2003). There are also similarities with the Scottish Curriculum for Excellence (Scottish Executive, 2004; see also Arnott & Ozga, 2010; Priestley & Minty, 2013). The research seems to be in harmony with the NERA Curriculum Research Network, i.e. by focusing on educational policy and school reform, and on curriculum implementation. It is also in harmony with NERA Politics of Education and Education Policy Studies.

2007 - Teaching about the ‘Pink Holocaust’ in an Icelandic Upper Secondary School Classroom: A Queer Counter-Space?
Jon Ingvar Kjaran, Ingolfur Johannesson, University of Iceland

Studies have shown that the dominant discourse within schools can be rather heteronormative and that LGBTQ students often experience themselves as marginalized (see e.g. Allen 2009; Epstein 1994; Mayo 2013; Lipkin 2004). Furthermore, textbooks and curricula rarely address LGBTQ issues and topics (see Blackburn 2011; Ferfolja 2007). In Iceland, a new National Curriculum Guide for pre-, compulsory and upper secondary schools was released in 2011. It provides the option to offer queer theory as a possible subject as well as as a resource for teaching about queer topics. This study is about the ways in which queer studies can provide a queer space, a kind of a counter-space, which marginalized groups, can claim. Our conceptions of the queer counter-space is drawn from Foucault’s heterotopia – the space of the other – which he uses to describe spaces and spaces that function in non-hegemonic conditions, outside the traditionally normative or dominant institutional spaces of power (Foucault 1984), and Fraser’s concept of the counter-publics. She describes counter-publics as ‘parallel discursive arenas where members of subordinated social groups invent and circulate counter-discourses to formulate oppositional interpretations of their identities, interests and needs’ (Fraser, 1990, p. 67). We use the concepts of heterotopia and counter-publics to explore how queer counter-spaces were formed by teaching about queer history in one upper secondary school in Iceland, where a platform was formed for ‘transgressive’ activities. The data is drawn from an ethnographic study about a two-week long seminar about the so-called ‘pink holocaust’ was offered to different groups of students during one school term. The objectives of the research entailed exploring the attitudes of students, who participated in course and if the content changed their attitudes towards LGBTQ issues. Moreover, interviews were taken with gay male students, who experienced the course as liberating and talked about how it made them feel more safe, included and welcoming. The course had disruptive effects, in the sense that it queered the hegemonic discourse of gender and sexuality (see e.g. Jagose 1996; Warner 1993) and thus created a queer counter-space.

2525 - Individual Education Plans (IEP) as a governing confession practice
Lena Sjöberg, University West

Since 2005, the Individual Education Plan (IEP) is an assigned documentation and assessment practice in the Swedish school system. This plan, which today is worked out once a year at the parent-teacher conference, aims to both clarify the pupil’s school results and to plan the pupil’s (future) learning. This documentation practices is part of the discourses of student influence, student responsibility and lifelong learning. As part of this practice pupils, in different ways, are assigned to visualize and evaluate themselves, in relation to their learning (knowledge), but also in relation to their social skills (their behavior inside and outside the school practice). In relation to this educational reform, several private actors have been established in a new ‘IEP-market’, with digital IEPs that, as they put it, will manage and facilitate the IEP-practice for teachers and schools, but also create opportunities for a creative dialogue between the school, pupils and parents. One of these companies are Unikum, which serves this digitalized IEP-solution to a large part of the Swedish schools today. The paper aims to highlight how the digitalized IEP-process, here exemplified with the Unikum system, functions as a confession practice,
shaping and governing pupils in the everyday school practice. Using Foucault’s notion of ‘confessions’ as a governing technology I’ll scrutinize what happens in the digitalized IEP-practice and how pupils, teachers and parents handle the new opportunity (or demand) with this dialogical assessment and documentation instrument. The study also reveal how individuals are shaped and subjectified within this practice and how power relations works out, in contrast to the visions of influence and control for the pupils and parents which was articulated in the reform.
Chair: Caroline Runesdotter, University of Gothenburg
Location: A1 314

2473 - Evidence-based governing? The role of educational research in the work of the Swedish Schools Inspectorate
Christina Segerholm, Joakim Lindgren, MidSweden University

The relation between knowledge, policy work and governing in education is the general topic of the paper. The aim is to describe and discuss the role of educational research and knowledge in the policy work of the Swedish Schools Inspectorate (SSI). In what sense does the involvement of educational research make this work ‘evidence based’? Through which processes does educational research become involved in the policy work of SSI? We understand school inspection as a mediator between national policy and local educational practice, and inspection work is therefore part of the governing of education. We draw on Freeman’s and Sturdy’s (2014) proposition of three forms of knowledge discerned in the relation between knowledge and policy work; embodied, inscribed and enacted. Özga (2011) stresses transfer, transformation and translation, and the analytical distinction between knowledge as informing policy and knowledge as forming policy (Issakyan & Özga 2008). Our material are two examples from the Swedish Schools Inspectorate; a) the role of research in the establishment of a common knowledge base for regular inspection, and b) the role of research in the planning, design and conduct of one quality audit. Data come from interviews with the head management group, inspectors, and juridical experts at the SSI, and from education researchers engaged for the quality audit. Observation notes from internal meetings at the SSI are also used. A working hypothesis is that policy work, including the use of research, involves different forms and phases of knowledge, and that the role of educational research will vary in different processes of policy work at the SSI. An important ability in this kind of policy work is therefore the skill to stitch together different forms of knowledge (Tenbensel 2006, 210). This is important since ‘[i]nspectors are designated as relays and brokers of knowledge; their mission is to ‘transform the political project in a situated reality’ (Cucu, forthcoming) and to manage and increase efficiency in relation to predefined goals’ (Grek & Lindgren 2014, 181). Evidence based or research based policy making are of global, Nordic and national interest. More specifically, the role of educational research is urgent in this context.

2199 - Evidence as strategic use of knowledge: Investigating the research report genre
David Reimer, JØRN Bjerre, Aarhus University

In this paper we analyze three selected reports on the subject of teacher education which have been produced by three different research institutes in Denmark and used as evidence within the educational sector. In our analysis we try to identify critical methodological and conceptual issues related to the production of research reports and relate them to the debate on evidence in education. We conclude the paper with reflections on the difference between academic and strategic evidence.

2673 - Why administrations fail - on the crucial difference between designing and facilitating education.
Joachim Wiewiura, University of Copenhagen

The purpose of this presentation is to argue that the organisation, management and structural control of knowledge production and learning within higher learning institutions cannot be ‘designed’ or ‘captured’, but should be ‘facilitated’. Crucially, this conceptual difference enlightens important aspects of the learning situation and its administration within the academic space, the university institution inevitably is. The outlook towards Silicon Valley and other epitomes of capitalism has not gone unnoticed, but what has not been given much attention is the discrepancy between the mode of knowledge production in California and the New Public Management fetishism in many higher learning institutions in Denmark, from the Royal Danish School of Architecture to the general universities of Aarhus and Copenhagen. The Silicon Valley model emphasises collaborative knowledge production that entails dynamic networks which, in turn, make “problem-spaces unstable and emergent” (Budtz Pedersen forthcoming) while NPM recounts notions of stability in “manageability, oversight and planning” (ibid.) of their knowledge-intensive collaborators (their researchers). In, say, Silicon Valley procedures no-one can account for the actual knowledge that exists in the collaborative system and such a network must be nurtured and facilitated through guidance, trust and sociality, while the role of the administrator is that of the ‘designer’ understood as bringing forth a certain, particular function that should prevail through a specific administration strategy. One cannot administrate genuine educational spaces (within which learning resides as an essentially non-linear process) if the goal is linear result-progression within the system. On the other hand, facilitation—in teaching, research, architectural spaces (e.g. Evans)—is a process that provides ‘spaces’ without administrating the content of these spaces. This, in fact, is congruent with the facilitation model of Silicon Valley, but strictly at odds with NPM and other administration principles that emphasise specific productional outcomes.

2851 - Juridification as component or consequence of deregulated schools
Caroline Runesdotter, University of Gothenburg
While the processes of decentralization, deregulation and enhanced possibilities for choice have given more independence to school authorities and the individual schools as well as for parents and pupils, there are also tendencies that can be interpreted as contrary. In Sweden the introduction of more effective control and governance of schools is manifested in various ways, for instance in the reestablishment of a School Inspectorate and in extended regulation and legislation, for example the new school law approved in 2011. Enhanced possibilities for pupils and parents to make a complaint on schools has led to an unprecedented increase in the number of complaints (by more than 350% since 2003) which also implies that an important part of the decision-making and managing of conflicts is handed over from schools to courts or other authorities. The concept juridification is referring to the extended use of judicial policy-making. The phenomenon of juridification can refer to when situations previously not object to legislation are dealt with as legal matters, or when disputes instead of being considered as ethical, cultural or political and handled locally are transferred to courts and when the domains for courts to exercise power are extended (Brännström 2009, Nergellius 2000, Teubner 1987). Regulations by law can be considered as ways not only to protect individual rights, but also to ensure predictability in the rule of schools and to guarantee continuity. The process of juridification could as well be considered as a necessary component or a consequence in a deregulated and decentralized school system. The intention with this paper is by analysing legislation and its' applications concerning the relation between on one hand central school authorities as the School Inspectorate and on the other hand providers of education to highlight and discuss how these processes of juridification manifested in the school system can be understood and explained in relation to decentralisation and deregulation.
Sweden has one of the world's most liberal school systems when it comes to market solutions (Lundahl et al., 2013, 2014). Values from the private sector have been established (Gagrialdi & Czarniawska, 2006). One is the idea to unleash a free school choice to vouchers, which makes allocation to public as well as to independent schools is linked to the number of students involved. All schools, public as well as independent, are to some extent market oriented, whether they want it or not. The survival of schools and programs simply assumes activity in the market, such as a proactive marketing. The upper secondary sector is the most affected and today almost all schools, public as well as independent, compete with each other over students, teachers and reputation. The aim of the paper is to study how the language within a marketized education system is used. According to Fairclough (1995, 2000) is our use of language controlled by causes and effects. Inspired by critical discourse analysis the paper analyses students' teachers', principals' and municipality representatives' such as local politicians' and leading civil servants' talk about their current education situation. Critical discourse analysis is in addition used to analyse marketing material. Discourse refers to in this text to spoken and written language use (c.f. Fairclough, 1993) which views language as a form of social practice. The data emanates from two different data sets (i) semi structured interviews with upper secondary school students, teachers, principals and municipality representatives within four Swedish municipalities and (ii) marketing materials from 50 upper secondary schools. The study is part of a larger ongoing research project "Competitive and inclusive? Working in the intersection between social inclusion and marketization in upper secondary school", financed by the Swedish Research Council (2011-2015). The study shows that the idea about an inclusive education is overshadowed by a market discourse where both students as well as staff and municipality representatives pose the importance of the school's reputation and the possibilities to attract students. But there are also respondents who are critical to that discourse and express concerns over the lack of education concerning
22. Poststructuralist Pedagogical Research
Chair:
Location: A1 334

2766 - National languages in school space. Preliminary results from an ethnographic study in co-located Swedish- and Finnish-medium primary schools in Finland.
Tuuli From, University of Helsinki

This paper presents observations and preliminary analysis related to an ethnographic fieldwork conducted in a Finnish co-located school campus shared by a Finnish-medium and a Swedish-medium primary school. It is related to an on-going PhD research on cultural space and Nordic national minorities in educational contexts. According to the Finnish constitution the two official language groups, the Finnish-speaking and the relatively small Swedish-speaking minority should be taught separately. Currently, there are approximately 35–45 monolingual Finnish- and Swedish-medium schools co-located in the same school buildings, functioning as separate units with a varying amount of cooperation. The possibility to increase the number of co-located schools is being discussed at the administrative level in many of the bilingual regions. The public debate during the recent years has raised questions such as whether there also should be actual bilingual Finnish- and Swedish-medium schools in Finland, or whether a bilingual environment should primarily be seen as a threat for the language minority. Based on previous studies (cf. From & Sahlström, forthc.) it can be argued that the cultural spaces of co-located schools are often framed by the architectonical solutions of the school building. Daily routines are strongly regulated by practices related to space and time. The fieldwork was carried out in two primary schools on a co-located campus in a rural area of southern Finland during a two-month period in the autumn 2014 and included participant observations during lessons and breaks, photography conducted by the pupils and interviews with pupils and staff in both schools. While conducting ethnography and analysing the material a central approach has been the notions of space as conceptualized in feminist and poststructural theories (cf. Massey 2005; Gordon, Holland & Lahelma 2000). Physical, mental and social dimensions of school space are analyzed in order to understand how they form a cultural space, where certain kinds of subjects are enabled and others constrained.

2295 - To Get Beyond Generalisations - Educational Sciences as a Research on Performative Practices
Anja Kraus, Linnaeus University

Within Didactics for a long time “Bildung”, that is to say the general idea of a personality acquiring knowledge, and, in doing so, developing social and cultural responsibility, has been in the focus of education. Today moreover all forms of formal and informal learning, also the professional formation of all kinds, are interpreted as a “development of competences” specified as the attainment of practical knowledge. There is thus a kind of paradigm shift, in which the idea of “Bildung” and, with it, Didactics is successively put aside. However, I regard neither “Bildung” nor competences as the very core of pedagogy. Pedagogy is moreover ruled by resp. is practices. While “Bildung” and the “development of competences” are theoretical and generalising definitions of education, it is rather obvious the pedagogical fields are ruled by practices. Practices can be theoretically grasped or described as “Bildung”, or as a “development of competences” etc. Thus, in the different pedagogical fields “gebildete” and “ungebildete” as well as competent and incompetent practices are of importance. That is to say, e.g. not-learning as well as learning is an integral part of pedagogy and should not be forgotten or overshadowed by the presuppositions of “Bildung” or “competences”. The performative approach will serve to bring the individual and differentiating perspective into the practice research. Wulf (1998, p.219f.) writes: “In a first step, the performative is defined as an activity that brings up the horizons of meaning by itself”; and Wulf & Zifras (2007, p.18) point out: “Performative realities are flat realities, as they focus primarily on the events and their effects, and they are rich realities, because they let the events come into view”. The approach on performative practices will be unfolded argumentatively as well as in an empirical sense.

2893 - Elaborating environmental communication within posthuman theory
Maria Kristina Börebäck, Stockholm University

Environmental communication is traditionally defined as a human inter-action according to, for and about the world around “us” as humans. As an anthropocentric tradition, environmental communication has a political aim to change human behaviour and to enable better understanding of interaction with the non-human world. The Rio declaration (1992, 2012) frames arguments for a need to change the human behaviour and understandings when using the concept sustainable development linking both human and non-human needs. The interactive communication is a political issue a political action as Chantal Mouffe (2005) formulates it. Environmental communication elaborate the humans need to survive on earth, as a place in common, but communicative actions need to handle activities with earth as a communality of space for human and non-human actions. Environmental communication formulated non-anthropocentric in a post-humanist tradition, can critically discuss communication as a concept for actions, especially within environmental communicative activities. Shifting communication from a concept of inter-active processes with humans, to a post-human communication concept with both human and post-human interactions and intra-actions in process. This will stress the human interactive communication process to intra-active processes embodied as environmental assemblages of humans and non-humans. Not only, will this have impact on the understanding of communication, but also in the way humans and non-humans emerges in understandings.
23 SES 03, Paper

23. Social Pedagogy
Chair: Tanja Miller, University College Nordjylland
Location: AK2 133

2803 - Loneliness and community in later life: Theoretical and methodological reflections
Elisabet Cedersund, Linköping University

The purpose of this paper is to contribute to the development of theory and methodology of research into older people’s loneliness. When discussing loneliness, questions about the individual’s opportunities and ability to experience community also arise. Reflections on these two concepts – loneliness and community – will be used to identify an intersection between social gerontology research and other research fields in social sciences, such as social pedagogy. Community has long been one of the key concepts within the discipline of social pedagogy (Eriksson, 2013), and loneliness has been a central theme in social gerontology (Bengtson, 2006). These two concepts have usually been treated separately but, by combining them, they can be developed and be reflected in each other in a dynamic interaction. This paper examines possible ways of studying how research on older people’s loneliness could be developed. An additional focus will be on how to include older people in the research, both in the research process and how to find ways to make use of research results. The theme of how older people experience loneliness has so far mostly belonged to the field of social gerontology, where both quantitative and qualitative studies have been carried out. This research has often been based on older people’s assessment of their own situation – how they experience loneliness and whether the feeling of loneliness is a dominating phenomenon their everyday lives. In the paper I will explore how approaches used in social pedagogy could help to develop the research on how to reduce older people’s loneliness, and how ideas and theories in social pedagogy can help to show how older people can participate more in communal togetherness. I intend to use examples from different studies of older people’s loneliness, and compare these with social pedagogical ideas about community as an important cohesive element in everyday life. Particular focus will be on research methods and theory development that involve collaboration between applicable organisations and researchers, and that link to the work of these organisations in arranging meetings intended to promote a greater feeling of community among old people.

2325 – British and Swedish social pedagogical research
Lisbeth Eriksson, Linköping University

Purpose: The purpose of this paper is to describe the British social pedagogical research as it is manifested in the newly launched journal International Journal of Social Pedagogy (IJSP). Furthermore, the aim is to relate this to Swedish research relevant to social pedagogy.
Method: The method used is text analysis. All articles in IJSP’s first volume are studied. Regarding the Swedish social pedagogical research a recent published anthology on communities and social pedagogy is used as examples of Swedish social pedagogical research. IJSP and the anthology are related to each other with respect to the way the various types of emergency situations, contexts, ideological basis and theoretical fields are described and analyzed. Results: The British research is different on many levels from the Swedish. The British research may perhaps be said to be in its early stages, while the Swedish been ongoing for several years. By contrasting these with each other, new dimensions of social pedagogical meanings has been made visible.

2465 - Working with parents in different ways in different Municipality’s
Tanja Miller, University College Nordjylland

Working with parents in different ways in different Municipality’s Research in the school’s parent involvement Inclusion is defined in different ways and takes color of the specific context in which the intervention is embedded. As a consequent schools placed in different Municipality meet the challenge with involving parents in their children’s school live in many ways and with many methods and concepts. This research project addresses in general the question how local the politic and strategy for inclusion and the underlying understanding of the problems with children at risk are connected with and are influenced by this local policy and implementation og the policy. The main research question is as follow: What does it mean in practice for parents possibility’s for supporting their children ( in risk) to get a good school live according to the choices professionals makes about which method or concept they prefer? The research takes follow the positions of the professionals and the parents in the project are to intervention from to different Municipality with to different programs being investigated. The first field study is about the program ICDP (Child Development Programme) which have a systemic and applicative approach where the parents skills as parents are in focus with a underlying assumption that the parents are doing well in some cases and the work must draw the attention to what’s is working well og and enlarged these thing and brig more attention to those things. The second field study is about the programs ‘De utrolige år’ and PMT (Parents management training) which have a behavioristic view with an assumption that a proper and systematic training will lead to better parenting These programs are very detailed and the professionals most important effort is focused on following the program and support parents in doing the same. It is comparative studies imbedded in a phenomenological tradition and is bases on empirical data from: Interview with professionels, Interview with parents . Descriptions of the program, Policy papers

2599 - Recognise Cooperation – Analysing School Social Work Cooperation in and as Recognition Configurations
Jan Wolter, Anke Spies, Carl von ossietzky Universität Oldenburg
Research topic: In this Paper we argue, if school social work is implemented at schools as a supporting force to guarantee pupil educational success and to face the (re)production of social inequality in and through schools (Speck 2013), one can assume transforming pedagogical programs and organizational commissions. This effects cooperation practice of school social workers that need to balance of contradictory pedagogical ‘orientations’. Underlying this, a different theoretical framework is necessary for studies that research into cooperation practices than the ones used in the studies yet published (Bolay 2011). The theoretical framework of studies that research into the cooperating practice of school social workers has to take into account: a) that individual social differences have to be recognized to guarantee educational achievement for everybody (Prengel 1993), b) the conceptualisation of school social work is still not completed (Speck 2013; Speck/Olk 2010; Spies 2013; Spies/Pötter 2011). c) the regional varying funding bodies and juridical foundations of school social work services configure complex, but distinct and specific local contexts for school social work practice (Bauer/Bolay 2013).

Theoretical and methodology framework: Theories on recognition can be ‘used’ as a theoretical framework to analyse the cooperation between school social workers, teachers and school leaders. Furthermore school social work services can be analysed as configuration in which its users are positioned in relation to oneself, others and the world (Reh/Breuer 2012). This recognition informed theoretical framework can be applied on qualitative methods (Helsper et al. 2006; Wiezorek 2005), for example: interviews, participant observations or videography. Expected Findings: We aim with our research for a broader understanding about the impact of school social work and how it is created. We expect to find differences in how school social workers balance in cooperations conflicting commissions and tasks on the level of single school entities with specific configurations providing unique contexts for cooperations and individual school success.

Relevance: Considering the need to analyse different school contexts and configurations in Germany, we can offer to discuss a theoretical framework that allows to research into specific regional school social work practices balancing the different expected tasks and professional commissions – as dealing with social inequality and individual differences.
24 SES 03, Paper

24. School Development - School improvement and school effectiveness
Chair: Ulf Blossing, University of Gothenburg
Location: A1 338

2447 - Organizing for school success - results from a process oriented comparative case study
Maria Jarl, Klas Andersson, Ulf Blossing, University of Gothenburg

Despite the fact that Swedish primary schools operate under a common national structure and in the same institutional framework, there is wide variation between schools in terms of student achievement. It is well known that the variation in student performance largely depends on the education level of students' parents and migration background, but research has clearly shown that there are systematic differences between schools, even though they operate under similar conditions. To understand what makes some schools more successful than others it is not enough, as often claimed in school effectiveness research, to identify existing factors in successful schools. We must also understand how and under what organizational circumstances these factors interact. In this paper we present preliminary results from a process oriented comparative case study following schools' activities over a fourteen year period of time systematizing the processes, key events and decisions creating the basis for development. Eight schools were selected from the total sample of Swedish primary schools looking at average student achievement over a fourteen year period of time. Four successful schools were selected among the top performing schools on the basis of continuous improvement in student outcomes, four failing schools from the bottom. In the analysis we use institutional theory investigating what characterize the organizations of the eight schools along three main dimensions: the organization of the schools' management functions, the work of teachers and forms of teaching. Referring to Scott (2008) we analyze the regulative, normative and cultural elements within these dimensions. The preliminary results show differences in the combination of regulative, normative and cultural elements in the organization of the failing and successful schools.

2319 - Operating School Improvement by Organisational Routines: Considering Performative and Ostensive Features
Mette Liljenberg, Daniel Nordholm, University of Gothenburg

A common strategy to generate better conditions for school improvement is to reorganise practice. This often implies new organisational routines enabling teacher to meet, learn together, and thus further develop practice. New routines often also involve changed leadership roles for teachers. Though, changing organisational patterns including new relationships between teachers has been proven to be quite difficult to establish (Hargreaves and Fullan, 2012). The aim of this study was to analyse the introduction of new organisational routines in schools and preschool units initiated to improve the capacity for school improvement. Organisational routines as a source of change as well as stability were used as the theoretical point for departure. More precise, Feldman and Pentland’s (2003) elaboration of performative (planned) and ostensive (lived) aspect of organisational routines was applied for the analysis. The analysis is based on qualitative data from three schools and two preschool units in one Swedish municipality. In total, the analysis is based on interviews with 6 principals, 2 heads of preschool units and 30 group interviews with teachers and preschool teachers. The main results show that organisational routines introduced by principals and heads of preschools had difficulties to make sustainable impact. Although the formal routines regarding meeting structures, documentation and leading (performative aspect) were redesigned established routines in the lived organisation (ostensive aspect) were not. The results indicate the need for principals and heads of preschools not only to promote school improvement by introducing organisational routines. Rather, in their role as pedagogical leaders they also need to participate in practice and thereby follow up and challenge how routines are lived. Research about organisational routines for school improvement is limited. Due to the increased demands for systematic quality evaluations at local school level the topic becomes even more relevant. The topic connects to the School Improvement network.

2581 - Functioning Local Schools: A Study of Three Schools Succeeding in Disadvantaged Areas in Helsinki.
Heidi Vartainen, University of Helsinki

The recognition of schools in disadvantaged areas is a new and understudied phenomenon in Finland compared to for example Sweden. I have been studying schools in disadvantaged areas in Helsinki since the beginning of 2014. The Education Department of Helsinki City asked the research unit New Education Politics, Governance and Interaction (Kupoli) to study three primary schools that year after year attain better learning results than their socio-economic and cultural catchment area would statistically predict. Thus, I have during 2014 produced an observation and interview material from these schools in an interdisciplinary research group. I will use this data in my dissertation. The first descriptive results from the first case-school show that there are shared leadership practices and reflected lowering of hierarchies between school adults. The school has also managed to integrate with its surroundings and become ‘the heart’ of the neighbourhood. In my paper I aim to present the first analyses from all three case-schools. The theoretical starting point of the research is the dead end in the tradition of studying school development (the school effectiveness and improvement, SEI) that has been evident for rather a long time already. SEI-research is criticized as creating hollow managerialist listings, which fail to support especially schools in disadvantaged areas. There seems to be a need for a paradigmatic change in research on what makes a good school. I aim to build on two traditions: a theoretical and methodological intertwinement of systems of ‘truths’ as discursive practices, and analytics of dynamics in education politics. My premise is that with these theoretical approaches I may have the capacity to go beyond the paradigmatic deadlock in SEI-research.
2912 - Effective principal teams – a key factor for developing a more entrepreneurial school?
Kaarin Kivimäki, Luleå University of Technology

In this paper I will present a framework for and results on how principals can work together to influence school development, in this case towards a more entrepreneurial culture. The framework used is based on Sjövold’s (2007) model for group development – SPGR (Systematizing Person - Group relations). The empirical data is drawn from a group of principals, all belonging to the same school district in a municipality in northern Sweden, that together decided to collaborate deeper and thus become a team. This decision was taken by the principals, without directions from the municipality school managers. They wanted to be able to act more like a team in their work to be lead school development towards a more entrepreneurial culture. The aim was to create a “sharing culture”, with the aim to get mainly pedagogical staff to share their experiences and knowledge not only within schools, but also between schools in the district. The pedagogues are from different school forms, from preschool to upper secondary school. Based on analysis using the SPGR model and related theories it is clear that the principals have been able to advance from a group of individuals sharing the same job to a team that are able to do much more. From the data this becomes clear both in accounts from themselves, from pedagogues and from parents. The main difference is that the desired school development becomes much more manifest in the district and thus has a greater chance to be successful. Besides the successful work with the common school development agenda, the principals also value other aspects of becoming a team, such as getting close colleagues to vent problems with and partners for other tasks. In the paper I will further discuss aspects of the groups work in their quest to be an effective team for school development.
A Nordplus Horizontal project on the mutual relationship between practice and theory in teacher education – developing an European and horizontal network between researchers, teachers and school leaders. The two abstracts presented are: 1) Is it possible to establish an equal research partnership, a cross-sectorial network, which aims to study discourses on theory and practice in teacher education and professional practice at schools? 2) Do the policy documents in Norway and Sweden give the necessary preconditions for developing skills in critical thinking in school?

Is it possible to establish an equal research partnership, a cross-sectorial network, which aims to study discourses on theory and practice in teacher education and professional practice at schools? Project leader: Dr. Eva Bjerkholt, Telemark University College, Norway Assistant professor Hilde Sofie Stokke, Telemark University College, Norway Dr. Lisbeth Lunde Fredriksen, Via University, Denmark Two Research partners at Initial Teacher Training schools in Notodden, Norway This project aims to shed light on the mutual relationship between practice and theory in teacher education. It is based on a partnership, a network between Halmstad University and Laholm Municipality, Telemark University College and Notodden municipality and Teacher Education Universities in Denmark (Via University, Århus). The Network consist of two different sectors: higher education and the municipality level, the schools. The data which the network has analyzed is: • observations of mentoring sessions • group-interviews with students, new teachers and experienced teachers • focusgroup-interviews with the teachers in the network We want to share with you our experience using a cross sectorial network-model in the empirical study. The theoretical and methodological approach is based on a didactic model of reflection related to elaborate the concept: “understanding of education” made by Frederiksen and her research group. The theoretical approach is embedded in Rønnestad’s (2008) concept: thinking professional developing. The model of reflection concerning “understanding of education” is based on three main categories; “Education”, “Practicing the profession” and the relationship between Education and Practicing the profession. Each category has two dimensions: a real- and an ideal dimension. In analyzing the data, we have used an inductive bottom-up approach (Patton, 1990). We have studied the data by moving back and forth between raw data, codes and already produced analysis. We will share and discuss our preliminary results.

In Denmark, Norway and Sweden, teacher education has been subject to comprehensive reforms over the past few years. Central governmental documents are forming the basis for these reforms, and in the documents concerning Norway and Sweden, the task of training pupils’ skills in critical thinking are emphasized as an overall aim for teaching processes and education. We will address the question of how the policy documents in Norway and Sweden give the necessary preconditions for developing skills in critical thinking in schools. This question will be discussed comparatively, based on the analysis of policy documents and official reports on observations from the outcome of the aforementioned reforms, in Norway and Sweden. The theoretical and methodological basis for this study will be critical discourse analysis (CDA), developed by Norman Fairclough (1995) and Ruth Wodak, among others. This will, in turn, raise questions such: What kind of differences can be highlighted between Norway and Sweden? Can possible differences be related to differences in political climate? If not, what can they be related to? How do texts communicate to readers, and why do they communicate the way they do? From a critical discourse analysis perspective, a text can be described, analyzed and interpreted on three levels; a descriptive linguistic level, a discourse level and a societal level (Fairclough, 1995 p. 133). The data being examined and analyzed are the two policy documents: “Teacher: Role and Educational” (Norway) and “A Sustainable Teacher Education” (Sweden). A qualitative content analysis consists of a close reading of the documents, focusing on the respective country’s ambitions for teacher education. Preliminary our analyzing shows that a specific definition of the term “critical thinking” seems to be lacking in the documents from both countries.
2718 - In the beginning there was a line - researching the design process from one single line into tangible artifacts

Marie Koch, Copenhagen Institute of Interactive Design

"In the beginning there was a line" is an interdisciplinary project that link the understanding of how a line can be used as the beginning of a creation process into tangible artifacts. The purpose is about understanding the diversity linked to learning processes and identity creation in the social and cultural contexts. "In the beginning there was a line" is part of the research network "Numbers and thread is..." that examines material design as an educational tool for learning in mathematics and mathematics as an educational tool for material design. The research project is directed at both empirical research (Hastrup, 2003; Brinkmann & Tanggaard, 2010) as theoretical and methodological developments in pedagogy (Davies, 1990, 2006; Johansson, 2002, 2008; Lenz Taguchi, 2004) with the integration of mathematics and physics. Focus areas are subjectivity, experience, practice development and change processes linked to aesthetic and mathematical learning as identity activity (Dagsland, 2013; Koch, 2012; Kronberg, 2012). "In the beginning was the line" is studying the interaction that exists between mathematics education and sloyd science and how they can support each other. The research project is associated with a textile artist who researches the opportunities of the textile thread to create organic shapes and a physicist who explores physics ground substance.

2523 - Preparatory knowledge in Art and craft teacher education

Marte Sørebø Gulliksen, Telemark University College

Teachers’ room for making their own professional choices of content and methods is emphasized in most educational systems. The NERA15 conference taps into this theme with the keywords marketization and differentiation, and their supposed expansion of choice opportunities. This paper discusses some conditions for teachers’ freedom of choice of content and methods, building on knowledge developed in a research study from the area subject teacher education in design, art and craft (Gulliksen & Hjardemaal, 2014). The study documented that the teachers’ choices were linked to their preconceptions and motivated cognition, and that weighing the possible options were difficult. It is to be assumed that teachers in primary and secondary education also encounter this problem, and that teacher education needs to address, and qualify the students to solve it. In a lifetime perspective, formal teacher education is a short education. Still, it should provide a basis for teaching in a number of subjects in primary and secondary education, whereof Art and craft is one. Concurrent teacher educations are situated in a tradition emphasizing the idea that student teachers should learn a subject whilst learning to teach it. This opens for several dilemmas for the teachers’ teachers and for the student teachers. Another dilemma for teacher education is that the society is rapidly changing: what is a fact today is not necessarily so tomorrow. De-learning is soon as important as remembering and new-learning. This is a challenge for the teacher who needs to be updated and critically assess existing and new knowledge, and for the student who should learn to handle this. The paper introduces the concept “preparatory knowledge” to discuss the formal teacher education in the theoretical tradition of lifelong learning. Instead of regarding the finished education as a destination it is seen as a point of departure. Preparatory knowledge refers to the knowledge that makes a professional teacher prepared to make good CK and PCK (Shulman, 1986) choices now and later. The paper explores how preparatory knowledge can be used as a way of handling the complexity of the subject design, art and craft.

2278 - Is textile education linked to social and economic development in Iceland?

Asdis Joelsdottir, University of Iceland

In the Nordic countries, the development of the clothing industry, fashion design and fashion into a type of fashion-empire has become an important subject for research. Yuniya Kawamura, published the work Fashion-ology, which is also her doctoral dissertation. The approach she puts forth in her theories and research is one of the main criteria in this thesis. Kawamura makes a distinction between clothing and fashion, but she delves deeper into that notion than researchers have done up until now. Her criteria are to study fashion as an abstract system that is produced through many coherent agents. According to Kawamura, fashion is directly connected to and best illustrates social changes at any particular time. If there is opposition to progress and social change in a given society, then fashion cannot establish a foothold. Kawamura believes that the system of fashion first emerges where materialism is predominant. (Kawamura, 2005). In Iceland, as in the other Nordic countries, the industrialization of the textile industry began much later, and it took a much longer time than in England before total industrialization was achieved. This was because the tradition of a domestic industry and manufacturing of clothes proved more resilient. In fact, it was not until after the Second World War and later membership of EFTA that mass production began in some degree here in Iceland. The questions and answers that are put forth in this thesis focus on what preconditions in society have created the development in the clothing industry and fashion design in Iceland. The conclusions reached in this work show, among other things, is the inter-relationship between education and the commercial sector. Primary sources for this thesis are largely from newspapers and magazines (news reports, theoretical material, interviews, advertisements etc). The source material consists of published treatises, biographies, reports, unpublished material, dissertations, laws and regulations, and brochures. Photographs, advertisements, statistical data and oral sources in the form of interviews with various individuals within the education system and commercial sector, together with visits to companies, museums and schools, were used to further support information from the primary sources and the source material.
3. Early Childhood Research

Chair: Lars Gulbrandsen, Oslo and Akershus University College of Applied Sciences
Location: B3 315

1927 - The concept and understanding of Pedagogical Leadership in Preschool Education

Hege Fimreite, Ane Bergersen, Merete Nornes Nymark, Sogn og Fjordane University College

Background and objectives The political authorities emphasizes leadership in the preschool; how to increase knowledge of leadership to ensure quality? The new preschool-teacher education has increased the focus on pedagogical leadership through all aspects of the education. This study is based on how pedagogical leadership is expressed through students’ reflections in texts. The main research question is: ‘How is pedagogical leadership expressed among preschool-teacher students, lecturer and practical supervisors?’ This is a part of a long-term research study and will mainly focus on the research question: How is the concept Pedagogical Leadership understood among preschool-teacher students? Methods To answer this research question we analyzed answers from students on the basis of a qualitative approach. During 2013 and 2014 we conducted the first part of the study. The empirical data in this part of the study is based on qualitative questionnaire from 31 students in their first, second and third year of the preschool-teacher education at our university college and 28 students in their first and second year. The students answered the same three questions each year, anonymously: 1. What are your expectations to the preschool education? 2. What will you emphasize as a pedagogical leader? 3. How will you define the concept Pedagogical Leadership? In this presentation the student answers to question 3 is the main focus. Conclusion and expected findings The aim of this study is to discover how the students consider and understand pedagogical leadership as an important element of their education. We expect to find central elements of leadership in the students’ answers. We also expect to find that the students’ understanding and interpretation of the concept “Pedagogical Leadership” change during the education course. This research is relevant both to gain new insight into the new Education Program for Preschool-teachers but also to contribute in discussions about how pedagogical leadership can be interpreted and understood as a concept.

2585 - The staff in Kindergartens – Competence and work stability

Lars Gulbrandsen, HiOA

An important element of quality in the kindergartens is the staff. Both their competence (education and experience) and their work stability are expected to increase the quality of the kindergartens and its effects on the children’s social and cognitive development. In the paper, we ask in which degree the pre-school teachers use their competence in kindergartens or in other occupations. We also ask about the total educational competence of the whole staff. What of the groups within the staff show the highest stability at the workplace? Data is register data on everybody in Norway who have completed an education as a pre-school teacher and data on everybody who have been employed in a Norwegian kindergarten in at least one time in 2003, 2005, 2007, 2009, 2011 or 2012.

2470 - Children’s social conflicts, democracy and professional judgment in kindergarten

Ruth Ingrid Skoglund, NLA University College

As all Nordic countries, the Norwegian Framework Curriculum has a social mandate for democratic formation in kindergartens. This project is one of many ongoing projects about democratic formation. My own contribution is to investigate conflict situations as a possibility for democratic subjectification. The aim is to explore how staff makes professional judgment to children in social conflict situations in kindergartens. The focus is: how to understand situations where children are in social conflicts to each other, but also to staff. Main questions are: In what ways are children’s own perspectives attended? What sorts of values are emphasized. Professional judgment in conflict situations are seen in light of Honneth’s theory of recognition and violence. The importance of recognition like care and self-perception are discussed, children’s rights and dignity, but also recognition as solidarity and appreciating. The opposite of recognition, like different forms of violence can take place in conflict situations. Biesta’s theoretical perspective about democratic formation represents a different perspective to conflicts and social settings. Together, both can help to analyze different aspects in pedagogical processes. These aspects are according to Biesta, socialization, qualification and subjectification. Data is based on qualitative, triangulation research. Observations were collected from each of four kindergartens. Staff wrote stories from everyday involving in different conflict situations to children. Staff were also interviewed about their ways to intervene in conflict situations to children, their reflections and justifications. Findings about professional judgment to children in conflict situations, are discussed. Sometimes staff handle and justify conflict situations in a way where recognition mainly become socialization. Staff emphasize the individuality of each child and they are special aware specific children’s ability to be a part of the child community in kindergarten. Through opening up for children’s own perspectives and participation in conflict situations, aspects of subjectification appears. Processes of subjectification is however difficult to grasp in the interaction and also in the vocabulary to staff themselves. In the practical way staff are handling conflicts, subjectification are only visible in volatile moment and are regardless a question of interpretation, because also socialization and qualification are involved at the same
2019 - Why stick to circle time? – Circle time as a participatory challenge for both children and preschool teachers
Ida Kornerup, Kira S. Christensen, University College Capital UCC, Copenhagen

This paper describes a part of a bigger research project “Learning for All”. A qualitative project researching how to develop learning environments. The topic for this paper is our theoretical reflections and analysis of circle-time (one of the researched environments) as part of a Danish/nordic pedagogical setting. Our research questions during the research and paper are: • What seems to be promoting or inhibiting for children’s participation during circle-time? • What seems to create meaning and motivation for learning from a child’s perspective? • How are the interactions between children and teachers constituted during circle-time? • How can circle-time be understood as a participatory learning environment? The research is a qualitative participatory study carried out in 3 municipalities, including participatory studies in 11 groups of children between 2-5 years. The research is a 3 year study, and we are on the second year. During the study, we collaborate with preschool teachers in collecting data. The collaboration include observations, reflections in workshops and activities for children. Theoretically we work within the frame of interactionism, micro sociology, relational and cultural psychology and learning theories. Circle-time has traditionally been a part of a Nordic preschool curriculum, and a long time, it has undergone changes. In this study, we look at it in the perspective of a learning environment. Our first analysis points to especially three different categories of learning environments. • One characterized by a disciplinary and turn taking focus, a tight agenda • A second characterized by an academic scholastic logic with focus on individual performance and knowledge, related to the Danish preschool curriculum • And a third one characterized by a high focus on a flexible agenda with room for children initiatives and community building. As shown in similar Nordic research (A. Emilson & Johansson 2014) an academic focus seems to be an increasing agenda logic occupying the circle-time setting. A focus that challenge the teachers ability to develop other strategies. In the paper we focus on how the different strategies offers different learning possibilities and discuss how circle-time, in a Nordic perspective, could open up and offer both democratic and learning possibilities for a majority of children.
4. Classroom Research

In this paper we will explore teachers’ instructional practices during seatwork in Norwegian Language arts. We study teachers on 3rd grade (8-9 years old students) in primary classrooms. Six teachers are videotaped when the students are doing seatwork, and the selected examples are from writing instruction. The purposes of the paper are to do a qualitative analysis to increase understanding according to teachers’ instructional practices during seatwork. An aim on the way is to create an analytical tool for teachers’ individual guidance in Norwegian language arts. The teacher’s support during students’ seatwork has different purposes and functions and includes both on-task conversations with the students as well as non-task related talk (Alexander, 2001; O’Keefe et al., 2006). Such distinctions are fundamental in the analytical framework. For the purpose of analyzing individual guidance we combine two areas which traditionally are not talking to each other: research on teachers’ feedback practices and classroom research on teachers’ instructional tools. The paper presents relevant parts of this research while it points towards an analytical framework for teachers’ instructional practices during students’ individual seatwork. The classroom observations of teachers reveal vast differences among the teachers when it comes to the five main categories in the study. As an illustration, three of the teachers used most of the time on organizational support, another two on instructional support and the last teacher on monitoring. There are also striking differences concerning the teachers’ variation in guidance and strategy use, especially linked to the sub categories in the analytical framework. The main finding according to teachers’ instructional practices during seatwork is the difference in teachers’ use of telling and challenging as strategies.

2445 - How do children in primary school make use of illustrations in mathematics textbooks?
Malin Norberg, Mid Sweden University

Education has a long tradition considering the use of different types of illustrations. The aims of the illustrations are to facilitate and to clarify for the pupils. But is that really the case? The topic of this study is to generate knowledge about how children make use of illustrations in mathematical textbooks in primary school. This study focus on seven-year-old pupils and the illustrations have delimited to the area of subtraction. Video observations from twelve pupils who, in pairs, discussed five selected illustrations were made. The empirical material was analyzed using affordances (Gibson, 1986) and subtraction situations (Fuson, 1992). Firstly out of the interaction between pupils and illustrations and secondly out of the two different subtraction situations: Change-take-from and Compare. The analysis of the video observations showed that the pupils sometimes discover the aimed subtraction situation and/or affordance and sometimes not. This affects how pupils handle the mathematical operations. A conclusion of this was that pupils have to discover the aimed subtraction situation as well as the aimed affordance to be able to handle the mathematical operation in a desirable way. The result also showed a number of variables that affected how the pupils made use of the illustrations, such as: the pupils own experiences, the amount of information the pupils interpreted in the illustrations and how the pupils defined when one illustration stopped and the next begun. Knowledge of this is of great importance for teachers as well as textbook authors and textbook illustrators, in order to create good conditions and support for the pupils during mathematics classes. We live in a visual world and the ability to read illustrations are today of great importance. What is more, the mathematics education is a textbook controlled subject. Little has been written about how pupils make use of illustrations in mathematics textbooks, especially concerning younger pupils. This is therefore of great importance both in the Nordic area as the world at large.

2335 - Teachers autonomy support and students’ motivation, use of learning strategies and performance in physical education.
Svein Olav Ulstad, University college of North-Trendelag

Helping teachers learn how to be more autonomy supportive in PE setting is important for students’ motivation and outcomes in PE. By testing an intervention program and getting self-reports from students we will examine two research questions focusing on: (1) effects of the intervention, i.e., effects of the intervention offering autonomy support in addition to standard PE education, relative to standard PE education, and (2) effects of the SDT process model. Will more emphasis on autonomy support lead to: (1) positive changes in students autonomous motivation for PE and perceived competence, positive changes in students use of learning strategies, positive change in exertion, participation and performance over time? (2) positive changes in students’ autonomous motivation for PE and perceived competence, will lead to positive changes in students’ use of learning strategies, which in turn will lead to positive changes in exertion, participation, and performance over time? Findings from this experiment showed a marginal positive effect from the intervention program in helping PE teachers become more autonomy supportive. Effects of the process model showed positive effects and positive relationships regarding most of the hypotheses. This study gives more knowledge to the work of implementing intervention programs to PE teachers, and gives more insight to the effects such interventions have on student motivation and learning outcomes.
05 SES 04, Paper

5. The Curriculum Research Network

Chair: Henrik Román, Uppsala University

Location: B1 132

2297 - „Quality development“, „Learning“, „Competences“ and „Assessment“ - The Individualisation of Social Responsibility

Anja Kraus, Linnaeus University

Schools and other institutions for Bildung are, as the whole public sector in Western countries, more and more following the ideology and the strategies of a “New Public Management”, formally conceptualized e.g. by Hood (1991). The “New Public Management” denotes government policies that, since the 1980s, aimed to modernise and render the public sector more efficient through a better management of the public budget, as to enforce competition, emphasizing economic and leadership principles. New public management addresses beneficiaries of public services much like customers, and conversely citizens as shareholders. Ferlie et al (1996) describe the “New Public Management in Action” in terms of an introduction into public services that is done by markets, managers and measurement. However, pedagogy aims at developing the emancipatory potentials of the “responses” of each individual to the different questions of life. Pedagogy should enable the individual to get awareness of such questions, making him/her capable of working out a range of possible answers as well as reflecting these answers in terms of effecting a situation for the benefit of the social community, for society and environment as well as for her/his own good (see Kraus 2010). A pedagogical relation of an adult to a child or to a young (or aged) person is supposed to be carried out by a constant, in a way “loving” attentiveness for the initiatives of this person. Pedagogical “love” embraces difference as its basic principle as well as the demand of a completely unselfish and also highly reflexive attention to the needs of the child or young (or aged) person in terms of reaching the aim of pedagogy. Every pedagogical relation is thus directed to sooner or later surpassing the asymmetric social relation which is significant for it, in that by pedagogy the learning persons should be empowered to self-determination and responsibility for themselves, for others and for the things. There is no human development without the efforts of pedagogues or adults to focus on the needs of children and other dependent humans, focusing on the aim of an optimal emancipation. The aim of this contribution is to reflect on concepts

2245 - In an era of restructuring of the educational system in Sweden. In a field of tension, teachers in between fixed objectives in curriculum and student learning.

Rebecca Florin Säd bom, Jönköping University

The aim is to explore teachers’ meaning-making in the process of formulating and discussing the subject content in teaching regarding learning goals and student learning. Being able to formulate and implement learning objectives are important parts of a teacher’s competence in Swedish schools were decentralization, and managing by objectives tend to dominate. How teachers interpret goals formulated in the curriculum is somewhat taken for granted in relation to how they are formulated. Teachers put policy into practice and they hold a mandate from elected politicians to implement educational policy. What students learn, at best, is what is being made possible for them to learn. Previous research indicates difficulty in making learning goals to an understandable subject content in relation to students learning (Wernberg, 2009). Theoretical framework: I’ve been using a life-world hermeneutic perspective with a terminology by Gadamer. Meaning is constituted in a fusion of horizons were understanding is seen as a linguistic play between individuals.

Methodology/research design: Depth-interviews, and a case-study approach which involves working together with teachers in the study during a longer period. Expected conclusion/ findings: There are some findings in the material pointing at the need to discuss the role of the objectives in the Swedish school system in relation to the steering system. The objectives in the curriculum are, very often, given a superior role but it might put the discussions about the subject matter in the background for the teachers. This leads to a questioning of the role and form of objectives in the curriculum. The teachers in the study change focus from focuses on objectives to focus on the content of the objectives and the students understanding of the subject matter. Relevance to Nordic educational research: All Nordic countries, have been undergoing an era of restructuring of the educational systems. Sweden is the most decentralized country of them all. We all have an on-going discussion about what professional teachers and teaching is about. This study is relevant because it challenges many of the ideas that managing by objectives prescribes in a setting such as school.

2666 - Transforming official pedagogic discourse into a creative school practice. How the new national curriculum in Iceland facilitated design of a new school.

Thuridur Jóhannsdóttir, University of Iceland

The topic is a case study of an emergence of a new upper secondary school in a sparsely populated community in rural Iceland. Founded in 2010 it serves a community consisting of three fishing towns, with ca 200 students per year. The school offers diverse educational programmes of traditional academic subjects as well as emphasizing creative arts, relating to environment and culture in the community and use of computer games, sea surfing and outdoors activities in snow. New national laws in 2008 followed by a new curriculum opened up freedom for schools in designing their curriculum differently. The study focuses on the way in which the new curriculum opened up possibilities for designing a different upper secondary school model. The school curriculum will be explored and factors which supported successful
implementation will be identified. Basil Bernstein’s theories of pedagogy will be used as a framework for analysing the official pedagogic discourse in the national curriculum and the way in which it is re-contextualised in the school curriculum, written and enacted. Bernstein’s concept of pedagogic discourse explains the way in which the instructional discourse is always embedded in the regulative discourse. By analysing the strength of framing over different factors in the pedagogic discourse it is possible to identify the factors that mattered most in successful implementation of the new school model. The analysis is based on document analysis of the national curriculum, the school curriculum and other documents such as yearly self-evaluation reports. In addition the analysis draws on several visits to the school where ethnographical approaches were used for observing the school practice and discussions, both formal and informal with students, teachers, principals and other school staff. Preliminary findings suggest that the weak framing over criteria for knowledge in the national curriculum supported formation of school design emphasizing creative arts and connection to place and community characteristics. Strong framing over sequence and evaluation where all courses follow the same rules supported students’ recognition and realisation rules and kept them on track in their studies.
6. Educational Leadership Network
Chair: Renata Svedlin, Åbo Akademi University
Location: AK2 137

2719 - School leadership matters The role of leadership in school-based development
Carl F. Dons, NTNU

In this session I will discuss how school leadership can contribute to school based development. Since 2012 school-based development has been the Norwegian governments strategy to improve all secondary schools. The aim of school-based development in this strategi is to increase each school's overall competence in classroom management, basic skills (reading, writing and arithmetic), and to develop the school as an organization. Based on data from 6 schools in the middle of Norway, I will try to identify what role school leadership plays to improve the schools overall competence. The Main question is: How to understand School leadership when it comes to increasing the schools overall competence? The spotlight is focused on how the school leaders contextualization of concepts, words and metaphors related to school based development can help the school's work with the students basic skills, and how this affect teachers' practice in the school organization. The methodological approach is both quantitative and qualitative. The material, consisting of av survey answered by Principals and semi structured interviews of teachers in focus groups, is taken from a mid term evaluation. The analysis in this presentation is related to theories of distributed leadership and social constructive organization theory, focusing on the Principals translation competence. The presentation concludes that a successful School based development seems to be influenced by principals that emphasize teachers' professional competence, relational/social skills and their didactic skills by putting new words on the technical challenges in such a way as to involve teachers in discourses about how ideals can be translated and reflected in the school's practice. This type of language activity also seems to give direction to change work and improves the opportunities to distribute leadership.

2840 - The role of evidence, published or not, in educational change at the upper secondary school level in Iceland
Guðrún Ragnarsdóttir, Jón Torfi Jónasson, Ingólfur Ásegríð Jóhannesson, University of Iceland

Many specialists argue that evidence should or does play a key role in educational change. Therefore, we seek to answer the question what role does published evidence play in change at the upper secondary school level in Iceland? In the paper we use on the one hand data that maps and classifies 316 publications aimed at the upper secondary school level in Iceland over 10 years period in the beginning of the 21st century. And on the other hand, we use interviews with 21 school leaders to assess what role evidence have in educational change. Both the schools and partly the school leaders were selected by stratified sampling and interviewed by the authors. The paper shows the number of publications aimed at the school level over the research period and the trend in publications, but the focus of the publications is somewhat narrow and used research methods are somewhat homogeneous. Furthermore, available evidence has apparently limited impact on the changing process and is rarely used; this applies especially to educational research. However, school leaders use reports and evaluations aimed at their schools to some extent to inform school development. We can therefore, conclude that especially educational research but also other evidence has a limited role in educational change at the institutional level in Iceland. There are, however, a number of channels through which ideas inspire change or call for change, ranging from policy initiatives, through group discussions, trendy ideas, and academic courses or programmes, taken by school heads or teachers. We will conclude by a brief discussion of three issues. One raises the perennial question of the nature of the relevance of educational research to educational development. The second, is the way in which research may be channelled into the practical setting, assuming that it has some relevance. The third is to classify better what ideas most usefully influence practice and how the school infrastructures might be geared to make the most of these.

2565 - A study of how School leaders relate to conflicts in their schools.
Kristin Belt Skutløberg, NL A University college

The research question in this study is: "What are school leaders thinking about conflicts and how do they prevent and handle them in the adult environment in schools?" The methodological framework is based on Fog and Kvale and qualitative semi-structured interviews are chosen as method in this study. Six different school leaders are interviewed. The theoretical framework is related to two areas: 1) conflict as a term (De Dreu, Pondy and Van de Vliert), and 2) different views and models of how to handle conflicts (Brunstad and Einarsen). Findings: Some school leaders highlight a wise approach that makes the conflict levels decrease. They exploit conflicts to learn and develop their organizations. Other school leaders seem to use less appropriate strategies and do not use the strength of the conflicts to grow in their organizations. The reason why there are so many different ways to handle these issues, seems to be related to school leaders' attitude to the conflicts as a phenomenon, their leadership style, understanding of roles and what experience they have with conflicts earlier in their lives. School leaders' ethical awareness; like responsibility, courage and wisdom, seems to be some important factors to why some of the leaders handled the situations better than others. Relevance: This study discusses conflict and conflict management among school leaders with the purpose of gaining better insight in what leaders are doing in conflict situations, and learn wiser handling in these situations. The issue is to act before the conflict level gets too high, which can paralyze the organization. School leaders in Norway are now accountable for student performance and they are encouraged to mentor teachers who do not perform
satisfactorily as learning leaders in their classroom. The increasing focus on student results, combined with small tradition of school leaders actively interfering with their teachers, can increase the possibility of new conflicts. School leaders therefore need to have knowledge about how to handle early and wise in conflict situations.

2003 - Enabling and Constraining communicative spaces for middle leading practices
Karin Rönnerman, University of Gothenburg, Christine Edwards Groves, Charles Sturt University, Peter Grootenboer, Griffith University

Discussions and implementations of new polices is often organised among teachers themselves with one teacher (from within the ranks) generally having the role as a team-leader. Such meetings are widely recognised as important for teacher to be involved and included in the processes. However, less is known about the leading practices and the nature of the spaces for such discussions. In this paper a case study focused on a district in Sweden involving 14 early childhood teachers leading their colleagues in implementing the revised curriculum of early childhood education (Lpfö-2011). In this case the leadership approach resembles a distributed form of activity, which recognises that leading peers in learning-focused activities requires what we describe as ‘middle leading practices’ (Grootenboer, Edwards-Groves & Rönnerman, 2014). Middle leading - or leading across – requires opening up communicative spaces for new forms of discourse, activity and relating as part of the process of change in schools and hinge on their relationship to a complex range of practices not often studied, giving rise to the following research questions: a) what are the practice architectures arranged by middle leaders to create communicative spaces conducive to learning-focused activity; and, b) what enabled and constrained these leading practices? For the study, practice theory offers a way of understanding these spaces and practices. It is defined as a form of socially established cooperative activity involving characteristic forms of understanding (sayings), modes of action (doings), and ways in which people relate to one another (relatings). These three dimensions form practice architectures that ‘hang together’ in a distinctive project (Kemmis & Grootenboer, 2008) and are constituted in social space, semantic space and physical space time. Data were collected in observations of meetings between teachers and individual interviews. Interviews were conducted to elicit information about how teachers and middle leaders within the activity experienced spaces and practices for meaning-making. The results show the nature of communicative spaces as mechanisms for enabling teachers to engage in meaning making activities connected to curriculum. It also reveals the practices which enabled the middle leader given the responsibility of leading colleagues.
Consolidation of schools was a common way in Iceland to cut resources, especially after the economical downfall 2008. In Reykjavik a big step in this direction was taken 2011 as many schools merged at administrative levels, between school levels and within it. The most common form was that two or three schools merged in one, with one principal but still operated in two or three houses. The aim of this study is to shed a light on the principals’ tasks and attitudes in such a process and make some suggestions on how it might be improved. The focus is on the leader, his or hers perception of new tasks and roles, and opportunities or threats in this process. This is a longitudinal study as data was collected by interviewing the principals in three schools twice a year in the first three years after the consolidation. Beside the director of schools was interviewed as well as policy documents about the consolidation were reviewed. In this paper the focus is on how the leader experiences the support provided by the local authority in the first year. Feldman and Prentland (2003) about organisational routines are used as an analytical framework, investigating the routines for support and implementation at district level and how supportive they were in real. Secondly to shed a light on the main tasks that the leader face in the first year in newly consolidated school. Preliminary results indicate that the principals experience stress and lack of support in the beginning of the process, in spite of relatively well structured implementation process on behalf of the district. While dealing with a community in a crises they were insecure about own position and lack of resources. Centralisation in decision making about practical issues created more difficulties than needed. Nevertheless, all the participating leaders believed that this was a right decision that created possibilities for pedagogical improvements, especially at lower secondary level. The students that moved to another building accepted this arrangement almost from the first day that probably diminished parents’ dissatisfaction.

Research shows that school leaders appreciate support from superintendents. However, there is little research on implementation of this support. In autumn 2013, a small municipality in Norway started with regular dialogues between the municipality level and schools (i.e. between the superintendent and the school leader with his/her leadership team). In this paper, I want to explore these dialogues in the light of Peter Senge’s theory of learning organizations, especially: systems thinking, mental models, shared vision and team learning. The data is collected over 1 ½ years and consists of audio recordings from dialogues between the superintendent and the schools, and reflection notes from the superintendent and three school leaders. I have also intervened, as a critical friend, giving advice to the superintendent and to the three school leaders, which makes this research oriented towards action research. The findings so far indicate that the dialogues are open, sincere, supportive and encouraging (i.e. they are not used as an instrument of control and inspection). The dialogues are much appreciated by both the superintendent and the school leaders, but it seems like the dialogues are even more important for the other participants in the school leadership team. They feel themselves included in important discussions and they get a better understanding of the role of the superintendent, expectations and limitations. One might ask if the dialogues are characterized by systems thinking and team learning, since the participants of the school leader team might be educed to see the school as a part of the society, and they might create new shared knowledge about how the school system works. The schools also use the dialogues to vent their challenges, which might point towards Senge’s mental models, i.e. some of the basic beliefs of the organization come to the surface. Since the municipality is responsible for the public schools in the Nordic countries, it is of major relevance how the dialogues between the municipality level and the schools work. If it is important that several people from the schools are involved in these dialogues it should have consequences for if and how dialogues are organized.

The study explores the behaviour of a number of Swedish principals in relation to the expectations put on them as pedagogical leaders in the school project ‘Nordic Cross Country Education’ (NCCE). NCCE was a Nordic educational cross-border project for classes in grades 5-9 in Norway, Denmark and Sweden. The project was based on cooperation between the schools in the three countries through virtual communication. The NCCE-project was funded by the EU and ran over three years (2011-2014). This study evaluates the project after its first year. The project was studied from an action research perspective and the empirical data of the article is based on interviews and observations of the principals. The theoretical framework is based on two different leadership styles; on the one hand a traditional school leadership, and on the other an integrated or a distributed leadership. Issues related to the leadership framework includes the conditions for school management as well as the principal’s role both as an executive and as a middle manager in relation to the head of education at the municipality. Furthermore, it problematizes performance management, which was the result of the state delegating the responsibility for schools to the municipalities. In order to interpret the results of the study, the new theory of institutions is used. The theory focuses on how new ideas are translated and constructed in a mutual process between the actors, where institutionalized behavioural patterns are mixed with ideas legitimized in society. When examining the behaviours of the Swedish principals in the context of the NCCE project, three roles
emerge. One can be illustrated by the metaphor the coach: the principals were involved in the project, they participated in the meetings and provided teachers with support. Principals adhering to the second leadership type, the observers, delegated the responsibility to the IT-coordinator at the school. They were positive toward the project but chose not to participate. The third type of leadership, the sideliner, showed a negative attitude toward the project and were reluctant to participate. These principals felt run over by the heads of municipality, who had decided on the school's

1883 - Translations and associations: A study of enactments and processes of institutionalisation related to governmental efforts of educational development in lower secondary schools in Norway
Nini Ebeltoft, Hilde Sofie Fjeld, University of Oslo

Our point of department is the question of how to apprehend networking activities among school leaders as a tool for change with reference to school-based and practice generated developments. The backdrop for this question is the work and supervision currently done by researchers from the University of Oslo to encourage and assist in the organization of actions of school based development and organisational learning in lower secondary schools in the Oslo area. The schools have chosen to participate in a large-scale governmental effort called “Motivation and Mastery for better learning” (Ungdomstrinn i utvikling), a project initiated by the Norwegian Directorate of Education and Training with the aim of obtaining a more practical, varied and relevant education, and as a result of this improve the level of student achievements and didactical competence among teachers. In our own research, associated with and ensued by the tasks and themes above; we ask: To what extent are the network meetings characterized by dialogue, reflection, knowledge sharing and coordinating work activities? Accordingly, this paper discusses how a group of school leaders understand and use of the concept of learning network and networking, and in this examining the term work in network; and along these lines problematizes the increased use of the idealized concept of learning in political approaches, policy documents and educational research.
7. Value Issues and Social Relations in Education

Chair: Marcus Samuelsson, Linköping University
Location: AK2 134

2800 - Teachers’ motives when nurturing children in preschool
Airi Bigsten, University of Gothenburg

This study's overall aim is to increase knowledge about morality, that is, what ethical values and standards are apparent when nurturing children, in an educational context, the pre-school. This study is based on a life-world theory, in particular Merleau – Ponty (1962) and Schutz (1976), through which morality is seen as lived and relational. The intention with this study is to understand teachers' experiences of nurturing as set out in the children with the teachers' reasoning about these interactions. This research was carried out at four different preschools in four groups of children aged between 3 and 5 years. These preschools are located in areas which had a diversity of family and social circumstances. The assumption that the values expressed might depend on the context and the various life-worlds of which teachers and children were a part was the reason for choosing different areas. The study is carried out by observations (video) of teachers’ interactions with children in interviews with teachers about their motives for their actions. There were two questions that were important in these interviews. The first was about what was important for children to learn and why it was important to learn. Tentative results indicate that teachers in their reasoning show that they want to respect childrens uniqueness, they want to attain order and they want to lay an foundation for childrens future life - existence. The value of each child rights is of great importance to the teachers. They mean that children have the right to be shown respect in their uniqueness, to have the right to be a part of an environment where order exists and to have the right to acquire abilities of importance for the future life as citizen.

2617 - Swedish and Turkish student teachers' moral developmental and societal socialisation preferences in values education: A cross-cultural study
Robert Thornberg, Linköping University, Ebru Oguz, Mimar Sinan Fine Arts University

The main goals in values education can be conceptualized as moral developmental goals, i.e., what moral should students learn, and societal socialisation, i.e., what kind of citizenship in relation to the values and norms of the society should students develop. The aim of this study was to examine cross-cultural and gender differences in Swedish and Turkish student teachers' moral developmental preferences (virtues, caring, consequentialism) and societal socialisation preferences (traditional-conservative, critical-progressive) in their conceptions of values education. The participants of the study comprise 384 student teachers (279 women and 105 men; 194 Swedish student teachers and 190 Turkish student teachers) at their first year of their teacher education program. The analysis in the present study was based on survey data that were gathered by a self-report questionnaire. The result revealed that compared with Swedish student teachers, Turkish student teachers expressed significantly higher rates of virtues and consequential reasoning as moral developmental goals in values education. No significant cross-cultural difference was found in student teachers' ratings of ethics of care as moral developmental goals. Furthermore, Turkish student teachers expressed a significantly stronger commitment to a traditional-conservative preference as societal socialisation in values education than Swedish student teachers. No significant cross-cultural difference was found in their commitment of a critical-progressive preference, which was high for both. In addition, compared with Swedish male student teachers, Swedish female student teachers expressed significantly higher rates of virtues and ethics of care as moral developmental goals in values education. Among the Turkish student teachers, no significant gender difference was found considering their ratings of moral developmental goals in values education. Finally, Swedish female student teachers expressed a significantly stronger commitment to a traditional-conservative preference as societal socialisation in values education than Swedish male student teachers. No significant gender difference was found in their commitment of a critical-progressive preference. Among the Turkish student teachers, no significant gender difference was found considering the two societal socialization goals in values education. The associations between moral developmental goals and societal socialisation goals will also be presented, and the cross-cultural and gender differences will be discussed.

2381 - Judging by the (law)book- incident reports and teachers' professional knowledge in times of accountability
Agneta Hult, Joakim Lindgren, Umeå University

Over the last decades schools' documentation and administration have increased. In addition, schools have become increasingly governed by texts in the form of laws, curricula, goals and plans. Thus interpreting and producing text has become a new and important dimension in teacher professionalism. One new feature in this context is the obligation to report incidents concerning abusive treatment to the head teacher/preschool head and the governing body. Introduced in the new school act in 2011, this duty has produced new forms of work and considerations. The aim of this paper is to analyse consequences of accountability-driven text based teacher duties, for changes in teachers’ professional knowledge. - What forms of professional knowledge are involved in practices of incident reporting? The concept of juridification (Teubner 1987, Brännström 2009) is framing our understanding of this process. The paper draws on Freeman and Sturdy's (2014) phenomenology of policy in the forms or phases that such knowledge may take, namely as embodied, inscribed and enacted. We thus see teachers' work and professionalism as a way of doing policy. Inspired by Freeman and Sturdy we employ the above scheme as an "observational language" for empirical research and reflection. The paper is based on a case study involving interviews with teachers, head teachers and staff working with students' social and physical health. The preliminary findings suggest that the new framing of incidents and the obligation to write incident reports have produced new forms of teacher knowledge. Historically, teachers have, relying
on their tacit knowledge, sought to resolve conflicts by oral dialogues with pupils and parents. Today teachers must increasingly produce and adhere to formal plans on what counts as incidents and eventually transform this into yet another written text – an incident report – where each and every word is to be balanced in order not to be misunderstood or cause future problems for individuals or organisations (schools or governing bodies). Traditional embodied knowledge about how to handle and foster students in conflict is being replaced by new competencies and sensitivities related to formal definitions, strategic language use and behaviour.

2756 - Challenging the concept of ethical literacy in Education for Sustainable Development (ESD): storytelling as a method within sustainability didactics

Olof Franck, Christina Osbeck, University of Gothenburg

ESD highlights teaching and learning related to environmental, economic and social dimensions where value issues and ethics are discussed in relation to global challenges of various kinds. Often, however, the ethical themes seem to be polarized between two extremes: either holistic expressions in general terms of “responsibility”, or morally pressing and pushing expressions of responsibility of individuals as citizens of the society - and the world. In the former case, no one specific person seems to be addressed, in the second each one of us is called for action. In neither case the concept of sustainability is problematized with regard to the variation of interpretations that express different agendas. Both extremes seem further to presuppose that ethics primarily has to do with moral judgments of right and wrong, rather than elaborating the concept of a good society and a good world. Moreover, while, according to the first extreme, no individual person seems to be called to do anything specific with regard to the striving for a socially sustainable world, the second seems to express demands of individuals’ action of competence and responsibility for making the world a better place for humans generally. Are there possibilities for the development of ESD which highlight global challenges with a focus on justice and equity without either, as within post-political romanticism, pretending that social sustainability is a non-controversial ethical goal, or, as within liberal individualistic approaches, claiming that no one may escape from the demand of action competence which is claimed to shape the way to make social sustainability come true? This paper examines critically and constructively, with reference to narrative theory, as well as to communitarian approaches, storytelling as one method to inspire young people to reflect upon what a good society and a good world may be, to catch sight of visions of a sustainable world and of challenges which exist between “now” and “then” – a method that, at the same time, may preserve respect for individuals’ integrity.
This paper takes as a starting point the proposed changes of contemporary gender relations within the academia, suggesting on the one hand that traditional masculinities are losing ground as growing numbers of women position themselves in research, and on the other hand that present pressures from the currently dominating performative and competitive culture strengthen structures working to the disadvantage of women. It draws on a completed study of educational departments in six Swedish institutes and builds on theories and previous research that emphasise the need to study the gendered nature of institutional life and its implications for the positions of various groups. Hence, the study set out to explore relations, positions and career trajectories in departments in the field of educational science especially by use of interviews with doctoral students and junior researchers (in all 102 persons) but also analyses of steering documents, web presentations etc. The paper provides an overall analysis of the results to discuss some general patterns regarding the selection and admittance of doctoral students as well as the conditions for research careers in various university contexts. It points to a mainly gendered divide between research- dominated and teaching-dominated departments that offer different conditions for future careers and positioning and also, different kinds of research ideals. Research careers are found to be formed early through the inclusion in prominent research groups and networks and typically furthered men's positioning. But the results also point to various openings for those less well positioned as well as resistance to the performance culture, voiced especially by women.

In this paper, the focus is on how the ideal subjectivity of the labour market citizen is constructed in the cultural practices of the curriculum-based upper secondary education of health care and social services. The special focus is on courses on the core subject called ‘social, business and labour market subjects’, which can be analysed as an arena, where expectations of future labour market citizenship are manifested in a condensed form. The analysis is based on three years (autumn 2007—spring 2010) ethnographic fieldwork in one vocational upper-secondary institution. The data includes field notes, interviews, and institutional documents, such as curriculum documents, leaflets, learning materials. The analysis is guided by poststructuralist and material feminist theorizing, intertwined with contextualised ethnographic perspectives. In the curriculum documents of VET, the ideal subjectivity is discursively attributed to the labour market citizen in accordance with neo-liberal reasoning. However, the analysis of cultural practices in the female-dominated upper secondary education of health care and social services provides a more complex picture and reveals how neo-liberal reasoning is also problematised and the social democratic ground of the education is actively maintained, sometimes in subtle ways.

This paper draws on autobiographical interviews of a mother and daughter concerning their experiences of working in higher education to explore the changing historical of university teaching and research in the UK and also how possibilities of challenging prevalent normative assumptions about aims and purpose have changed over the decades. It uses the qualitative methodology of narrative enquiry, particularly in its focus on temporality, sociality and place, to create a co-constructed account which is able to expose critical events, possibilities and limitations for higher education ‘activists’ in the recent past and present. The quality of the relationship between the researcher-participants had a significant impact on the quality of the data generated, and together, the relationship and methodology promoted interpretation and analysis in ‘uncommonly accelerated ways’ (Carillo & Baguley, 2011, p65). It was found that while there were some similarities at least initially between the experiences of the two co-interviewees, for example, in their capacities to perform to work expectations, to take an activist position and a shared gender positioning, substantial differences were identified due, in particular, to shifts in Higher Education from elitist institutions committed (if only rhetorically) to the public good towards mass, neo-liberal institutions with performative and institutional goals and practices.
10. Higher Education

Chair: Hanna Ilola
Location: AK2 139

1925 - Three-way-wins in higher education: Framework and examples of cooperation benefiting university differentiation, pedagogy, and regional impact

Teemu Ylikoski, Susanna Niinistö-Sivuranta, Laurea University of Applied Sciences

Educational systems face increasing demands related to economic efficiency and impact, while at the same time fighting for diminishing resources. The demands are partially related to fostering innovation, the Triple Helix, and regional impacts of education. From a marketization perspective, educational institutions are seen as knowledge providers and innovation hubs in the system. When educational institutes face dire times, it is easy to disregard these demands as extra baggage and something that counteracts the original purpose of education. However, instead of viewing the economic and pedagogical goals as zero-sum equation, it is possible to find synergies between these two. We describe the development of an educational management framework that relies on three-way-wins, i.e. one that addresses the needs of the students, working life partners, and the school. The three-equilibrium enables solutions that provide economic and pedagogical benefits simultaneously. An example of a three-way-win is a regional business development agency that offers working space for students. Business students do their studies from the agency’s premises, tying learning projects into the practical projects that the agency’s clients have. Students learn real life skills, obtain a deeper understanding of theoretical issues, the agency receives new ideas and resources, and the university’s reputation grows. The framework and examples are based on the experiences and an ongoing strategy process in a Finnish university of applied sciences. The core of the framework is based on learning by doing, practical learning and authenticity of learning settings. By challenging the assumptions of how a higher education institution should operate, it is possible to achieve improved results from the point of view of educational standards as well as market driven logic. The results have implications for institutes in higher education and vocational education. Results offer new ways of approaching the allocation of resources in a school. We suggest the synergy effects of the three-way-wins are particularly useful in the Nordic settings, where agility and cooperation are often observed.

2486 - The Different Roles in development projects between working life and Universities of Applied Sciences

Outi Ahonen, Laurea University of Applied Sciences, Gun-Britt Lejonqvist, Eva Opgaard, University College Lillebaelt, Liisa Astala, Hospital District of Helsinki and Uusimaa, Dorte Dall-Hansen, Lillebelt Hospital, Erja Huovila, Laurea University of Applied Sciences, Igors Ivanovs, Riga East Clinical University Hospital, Leila Konkola-Loikkanen, Helsinki and Uusimaa Hospital, Sanita Krankale, Red Cross Medical College of Riga Stradinš University

The target of this paper is to describe and clarify the roles in development projects between working life and Universities of Applied Sciences (UAS) aiming at a modified Learning by Developing (LbD)-model for a Nordic-Baltic context. The overall aim of the 5 Stars project is to test and develop a pedagogical Nordic-Baltic model in cooperation with working life and UASes. The project partners are four UASes and tree hospitals from Denmark, Latvia and Finland. The 5 Stars project is funded by Nordplus Horizontal. LbD as a pedagogical model connects the student’s professional growth to the European qualification framework (EQF) levels 6-7 and development and research work with regional development. During the projects there is close cooperation between students, expert lecturers, information specialists and working life participants. An LbD-project in an authentic working-life context is a process where universities and working-life learn together using multiple methods, sharing knowledge, constructing knowledge, innovations and promoting implementation. Written material was gathered during workshops, deductively following the phases of the developmental model and analyzed by content analysis. The questions were: What was your role throughout the project phases? Which were the positive changes of the project and what needs to be developed? With the description of the roles the LbD process can further be developed to suit participating countries. Important main categories in all roles seem to be collaboration, prioritizing development work in relation to overall hospital and UAS strategies, competence development and developing an evidence based culture. Through the project the strategies become clearer and both students and staff can critically reflect over clinical practice. The project is multi-professional and it develops both information retrieval and use of databases, however those competences still need to be further developed. Collaboration and implementation requires time for a deeper understanding of the Lbd-model and the own role in the process

2885 - Challenges in integrating research and teaching in Tourism Education

Anders Olsson, Lunds universitet

In recent years Higher Education in most European countries has undergone a series of political reforms. In this study I highlight the way the reforms seem to have affected the principle of unity between research and teaching. The study is based on interviews with teachers and researchers who have experience in working with research and teaching in tourism. Through my analysis, where I highlight how challenges of the integration of research and teaching is expressed on three different levels (the institutional, disciplinary and pedagogical level), the findings provide insight into the changing relations between tourism education and research, the State and society.
Entrepreneurship education as a tool for helping the psychologist to meet new and different demands
Stefan Holmström, John Jansson, Erik Lindberg, Umeå University

The psychologist profession has been characterized by an attitude to education for employment, and often employment in the public sector. The outside world has changed and so also the labour market for the psychologist. Today, it’s not as obvious to the psychology program only to prepare students for a working life as an employee, but also for a working life with elements of self-employment and entrepreneurship. The aim of this paper is to describe how we developed one course in the education of psychologist to meet this challenge. The purpose of this course has been to influence attitudes towards entrepreneurship and to develop skills to apply entrepreneurship. To meet this challenge as educator, cooperation between the Department of Psychology and Umeå School of Business and Economics (USBE) were initiated for the course on the Masters Programme in Sports Psychology. To our knowledge this is unique in educating future psychologists in Sweden. One important aim with the course is that the students are going to learn how to combine their knowledge in psychology with entrepreneurship and use it in an applied way. One main moment of the course is to stimulate their creative ability and innovation to increase their opportunity recognition, entrepreneurial orientation and risk willingness. To achieve this the students are encourage to create their own business ideas, where they take their knowledge in psychology and generate a new service or product to use in the field of sports and health. At the end of the course they present their business idea in front of bankers, business consultants and business angels. Results from our measurements and evaluation go in the same direction as proposed by Fayol (2001), and that entrepreneurship can be taught. After the course the students are better prepared for the future working life as a clinical psychologist, both as employed and self-employed. This approach should also be considered for other educational programs, because the working life is changing for them as well. One benefit for the students has been the interdisciplinary collaboration between psychology and business administration.
10 SES 04 B, Symposium

10. Higher Education
The academic discipline “Pedagogik” through the eyes of its professors
Organizer: Inga Wernersson, University of Gothenburg
Chair: Inga Wernersson, University of Gothenburg.
Location: AK2 155 Kjell Härnqvistsalen

The academic discipline “Pedagogik” through the eyes of its professors. Language: Swedish The development of an academic discipline is formed in interaction between structural forces within and outside Academia and the individual actors and agents within departments and research communities. This symposium is built around a partly finished doctoral dissertation based on extensive interviews with 29 professors, active between 1948 and presently (the youngest reaching - 65 years and pension age in 2014) written by Pia Glimstedt (who died in December 2013). Pia Glimstedts intention was to map out the development in Sweden of the academic discipline Pedagogik, as viewed through the eyes of its professors. The professors interviewed are a sample (the majority) of those who gained “chairs” between 1948 and 1998 (i.e. before the regulations about individual promotion). The professors in the sample all had/have their positions in one of the major universities in Sweden. The study is set within a critical realist theoretical framework (Archer, 2007) and its aim is to present how the professors as agents and representatives of the discipline reflects on the social structure within the academic community of educational research and the content (theories, methods, questions and politics) of the discipline. The aim of the symposium is to present part of the history of Pedagogik as described by its professors in Pia Glimstedts interviews and interpretations, and to discuss the usefulness of descriptions and analysis of the past development for understanding of the present. Chair: Inga Wernersson Discussants: Professor Leif Lindberg, Linnaeus University Docent Daniel Sundberg, Linnaeus University … (We have asked one more person with relevant background to also act as discussant but not received a definite answer before deadline for this abstract.)
12. Inclusive Education

Chair: Hege Somby, Lillehammer University College
Location: AK2 136

2594 - Facilitation as a tool for inclusive processes in classrooms - When teachers are supported to create inclusive environments in practice
Charlotte Riis Jensen, Aarhus Universitet

Students with different preconditions often challenge their teachers in order to develop inclusive environments, and the teachers themselves also feel guilty being unable to cope with the inclusive recommendation (Allan, 2008). Data from my study shows that the mindsets of the teachers are transformed in a new way of thinking about the students, which implies that teachers are having an increased awareness about how a relational and contextual perspective may help to develop inclusive practices (Slee, 2011). When teachers get the opportunity to get another understanding of the students intentionality, taking the students perspective, something changes in the meeting between the teacher and the student. Furthermore my study shows that the teachers uncertainty about how to create inclusive environments in school changes and that teachers get the opportunity to do something different in practice in order to deal with the challenges in the inclusive classrooms. The data consist of semi-structured qualitative interviews with the consultants as well as interviews with teachers which are collected before, during and after the facilitation processes (Kvale, 2009). These are designed to make it possible to follow the changing of understandings and experiences through the processes. In the final analysis phase a focus group interview with the three consultants involved in the project will be carried out (Morgan, 1997). The theoretical framework will focus on theories with a life-world perspective that can handle a high degree of reflective complexity (Zahavi, 2011; Reinhold et al., 2003; Dahlberg, 2008; Husserl, 1995; Giorgi & Giorgi, 2008). The ambition of the study is to generate knowledge of the transformation in the teachers’ pedagogical competencies, their approaches in the classrooms and their preconceptions in a co-creation process between the teacher and the consultants. The study can also bring new knowledge about the strategies, the approaches and methods used in the facilitation processes in relation to develop inclusive environments in the classroom. In a Nordic context the study could be of relevance in order to get more knowledge of the potentials of using facilitation as a tool for inclusive processes in the classrooms.

2593 - The interdisciplinary work between educational psychologists and psychiatrists and the possibilities for implementing inclusion
Bjørn Hamre, Aarhus University

The paper examines the problematics and challenges in the interdisciplinary work between educational psychologists and psychiatrists, and how can this cooperation facilitate an inclusive approach. The paper is a qualitative study, that draws on interviews with eight educational psychologists in Denmark. The aim of the study has been to examine the following themes: How can it that files and documents from educational psychologists often are constructed in way that stresses problems in schools as a problem of the individual? How come that psychiatric diagnosis often dominates the descriptions of educational problems? What is the hierarchy between the problem descriptions of the educational psychologist and the psychiatrist, and how can descriptions facilitate a more inclusive approach to the child? The paper considers how a more child centered perspective can be implemented in the interdisciplinary work leading to a more inclusive approach to the student. The theoretical approach draws on poststructuralistics concepts like regimes of knowledge and subjectivisation. As a consequence of this approach the interdisciplinary work between educational psychologists and psychiatrists is seen as a field where new knowledge about the child is produced. The paper is also inspired by Julie Allans concepts of “Psychopathology in schools” (Harwood, V and Allan, J (2014) Psychopathology at school: Theorizing mental disorder in schools. London: Routledge.). The paper questions the role of the diagnosing in schools, and discusses how diagnosis on the one hand can be seen as stigmatizing process, and on the other hand how diagnosing on the other hand could produce a possibility for a childs possibility to be included.

2235 - The Yes and the No - and the in between - reflections on inclusive school development.
Ditte Tøffeng, Mette Bladt, University college capital

The point of departure for this paper is the project: Towards inclusion: Cooperation between professions in Danish state schools (2014-2015). The object of the project is cooperation between professions within and around schools, school democracy and development and well being among kids and adults at schools. Themes which in an overall perspective, connects to a vision for a democratic school development and a inclusive educational sector. The project is conducted as an action research project. This means in short that the project is occupied with three key features: participation, democracy and change (Brydon-Miller et al 2003, Reason and Bradbury 2001; Toulmin and Gustavsen 1996; Svensson and Nielsen 2006, Husted, Tøffeng and Bladt 2014). The main purpose of the project is to develop new ways of thinking, understanding and working with inclusion in cooperation with the professionals (and the kids) at the school. This participatory approach is underlining the notion of democracy which is both connected to the projects own organization, but also connected to the broader societal development of inclusive education as something which the actors at the school could be important players in – if they are invited. The last key feature is change. The project is organized to create change through experiments developed and conducted by participants at the school in cooperation with the research team. The paper will on a broader perspective reflect on; Action research as one answer to the notion of applied science which is a strong part of our own work reality being employed at a
University college. Action research and the project as a way to develop new ways of thinking inclusive education and schools. And as a last point, what kind of reflection back to the societal and political level does the results, ideas and experiments performed at the school, give. The headline is one connected to a very preliminary result; The professionals at the school does not just say yes or no to new developments – their reality is much more complicated and their answer will be in between.

2947 - Realigning the Educational and Psychological Services in a Municipality Towards More Inclusive Education in Schools
Paul Robert Sundar, Rolf Fasting, Oslo and Akershus College of Applied Sciences

The aim is to present and discuss data from interviews with counsellors from the educational and psychological services in a municipality regarding their experiences with organizational changes in schools in efforts to increase inclusive education. Theoretical and methodological framework The right to special education in Norway is a matter of substantial attention, both among politicians and academic researchers. According to the law, the right includes pupils who "either do not or are unable to benefit satisfactorily from ordinary teaching" (Education Act, §5-1). However, before considering such an action, schools must try out possibilities for providing help within ordinary educational provisions. There is a growing concern to develop measures to curb the trend towards increasing special education in recent years. In this respect, one area of focus has been pupils needing limited, but immediate measures in schools. There is a lack of studies exploring schools promoting early intervention and flexible, action-oriented support for pupils needing minor educational measures. This presentation is a study of the experiences of counsellors from the educational and psychological services in collaborating with schools in a municipality in their efforts to develop and implement school-based measures. The study focusses on the altered work and roles of the counsellors in relation to the individual schools. The study is based upon two group interviews, each with 4-5 participants, involving ALL counsellors from the municipality. This research is part of a larger research framework conducted by Rolf Fasting and myself, involving both quantitative surveys and group interviews with representatives from the schools at different levels. Expected findings: The aim of the presentation is to analyze and discuss findings from the interviews regarding the involvement and experiences of the counsellors with individual schools in organizational changes, including successes, challenges, concerns and barriers. Relevance to Nordic educational research: Current educational policy is strongly influenced by new public management, including systems for assessment, quality control and budgetary discipline. The trend towards increased use of special education underpins a need for research exploring how schools meet the seemingly contradictory ambitions of developing more inclusive education and increasing pupils’ learning outcomes. This study contributes towards such research.
In this paper, we present an approach to flipped learning in teacher education, and students' attitudes towards this. Flipped classroom is an approach to teaching and learning where students prepare for off-campus activities by making use of teacher-produced materials such as videos and recorded lectures at home. The aim is to give the teacher the possibility to design for differentiated student-centered learning activities in the classroom. In teacher education, flipped classroom approaches have two-sided implications, stimulating students' learning processes as well as giving students experience of a methodological approach to teaching. In our study, first-year student teachers were exposed to a flipped learning approach. One of the students' first requirements is to be able to use word processing efficiently. Engen, Giaæver, Gudmundsdottir, Hattevik, Mifsud & Tømte (2014) point out that students' knowledge of digital skills differs highly. One of the aims of the flipped learning approach is to meet these differences. Student teachers are expected to be able to teach their pupils word processing skills. In the paper presented, students were expected to prepare for the lesson by watching instructional videos. During the class, students were asked to create instructional videos in groups. The learning approach was chosen to stimulate both instrumental and didactical competence, and to serve as a model for use in school. At the end of the session, the students answered an anonymous questionnaire. 152 out of 201 students (75%) answered the questionnaire. Our findings indicate that the videos support individual learning, with students responding that they watched videos they felt they needed to watch. Over 67% of the students agreed that producing instructional videos of their own increased their understanding of the subject. Our preliminary conclusions suggest that the above approach leads to a deeper understanding of the subject, as well as stimulates the students' reflections on how to teach word processing in school.

The aim of this study is to describe and analyse 22 students' learning activities in distance higher education program with online webinars (WEB-based semiNAR) directly face-to-face (F2F) with other students and teachers introduced by “flipped classroom”. The core ide of “the flipped classroom” is to flip the common instructional approach with recorded teacher-created videos with various briefings and interactive instructions that can be accessed at home before the ordinary class learning activities, as in this study before follow-up online webinars F2F. A webinar is defined as online meeting at distance for direct / synchronous discussions F2F, with a predefined aim, during real-time and a specific time period, guidance of a teacher. Previous research has shown that it is still a challenge for distance higher education to provide flipped classroom and online synchronous webinars as a tool for critical- and higher-order thinking and collaborative learning. Therefore, it is important to further investigate these learning activities. The data collection consists of qualitative research interviews with students and observations of webinars F2F with problem solving, discussing theoretical concepts and literature, and engaging in various collaborative group works, as well as examinations. The data include also two course surveys, one from the middle of the study and one from the end of the study. Theoretically, the study joins the research tradition of sociocultural theories and Computer Supported Collaborative Learning, CSCL, as well the theoretical approach of self-efficacy and Computer Self-Efficacy (CSE) concerned with individuals' media and information literacy. The interviews and dialogue exchanges during the webinars were analyzed by Wengers three components; meaning, practice and community and complemented by Compeau and Higgins three interrelated dimensions: magnitude, strength, and generalizability. The result shows that the learning activities with flipped classroom and online webinars are important tools for the students to manage and evaluate their participations through collaborative exchanges of knowledge. The results also show that these learning activities are important in order to continue the education and be able to be a part of the reciprocal learning processes that take place at

The topic or aim of this paper is to present results from a study on flipped learning practised on distance learning on university level. In a lecture-centered classroom, the instructor delivers content in class and then sends students home to complete homework. When you deliver informational content outside the classroom and then use class time to facilitate engagement and deeper learning—that’s a flipped classroom. In many learning environments, the instructor directs the energy toward his or her lecture. Planning typically starts with the question “What am I going to talk about?” In a flipped environment, this structure is reversed. The instructor directs the energy toward his or her students. Planning starts with the question “What do the students need to do?” This fundamental shift changes the whole dynamic of the learning environment. The theoretical and methodological framework is semiotic-oriented theories of digital literacy combined with the theory relating to self-regulated learning strategies. The main question is how the flipped classroom can be implemented in distance learning and how new communication technology and the use of ICT support learning strategies. What kind of benefits and drawbacks does the student and the teacher experience? The study is based on interviews and a survey distributed among distance learners at university level. The data indicate that by using a flipped approach distance learners at university level have a tendency to change their learning strategies and are more willing to collaborate with other students using new technology as a communicative tool.
Also the results of the study suggest that the application of the flipped approach can help students to develop digital literacy that includes both interpretation and amendment expertise, indicating study processes characterized by self-regulated learning.

2708 - Teachers' Professional Identity using Flipping Classroom Strategy- a thematic life history approach
Lena Gleisner Villasmil, Dalarna and Örebro University

Decentralisation and more choices opportunities for local authorities and their schools has created a school system with differences in both the existence of digital artefacts in schools and the pedagogical implementation of it. Digital artefacts are developed primary by marketing interest and the implementation in many schools has been a top-down decision, often concentrated in getting the hardware and education in technical hard- and software use. Expectations based on models of pedagogical transformation, has many times been left to teachers’ themselves. The paradox is that pedagogical developments requires a change in teachers beliefs, it’s a down-top development who has to be followed by a deep engagement in teachers professional identity, life and conviction. A motivated and dedicated teacher makes a remarkable difference in students’ progress. Previous research shows that teachers’ attitudes toward digital tools is the strongest predictor factor of ICT use. But even when teachers’ has a wide use of technology in classroom and a good understanding of integrated education theories about ICT, they normally just do what they’ve always done and there’s often a gap between beliefs and practice. Studies has found that successful teachers’ in ICT integration that motivates and enriches learning to a higher level, already was teachers with an innovated pedagogy. Therefore there’s a need for more research on teachers’ practical strategies ICT integration, trying to understand the relationship with teachers' professional identity. Flipped Classroom strategy, method or mind-set is based on the goal to flip the attention from teacher to student, it’s a down-top movement introduced by teachers’ wanting to enhance the possibilities helping their students. The aim of this study is to analyse the relationship between teachers' professionalism identity and theirs choice of digitalization differentiation using the Flipping Classroom strategy in education. This is a phenomenology study trying to understand underlying factors of teachers’ digitalization strategies in education relating them in a deeper way to teachers' professionalism. The method used is based on Ivor Goodsons’ thematic life history analyse. The study follows some teachers’ professional life through the lens of Flipping Classroom strategy searching for critical incidents to understand patterns of relationship.
Value conflicts are frequently putting at risk the goal of living together more peacefully in multicultural democratic societies, threatening a shared value platform and the recognition of cultural diversity. Consequently, better knowledge about complex issues such as equality, difference and equity is required. Nevertheless, knowledge is not enough in order to handle complex value conflicts; reflections on personal values and moral justifications are also a key factor. The research project is a qualitative study on value education at university level in Norway and it analyses to what extent the VaKE method (Paty, Weinberger, Weyninger & Nussbaumer 2014) can contribute in teaching intercultural issues. Two specific value dilemmas are implemented in the seminars with the students. The project's aim is to develop the intercultural teaching competences of two university teachers (Deardoff 2009; Feng et al 2019; Portera 2014) and its methodology rests on a self-study approach (e.g. Loughran 2007) with action research (e.g. Kemmis & McTaggart 2007). Data are collected with different types of interviews and self-reflecting reports. During the process, the two teachers become «trusted and critical friends» (Helleve 2014), implying an open and supportive dialog aiming to foster critical self-reflection. In addition, the data consist of two focus group interviews (Kamberellis & Dimitriadis 2013) and ethnographic observations of the teachers' teaching, along with students' written reflections after the implementation of the specific value dilemmas. Furthermore, the teachers get support from two mentors that are university teachers from two different places. One of the mentors conducted one interview with each teacher right after the implementation of VaKE, and these are included in the data material. First results show that the teachers gain an in-depth awareness of their professional ethos and enrichment of their teaching competences. It also initiated a discussion about what makes a dilemma intercultural, what can be considered as valuable knowledge in intercultural teaching and how the working process with the dilemma and the outcomes can be evaluated as potentially intercultural.

The Norwegian researchers Melby-Lervag and Lervag (2011) have published a comprehensive meta-analyses focused on cross-linguistic transfer of language and reading skills between first- and second-language learners. The meta-analysis of cross-linguistic transfer provided evidence of a small (but statistically significant) meta-correlation between first (L1) and second (L2) oral language skills and a moderate to large correlation between L1 and L2 phonological awareness and decoding. In the meta-analyses, the effects of a variety of moderator variables (e.g., socioeconomic status [SES], test characteristics, etc.) on the observed relationships were assessed. The findings of the meta-analyses were interpreted as support for both interdependence of L1 and L2 abilities, reflecting a common underlying proficiency (CUP) (Cummins, 1979, 1981) and transfer of specific linguistic elements across languages, as predicted by contrastive analysis of L1/L2 relationships. However, they also found that 'little transfer seemed to occur as far as reading comprehension is concerned on the middle stage (2011, p. 131). In the paper I concur with their findings of strong cross-lingual relationships for decoding and phonological awareness and minimal differences on these variables between L1 and L2 learners. However, I will dispute their conclusion as far as the reading comprehension transfer is concerned, mainly based on two aspects of the meta-analyses that I deem problematic: (a) the specific questions addressed by the meta-analyses are not sufficiently informed by the scientific literature on these topics; (b) the selection criteria used to include studies in the meta-analyses omitted large numbers of well-designed studies that are relevant to the issues under investigation.

The role of the school in contributing to or preventing marginalization and belonging is a topic relevant for all the Nordic school systems. There are, however, different and even conflicting discourses on marginalisation and belonging (see e.g. Falhgren et al. 2011; Brunila 2013) that inform the schools' work. We are interested in how teachers and other school staff construct student marginalisation and belonging, which students are seen as marginalised or belonging to school, and what do teachers see as reasons for marginalisation and belonging. We ask whether marginalisation and belonging are discussed mainly from the institutions' (school/state/economy) point of view, or also from the students' point of, and whether the reasons for marginalisation and belonging are related to individuals or to institutional issues. Is marginalisation seen as related mainly to social status and economic positions, or also to racialization, gender, sexuality, religion, disability and body size? We are, thus asking what are the reasons for marginalisation and belonging in teachers' thinking, what aspects are related or not to them, and what are the discourses informing their thinking. We use intersectionality and interculturality (Crenshaw, 1997; Ferree, 2011; Gundara, 2000; Holm & Zilliacus, 2009; Winker & Degele 2011) and theories on power, knowledge and subjectivity (Foucault 1980; Butler 1990; Youdell 2006) to examine how teachers and staff view students' marginalisation and belonging and reasons for these processes. We interviewed 33 teachers, principals and other school staff in two lower secondary urban schools with diverse student populations. We used content and discourse analysis to examine how teachers and staff talked about the reasons for students' belonging and/or marginalization. The interviewees see the school as a neutral and relatively equal place where differences such
as race, ethnicity, social class, gender, sexuality, disability or religion - and their intersection - do not influence the marginalizing processes. They see the reasons for marginalisation as depending mainly on students’ individual, “problematic” characters or on “troubled” friendship groups and families instead of, besides these elements, processes and practices of schooling. Such explanations are solely individual- psychological, ignoring the importance of the socio-cultural, and they obscure the aspect of power.
14 SES 04 B, Symposium

14. Multi-Cultural Educational Research
Quality and success in ethnically diverse schools in Finland and Iceland: Voices from leaders, teachers and students
Organizer: Hanna Ragnarsdóttir, University of Iceland
Chair: Hanna Ragnarsdóttir, University of Iceland
Location: B2 214

The languages, cultures and religions of the populations of the Nordic countries have become increasingly diverse in recent decades. Consequently, schools are becoming increasingly ethnically diverse. This has created new challenges for educational systems and schools which previously were more homogeneous in terms of students’ ethnicity and languages (Holm & Londen, 2010; Horst & Gitz-Johnsen, 2010; Ragnarsdóttir & Schmidt, 2014). This symposium focuses on how leaders and teachers ensure quality and success in such educational contexts and how young students from a migrant background discuss success and the factors that positively affect it. The symposium draws on findings from the NordForsk funded research project Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries (2013-2015). The main objective of the project is to draw lessons from success stories of individual immigrant student and whole school.

2820 - Empowering students in upper secondary schools in Iceland through culturally responsive practice: Teachers' and students' perspectives
Susan Rafik Hama, Hanna Ragnarsdóttir, Anh-Dao Tran, Renata Peskova, Samuel Lefever, University of Iceland

As Iceland’s population becomes more diverse, so does the student body in upper secondary schools. Despite the fact that many studies have repeatedly shown the poor social and academic performance of students with diverse background, some research on student perceptions shows their appreciation of their teachers' encouragement and support (Gestur Guðmundsson, 2013). The aim of this paper is to locate those positive influences teachers have had on the social and academic learning environment of students with immigrant backgrounds in upper secondary schools in Iceland. This paper derives from a Nordic research project entitled Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries (2013-2015). The main objective of the project is to draw lessons from success stories of individual immigrant students and whole school communities as well as other learning environments and practices that take place in equitable and socially just learning contexts. The empirical material consists of interviews with nine teachers and twenty-eight students with immigrant backgrounds from three upper-secondary schools. The theoretical framework is based on critical theory and culturally responsive pedagogy which includes teacher-student dialogue, valuing students’ academic, language, social and cultural background, teachers' high expectations of students and inclusive pedagogical practice (Freire, 1998, 2009, 2010; Gay, 2001). The overall findings indicate that while the non-responsiveness of some teachers poses challenges to the educational progress of students with immigrant backgrounds, the culturally responsive teachers play a major role in creating safe and rich learning spaces where their students can continue to develop and aim at achieving their personal goals. Their good pedagogical practice enables the students to benefit from their agency, resiliency and their determination to continue to progress. These teachers’ good practice can be used as a model of successful pedagogy.

2821 - Quality practices and leader succession in ethnically diverse schools: Examples from three compulsory schools in Iceland
Börkur Hansen, University of Iceland, Sigurlaug Svaravsdóttir, Austurbæjarskóli, Helgi Svarvarsson, University of Iceland,

The study project Learning spaces for inclusion and social justice: Success stories from immigrant students and school communities in four Nordic countries focuses on exploring exemplary practices. In this presentation, the issue of succession is explored, i.e. the process of preparing for the departure of key leaders and the entry of their successors. Hargreaves and Fink (2006) stress that the concept of sustainability is “concerned with developing and preserving what matters, spreads, and lasts … (p.17).” Data was collected with interviews with school principals, lead-teachers and teachers in the three compulsory schools identified with exemplary practices concerning ethnically diverse students. The interviews focused on how succession was realized in the given context. The findings generate three pictures. In the first school, succession can be seen as an inherent part of the schools practices. The lead-teacher provides strong leadership in the area of working with ethnically diverse students by empowering most of the teachers in the school in discussions and strategic work. The leadership of the lead-teacher is strongly supported by the principal and the teachers. In the second school, the picture is different. During the last five years, this school has experienced four principals. Also, the lead-teacher in the area was replaced seven years ago. Furthermore, the empowering of general teachers concerning the issue seems partial. In this school there seems to be a lack of strategic leadership, coherence and succession. In the third school, one more picture emerges. During the last decade the leadership seems strategic concerning the issue of working with ethnically diverse students by empowering teachers. Today, a large section of staff is close to retirement. A new assistant principal is providing proactive leadership in the area of recruitment focusing on preserving what matters. The presentation concludes with reflections on the importance of purposeful planning for “leading across and beyond individual leaders over time” (Hargreaves and Fink (2006, p. 19).

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"I think it is really important to belong to a group and especially here in school where there are all kinds of people" – Voices from young people with a migrant background on success and sense of belonging in Finland

Mbu Waye, Heidi Layne, Fred Dervin, Hille Janhonen-Abruquah, University of Helsinki

An increasing number of scholars note the mismatch between shared fundamental values in the Nordic countries, such as success, social justice and inclusion which are frequently stated in educational policy documents. The NordForsk project, Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries, represents an attempt to identify ‘real’ success and thus re-visits the meaning of these fundamental ‘Nordic’ values. A case study conducted in lower and upper secondary school levels in Finland during the project illustrates the ideas of success and sense of belonging. The data consist of focus group interviews, pair interviews and interviews with students. The aim of the study is to identify and describe how young people discuss success and the factors that positively affect their academic and social success. Furthermore, we explore their construction of a sense of belonging. In general we are interested in the structures supporting success and sense of belonging, as well as young people’s personal strengths as a part of discourse on success in the Nordic context. This is a narrative grounded study with a critical theoretical framework based in Mary Louise Pratt’s contact zone theory and defining success through critical pedagogy. Findings indicate that students’ stories of belonging and success are related to friendships, family, and feeling of belonging to the society, and certain group. Schools itself does not automatically support the sense of belonging but young people are affected by complex social and structural positionings. Students’ personal strengths can be seen through two themes: ‘given strengths’ and the ones gained “through challenges”. Keywords: Success, contact zone, sense of belonging, inclusion, interview methods, social justice.
In this paper I will respond to the warning from Jacques Rancière that education can all too often turn into stultification of students of all ages if it follows a logic of explanation. Such a logic, according to Rancière, reproduces a hierarchical distribution of power in society. This, of course, could be true for all the Nordic societies. I will contextualize the paper by showing that marketization and differentiation of education, in combination with the current emphasis on (a particular kind of) knowledge, has increased the strength of such a “meritocratic” logic. With the help of Herbart this logic is problematized. The logic of merit generates a need to compare different individuals with each other: comparisons made from norms and standards produced by the state. Although the often-called “neo-liberal” influences have deregulated the nation states own regulatory functions, this meritocratic logic has at the same time been reinforced. Marketization, neoliberal deregulation and the restructuring of various education systems have created a strong need for measurements, comparisons and competition not only between individuals, but also between schools and nations (e.g. PISA, TIMSS). The basic problem with this logic of “state education” according to Herbart is that it makes education political, not educational. This criticism against the logic of state education (meritocracy) is as relevant today as it was when it was written, 200 years ago. When education is used as a tool for merit, and for comparisons and measurements between different individuals, teachers, schools and nations, something gets lost. That which is lost is discussed in the end of the paper, as it is focused on Herbart’s views on individuality, its value and importance both for, and in, education.
17. Leisure time pedagogy
Chair: Lena Boström, Mid Sweden University
Location: B1 134

1867 - Place for transition: The importance of place in the construction of after-school care, preschool class and first grade
Lina Lago, Linköping university

Children attending the early years of school in Sweden are faced with three different types of school: Preschool class, after-school care and compulsory school. The aim of this paper is to analyse the use of place in the transitions between these types of schooling. The use of place in the transitions from preschool class and first grade to after-school care is studied using ethnographic methods, mainly participant observations. The meaning created is seen as situated, that is, dependent on place. The term place is used a fusion of place (the physical dimension of place) and space (the significance of place) (Cresswell 1996; Christensen 2003; Hallén 2007). The results demonstrate different ways in which place is used in everyday life to create meaning about the transition from preschool class and first grade to after-school care and that children and teachers assign different meanings to after-school care, preschool class, and first grade and that place plays an important part for this. When understanding school, place is of various importance for children and teachers. When teachers mainly use time to create similarity and difference, the children rather use place to create similarity and difference between school settings. The use of place in terms of spatial integration or spatial separation is central when activities and types of school are understood as similar or different by the children. The results show that place and the way after-school care, preschool class, and first grade is organized is important for the meanings assigned by the children.

2027 - Children in school-age educare centres make meaning in unedited places
Maria Hammarsten, Jönköping University

Children enrolled in school-age educare centres spend their time in different locations outdoors close to their school-age educare centres. Some of these places can be described as unedited places. A green area, a wild meadow of a place outside of the edited schoolyard, the forest, an old football field that nature has taken over, natural places where nobody takes care of, are some examples of unedited places where school-age educare children can stay. The focus of this study is directed towards school-age educare children's constructions of meaning in unedited locations close to school-age educare centers. The study gives a contribution of knowledge to teachers in general but especially to teachers in school-age educare centres, decisions-making politicians and other people who are interesting and who are in a position where they can represent school-age educare children. The research questions from the study point towards what school-age educare children describe about what they do in unedited locations outdoors close to school-age educare centres and in what ways they believe that unedited locations outdoors have significance in their making of meaning. Qualitative method was used to search understanding for school-age educare children's actions and their making of meaning. The method Grounded Theory was used because it is about making a theory in a practice which is built by people together in a specific context (Glaser, 1998). I have used “walk-and-talk”-observations (Haudrup Christensen, 2004), Klerfelt & Haglund (2011) and used two non-participation observations (Alvehus, 2013). The study showed that some of the school-age educare children mostly prefer to do, was to play in the unedited places. They played traditional games, team games and their own fantasy games. The result of the subcore categories showed that school-age educare children gives fantasy to the games taking place outdoors. Unedited places became both an activity- and a playing environment. Unedited places encourage the school-age educare children’s to execute bodily motor skills, feel emotions and associate with nature things.

2466 - Importance of children's time and space for sustainable society.- Through focusing on swedish leisure time center”
Eiko Sugo, Yoshiko Asano, Graduate school of Japan womens university

The birth rate is decreasing year by year in Japan. Because Japanese workers have to work much time in a day and child care services such as preschool or leisure time center are not enough. So there is a concern about children and women's environment to create new generation for sustainable society. Swedish leisure time center (“Fritidshem”) is necessary facility for working people. Because it is the place for many children to spend their time before and after school and the space where is located almost closed to the classroom in school. The research question is that how to create children’s time and space for sustainable society which is emergent subject in Japan. And this study suggests the model by focusing on Swedish leisure time center from perspective of social and physical environment and compare to Japanese environment. The research method is ethnography. Interview to children, parents, school chief, leisure time educator (“Fritidspedagog”) and observation in three schools in Uppsala and Linköping city. In conclusion, it has been cleared that it has been a time and space for children and parents to connect home and school in daily life even leisure time center has been changed to be more educational facility. And there are key factors which create “play” as the base of "learning" by leisure time educator as social environment and has "home" and nature equipment as physical environment. These factors could be a suggestion to Japanese leisure time center’s environment to facilitate children’s time and space for sustainable society and find the merit and demerit. For example, the way of construct community as a merit and protest play and independent mobility by society as demerit. (Gustafson, van der Burgt, Sugo & Asano, 2013)
This paper addresses the lack of attention by the policymakers towards the vocational teacher education in Norway. While the VET (vocational educational and training) system has recently got increased attention from both policymakers and researchers. The VET teacher education has not received similar attention. Because the education of vocational teachers goes hand in hand with the vocational education and training, this discrepancy may face some implications. One of the implications addressed in this paper is that the professional development are in danger of being primarily in the hands of the individual teacher. Professionalising the VET teachers will thus have a significant impact on the quality of the VET system; it represents a guarantee that teachers’ vocational skills are “up to date” so that vocational programs educate candidates that has the skills required in the labour market. Another challenge is that VET teacher education in many countries are facing a shortage of VET educators. The research question addressed in this paper is: What characterises the focus on the vocational teacher education in policy documents in Norway? By analysing policy documents (approximately 15 documents from 1991 to 2014) that are framing the education policy in Norway the paper explores how policymakers think about vocational education in Norway. The documents are analysed by using a content-analytic approach and the paper draws on theoretical perspectives from the sociology of professions. The preliminary results shows that the policy documents mainly focus on the teacher education in general, and that the vocational teacher education follows its own pathway “under the policy radar” – where the development follows the individuals who produce the producers.

From 2010, a law demands that new teachers at vocational schools have to take a Diploma of Education of Vocational Education and Training (VET). The education is 60 ETCS and the teacher has to complete the education in four years. During that time, it is supposed that the teacher goes through a personal and professional development. The teacher starts as a skilled worker but has to become a professional teacher. Before 2010, the pedagogical education was an alternating training. The level was not described according to the Danish Qualifications Framework for Lifelong Learning. The education was available at one educational institution. Now, institutions can apply to provide the education. That is marketization, however all institutions must agree on the same curriculum. It is possible for the vocational teacher to choose an education on a lower level but very few makes that choice. Therefore, differentiation is possible, but the fact remains that teachers with very different backgrounds and educations attend the same education and have to reach the same goals. There are two research questions: 1. How is the personal and professional development for the vocational teacher during the VET? 2. What is important in VET to develop good teachers? The objective is to investigate the perspective of “a good teacher” in laws, government regulations, curriculum and data from interviews with leaders at four vocational schools. Furthermore, this research will investigate the teacher’ development described in the formal material and by the leaders. The theoretical framework is Bourdieus theories about the relationship between structures, agents and historicity. The methodology framework is documentary research and interviews with leaders from four different types of vocational schools as part of a case study. The documentary research done so far shows that there is a well-described professional development in three compulsory modules, but the master project stresses personal development. I presume that leaders will express different views on the importance of professional and personal development.

This study concerns the continuing professional development (CPD) of vocational teachers, with a particular focus on professional development within their vocational subject areas. The study draws on a socio-cultural perspective on practice, identity and learning. Fundamental here is the situated character of knowledge, where to be knowledgeable means having developed an identity for full membership and participation in a specific community of practice. Hence, the knowledge and skills related to the vocational subject in school are situated in a specific community of practice, a vocational practice. We will investigate the boundary crossings between vocational practices and the practice of school, which are crucial for vocational teachers to maintain and develop their vocational/professional knowledge and identity. As different vocational subjects relate to different vocational practices it is presumed there are various conditions for boundary crossings and teachers’ CPD. Furthermore, the study is related to research and theory concerning adults’ participation in education, which is relevant when it comes to conditions for learning and identity formation among vocational teachers. A hypothesis is that situational and institutional factors as well as individual dispositions could influence teachers’ participation in CPD. In this paper we are analysing the participation among vocational teachers in a national initiative targeting them and their professional development within the vocational subjects. This initiative gives teachers the opportunity to participate in the vocational, work-life community of practice of their teaching subject for at least two weeks, as well as in other activities related to this work-life community of practice. The analysis is based on statistical data on participation in this initiative. A particular focus is the pattern of individual continuing participation, as the data cover four semesters with the opportunity to participate one or more times during these two years. The results will
be discussed in terms of varying opportunities of participation and boundary crossing in and between different communities of practice, and consequences for the development of teachers’ professional identity. The opportunities of participation could be influenced by for example institutional factors (e.g. public/private schools, vocational areas) and situational factors (life situation could depend on e.g. age, sex, geographical location).
2253 - Teaching in action: a model to understand the complexity of decision
Eva Taflin, Jörgen Dimenäs, University of Gothenburg

Teaching in action: a model to understand the complexity of decision In Shulman’s now classic study, Knowledge and Teaching (1987) the author emphasizes the importance of the teacher’s ‘pedagogic content knowledge’. Shulman points out that in order to teach, the minimum one must know, aside from subject-oriented didactics, is content, and one must understand this content in various ways and in various contexts. Jaworski (2004) goes further and discusses the problem of apprehending what teaching is about and contends that this issue is so complicated that it can scarcely be described by either the teacher or the researcher who has the opportunity to study the teaching. She points out that when studying the teaching process, one must be aware of socio-systematic factors in order to understand a concrete teaching situation which has a defined learning goal. This goal can be understood to include how the teacher stages the instruction of what we call the ‘teacher’s teaching objective’. In the present study, we focused on the classroom as a very complex environment and videotaped both pupils and teachers as they participated and were involved in the teaching of mathematics. The purpose of the study is to develop and concretize a theoretical model for ‘teaching in action’. The study takes as its point of departure Shulman’s PCK and Jaworski’s ‘teaching triad’. The analytical model is based on narratives exemplified by instruction in mathematics. Analysis of classroom studies has resulted in a theoretical model which we term the teacher’s decision in action. It reveals the complexity and the basis for decision as a form of teacher’s ability to understand the teaching objective and the pupil’s understanding of the teaching objective. It is in turn based on the teacher’s way of organizing the opportunities for an interactive environment, on challenging and compelling the exchange of ideas and meanings along the grid of concrete and abstract and on how pupils’ knowledge is presented. Based on this, we discuss an analytical conceptual model for decision in action, reflection in action and a critique of the same.

2860 - Using the obvious potentials in science teaching
Erla Olsen, University of the Faroe Islands

Teaching science provides plenty of possibilities for hands-on and outdoor activities, but often these potentials are not utilized in full. According to the pupils outdoors activities, experiments and drama, music etc. are exceptional events, and the main teaching method is from the black/whiteboard. Although the teachers would like to use more experimental teaching, they feel hampered by requirements in the national curriculum and they feel a pressure to focus on good achievements in national tests. The data are obtained by questionaires to 15 year old pupils, to teacher students and to teachers. In addition observations and interviews of teachers and students in science subjects (biology, geology, physics, chemistry). New and alternative teaching approaches will be compared with traditional science teaching, and in particular the possiblities of the Biophilia Educational programme will be discussed.
2409 - Parental pressure and free choice of education. Are minority youths’ parents more coercive?
Kristinn Hegna, HiOA - NOVA Norwegian Social Research

Young people’s first choice of non-compulsory education is highly structured according to their social background, yet often construed as an individual, free choice in educational counselling pamphlets for youths. Counsellors in Norwegian schools support this notion, while seeing parents’ ambitions and aspirations for their child as a threat, particularly for minority youths’ choice of education. Based on a survey of 2029 youths in their last year of compulsory school in Oslo, Norway, we describe the role of parents in their choice of education. The analyses show that 4 of 10 students found the choice to be difficult, and that more than half had received advice and information from their parents. Among these, 20 percent of majority youths and 45 percent of minority youths said that their parents had made a strong impact on their choice of education. While there was no difference between the two groups as far as positive support and interest from parents was concerned, the minority youths reported a considerably higher level of attempts at influencing, negative or strong opinions from their parents. However, a qualitative analysis of written explanations of what made their choice of education so difficult, revealed that minority youths was underrepresented among those describing disagreement and conflicts with their parents over this. The results are interpreted as a consequence of parents’ different communication and child rearing styles, where majority parents are more likely to exert influence in hidden and undercommunicated ways, while minority parents’ aspirations for their child are more in the open.

2468 - Desirable places: Spatial representations as educational strategies and school marketing in inner city
Stockholm
Eric Larsson, Stockholm university

The marketization of Swedish education has had a far-reaching impact on upper-secondary schooling in the metropolitan area of Stockholm (National Agency of Education 2011). With fast growing numbers of “free-schools” and extended co-operation between the municipalities in the region, the educational market has expanded from local to a regional level. The result has been an increasing in-between schools competition and a struggle among pupils for admission to certain schools, with a dominant epicentre in the inner city and decreasing interest of schools in socioeconomically disadvantaged and multi-ethnic areas as well as in the spatial periphery (Palme 2008; Söderström and Uusitalo 2005). However, this progress does not seem to be the assumed outcome of market-based principles – that schools in the inner city and predominant “Swedish” middle-class areas provides better education as a consequence of competition – rather symbolic dimensions (Bunar 2009; Kalistenius 2010). The purpose of this presentation is to discuss how geographic location has become a symbolic, distinctive consecration criterion in pupils’ educational strategies and simultaneously a comparative advantage for inner city, upper-secondary schools, in the fierce in-between school competition. To illustrate this I draw on interviews and marketing data accompanied by a theoretically relational perspective, from within both educational and urban sociology (Bourdieu 1984; Zukin 2008). My conclusion is that while pupils characterize these schools in a contextual manner referring to consumption, social class, ancestry, language capability, student group composition and youth culture, similar symbolic dimensions is used in the marketing put forward by most inner city upper-secondary schools. I also want to emphasize that familiarity with urban space and inner city schools varies between pupils from different social backgrounds, therefore the interpretation of what constitutes the important characteristics of an inner-city school. Spatial representation has accordingly become a more prominent way of separating schools in the urban hierarchy, producing place-based gaps in the educational market and continuously reaffirming the divided “educational” city within the context of gentrification, segregation and commodification. Consequently, the significance of symbolic dimensions in educational strategies and marketing, in many ways surpass the longstanding proposal that school quality is the solid basis for competition.

1841 - Youth, mobility and the idea of brain drain
Gry Paulgaard, UiT The Arctic University of Norway

The term brain drain has become a popularized representation based on the view that brains are the competitive edge for progress and growth within the new knowledge economies. Such economies rely more heavily on workers with higher skill levels than ever before. The term was originally used to describe the outflow of technical and intellectual skilled individuals from less prosperous areas and nations to the US. Today the term is used referring to international migration as well as national and regional mobility patterns from rural to urban areas, to towns and cities where the opportunities for education and work, income and living conditions are more propitious. The other side of the coin is the impact of such representations and realities on particular rural places and on young people living there. Mobility represents a key component of personal, social and economic success for many young people growing up in rural areas today. Still a significant number of youth stay put in their home place, even though they live in places characterized by depopulation and decline of possibilities for education and work. Some of these places can be characterized as places of great loss – of people, natural resources and visions of long-term viability. This paper examines how representations of ‘brain drain’ and young people’s mobility opportunities are experienced of young people in particular places, both in a material, social and individual sense. The empirical base of the paper is
interviews of young people growing up in different places in the High North, at the rim of northern Europe, in small places in the national and regional periphery.

2841 - The school’s double attitude to youth culture and young people’s own experiences
Niels Kryger, Aarhus University

In the paper it will be argued that young people in a Danish context systematically are met with a double – contradictory – demand: on the one hand they are expected to articulate and stage themselves as autonomous creative, innovative and entrepreneurial young people – ready for shaping themselves and demonstrating their own originality (their “x-factor”); on the other hand they are also faced with demands for behaving in appropriate and decent ways, and programmes are set up for zero tolerance to indecent behaviour, and for “re-installing” the adult authority to discipline children and young people (i.e. strengthening parents responsibility). Based on empirical material from two parallel studies it will be shown how this doubleness appears at the following two levels: a) in policies, debates, and not least rhetorics of learning and education b) in young people’s own narratives of how they consider their own situation and how they stage themselves. The study is based empirical a) semantic (rhetorical) analyses of a number of policy texts and debates from Danish as well as international contexts (especially EU documents), b) analyses of narrative interviews with Danish adolescents (15-16 years old) from ninth grade in three Danish schools (The Danish Folkeskole). Based on these analyses it will be argued that the educational system has double attitude to what can be identified as youth culture an young people’s own experiences and own ways of expressions. One the hand many of these experiences and expressions are nurtured and romanticised. However, on the other hand, they are at the same time seen a threat to the order of the school and to educate well-behaved and proper young people.
21 SES 04 A, Symposium

Collegiality and Criticism in the Field of Educational Science: On Educational Research Quality, Doctoral Education and Evaluation of Study Programs
Organizer: Sverker Lindblad, University of Gothenburg
Chair: Ninnie Wahlström, Linnaeus University. Discussant: John Krejsler, Arja Haapakorpi, Kirsti Klette
Location: A1 311

A: ORGANISATION: This symposium is organised over two consecutive sessions à 90 minutes dealing with the status and developments of educational sciences in a changing academia. The first session is devoted to highly focused presentations of three distinctive but related themes in the field of educational sciences in Sweden. These presentations are commented and discussed by invited researchers from Danmark, Finland and Norway. The second session is organised around the same themes, but now with a focus on how to deal with the challenges for the educational sciences and the opportunities for and strategies to improve collegiality, critical quality and boundary work in the educational sciences in Nordic contexts. A set of think-pieces to the seminar will be available 2015-02 at http://www.pedag.umu.se/swera/

B: RESEARCH TOPIC AND AIM

In this contribution we present a recently conducted survey of Doctoral Education in Educational Science in Sweden. In the survey, the number of doctoral students and PhDs during the latest years, as well as the different disciplinary orientations and universities offering Doctoral Education in Educational Science have been elucidated. Based on a comparison of earlier and similar overviews from 1994 and 2001, some particular changes appear particularly interesting and significant. One is the increase of universities offering Doctoral Education in Educational Science, another one is the variation of disciplinary orientations, where pedagogik still is the dominating discipline. Furthermore, we also see the impact of the Licentiate PhD Degree and that new forms of disciplinary orientations, funding and employments outside Academia are affecting Doctoral Education within Educational Science. With this contribution we point to the implications of these changes, and in particular the risks of a more fragmented Doctoral Education in Educational Science. We also discuss how systematic overviews and shared discussions on quality can strengthen Doctoral Education in Educational Science, not least from doctoral student perspectives.

2684 - Doctoral Education on the Move
Eva Forsberg, Uppsala University, Åsa Lindberg-Sand, Lund University

Doctoral education can be described as a practice on the move in relation to reformation and regulation of both policy and practice as well as with respect to different forms of knowledge of postgraduate education. We identify transnational, national and local transformations, and discuss consequences from the perspective of quality and leadership of doctoral education.

2695 - Evaluation of Didactics, Education and Teacher Education Programs – Reflections on the New System for Quality Assurance
Jonas Almqvist, Uppsala University

The contemporary Swedish system for quality assurance of higher education has been strongly criticized. The main critique has been that it only focuses on a measurement of the results and that it has been difficult to use in the development of higher education. The government’s answer to this critique has been that the question on development of education – and hence the development of its prerequisites and processes – is owned by the universities themselves. However, from 2016 on the system will be changed. A suggestion for how this will be designed and organized will be presented in December 2014. In this presentation, I will discuss and compare the contemporary system with the suggestion for a new one. The presentation will start in a difference between two visions often formulated in the discussion about quality assurance systems. On the one hand, some stress that the research should be assessed and discussed between colleagues. On the other hand, there are those who demand that quality must be measured by “objective” measures. The presentation will focus especially on the evaluation of Didactics, Education and Teacher Education.

2699 - From Evaluations of Study Programs in the Field of Educational Sciences. Classifications, Discourses and Boundary Work
Sverker Lindblad, University of Gothenburg, Daniel Sundberg, Linnaeus University
The focus of this think piece are the recent evaluation of the field of educational sciences on basic and advanced levels carried out by the Swedish University Chancellor. Here 75 educational programs within 19 main disciplinary areas - "pedagogik, didaktik, dramapedagogik, pedagogiskt arbete, utbildningsledarskap etc" were evaluated by means of self-evaluations from the universities, interviews with teachers and students and analyses of 487 student theses. The evaluation process will be discussed with the emphasis put on students' theses. Based on data obtained by the evaluation the field of educational sciences in Sweden is analysed by means of the Bernstein concepts concerning classification and framing and of vertical and horizontal discourses (e.g. Bernstein, 1971; 2000). The results point in direction to weak classification in the field of study as well weak framing in students' ways of dealing with the field in their thesis production. This is in turn related to an increasing strength in horizontal discourses in the organisation of educational sciences in Sweden. These results are discussed in relation to the social and intellectual organisation of the education field of research and the pros and cons of different categories in boundary work and in stabilizing this field.

2770 - On the construction of Education as a scientific discipline.
Ulf Olsson, Stockholm University

The purpose of this contribution is to problematize how education as a scientific discipline is constructed in self-evaluation reports submitted to UKA in conjunction with the national evaluation carried out during 2013/14. The picture that emerges from the documents is complex. Education as a scientific discipline can be described as broad, specialized and fragmented simultaneously. The aim is to discuss the strengths and weaknesses of this picture.

Chair: Andreas Fejes, Linköping University
Location: A1 314

2422 - The rise and fall of JB Education. -Students’, teachers’ and principals’ experiences of a school bankruptcy
Ann-Sofie Holm, University of Gothenburg

The school market in Sweden has expanded faster than in most other countries. Various education reforms in the 1990s opened up for private actors to run independent schools on basis of a voucher system and generous conditions for profit-maximisation. Since then, the ‘edu-business’ (Ball, 2007, p 67) has increasingly attracted private actors, such as e.g. equity firms, to enter the upper secondary school market (Erixon Arremman & Holm, 2011a,b). In 2008, one of the most lucrative Swedish school companies, John Bauer Education (JBE), was sold to Accel, a Danish private equity firm. Five years later its bankruptcy was a fact, involving 23 schools all over Sweden (Lundahl et al., 2014). Present paper explores the rise and fall of JBE, with a special focus on one selected school, located in a municipal called River Town. The aim is to describe and analyse the experiences of some students, teachers and principals that were directly involved in the school closure. Moreover, the study explores how the bankruptcy affected the local school market, according to municipal representatives and principals in River Town. The empiric data are based on semi-structured interviews with students (8), teachers (6), principals (5) and municipal representatives (4) in River Town, but also on various reports and media articles on JBE’s success story and decline. For the analysis I draw on a theoretical framework including Ball’s analyses of privatisation of education (2007). The study is conducted within a larger research project focusing on the intersection between marketization and inclusion in upper secondary schools in Sweden. The findings indicate that the JBE bankruptcy was unexpected by the interviewees at JBE and met with outrage, anger and sadness. However, one year after the school closure most of them had settled down at new schools. The JBE school closure had influence on the conditions for other independent schools’ survival at the local school market; on the one hand they were benefited as they could recruit many new students, on the other hand they were negatively affected as the public attitudes to independent schools became more critical and questioning.

2298 - The cost of ‘free’ compulsory schooling in New Zealand
N. Ruth Gasson, Keryn Pratt, Jeffrey Smith, University of Otago

Self-managing schools were introduced into New Zealand in 1989. The policy document Tomorrow’s Schools devolved school management to Boards of Trustees. Boards identify objectives within national guidelines, in collaboration with communities. These are set out in a contract between the school and the community and government. Boards appoint staff, supervise the management of curriculum, and control finance and administration with the exception of teacher salaries. Zoning policies were relaxed, encouraging competition between schools (Lange, 1988). Schools with more students from low socio-economic areas attract extra funding. Additionally schools are permitted to request ‘donations’ from families, and ask families to pay for activities beyond the basic curriculum. Many schools offer activities at extra cost, e.g. swimming and camps. On average New Zealand students achieve relatively well in international PISA scores, but we have a wider gap between high and low achievers than countries with similar averages, with more attributed to socio-economic differences (Wylie, 2013). Our exploratory research is designed to investigate school experiences that attract a cost. An online survey of 212 families was conducted to identify the kinds of school experiences incurring a cost, and the extent to which families believed costs impacted on their child’s ability to participate in ‘normal’ school experiences. Analysis uses critical social theory. Initial findings suggest schools in high socio-economic areas expect more for ‘donations’, activity fees, and school uniforms, causing pressure on low-income families in high-income areas.

2691 - Who attends English Free Schools?
Rebecca Morris, University of Birmingham

Free schools were introduced in England in 2011 to make it easier for new schools to be created at the initiative of parent-led groups. This research reports an analysis of the composition of pupils attending Free Schools in England over a three year period. It uses a national database of pupil level records and shows that children from disadvantaged backgrounds were substantially under-represented in Free Schools. The Free Schools policy was closely linked to the charter schools policy in America and the friskola programme in Sweden, and was claimed to be a way of improving educational standards across all schools through increased competition and additional diversity and choice for parents. Conservative party politicians also indicated that Free Schools would be a way of providing more quality schools for children from disadvantaged backgrounds. Based on similar findings in Sweden, and on analysis of the location and proposers of the schools, however, some commentators raised concerns that, in fact, this might not be the case. This research has sought to establish the student composition of Free Schools in their first years of existence. The aim is to understand whether the schools appear to be taking an ‘equal share’ of children from disadvantaged backgrounds and how parents and schools are negotiating the admissions and allocation procedures. The analyses are based on data on all schools in England using the government-administered Annual Schools Census (ASC). Proportions of different groups attending the schools and those in the local area have been calculated alongside segregation ratios. The findings indicate that the first wave of schools to be established in 2011 substantially under-represented poorer children when compared
with others in their local area. This continued into their second and third cohorts. Schools that opened in 2012 and 2013, however, present a much more mixed picture. In addition to findings from the ASC analysis, data from a parent survey and a series of parent interviews are presented, providing description of some of the reasons that are being given for choosing Free Schools.

2015 - Marketisation of Adult Education
Andreas Fejes, Linköping University, Eva-Marie Harlin, Linköping University, Caroline Runesdotter, University of Gothenburg Gun-Britt Wärvik, University of Gothenburg

Sweden has been described as one of the most marketised countries in the world in terms of education (Lundahl et.al. 2014). In upper secondary school marketization is partly created through the voucher system as well as the free school choice, and in adult education through a tender system. In both cases, marketization is external as well as internal. External in terms of competition between different schools in attracting students (compulsory and upper secondary school) and in terms of winning a tender (adult education). Internal marketization takes place in terms of the borrowing of models and concepts from business in how to organise the inner life of schools (Ball & Yodell, 2008). External and internal marketization has a range of consequences, which has been identified in the growing body of research in the topic, internationally (e.g. Ball, 2007; Burch, 2009) as well as in Sweden (e.g. Lundahl et al., 2014; Vlachos, 2010; Bunar, 2010; Trumberg, 2013). However, such research has almost exclusively focused on education for children and youth. With 29% of all youths leaving upper secondary school without a complete grade, and with an increasing number of migrants with the need to complete their grades, adult education becomes a central institution in the Swedish educational landscape. With a different target group, as well as with a different kind of external marketization (a tender system rather than a voucher system) as compared to compulsory and upper secondary school, it becomes important to ask the question: What consequences are there of external as well as internal marketization within adult education, and how are these compared to what has been identified within upper secondary school? In this paper, we outline the background to, and design of a research project focused on the above question. Drawing on prior research, we firstly argue for the need to focus on the consequences of marketization in adult education. Secondly, we outline institutional ethnography (Smith, 2005) as a way to provide the possibilities to analyse how the institutional arrangements and governing relations of adult education are shaped by teachers, students, guidance counsellors, and people in managerial positions.
21 SES 04 C, Paper

Chair: Mina O’dowd, Lund University
Location: A1 316

2054 - In the wake of a deregulated school system – School sports in Sweden
Magnus Ferry, Umeå University

Since the mid-1990s, the supply of school sports has increased significantly at all school levels in Sweden and today attracts a large number of pupils and teachers. This development is in the paper described in relation to major school reforms during the last three decades; reforms that have meant that the Swedish school system has been decentralized, market adjusted, and privatized. With staring point in the neo-liberal discourse and inspired by Pierre Bourdieu’s theoretical framework, this paper analyse the reasons for the emergence of the Swedish school sports system and the reasons why schools chose to specialise in sport. Based on registry data and telephone interviews with 50 principals at schools offering school sports, this paper argues that a production and consumer fields have emerged, in which different producers (school companies, local schools and principals) offer different products (programs, courses) to potential consumers (pupils and parents). In light of this development, the paper argues that the main reason for the schools to offer sports is linked to increased competition on the local school markets. By specializing in sports, the schools have thus found a way to cope with the increased competition in the school market. In addition the reasons why specifically sports have emerged as a popular specialisation area are partly explained by the large number of participants in sport in Sweden, which means that there are many potential consumers. Another explanation is the many positive effects of participation in sports attributed by the sports evangelists in society. By offering school sports, schools can thereby appeal to many different needs and tastes. In conclusion this paper show that school sports, through the described changes of the school system, have emerged as a potential commodity for sale at the local school markets, and that the primary function of school sports is to recruit pupils to the local schools. In the wake of the deregulated school system, sports in schools have thus evolved from activities that are exercised primarily as a compulsory subject to a competitive tool in the local quasi-markets.

2768 - The Emergence of a Global Education Policy Market
Kampe Hayashi, Shinshu University

Education policy has become a good for sale and purchase, creating a global education policy market that includes a cross-border consulting market. By means of the analysis of the results of standardized assessments such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and national tests, the cost efficiency of each policy for the improvement of education performance is now became comparable, and test scores are becoming ‘buyable’. Local school management policy such as staff allocation, degree of school autonomy, ways of teaching and learning, and various other management actions are being mobilized to improve standardized test scores, in the name of ‘evidence-based’ policy. Accountability is prioritized over educational professionalism, and important decisions are left to ‘experts’ outside of the educational field. Despite this situation, in the countries that have experienced a series of reforms referred to as part of the ‘Global Education Reform Movement’ (GERM), school improvement and lesson study are booming at the local level. School leaders receive messages such as “all schools should be different” in the same way, through systematised training courses. From where, and for what, is school leadership claimed, and for whom is the school leaders/teachers devotion exploited? This presentation questions the framework of teachers’ engagement to the school improvement from the viewpoint of educational reform in the age of global governance. To accomplish this research, several interviews were held at various national education institutes: NIE International Ltd. (Singapore), Cito (the Netherlands), ACER (Australia), Skolverket (Sweden), and other institutes in charge of operating national and international assessment and selling their knowledge to other countries. The activities of Pearson Education and relevant organisations, such as ‘The Learning Curve’ and Omega Schools, were researched as well. This presentation is intended to help create an arena for discussion of the emerging global education policy market, especially with Swedish and Nordic educational researchers, who face a controversial situation in relation to international assessment, ed-business, and market-oriented school reform.

2587 - Education Corruption in the Wake of Globalization - Europeanization - Regionalization of Education
Mina O’dowd, Lund University

In this paper the theme is the concept of “education corruption”. The starting point is what is perceived to be an altogether too narrow definition of the phenomenon of corruption. Moreover, there is a perception that research on corruption serves to hide, rather than disclose, the extent to which corruption is systemic. The paper critiques the Corruption Perception Index (CPI) and presents research to support this critique, calling for other methods and most importantly another definition of corruption. Finally the paper discusses the impact of Globalization - Europeanization - Regionalization of Education in terms of the wide-spread and growing lack of trust in institutions (World Economic Forum 2007). One of the most important institutions in a knowledge economy is higher education. Trust in higher education and the knowledge it produces is vital for the public good (Heynenman, 2004). Inattention to corruption jeopardizes a nation’s economy (Kaufman, et al 2006), trust in its institutions and is detrimental to the public interest, as well as being costly (Kaufman, 2005). In this paper a broader and more contextual definition of corruption, especially as it relates to education, is advanced. As one of the largest sectors of Nordic labor market and an important institution for the welfare and well-being of society, the education sector deserves closer scrutiny. Concerns regarding the relation between equality of opportunity, social trust and corruption (Rothstein & Uslaner, 2005) make more
knowledge regarding misconduct, partiality (in all guises), misappropriation, bias and discriminatory practices and inappropriate decision-making processes important social issues. This paper is based on a pre-study among university staff and students and underlines that the increase in corruption can be seen in the wake of the globalization, Europeanization and regionalization of education.
22 SES 04, Symposium

22. Poststructuralist Pedagogical Research
Posthuman pedagogy - a research in becoming part 2
Organizer: Bosse Bergstedt, Lund University
Chair: Lotta Johansson, Lund University
Location: A1 334

3723 - Counting Affects: Mo(ve)ments of intensity in critical avian education
Helena Pedersen, Stockholm University

This paper seeks to contribute to “posthumanist education” as a research area by unfolding an educational situation where an assemblage of two humans (including the researcher) and 33 former battery hens is formed to carry out a so-called cognitive bias experiment for two days. A Deleuzian repertoire is set in motion with an ethnographic fieldwork approach to configure the dynamics of hens intervening in the research schedule and affecting the results in various unexpected ways, as human-avian subjectivities co-emerge in the context of the fieldwork setting. The cognitive bias experiment ends in a literal line of flight; an act of animal liberation: The hens are moved from the research facility, where they were scheduled to be euthanized, to a private home in the countryside.

3724 - Between Human and Horse: A Posthumanist approach to Pedagogy of Relation
Erica Hagström, Luleå University

The idea of becoming human through the educational process from “nature” to “culture” - from animal to human subject - builds on underlying assumptions such as a separate autonomous subject and a dividing line between animality and humanity. With a posthumanist approach informed by critical animal studies, human animal studies and feminist theory, the overarching aim of the presentation is to explore pedagogy of relation in the light of a specific relation between human and horse. Drawing on Irigaray's theory of sexual difference, and especially on her notion of space for wonder, as well as posthumanist theories such as the work of Braidotti, I challenge the aforementioned assumptions and explore the pedagogical possibilities of alterity and relationality between human and non-human forms of life. Displacing the relation from humans in a school, to relationality between a human and a horse, enables an understanding of a pedagogy of relation beyond anthropocentric horizons. What is at stake here, is not the becoming of human, but the becoming of relationality. Scrutinizing the relationality between human and non-human animal life, renders salient the question of the locus of education. This contribution is relevant for Nordic research as it helps seeing beyond the human's marketisation, instrumentalization and consumption of relations, other humans, other animals and nature.

3725 - Immanence, realism and construction: variations of posthumanistic subjects
Marie-Helene Zimmerman Nilsson, Kristina Holmberg, Halmstad University

In recent years, posthumanist perspectives have become increasingly influential in the pedagogical research debate. The need for theories also capable of handling materialities as actors can be related to the increasing amount of technical devices present in everyday life, as in teaching contexts from preschool to university. Today, human’s use of different materialities is taken for granted, but materialities’ influence on the human has not been as obvious. From a posthumanist perspective characterized by anti-anthropocentrism where immanence and non-hierarchical approaches are emphasized, opportunities to understand materialities as acting subjects are created. Within this perspective, different ways of handling the subject have evolved which we find both interesting and important to further explore. The aim of the study is to analyze and problematize posthumanist subjects in pedagogical research. Thus, the ambition is to clarify subject formations and specify subjects that appear, in which turn contributes to visualizing different subject forms. Methodological tools from posthumanist theory are used to find different Entrances in the research Rhizome. The findings are presented as specific Entrances in the Rhizome. The Entrances show different subject formations, where subjects with similarities to poststructuralist perspectives, subjects in a critical framework, as well as more radical posthumanist subjects emerge. Finally, the subject variation that has appeared is further discussed and problematized.

3726 - Towards simplicity by trusting the process – Making learning visible
Matilda Mettälä, Lund University

We live in an age of fast changes, where updating has become a way of living; constantly forcing ourselves to change as we try to make sense of our existence. Thus there is a need for openness to the kind of learning which is incorporated with the individual’s process of change; a constant becoming through continuous forms of lifelong learning. In this qualitative study two documented projects; involving Tetra Pak and Paradigm Strategic Communication are presented. By using selected accounts from a social constructivist and a holistic view, I examine and illustrate how pedagogical documentation of various activities can make learning visible. Highlighting that by documenting activities new knowledge can be accumulated and can enable the participants to re-visit, reflect and grow with qualitative feedback. Although this study has its limitations, it will recognize moments of learning which can be found in daily interruptions and move us beyond the interest in outcomes towards an exploration of the relationships and feelings that form the context and the learning...
experiences. As well as expanding the concept of the other to non-human others; emphasizing that we become by being connected to someone or something else in intra-active encounters in which the new emerges.
24 SES 04, Paper

24. School Development
Exploring new forms for collaboration and theories in educational research.
Chair: Lene Nyhus, Lillehammer University College
Location: A1 338

2560 - Interdisciplinary cooperations as key challenges in school development processes in German primary schools
Anke Spies, Carl von Ossietzky University Oldenburg, Heike de Boer, University Koblenz-Landau

The first case study is based on an investigation that includes 40 in-depths interviews with school principals and teachers. The data is content-analytically evaluated (see Mayring, 2012). The case study of an additive and open all-day school shows how in the specific school development processes, a variety of choices with numerous partners and colleagues must be communicated, which often lead to unforeseeable consequences of actions and decisions. The second example analyzes the conditions for a cooperation between school and youth welfare bodies. This is based on a mixed-method approach where data is collected via group discussions (see Loos & Schaffer, 2001) and a SWOT analysis (see Künzl, 2012) with homogeneous profession groups. The transcriptions of the moderated group discussions were analyzed in terms of a formulating interpretation, the logs collected with the SWOT method were deductively and categorically (Mayring 2012) analyzed. The detected collective attitudes of school actors through the SWOT-analysis are "regarded as conditions for school development" (Bonsen & Berke Meyer, 2011, 733) and conceive the strengths and weaknesses of the conceptual framing and the estimates of school and socio-educational perspectives of all stakeholders involved. School development processes move in a "balancing act". At the school level, many development tasks have been added, with no other tasks have been reduced. This leads to the organization of external support and network partners without involving them in the conceptual discourse (see also Werming et al, 2013; Böhm-Kasper et al, 2013; De Boer, 2014). For the discourse of primary school development processes in a European comparison it is particularly relevant, which process factors can contribute to conceptually coherent, cooperative coordinated and systemic anchored school development concepts and organizational conditions to which they are coupled to. German educational research of school development is very interested in nordic educational systems, on the one hand the Nordic system is used as helpful examples for necessary innovations. On the other hand, we suggest, our findings of the cooperation of schools with the social paedagogy concepts of social work could be part of the Nordic system. Basically we would like to get in contact with nordic researchers.

2914 - Interprofessional collaboration in schools. An exploration of how IPC works in three lower secondary schools in the same municipality and reflections on the need of seeing IPC in a wider context of school
Lene Nyhus, Lillehammer University College development

The aim of this paper is to address and explore how interprofessional collaboration (IPC) is practiced in schools in a Norwegian context, and how this field raises questions that has implications for school development. Group interviews have been carried out with two groups of social workers, social educators (learning disability nurses) and child welfare officers in the three schools, and with two groups of teachers and one group of principals and social advisers at the same schools. The results show that IPC is practiced largely different at the schools in question, and that there is no common structure or system for how professionals like social workers and social educators are meant to fit into the school organization. The results are further analyzed in light of a communication perspective on school development processes. The questions raised are about intentions and presuppositions for how social workers, social educators and child welfare officers can work in collaboration with teachers. This opens up for basic questions, which must be seen in a broader context of school development.

2366 - Societal changes, new pedagogical tasks and educational challenges - A research project in the making
Catarina Arvidson, Anneli Hansson, Sofia Eriksson Bergström, Mid Sweden University

The aim of this paper is to present and discuss an idea of a research project with focus on relations between changed conditions for preschool teacher education, for practices of the preschool teacher profession and the development of these two fields of practices. Preschool teacher education has changed in order to meet with new needs related to societal changes as well as ideas of a modern childhood (Corsaro, 2011; James, Jenks & Prout, 1998). Alongside different changes, there are increased demands on depth and width in teacher knowledge and competence. Active preschool teachers are expected to contribute to and participate in quality development work and continuous development of activity within different local preschools, for which preschool teacher students have to prepare. A preschool and a preschool education built on disciplinary foundation and proven experience make demands on higher education as well as preschools and people within these communities. Existing, historically formed practices are challenged. Swedish preschools have for example obtained a changed pedagogical assignment and responsibility, with a strengthened didactic task, previously associated with schools. We argue that these conditions create needs for collaborative and mutual search for new knowledge, involving teacher education, teacher students, teacher educators as well as practice preschools and preschool teachers active within these. Our knowledge interest lies in exploring relations between changes in preschool teacher education, preschool teacher profession, professional socialization and practice. How do the preschool teacher education contribute to the development of professional identity and legitimacy based on a disciplinary foundation and proven experience? What professional identity and which professional practice become possible, in relation to
the practice of preschool teacher education? We plan for an interactive research design, preliminary within a CHAT-tradition (Leontiev, 1977), including collaboration between researchers, teacher educators, preschool teachers and preschool teacher students within the framework of the new Swedish experimental work with practice preschools. This project involves Mid Sweden University and local school authorities within three Swedish regions.

2442 - Using the concepts “translator” and “foreigner” for understanding the early career teacher
Rachel Jakhelln, UiT The Arctic University of Norway

In the White Paper on Teacher Education “The teacher – the role and the education” (Report to the Storting No. 11 (2008-2009)), The Government is proposing a new teacher education programme for primary and lower secondary education with a stronger emphasis on subject knowledge and teaching skills, quality of studies and research orientation. These changes, based on national and international surveys and evaluations, intended to develop a teacher education offering coherence between subjects, didactics, professional education and practicum and preparing for an increased professionalization of the teachers’ role. The latest research about early career teachers says that the transition can be a culture clash and be demanding for the new teachers. The paper examines two concepts, Røvik’s translator and Simmels’ foreigner, and discuss them in relation to possibilities for renewal of the teacher’s role. Is it possible to transform the teacher role through changes in the teacher education and give the candidates a basis for authority and legitimacy in schools? The different perspectives contribute to the discourse on the possibilities in initial teacher education to make significant changes for the profession. The paper is a part of the project Reform ideas in Norwegian schools (Reformideer i norsk skole).
NN SES 04, Paper

No Network
Chair:
Location: B1 113

2906 - Making the unsustainable sustainable – about how Swedish teachers handle sustainable development in their teaching
Per Gyberg, Linköping university

The aim with this paper is to investigate how Swedish teachers handle the solutions to future sustainability problems. The whole idea with the concept Sustainable Development (SD) is the vision that there is a possible solution to the ecological, economic and social problems created by human beings. It is not so clear, however, what this solution means in practice. The paper builds on the analysis of transcribed interviews and focus interviews with teachers in Swedish high schools and upper secondary schools as well as on observations and sound recordings in classrooms while working with sustainable development as an area of knowledge. The coding was done by identification of key concepts, tensions, meaning fixations and their relations to each other. It soon became very clear that there is a very obvious lack of future visions. At the same time, it seems to be taboo to talk about what an unsustainable society means in the long run. Presentations of the problem and knowledge of what causes them must always be combined with instructions on how problems can be solved and how students can influence their own future and help create sustainable development. The starting point for the solution-oriented pedagogy is an assumption that individual behavior is essential to achieving SD; individual responsibility is essential. This focus puts individual consumer choices, behaviors and lifestyles at the heart of teaching. Here, the students, their families and citizens’ individual choices are problematized, and changed behavior and consumption is a positive solution to achieve a sustainable society. Considering the teachers’ intent to incite action and demonstrate students’ ability to contribute to problem solving, it seems almost inevitable that the teaching is focused on what is within the students’ immediate reach as well as to communicate their personal choices in everyday life. The future (North/Western) society is described as the same as today but more resource optimized with citizens who have the knowledge to make the right choices.

2327 - Ideals and concepts of puberty, children and sexuality in Norwegian 19th century advice literature
Øystein Skundberg, Lillehammer University College

Advice texts that discussed sexuality in general or children’s biological and psychological development in particular concerned themselves with children and teenagers’ sexual behaviour or impulses. On the one hand, puberty was an expected and natural stage of growth. On the other, the manifestation of sexuality occurred much earlier than needed, since bourgeois moral norms dictated that the purpose of sexuality was procreation in marriage. The recommended age for marriage rose slowly during the century. Consequently, a recurring advice (both on medical and moral grounds) was to make sure that the teenager postponed any sexual activity as long as possible. Sexual precociousness in children was regarded as an uncontrollable force of nature that needed to be restrained and quelled in order to maintain moral, cultural and societal stability. Commonplace in the advice books are admonitions to strengthen the teenagers’ will to abstinence from sexual behaviour, to submit them to parental surveillance and monitoring, and the use of didactic devices to talk to them about sex. In terms of theoretical framework for the analysis, one main point of departure is Michel Foucault’s theory of the rise of sexual science in the 19th century and his concept of biopower, fundamental to the discursive practices of the advice literature. Furthermore, following a social constructivist orientation, tools from Critical Discourse Analysis are used. I expect to trace very strong doctrines and conceptions, both shared and disputed, between authors, positions and traditions throughout the discourse. These conceptions of what the functions and natural purpose of sexuality are and how it has been handled as a concept in the advice literature will be contrasted to modern ideals and the truths that surround and govern discourse on puberty today.

4630 - Feedback, participation and motivation
Bjørg Herberg Gloppe, Hege Besserud Sofienlund, Hedmark University College

This abstract will present an empirical study of a collaboration project between the University College of Hedmark and one of the college’s partner schools. The municipality participates in the Directorate’s commitment to assessment for learning (2012-2015). In this initiative feedback is a main component. Another topic in this paper is how students’ participation in research can promote students consciousness and outcome in teacher training. Theory: This research is embedded in a social constructive learning philosophy implying interaction between teacher and pupils as well as pupils will lead to increased insights for everyone and to increase motivation for the pupils own learning. Feedback theory and theory of motivation will be focused. Possible transitions in teacher education will be discussed in the paper. It is important that teachers understand the theoretical and practical relationship between assessment for learning and classroom management. Research questions: How can teachers through their professional assessment practice, engage their pupils in their own learning? Methods: Case-study. We have observed and made a total of 10 recording 2 hours each, of the two teachers in autumn 2013 and spring 2014. The classroom conversations were recorded on tape, transcribed, categorized and analyzed. Our findings are based on field notes from classroom observations in two classes at the sixth level in the partner school, teacher interviews, individual discussions with teachers and interviews with pupils. The data were categorizes and analyzed Findings: Our findings indicates a correspondence between what the teachers intend to do and what the pupils realized. On the other hand the teacher seemed to be more focused on their
learning outcome and achievement than the pupil, but they seemed to appreciate the feedback also when they had to improve what they had done. Further results will be discussed in the paper.
1. Adult learning – at work, in education and everyday life
Chair: Marte Lorentzen, Oslo and Akershus University College
Location: B1 113

2604 - «Pedagogy in action - professional understanding as success criterion»
Kjersti Eckblad, Norwegian Police University College

Aims: This study focus on the connection between the intentions and realities in the "train the trainers" education in police tactic at the police University College in Norway. The title of the study is "From learning pedagogy to being a pedagogue in action" Theoretical framework is the "The scope of the curriculum field" by John I Goodlad (1979). His conceptualization for the practice and study of curriculum gives structure to the study and the discussion. The analyze of the curriculum for the education and the observation of students practicing as instructors are the main components in the study. Focus is on the connection or lack of connection between intension, operationalization, experience and practice. In the comparison the learning outcome for general competence is emphasized and it is central framework of the discussion. Main questions asked are to which extent the students achieve the expected learning outcomes and are the learning outcomes descriptive for student practice? Methodology: The formal curriculum is analyzed and also compared theoretically with the other curriculum aspects. Seven coming trainers are observed when practicing as a part of their education. Additionally their planning documents and reflection notes are used to compare they intention, practice and experience with the observations. The observations focused on the learning outcomes operationalized in observable forms. In this presentation I especially discuss if and how the coming instructors express their professional understanding in police tactic. That includes if and how they understand, communicate and discuss discipline related issues. The presentation will present some preliminary findings and discuss some potential educational and practical consequences of these.

2398 - Sharing is daring: Cross-school collaboration and teachers’ work integrated learning
Katarina Cederlund, Sylvana Sofkova Hashemi, University West

Technology development and large scale investments in digital tools in the schools entails challenges for teachers’ professional development as well as provide digital spaces that enable collaboration across boarders. Teachers can interact and collaborate with teachers from other schools with a common interest to share experiences, discuss pedagogical issues and develop collaborative projects for educational and professional development and learning. Within the project Digital Arenas in Literacy Practices in Early Primary School (DILS) a group of teachers from three year-one-classes in three different schools were brought together and followed for three years. Teachers interacted in the project in planed workshops and shared digital spaces where they exchanged and discussed their experiences, ideas and reflections on teaching and digital approaches to literacy. Moreover, they planned and developed collaborative projects together. This study explores the collaborative practice drawing from the notion of practices as connected to other practices and shaped not only by the participants knowledge and actions but of conditions external to them (Kemmis & Grootenboer, 2008; Kemmis, Edwards-Groves, Wilkinson & Hardy, 2012). The teachers’ perceptions and reflections on this cross-school collaboration was analysed through inductive, thematic analysis of interviews. In these analysis the existing cultural-discursive, material-economic and socio-political arrangements that enable or constrain practice (Kemmis & Grootenboer) was highlighted. The results show that this cross-boarder collaboration complemented, or substituted a lack of, local collaboration providing new insights leading to synergies in other areas. Examples of such participants sharing knowledge gained in the project to other teachers or initiating new collaboration projects within or outside their school. The various perspectives represented in the group in terms of different school-cultures, knowledge, student groups and approaches to literacy instruction combined with a joined interest was perceived as beneficial to the professional development in this group. Furthermore, relations within the group and arrangements providing or restricting support within and outside the group was perceived as crucial to what could be accomplished.

2262 - Knowledge development in a professional perspective: How do social workers use different types of resources in their search for new knowledge?
Marte Lorentzen, Oslo and Akershus University College

Contemporary societies are generally characterized by an increasing emphasis on knowledge. The great diversity of accessible knowledge sources affects professions by providing new opportunities and challenges, as professionals are expected to continuously update their knowledge bases and adopt an research based approach to their practice (Jensen, Lahn & Nerland, 2012). An important question in this regard is how the welfare professions, who traditionally have been characterized by an emphasis on personal relations and experience based knowledge, respond to these demands. This paper explores the case of social work, to examine what kind of knowledge resources they rely on to support their everyday practice. More specifically, I study how recently qualified social workers use different types of knowledge resources (colleagues, textbooks and journals, Internet and professionals outside their workplace) in their search for new information and knowledge. By using the theoretical concepts knowledge cultures (Knorr Cetina, 2003) and knowledge in time and space (Nespor, 1994), I examine the use of local and global resources, and which factors that increase the use of these resources. The research design is based on quantitative analysis of survey data extracted from the longitudinal Database for Studies of Recruitment and Qualification in the Professions (StudData) at the Oslo and Akershus University College. The variables discussed in this paper include information about how often they utilize specific knowledge resources, their reasons for engaging in knowledge development, how satisfied
they are with their workplace training opportunities and their study strategies when they were students. The results indicate that social workers frequently draw upon local work contexts in their search for knowledge, and that a positive assessment of their training period increases their use of colleagues as a knowledge resource. Only the personal desire to develop their own knowledge seem to increase the likelihood of using textbooks and journals. The implications of these findings will be discussed with reference to the prospect of further developing research based practice in social work, and the significance for knowledge development of engaging in knowledge circuits that go beyond local work settings.

2446 - Confessional talk: The shaping of parental selves
Liselott Aarsand, Norwegian University of Science and Technology

Learning in terms of shaping particular subjectivities or roles – like a partner, a professional, or a parent – are crucial everyday activities that emerge across our lives. Beyond education there are many other practices, for instance the media, where normative rationales and expectations on adults are constantly produced and reproduced, not least when it comes to parenting. Initiatives to ‘teach’ adults what it means to enact and perform that subjectivity adequately are regularly taken, thereby addressing the adult as a learner. Within that realm there is also a widespread tendency to verbalize in a ‘confessional’ manner. A key issue is to accept the invitations to talk about, expose and discuss various aspects of ourselves. Such practices may be characterized as distinct ways to work on oneself to attain well-functioning and better lives, which seems highly prevalent when it comes to family issues. In the present study I draw upon discursive notions to explore the shaping of parental selves: How do adults display and act upon themselves as parents? A close up analysis of twelve qualitative interviews accomplished with parents in Norway illustrates how the verbalizing techniques of comparing, sharing and contrasting operate in everyday practices. In and through what is considered to be ‘confessional talk’ on parenting the dominating social norms are made visible, and adults position themselves as available for assessment, guidance and correction by themselves and others. However, adjustment as well as resistance to what holds for being ‘good’ behaviour, often promoted by expertise, may be noted. Confession, then, emerges as a distinct, yet dynamic form of talk where knowledge relations and participant roles are distributed, established and negotiated in the situation. Through the case of parenting, the potentials to further explore and experiment with similar ideas to understand the details of adult learning and self-work in everyday talk and interaction will also be discussed.
The aim of this paper is to discuss children’s participation based on observations made in Swedish preschool. These observations will represent examples of how children are given and take participation. The observations are picked from an ongoing ethnographic study which aim is to observe how children’s participation materializes in preschool. The observations are analysed and discussed in relation to theoretical tools from Focault (self-regulated individual), Bourdie (conceptions of social and cultural capital) and Bernstein (theories of visible and invisible pedagogy). The background of the ongoing study is the last decades changing views of children in which the child has been transformed from vulnerable and in need of protection to a child with competence of its own. The competent child is supposed to be recognized and given participation in the activity of Swedish preschools. The increased focus on participation can also be seen as a result of a changed society where neoliberal settings have come forward. From an ethnographic approach observations are made in two preschools from two divergent socioeconomic districts. These observations will be followed up by conversations and interviews. Both preschools will be visited during the same period for about one year. There is both an interest in how different children will respond to the given possibilities for participation and “the culture of choice” that is embedded in children’s participation. How are children influenced by this early possibility of freedom of choice? The expected result is that some children will be more active and gain more from the possibilities of participation. The study can therefore reveal and contribute with knowledge about how conditions, as early as in preschool, can support to create a centration of the individual and a “culture of choice” that will contribute to differentiation between children with dissimilar upbringing.

To see, listen to and recognize the individual child has for the last decades been a very strong starting point for pedagogues in their approach to support childrens participation in community and their learning in Danish early childhood institutions. It is evident in student’s assignment papers, in each institution’s profile and curriculum, and when pedagogues explain why they work like they do. Inspired by Bruners concept of folkpedagogy I argue that the meeting of the individual child, in what is described as an recognizing way, could indeed be understood as a folkpedagogy, as it is works as an underpinning and taken for granted value. This approach is further supported by the Act of Social service that stresses that the purpose of Early childhood settings in Denmark is to support the learning and development of each individual child. In this paper I show how this approach, which indicates meeting children in various differentiated ways, rather than with a universal approach, plays out in practice. Based on videorecordings and interviews in 5 different early childhood institutions I look at how possibilities and limitations for participation in the community in the institutions, are given the children through various forms of differentiated approaches that can be identified. Questions -How does the idea of a differentiated and individual approach at the same time mirror cultural and societal intentions for children’s learning? -How can everyday care situations promote individuality and community at the same time? -What influence does space and materiality have for the constitution of the situations and the possibilities and limitations for childrens learning that is being offered? I discuss how intentions of community, civilization and individualisation are played out, intertwined and contradictory at the same time. Theoretically I draw on the work by Bruner and Lave&Wenger as well as Beck, Baumann and Sennett. All the Nordic societies have experienced a high focus on family policy, high enrollment in quality childhood settings and a high focus on children’s rights, which makes research in children’s everyday life and the construction of possibilities and limitations for participation in the pedagogical meeting, highly relevant.

The Danish legislation contains a focus on cooperation between parents and professionals in day-care institutions. Our aim was to investigate parent’s perspectives on the cooperation between parents and professionals in day-care institutions. There is an increasing tendency to emphasize the importance of the parents’ role and that a close and broad cooperation between parents and professionals has a positive effect on children’s wellbeing, development and learning. But what is of importance from a parent’s perspective regarding this cooperation? We have conducted interviews with parents in six different day-care institutions in three different municipalities, representing different social and cultural contexts. The institutions are selected by positive criteria, which means that the participated institutions have worked systematically and consistent with cooperation with parents during a longer period of time. Our data is analysed on the basis of Danish and international empirical investigations of cooperation between parents and professionals (Bjerg 2003; Hajholt 2005; Ertmann et al. 2008; Larsen 2011; Berliner & Kouholt 2013). Parents emphasize a high level of wellbeing for their children as well as a high level of involvement by professionals. Furthermore a cooperation that is rooted in an open and dialogical communication, where both parts are interested in each other’s experiences with, perspectives on and practice with the children. Parents wish to get insight into the children’s everyday life in the day-care institution and to give insight to the professionals in the children’s everyday life at home, to be able, both parents and professionals, to improve their contribution to the children’s wellbeing, development and learning. Furthermore, parents attach
importance to a high degree of pedagogical professionalism which can be communicated to them and brought into play in cooperation and thereby contribute to dialogue and communication regarding the parent's role, parenthood and upbringing of their children. Additionally the parents want to be involved in, and contribute to the life in the day-care institution. Generally there is an awareness regarding the parent's role in their children's lives in the day-care institution in Nordic countries, which makes research in cooperation between parents and professionals in day-care institutions highly relevant.

3555 - New professional responsibilities for preschool teachers?
Ann-Katrin Svensson, Anita Ericsson, Dennis Beach, University of Borås

Revisions to the Swedish pre-school curriculum in 2010 and the National Education Act from the same year (SFS 2010: 800) have involved changes in responsibility between staff in terms of professional activities and daily work. The present paper deals with issues connected to this. It is part of a larger study of how local governments have interpreted and implemented the revisions. Among the questions discussed are what kind of support preschool teachers have been given from local government for taking clearer responsibility for educational activities and the roles assigned to them; who has had influence on how responsibilities should be interpreted and implemented; and in which areas management officials believe the greatest educational needs lie in relation to resultant changes. Theories of management and professionalisation in the public sector have informed the analysis which was based on how local government officials in 48 municipalities responded to questionnaire about the revisions. They were asked how preschool teachers have been supported to take greater responsibility, the need for training for staff in the kindergarten, and the establishment of special services for preschool teachers as well as who has had influence on the implementation of the revisions in practice and on the selection of training and implementation processes. Parts of Rothstein's (2010) model over management alternatives in local government were deployed in the analysis. The results show that approaches to the implementation of the revisions vary, but that all local governments have organized training of some kind. Local government officials have seemingly prioritized training in pedagogical documentation and evaluation, but the preschool teachers' reinforced responsibility does not seem to have led to formal education and training to the same extent. Local governments have strengthened pre-school teachers in the extended responsibility through assigning them a senior or specialized role in the team but local government officials have had a fairly withdrawn role in the implementation process. Preschool teachers have been able to exert a major influence on how their new responsibilities were to be interpreted and put into operation in collaboration with local government officials.
05 SES 05, Paper

5. The Curriculum Research Network
Chair: Andreas Nordin, Linnaeus University
Location: B1 132

2370 - Having to say something - or having something to say?
Ulrika Tornberg, Megan Case, Dalarna University

Proceeding from a constructionist basis, with an emphasis on curriculum theory and discourse analysis, the first aim of this paper is to relate the notions of "Competences" and "Skills" as expressed in the European Framework of Reference for Languages (CEFR, 2001) to the contemporary transnational discourse of educational politics according to which the participating countries are supposed to make their teaching and testing more efficient by valuing a specific form of "Knowledge" that can easily be tested. The second aim, then, is to discuss some possible consequences of this prescriptive governance for the communicative, interactive content of language teaching and learning practices in a world of increasing plurilingualism and heterogeneity. This means that the discourse of foreign language teaching and learning described in terms of "Competences" and "Skills" in the CEFR is analysed as constructing and reconstructing specific meanings through the performative function of language.

1910 - Norwegian teacher education in science - research based and professional oriented(?)
Hilde Afdal, Ostfold University College, Gerd Johansen, University of Gothenburg

The previous reform in Norwegian teacher education for primary and secondary teachers (2010) emphasized that teacher education should be research based as well as connected to the professional field. In this respect Norway seems to be part of a larger European trend focusing on the benefits of research based teacher education (McKenzie & Santiago, 2005; Toom et al., 2008). In this study we examine how "research based" and "professional oriented" are realized in curricula documents in science teacher education. Science is interesting in this respect as much of the scientific content in school is “dead science” i.e. it is not currently researched but regarded as established and certain. On the other hand, science education (science didactics) is very much alive and there is a range of approaches – and paradigms (Tobin, 2009). It is thus interesting how these fields of knowledge is played out together with the professional field in the curricula documents. The research question is: What characterises the knowledge processes played out in national and institutional curricula documents for science teacher education? The empirical material is the national guidelines for teacher education, and the curriculum documents from three of the larger teacher education institutions qualifying science teachers for primary and secondary school. We conduct a theoretical driven content analysis on the documents inspired by Lattuca and Stark (2009) curriculum structures, and Johansen and Afdal (Under review) notions of epistemic processes and epistemic agency. Our preliminary findings are that the “dead science” seems to have the most weight in all documents. The field of science education is also largely treated as certain. There are few and unspecific mentions of “research” in the national guidelines, and research based thinking and inquiry oriented professionalism (Toom et al., 2008) is not emphasised. The documents at institutional level are for a large part aligned with the national vagueness. This enables a discussion on the role of “research based” and “professional orientation” and what it imply for approaches to learn to teach school science.
2650 - School Leaders' Enactment of Educational Policies
Ann Elisabeth Gunnulfsen, University of Oslo

A growing body of research emphasizes the importance of school leadership and the manner in which school leaders relate to policy demands for the purpose of developing student learning. There are also increasing demands on school leaders to follow up results from data. Yet, little attention has been paid on how school leaders do policy in practice. This study aims to examine how school leaders engage with policy initiatives related to national tests. The orientation and idea in the study suggests that schools are deeply embedded in social and political environments, and that practices and structures are reflections of or responses to rules, beliefs and conventions built into the wider environment (Powell, 2007). Enactment includes interpretation and translation of policies transferred into practice, and is a creative and dynamic process that covers everyday negotiations in a school's collaborative work (Ball, 2012). The study understands leadership as distributed in organizations, which means that leadership takes place in the interaction between leaders, situations and followers (Spillane, 2012). The data is based on interviews with principals and deputies in six lower secondary schools and field notes from teacher meetings in two lower secondary schools. The study builds on the concept of framing, for which Bateson offers a picture frame as metaphor (Bateson, 1973). The analyses is anchored in the perspectives of diagnostic and prognostic frames of attribution of blame or proposing solutions, by making use of the related construct of social tactics. I will put special focus on the formal settings and the social and communicative processes in teacher meetings where the issues of the national tests results are put on the agenda. The main findings suggest that in spite of school leaders' experiences of an increased focus on ranking based test results, they seem to prioritize the internal aspect related to increase the quality of students learning. The school leaders and deputies take into consideration the use of external control and the demands of reporting to the local authorities. However, the main attention is directed towards the significance of their own results for individual students and student groups.

2765 - The interplay of legal standards and professional discretion in education: challenges and opportunities
Eli Ottesen, Jorunn Møller, University of Oslo

Discretion is often described as a hallmark of professional work. Professional discretion rests on trust in the ability of certain occupational groups to make sound decisions "on behalf" of societal authorities. However, it has been suggested that managerialist-influenced policies during the last few decades with increased focus on control and accountability has put professional discretion under pressure. For example, there is a growing tendency of judicialization in the public services in the Nordic countries as well as in contemporary society more generally. Currently few studies explicitly explore issues related to the legal aspects of education. This paper aims to study the interplay of rational-legal forms of authority and professional discretion in education. Students' right to a psychosocial environment conducive to health, well-being and learning (the Norwegian Education Act, section 9-3a) will be used as an example to show how possible tensions are played out in practice. A key issue is how professional codes of conduct are confirmed or challenged by external legal requirements in schools' practices. We have interviewed teachers and school leaders in three compulsory schools and three upper secondary schools about their understanding of legal requirements and the schools' work with the psychosocial environment. In the
analysis we use Evetts’ (2009) distinction between organizational and occupational professionalism as our initial approach to identify structural and epistemic dimensions of professionalism. Moreover, inspired by Pentland and Feldman (2008) we focus specifically on the ways school leaders and teachers work to design and redesign organizational routines, and how legal requirements and professional concerns become embodied in routines. Key findings from the study underline that school leaders and teachers are aware of and committed to the obligations to provide a healthy psychosocial environment for the students. In particular, this is manifested in routines for prevention of e.g. bullying. When cases arise, measures are taken quickly, and schools aim to solve problems at the lowest possible level. School leaders and teachers comply with the intentions of the law. However, when the law and regulation put forward specific procedures they are transformed into routines based on the schools’ iterative practices.

1825 - Action research as an approach in a changing environment
Anette Forssten Seiser, Anna Karlefjärd, Karlstads University

The recent demands for improvements have led to substantial policy changes and a hunt for the "right" method. In pursuit of higher achievement Assessment for Learning (AFL) has a major impact in the Swedish schools. In an initial study of how AFL is understood by principals and teachers emerge two distinct patterns. One pattern shows a clear difference between the AFL ‘s basic assumptions and how teachers practice AFL. AFL is based on dialogue, feedback and change in teaching. In the study, we see an instrumental use of AFL rather than a changed in understanding of how learning can take place. Another pattern shows how principals and teachers’ perceptions differ on what needs to be done in the schools on going improvement efforts. The principal’s talk about school improvement disappears in teachers’ descriptions of what is being done. We see that principal’s focus on initiate improvements but do not follow the process. A long-term management strategy for how the work will gain a foothold in the schools is also missing. The prominent pattern made us interested in Critical Participatory Action Research (CPAR). Schools need to ask their own questions, make their practise visible and use dialogical collaboration to improve long-term practice. Based on the study and CPAR we initiated two action research projects: How teachers construct their assessment practices and how principals understand and portray educational leadership in practice. We would like to discuss our choice of CPAR in the context of the initial study.
A hotbed of heterosexuality? On the reproduction of notions of sexuality in language instruction.

Angelica Simonsson, University of Gothenburg

A hotbed of heterosexuality? On the reproduction of notions of sexuality in language instruction. In this paper it is argued that, to a large extent, aspects of heterosexuality are constituted as an unchallenged starting-point, in the teaching of English and Swedish. It is claimed that, in the interactive classroom processes, teaching materials utilized to facilitate the development of the pupils’ communicative skills often lay the foundation of the reproduction of heterosexuality as the default narrative. The aim of this paper is to describe and discuss how the content in teaching material utilized in the practice of the pupils’ writing and listening proficiency is handled in the classroom interaction. What aspects of sexuality (orientation, practices, etc.) are included in the teaching material, and how are these aspects dealt with in the classroom interaction by the pupils and teachers? The empirical data, composed primarily of transcribed field notes, was produced during a case study where accompanying observation was the method used. Two classes in grade 8 in two different schools were observed during a selection of English and Swedish lessons through the duration of about four months. Methodologically, the study is informed by post structural perspectives on knowledge production, power and the significance of language. The analyses are informed by queer perspectives on sexuality as well as discourse theory. Tentative findings show that aspects of heterosexual daily life occurred frequently in the teaching material, for instance in short stories and films, with narratives centering on a heterosexual family or relationship. These aspects were commonly not given any attention or being questioned. The analysis suggests that heterosexuality in this way was continuously being reproduced as an invisible backdrop of normality in these language classrooms. Research into the specificities of the reproduction of notions of sexuality in language education is sparse in general and in particular in the Nordic context. This study is suggested to complement recent focus on gender and language education.
First Generation Rainbow Children Speak Their Minds – How queer kinship structures matters in education
Per Nordén, University of Gothenburg

Every child in Sweden is bound by law to compulsory education and has the right to education. At the same time the conditions growing up are very varied within the student group itself. Not all children grow up in heterosexual kinship structures; but do the schools have the proper tools to handle this often silenced theme? My paper represents a part of an ongoing interview study with 28 teenagers and (young) adults in the age of 15-37. The participants have all grown up with one or more lesbian, gay, bisexual or transgender parent who formed so called rainbow families. The informants have grown up in small village communities, suburbs and large city’s all across Sweden. They come from varied class backgrounds and not all of them are born within European borders. My paper provide an overview of how jurisdictional changes have affected the LGBT-movement in Sweden; what a queer family tree can look like and how these family units are formed. Quotes from the interviews highlight how the participants experience gendered ideas about sexuality and family issues. The study is conducted in a post-structuralist, feminist and queer-theoretical framework inspired by Butler (1990), Halberstam (2005) and Ahmed (2006). With the help of discourse analysis (Laclau & Mouffe, 1985) the aim of my paper is to illustrate and problematise how heterosexualised norms disqualify children from so called rainbow families during everyday classroom practices and break time. Considering the aims of the Swedish curriculum which stipulates that no student should be subjected to discrimination it is suggested that: the field of education continuously need to explore questions about gender, sexuality and age subordination from a norm-critical pedagogy point of view.
Reflections on supervising master students through digital media
Aslaug Grov Almås, Stord/Haugesund University College, Grete Netteland, Sogn and Fjordane University College

New technology has during the last decade to a large extent transformed higher education. This is the situation also in Norway, where an increasing part of the students’ and teachers' work has been transferred to a virtual space. As a result, new opportunities for supervision of students in their master thesis work have emerged, combining synchronous and asynchronous media, e.g. e-mail and desktop video conference. There are several discussion related to how the supervisors can follow up the students in their work with their master’s thesis, (e.g. collective academic supervision, individual and relational aspects of the supervisory relationship). In particular, there are a lot of questions related to online supervision, for instance what kind of technology will best support this kind of work, in which phases of the thesis work are specific technologies more suitable than others? There seems, however, to be a consensus: 1) the teacher’s role as a supervisor in a shifting digital world is challenging and not considered in all its aspects, and 2) more knowledge should be available about the graduated student’s experiences with the variety of technologies and new media. In this study we want to focus on the supervising process from the students’ and the supervisors’ point of view. In the reported study 10 students that have completed their master thesis and 10 teachers are interviewed. It is a comparative case study. All the informants are associated to Stord/ Haugesund University College and Sogn and Fjordane University College. The aim of the article is to identify the negative and positive aspects of supervising master students through digital media. Theoretically we focus on students' knowledge development and how to broaden their academic knowledge and critical thinking skills through their work with their master thesis. Additionally we focus on the new teacher role. To what extent are the supervisors aware of the systematic, progressive and academic input that the students need in their writing progress? And
how do they manage to carry out their professional supervision in the technological environment? Finally, we outline implications for research on technological assisted supervision of master students.
12. Inclusive Education

Chair: Rune S Hausstätter, Høgskolen i Lillehammer
Location: AK2 136

1661 - Inclusive education – pedagogy, didactics and diversity
Brian Degn Mårtensson, Mette Bruun, University College Sjælland

Inclusive education has been a focus area both nationally and internationally since the signing of the Salamanca declaration in 1994. Many attempts concerning the reduction of excluding factors have been carried out by both local, regional and national authorities, but with only limited success. Nationally, the Danish "Inclusion Act" was passed in 2012, aiming to increase the quantitative level of inclusion. The Inclusion Act has largely resulted in a change of management of special education and way the resources are spent. The consequence is that the government's target of 96% of public school students should be included in primary schools in 2015 apparently seems to be attainable. However, there are strong indicators on the possibility that quality has not followed the change in quantity, and there seems to be a great need for teachers skills developed in this work. Historically there has been a lot of research in different conceptions of inclusion, changes of organizations, inclusive organizations, inclusive learning environments, etc. However, we still need substantial research on more practical issues, i.e. execution and evaluation on differentiated practice, so that inclusion essentially takes place physically, socially and academically. Our current research focus empirically on exactly that field of study. Many schools currently adopt general models / concepts as the LP-model, PALS, cooperative learning, etc. These concept are logically too general to be able to meet all individual students (in relation to both learning and well-being), but also to meet the challenges of included students in complex learning situations - and (for example) attention deficit disorder. The project is build on a strong unprejudiced basic question, which in many ways could be borrowed from phenomenology, "What's happening"? Although the project is not specifically phenomenological, but rather rooted in a traditional theory of general education as presented by authors like Gert Biesta, this is nevertheless a useful picture of the approach, as we will try to work both across and within the most commonly used descriptions of inclusive initiatives.

2009 - Factors related to attitudes towards inclusion in 20 Icelandic schools
Amalia Björnsdottir, University of Iceland

In Iceland it has been recognised that mainstream (i.e., neighbourhood) schools should be the first choice for students with special educational needs. To accommodate these needs, mainstream schools must adhere to the Icelandic school system’s official policy of inclusive education that “involves teachers’ education and the whole schooling system of education and teaching” to achieve “quality education for everyone, democracy and social justice in schools” (The Icelandic Research Center on School Inclusion, n.d.). Dóra Bjarnason (2009) points out that the movement toward educating all students in neighbourhood schools is by no means universally agreed upon by parents and teachers in Iceland. Researchers have concluded that inclusionary practices have not been fully implemented (Marinsson, 2007). These negative attitudes toward inclusion held by teachers do not constitute a phenomenon unique to Iceland. In a review of primary schoolteachers’ attitudes toward inclusion de Boer, Pijk, and Minnaert (2011) concluded that teachers seem to be either negative or undecided toward inclusive education. Such negative or neutral attitudes are alarming, for as Curric (2009) has indicated, teachers and their beliefs will influence both the effectiveness of their teaching practices for all students, which underscores that cultivating positive attitudes in teachers is the first step in providing quality education for everyone. This paper will thus examine factors related to attitudes toward inclusion in Iceland using data collected in the multidisciplinary project called Teaching and Learning in Icelandic Schools 2009. Participants in the study are all teachers, principals, and other staff members in 20 compulsory schools in Iceland. Participants answered an online questionnaires that included questions about school practices and culture and attitudes towards the school with special emphasis on the development towards cooperative learning and inclusive education. Significant differences are found in attitudes between schools. In the school with the most positive attitude towards the statement that all children should attend their neighbourhood school, 88% said it is very or rather important, but in the school with the most negative view, 33% answered the same way. I will look at factor that could explain the difference in attitudes between schools.

2230 - Aspirations and perceptions of inclusive education in schools of a Norwegian municipality.
Rolf Fasting, Paul R. Sundar, Oslo and Akershus University College of Applied sciences

Research question: Is there coherent aspirations and understandings of how to facilitate preventive measures and boosted learning for at-risk pupils in need of special support between teachers, executives and school counsellors? Framework and methodology. The Norwegian concept of “adaptive education”, implemented in the 1980, intends to include a broader scope of ‘at risk’ pupils and pupils with low educational outcome within regular education. However, the term adaptive education also tends to mask a complicated framework of interests in modern competence driven education (Fasting 2013; Telhaug, et.al. 2006), and Norwegian education reports the last years points in the direction of a less inclusive school system. The Education Act (§ 5-1) gives an equal right to special support for pupils "...who either do not or are unable to benefit satisfactorily from the ordinary teaching", and 20-25 percent of the schools’ resources are used to facilitate special education. At the same time reports shows that the use and results of special education vary across regions, schools, how measures are provided and organized. However, studies to facilitate preventive measures and boosted learning for pupils in need of special support, academically or socially, are rare. This study try to contribute to the lack of such evidence by reporting a comprehensive survey, including teachers and executives [ principals and school counsellors]. The presentation will account for the main findings, including the measures used in the schools, and the challenges, concerns and barriers experienced by the teachers, executives and school.
counsellors. Preliminary analyses indicate significant between-group differences with higher aspirations among executives compared to teachers. Relevance to Nordic educational research. The implementation of accountability and quality control is a global phenomenon, and the Scandinavian second-generation competence based curriculum emphasize additionally descriptions of detailed subject requirements. This trend underpins a need to explore how it is possible to face the ongoing contradictory ambitions of the Scandinavian school system, on the one hand a contest in measurable outcomes and on the other an inclusive school where individuals are acknowledged and respected. In this respect, we aim to contribute to the lack of such studies.

2732 - Pupil perspectives on inclusive education
Anette Boye Koch, Jens Hansen Lund, VIA University College

BACKGROUND The overall international trend is towards a more inclusive education, and the effects of inclusion on students with and without special educational needs is evaluated in a variety of studies with focus on academic achievement or socio-emotional development from an adult point of view (see Ruijs and Peetsma 2009 or Dansk Clearinghouse for Uddannelsesforskning 2013 for systematic reviews). AIM The paper considers some socio-emotional outcomes of inclusive education in four Danish public schools from a pupil perspective. RESEARCH QUESTIONS How do pupils with and without special educational needs talk of inclusive education initiatives? What do they consider important in order to experience inclusion? How do pupils experience teacher’s impact on qualitative inclusion? THEORY AND METHODS The study is performed with base in phenomenology and in a mixed-methods set up as a supplement to a comprehensive quantitative survey asking professionals and parents their views on the inclusive education strategy in a public school municipality in Denmark. Qualitative inclusion is defined with reference to theory of Alenkær, 2010. Ten pupils with mild to moderate special needs and nine pupils without special needs were invited to participate in focus group interviews considering their everyday life in school. The interviews were based on informed consent and voluntary participation. The pupils were asked to explain the organization of their school aided by prefabricated illustrations depicting school buildings, classrooms, teachers and pupils that could be arranged on a table in different ways. They were encouraged to share stories from their everyday life in a semi-structured fashion considering friendships, psychological well-being, teacher roles and experiences of qualitative inclusion. PRELIMINARY FINDINGS Qualitative inclusion is experienced when teachers consider and pay attention to the directedness and the well-being of pupils and support friendships and sense of community in an almost invisible manner. When teachers try to hard, or if their intentions are too evident, the pupils are embarrassed. Teachers are not considered role models, but they may support the psychological inclusion and the well-being of pupils by creating special moments in the classroom with time and space for appreciative dialogue and shared attention towards pupil perspectives.
2740 - Blended learning in higher education: How to uphold high learning intensity in-between real-time meetings in net based studies

Ragnhild Holm, Norwegian Police University College

Blended learning in higher education: How to uphold high learning intensity in-between real-time meetings in net based studies. Ragnhild Holm, Norwegian Police University College This study aims to investigate how blended learning can uphold the learning intensity between face-to-face classroom meetings for students who attend blended learning. Blended learning is by definition combining the use of ICT with face-to-face meetings between teachers and students (Bonk & Graham, 2006). Blended learning can ensure high learning intensity in between physical meetings adding the element of interaction between students and teacher. (Hattie, 2009) and the teaching of pedagogical use of ICT (Dale & Wærness, 2006). In addition, the police academies Technological Pedagogical Content Knowledge (TPCK, Mishra & Koehler, 2006) might possibly play a part in how blended learning is constructed and can be used. The participants were students of the leadership program (PHS, n=25). The data comprises the students’ answers on two electronic surveys, notes from students and individual counseled work in groups inside the learning management platform (Holm, 2012). The results show that blended learning (net based and real-time seminars) was perceived as useful for the learning outcome. About half (56 %) found that digital learning material, interaction online and lectures and face-to-face meetings were useful to fulfil their own learning goals. In addition, the students showed initiative to interact with other students in learning activities through the learning management system. One of the goals for the PHS is to increase the use of flexible ways to learn and alternative ways to organize the teaching (Strategisk plan, 2012-2016). The findings from this study suggests that blended learning can help to uphold the learning intensity in between the face-to-face meetings. It might seem that Technological Pedagogical Content Knowledge, exemplified here by the teaching of pedagogical use of ICT, and structural measures concerning relations between teachers and students, can play a role in whether self-initiated student centered examples of learning take place. How ICT can be used in higher education is not only interesting in Norway, but also relevant in the Nordic Educational Research. Presentation language: Norwegian.

2514 - Social media as global communicative spaces for practicing mundane English as second language

Annika Lantz-Andersson, Mona Lundin, University of Gothenburg

Social media communication and interaction has reached such an extent that it has been argued to represent new form of literacies. Since English has become the most common language used online, several studies put forward the learning potentials regarding English as second language offered by social media communication. Furthermore, in terms of globalisation social media interplays with the changing conditions of literacy practices, as many users of English today are non-native speakers interacting with other non-natives. This exploratory case study examines the interaction in two Facebook groups that was implemented as part of English learning as second language in an international collaboration project between classes in Colombia, Finland, Sweden and Taiwan, with students between 13 and 16. The aim is to develop knowledge of the implications of utilizing social media as part of certain linguistic activities of language learning practices comprising of practicing communication in groups. The study is grounded in a socio-cultural theory of learning, which implies studying the local in-situ practices to understand the pupils’ text-based interaction in the two Facebook groups. The data was logged and scrutinized through the analytical lens of Goffman’s (1974/1986) framework theory. The results show that both the school context and the awareness of the international audience are significant in how the discussions are framed. The interaction is not only revealed as a dialogue between the active interlocutors, but rather as a performance of social connection in front of a broader audience. The social media context enables a casual and encouraging space to communicate where the students employed the targeted language and made use of their out-of-school digital vernacular habits. Moreover, the linguistic/written discussions occasionally emerged as a hybrid between oral and written communication. A conclusion is that since the interactions differ considerably from communication in other educational printed formats it is vital to view the communication beyond traditional institutional language learning perspectives and consider the educational value of enabling mundane language practicing in a casual and encouraging space both with and in front of a global audience.

2758 - Teaching in Technology Rich Classrooms - From Classroom Management to Leading for Learning

Kjell Atle Halvorsen, Norwegian University of Science and Technology

How do “successful” teachers conceptualize their approaches to classroom management in technology rich environments? The influx of digital technologies in schools is applauded by some teachers and feared by others. Many upper secondary school teachers find that the challenges of managing classroom situations have been augmented. Schools traditionally tend to address these challenges with instrumental measures aiming to regulate student behaviour, such as restricting Internet access and enforcing strict rules of conduct. Based on empirical material from four upper secondary schools I argue that instrumental strategies are insufficient. They may be required in order to gain control over classroom situations that are getting out of hand. They are, however, insufficient in over-all, long-term strategies to integrate digital technologies developing motivational learning environments that support deep learning and the ambitious objectives of school laws and national curriculums. Classroom management is not primarily about regulating student behaviour. It constructed as an essential element in preparing students to handle their lives after school. The way we handle classroom situations should stimulate student motivation for life long learning, in and out of school, constituting an integral element in schools’
“buildingsproject”. Teachers who are successful users of digital technologies seem to share the following characteristics: • They are ambitious with regard to their students’ learning • They are curious and innovative when exploring and experimenting with digital technologies in their teaching • They develop tight professional relations with their students • They involve students actively in planning, learning and evaluation processes I argue that the the learning affordances in highly digitalized classrooms can best be utilized when “classroom management” is conceptualized as “leadership for learning”. The argument is underpinned by a theoretical framework encompassing theories of leadership and learning. Leadership is conceptualized as a distributed, relational and instructional activity based on an ecological understanding of the classroom as a social system where students are actively involved as participants. Connectivism allows for an understanding of learning relevant to our age of digital networks and simultaneous multi presences.

1932 - Mathematics online to develop teachers’ professional practice – preliminary results from a research project
Anne Mette Bjørgen, Lillehammer University College

The presentation draws on preliminary results from an ongoing research project (2014-2015), concerning online education in mathematics (30 ECTS) for 70 teachers in Norwegian upper secondary schools, 5th – 10th level. The project is developed by Centre for Lifelong Learning at Lillehammer University College. The goal is to strengthen teachers’ practice and improve pupil’s experience of relevance in teaching and learning. In this project teachers re-negotiate online learning resources, engage in peer-to-peer feedback, and in an arena that mediates between formal education and professional practice. Our main aim is to gain empirical, research informed knowledge about how flexible definitions of 21st century professional skills (Griffin, McGaw & Care, 2012) are valid according to the situated contexts in which they are learnt and practiced. A second aim is to understand how the development of these skills and competences can be informed by utilizing innovative live research methods that seek to actively involve respondents in the collection, analysis and dissemination of data (Back & Puwar, 2012). Adopting a socio-cultural perspective (Säljö, 2006) on learning we analyse these research questions: a) How might online learning resources and feedback, as part of an online learning context, contribute to develop teacher’s subject competence of mathematics and professional practice? b) What is the interplay between learning in formal education and the workplace? We present preliminary results and discuss the relevance of live research methods as a point of departure for developing and understanding teacher’s professional skills and competences. The paper is relevant to the network on (1) ICT and education, and (2) Teachers work and teacher education.
14 SES 05, Symposium

14. Multi-Cultural Educational Research
How immigrant young people relate to and construct learner identities in different spaces
Organizer: Joke Dewilde, Hedmark University College
Chair: Karin Kittelman
Location: B2 215

This colloquium explores how immigrant young people relate to and construct learner identities in different spaces. In contemporary studies on education, the concept of ‘learner identities’ is used to illustrate how learning is not only a cognitive process, but also a social, cultural and emotional process overlapping the individual’s understanding of himself in relation to class, gender, sexuality, ethnicity/race and place (Youdell, 2003). This perspective emphasizes the importance of the emotions individuals associate with the local schools, organizations and associations active in the local community. Consequently, there is an emotional dimension related to our relations with spaces and places, expressed in complex emotions, desires, hopes and ambitions affecting the learning processes that takes place on these sites (Archer & Hollingworth, 2010). Hence, a research project aiming to counteract social, economic and educational segregation in society cannot limit learning processes.

2661 - Narratives for inclusion. Exploring identity work at a multicultural school
Johannes Lunneblad, Anette Hellman, Ylva Odenbring, University of Gothenburg

Research has highlighted the importance of leadership in order to achieve high quality in educational environments (Aveling, 2007; Blair, 2002). The aim of this paper is to explore strategies used by school management and teachers at one compulsory school in their efforts to form school cultures for learning and inclusion. Specifically, we examine the narratives of inclusion that exist in the schools and look at how these narratives are used within school governance. Organisational research has highlighted the effectiveness of narratives in producing “member identification”, suggesting that they present “a less obtrusive, and potentially more effective, means of organisation control than methods that rely upon external stimuli” (Alvesson & Willmott, 2002, p. 629). However the use of narratives cannot simply be assumed to work in a top down manner. Rather we want to understand this as process in which different actors are involved in defining narratives, which carry norms and values in these schools. These narratives should be analysed through how they enable teachers and students to work on themselves, produce themselves in terms of what it means to be part of the school (Ball et al., 2012). Employing qualitative methods, we focus on narratives about inclusive school cultures as a way of governing through identification (Butler, 2010). Semi-structured interviews with teachers, students and focus group interviews with students, and observations during lessons and break times were used to generate empirical material.

2662 - Teacher perspective on immigrant learners’ identity
Anna Wozniczka, Hafdis Guðjónsdóttir, University of Iceland

Recent research has highlighted that teachers are often absent in discussion about young learners’ identity, when in fact they should be considered, influencing the development of a positive or negative self-concept and identity of learners (Harrell-Levy & Kerpelman, 2010). The aim of this paper is to explore teachers’ perspectives on learners’ identity and strategies used by three teachers in one compulsory school in Iceland to contribute to construction of learners’ identity. The research question is: How do teachers perceive, relate to and support construction of immigrant learners’ identities? Qualitative methods, including open interviews with teachers, observations and informal talks during lessons were employed for collection of empirical material and data analysis. Teachers can purposefully co-construct learners’ identity. Research demonstrates that development of strong and positive identities amongst students is essential to ensuring learning achievement. This can be achieved through the use of culturally responsive pedagogy and transformative approach, which includes collaborative learning and empowering students to think in a critical and creative way (Bennett, 2003; Degen Horowitz et al., 2005). Preliminary findings show that teachers, who reflect on their identity and how it influences their teaching and interaction with students, contribute to learners’ identity creation and further, to their academic and social success. Teachers, who include long-term vision in teaching process and build learning spaces on theirs and learners’ resources, tend to encourage their immigrant students’ progress and identity development.

2664 - Learning spaces in introductory and mainstream class – perspectives from immigrant students
Thor-André Skrefsrud, Hedmark University College

Despite of local variations introduction models for newly arrived immigrant students in the Nordic countries can be categorised into two main models; introductory classes and direct integration into mainstream (Nilsson & Axelsson, 2013). As part of the symposium the paper reports from interviews with four individual upper-secondary students who reflect back upon their time and experiences as newly arrived students in primary school within one of the models. What do they see as challenges and opportunities regarding their access to social and pedagogical resources in the introductory and mainstream class? How do they perceive the transition between the two learning contexts? Based on the interviews the paper explores how the students responded to the space which the schools provided for them as newly arrived immigrants with regard to the construction of their learner identities. Nilsson, J. & Axelsson, M. (2013), “Welcome to Sweden...”: Newly Arrived Stud
2665 - How immigrant youth and teachers create safe spaces for and in writing
Joke Dewilde, Hedmark University College

In this paper I apply a translingual understanding of writing (Canagarajah, 2013), which emphasises the reality that multilinguals shuttle across their languages, use hybrid language practices, and draw on and enjoy their multilingual competence. More precisely, I will describe and discuss how Bahar, a 17 year old pupil from Afghanistan, draws on translingual practices and rhetorical strategies for meaning making in writings in and outside of Norwegian mainstream school, that is, during school assignments for the subject Norwegian and postings on Facebook, and how learner identities are constructed across these spaces. Central in a translingual understanding of writing is the notion of place/space. I will argue that Bahar and her friends are able to create safe spaces (Blackledge & Creese, 2010) in their text by on the one hand drawing on their entire communicative repertoire, and on the other hand on rhetorical strategies for alignment. Another central dimension in the paper is the pedagogical potential of linking writing in communities and school. The study is a linguistic ethnography in an upper secondary school in Norway, and the material consists of fieldnotes, transcriptions and translations from audio recordings, interviews, Facebook postings, and texts produced in and outside of school.
16 SES 05, Paper

16. The Nordic Society for Philosophy of Education
Chair: Liisa Granbom-Herranen, University of Jyväskylä.
Location: B1 116

2729 - Irrationality, Education and Political Pessimism
Jørgen Huggler, Aarhus Universitet

Max Horkheimer's analysis focuses on a historical perspective on the political conditions under fascism and the heritage from which its rhetorical tools stems. Horkheimer treats the notion of common interest as an illusion in modern bourgeois society where human beings have to go for egoistic self-preservation despite the ideological denial of egoism. Since the Renaissance, leaders of bourgeois revolutions therefore have had to face the fact that the elites and the masses did not share interest. Thus, they had to make strange alliances and to pose in disguises. Although the fictitious common interest could not be made real, it was a need for upholding authority that the wishes of the man in the mass were transformed and that he was transformed into a new man. Egoism, the rationale of bourgeois society, could not be set free en masse, it had to be tamed through ideology, and the urges and desires had to be repressed. Thus, the emancipatory effect of the great bourgeois revolutions conflict with their hard reality. Fascism seems to be a bizarre recapitulation, now without any promise of sublating the coersion due to the contradictions of bourgeois society. Although Horkheimer's analysis of the genealogy of the Führer-types and of the inherent petit-bourgeois hatred against happiness is an interesting mass-psychological result of his exposition, Horkheimer's own political aims and means may seem to be stated rather vaguely, as hopes for political solidarity and communication after the example of the Athenian democracy. In the paper, the weak statement of Horkheimer's own political philosophy will be analysed through a comparison with Antonio Gramsci's interpretation of Renaissance and Reformation, his concepts of reality and potentiality, and the relation between philosophy, power and politics.

2763 - Picturing A Cosmopolitan Education: Autographics as Social Critique in American Born Chinese and Persepolis
Claudia Schumann, Stockholm University

The idea of a cosmopolitan education has gained momentum in recent years as it seems to offer an alternative path between particularism and the universalism in signifying at once “the human capacity to be open reflectively to the larger world, while remaining loyal reflectively to local concerns, commitments, and values” (Hansen, xiii). This promising prospect, however, bears the constant danger of not adequately taking into account Derrida's warning that "no one is more cosmopolitan than the one, than this 'we,' who is speaking to you.” (48) Reflecting on the cosmopolitan experiences articulated in the two graphic novels, Persepolis and American Born Chinese, Cavell's examination of the relationship between autobiography and philosophy will be reconsidered in light of its contribution to re-thinking the challenges of a cosmopolitan education. While referencing the authors' real lived experiences, both stories complicate traditional notions of autobiographical authority by placing at the center of the narrative characters who are trying to first establish a voice that could rightfully count as speaking with such authority. Cavell writes that the “philosophical dimension of autobiography is that the human is representative, say, imitative, that each life is exemplary of all”. this is “humanity's commonness.” (11) In his Emersonian account of the self there is no "real me" for the author to find prior to its founding in language between inheritance and transgression. What we find in the graphic stories far exceeds the complexity of Appiah's celebration of the cosmopolitan contamination because they openly display and negotiate the intricate antagonisms, power struggles, the courage and personal sacrifices involved in the process of arriving at self-reliant judgment, in coming to express a voice which “disrupts the monolingualism of the 'we'.” (Saito/Standish 422) Even if “we” identifies as “cosmopolitan,” the ‘I’ necessitates its aversion.
17 SES 05, Paper

17. Leisure time pedagogy
Chair: Maria Øksnes
Location: B1 134

2064 - Teachers crossing borders. A longitudinal study of a new profession.
Helena Ackesjö, Linnaeus University

Research topic: The overall purpose of this longitudinal research project is to study professional trajectories in the first intake of students which graduated 2014 from the newly reformed teacher education with specialization towards work in the leisure-time center. The main objective for these students is both to work in the leisure time center’s traditional activities, and to work as a teacher in a school subject. This project aims to gain knowledge about which professional trajectories that are possible for this new category of teachers. When are their skills asked for? How do they construct their professional identities? Theoretical and Methodology framework: Border theories and theories of identity constructions are used as theoretical foundations in this research. Such theories provide tools for studying how social borders are established and maintained, and how professional identities are constructed by considering themselves in the light of others. In addition occupation theories are used. In attempting to describe and explain the teachers’ movements within the profession, the term breakpoints is used to study how movements across borders in an education system affects the choices made. 40 newly graduated teachers are included in the project, and the methods used are recurring surveys and interviews when they enter the labor market and during their first five years of employment. Main findings: The first survey, answered by the students prior to their graduation, highlights how the students anticipate entering a hybrid profession, and by this facing new dilemmas. They are entering a new and dual professional role where a balance must be maintained between two assignments. To be able to do this balancing, to cross professional borders and to find enough time to combine the assignments, is considered to be the big challenge. In addition, they see a challenge in defining their new profession in the light of the old. The second survey focused on mapping which career trajectories the students took during their first year on the labor market, and is now undergoing analysis. Relevance for Nordic Educational Research: This study puts the spotlight on the Swedish teacher education which is quite unique in a Nordic perspective.

2907 - Everyday practice in school-age educare-How local and structural conditions separately or together contribute to shaping social relations and have impact on the practice at school-age educare and its actors.
Catarina Andishmand, University of Gothenburg

The main aim of this paper is to present a part of my ongoing study about everyday practice in school-age educare. The study is based on research conducted in three municipal schools in geographic and socioeconomic diverse Swedish contexts. By providing a picture of what characterizes everyday practice at the school-age educare I want to illuminate and discuss conditions that contribute to shaping social relations and how this affects the practice at school-age educare and its actors. The empirical material consists of ethnographic fieldwork where participant observations, conversations and interviews with children, staff and parents in addition with material from each site is analyzed within an intersectional approach. A multi-level model of analysis (Anthias, 2012) which attends to historical, economic, and social context is used. The Education Act stipulates that "education in every type of school and in leisure-time centers must be equal, regardless of where in the country it is situated" (2010: 800: 8). Consideration should be given to pupils' different abilities and needs, but in recent decades, this has taken a different turn. Ideological and political changes in education with greater emphasis on individual choice, marketization, requirement into quality accounts, assessments and effectiveness and increased competition between schools has led to socioeconomic and ethnic segregation in many Swedish towns. There has been limited research focusing on how this has affected the school-age educare.

2405 - Parents Involvement in the Swedish After School Care
Maria Simonssoon, Helene Elvstrand, Linköping University

Parents involvement in the children’s education has become an increasingly important issue for today’s politicians and the professionals, and has during the last decades become gradually more highlighted in the Swedish context. In the new Guidelines for After School Care (Skolverket 2014), a more active role of the parents regarding collaboration and involvement in the afterschool activities and the parent – teacher conferences is promoted. We need to understand what it means for the professionals to work with and incorporate the active agents in their professional arena. Based on four focus group interviews with teachers in the after school care, the aim is to generate knowledge about how the teacher view, and the importance they give, the parents involvement and their role in the parent –teacher conferences in the after school care. The theoretical framework in this study is inspired by Michel Foucault’s thoughts about knowledge, power, and subjectivities. The very first analyses of the interviews show that the parent involvement generates new parents subjektivities in the teacher’s professional relationship, and that new examination practices take form.
19. Teacher's work and teacher education
Chair: Hege Hermansen, Oslo and Akershus University College
Location: B2 213

2271 - (De-)constructing professional agency through knowledge work: Teachers developing Assessment for Learning at the school level
Hege Hermansen, Oslo and Akershus University College of Applied Sciences

Recent decades have seen a move towards more collective forms of practice development in the teaching profession, with selected groups of teachers taking the lead in assessing and experimenting with new pedagogical principles and tools that are intended to be integrated into a school's existing practices. Increasingly, such groups of practitioners also act as 'knowledge brokers' between their local places of work and broader landscapes of knowledge, working as intermediaries who assess and experiment with new forms of knowledge, and subsequently introduce them to local settings. This paper examines the work of two such groups, who had been tasked with supporting the introduction and development of formative assessment practices at their respective schools. The analyses pay particular attention to how their mandate and their work was constituted at the school level, and how this in turn informed their capacity to exercise agency in the face of educational change. The following questions will guide the presentation: What characterises teachers’ knowledge work in settings where teachers work to introduce and develop new pedagogical resources? How do different approaches to such work constitute professional agency and autonomy? The data material is drawn from a research project where observation and interview data were collected from three Norwegian lower secondary schools as well as the Local Education Authorities over a period of 18 months. Analytically, the paper is informed by social practice theory (Shatzki et al 2001), with particular attention to how teachers approach and work with knowledge, which is here referred to as ‘knowledge work’ (Nerland & Jensen 2010, 2012; Hermansen 2014). By contrasting how these two groups approached their work with formative assessment at the school level, the findings illustrate how different organisational contexts can place constraints and affordances on the ways in which teachers engage with new pedagogical principles and methods. In turn, this has consequences for i) how teachers’ agency is enacted in the face of reform; ii) the extent to which practice development becomes a collective endeavour across the school; and iii) how teachers’ autonomy is constituted.

2165 - Multimodal mathematical context and video as a tool for teachers' assessment
Eva Taflin, Helena Danielsson, Dalarna University

This presentation will discuss some experiences from a four year school research study. The aim of our research was to examine teachers develop when they were part of collaborative discussions based on video recordings and video edited material from specific lessons in their own practice. Our study had two focus; one was to investigate methods and tools that teachers can use to develop their ability in assessment when their students where working with multimodal tasks and the other was to examine how video can be used by teachers wanting to obtain knowledge about assessing. Our study is based on several theories about when teachers collaborate to create new knowledge. The first is the design theoretical approach – where visual ethnography and a semiotic approach contribute to problematize the use and mixture of different modes. A basic assumption of the framework here is that meanings are made and communicated in mathematics through a wide range of semiotic modes. By using video as an essential tool in our research our framework theories concerning visual ethnography, video documentation and individuals as reflective practitioners are also needed. We will choose to highlight some findings that concern the following themes: The use of tasks for assessment, The collaborative talk, The equipment, Ethical dilemmas. Most common was one choice of esthetical mode at a time (combined with written and verbal text), but there were also lessons with mixtures such as stations with different activities. Collaborative talks were evaluated as a meaningful way of sharing knowledge, and the video tool for this, although it raised important ethical discussions. Working with the assessment framework was of great interest to the teachers but it took a lot of time from their ordinary work. In this way the project highlighted more general aspects of school development. The relevance to Nordic educational research also concerns teachers’ use of collaborative talks in assessment work, multimodal tasks in mathematics and video as a research tool in general.

2402 - Becoming a special educator – Finnish and Swedish students’ views of their future profession
Marjatta Takala, University of Helsinki, Kim Wickman, University of Umeå

A questionnaire was delivered to Finnish (49 responded) and Swedish (68 responded) special educator students in 2013, included both open and closed questions. The response rate from Finland was 70% and from Sweden 100%. The main methodology was content analysis and discourse analysis. In addition quantitative analysis was done so some means are presented. The main tasks the respondent expected in the future work were related to working with the pupils, as well as with adults. The focus areas of their future work will also include co-operation and consultation, more so in Sweden. What the respondent emphasised were excellent interaction skills, they will be needed in their future work. The Swedish respondents supported full inclusion to a greater extent than the Finnish respondents. To our surprise, no critical aspects of resource allocation or conditions to ensure the child’s right to adequate support within the existing school systems were underlined by the respondents. This was more surprising because all these students already had a teacher degree before they entered this special education program, 60 study points in Finland and 90 in Sweden. The differences in expectations as well as in the educational systems will be discussed.
Recently, the Finnish basic education act was renewed. Since 2011, support framework provided for students within schools has included three tiers with increasing intensity. This reflects on the future work of teachers and special education teachers. The aim of the study was to investigate the special education teacher students’ perspectives on the future of the field. The data was collected from 289 Finnish special education teacher students in two cohorts. In the first data collection time on year 2011 (Time 1), there were 140 participants. On year 2012 (Time 2), there were 149 participants, respectively. The participants were given a questionnaire at the beginning of both academic years (on September) containing structured questions concerning the amounts of students placed in special classes or part-time special education in the time span of the following ten years. For further analyses, the participants were divided into novices and experts based on their prior experience in the field as special education teacher. The results showed that the special teacher students had a high degree of agreement on the changes on the amounts of pupils in both part-time special education and special classes in both data collection times and despite their prior teaching experience, but there were significant differences concerning the students’ views on what kinds of special education teachers they will be. In Time 1, only a few of the experts estimated the co-teaching as the main teaching method in the future, whereas only one year later (Time 2), co-teaching was seen the most probable way to work in the future among all special education teacher students. Consultative role for a special education teacher was not seen as a very probable one in the future. The research is relevant for Nordic educational research in terms of our results being applicable to other countries planning educational system reform, as well.
2256 - Formative assessment – Nordic studies in relation to an international review
Viveca Lindberg, Stockholm University

The issue for this paper is to compare features of the Nordic studies with those found in the main international review. A general strategy for the review was a systematic search, which was done using national and international databases with two major keywords: formative assessment and assessment for learning, and corresponding Nordic keywords. From the approximately 2000 hits that these searches resulted in, a first limitation was to exclude articles not explicitly relating to compulsory school. The largest share of the international articles was related to either upper secondary school or higher education. Approximately 360 articles concerned compulsory school. Included studies were analysed and thematised in relation to the focus of the studies, but also in relation to whether they were based on qualitative or quantitative data. General findings are that the concepts formative assessment/assessment for learning are used with many meanings. Based on e.g. Shepard (2000) we can see that differences in understanding of these concepts in some – but not all – cases are related to different theoretical perspectives. Narrow definitions tend to be instrumental whereas broad definitions display the different levels related to teachers’ classroom assessment. Studies based on quantitative data are coherent in terms of methodological choices and assumptions. Studies based on qualitative data are less coherent in perspectives and methods, but come closer to teachers’ assessment practices. Instead of supporting each other, these two types of studies seem to address quite different issues. When it comes to Nordic studies, formative assessment is still a field within educational research that has received comparatively little interest. Classroom studies are so far few but dominate the Nordic field.

2359 - Differences in English teachers’ approaches to pupils’ out-of-school English encounters in relation to school and pupil demographic factors
Helena Korp, University West, Alastair Henry, Pia Sundqvist, Karlstad University, Cecilia Thorsen, University West

The purpose of this questionnaire-based study is to investigate whether differences in ways in which teachers of English view the challenge of generating pupil motivation, and the nature and qualities of the activities they regard as motivational, are related to (i) school-type and (ii) pupil demographics. The study is part of a larger project investigating ways in which teachers relate to pupils’ increasing encounters with English in out-of-school contexts as observed recently in the Nordic countries (Simensen, 2010; Sundqvist, 2009). The study draws on responses of teachers (n = 111) who completed an online survey sent in 2014 to a randomly-drawn sample of grade 6 – 9 English teachers (N =250). The questionnaire comprised Likert-scale items focusing on factors identified as having a positive impact on language learning motivation (Dörnyei & Ushioda, 2011; Henry, 2013). These were: (i) self-reported recognition of the value of youth culture in goal-directed teaching, (ii) knowledge and use of digital medias, (iii) creation of networked environments, (iv) creation of activities emphasizing creativity and self-expression, and (v) attempts to link out-of-school English experiences with in-school learning. The questionnaire additionally included an open-ended question inviting teachers to describe a task they found particularly motivated their pupils. Mean scores were calculated for the scales and cluster analysis was used to identify teachers with differing approaches to generating motivation. Responses to the open question were content analyzed and quantitatively coded. Preliminary analyses indicate that teachers who report types of practice that draw on pupils’ out-of-school encounters with English, create learning activities that engage with pupils’ interests and identities and which embody features of networked communication are overrepresented in (i) independent schools and (ii) schools with relatively high proportions of pupils from academic home backgrounds and a low share of pupils with minority backgrounds. In that performance is mediated by motivation (Dörnyei, 2009), the presence of such patterns sheds light on school- and pupil-related differences in attainment found in Nordic and other settings.

2899 - Professional Development of Teachers Through Lesson Study, and its implication on school organization in cooperation with external teacher educators
Tetsuhito Sakata, Aoyama Gakuin University, Masahiro Nakada, Teikyo University, Daisuke Choshi, Tokyo University, Takehiro Wakimoto, Tokyo University

Research topic/aim The research aim are as follows: (1) We approach to re-define the lesson study (in-house training in schools) as “schools that learn”, (2) to seek for the mechanism that how do teacher learn from lesson study, (3) to clarify how and how much the external teacher educator from teacher training institute contribute to the lesson study and the school, (4) and to extend the concept of school based teacher education. Theoretical and methodology framework (Expected) conclusions/findings In this study, we construct a case study of four primary schools within Tokyo Metropolitan Area. All schools are involved for research activities under the guidance of Tokyo board of education. One school is involved in FY2012 to FY2013, Another three school are in FY2013. We are involved in two of four school as external teacher educator. We gave some suggestions about the methodology of lesson study, evaluate and giving advice to teachers and schools. And we are not involved in another two schools. We did an interview to seven to ten teachers in each schools, then we are comparing with each schools. The results from the research so far is that we could find some advantages in two primary schools we are involved in, on the aspect of facilitating the effective lesson study. For effective lesson study, it needs the latest methodology and information. Usually, schools does not have the interface to get an information from outside, and external researcher can
pose it. Relevance to Nordic educational research. This presentation is concerning Japanese educational situation, but the concept of lesson study and school based teacher education has been more broader into world-wide. So we can discuss the world-wide issues. And also we recognize in Nordic countries that there are good relationships between teacher education institutes and schools. So we learn each other by sharing our experience and through discussion.
21 SES 05 A, Symposium

Collegiality and Criticism in the field of Educational Science: On Educational Research Quality, Doctoral Education and Evaluation of Study Programs
Organizer: Sverker Lindblad, University of Gothenburg
Chair: Sverker Lindblad, University of Gothenburg. Discussant: Arja Haapakorpi, Kirsti Klette
Location: A1 311

A: ORGANISATION: This symposium is organised over two consecutive sessions á 90 minutes dealing with the status and developments of educational sciences in a changing academia. The first session is devoted to highly focused presentations of three distinctive but related themes in the field of educational sciences in Sweden. These presentations are commented and discussed by invited researchers from Danmark, Finland and Norway. The second session is organised around the same themes, but now with a focus on how to deal with the challenges for the educational sciences and the opportunities for and strategies to improve collegiality, critical quality and boundary work in the educational sciences in Nordic contexts. A set of think-pieces to the seminar will be available 2015-02-20 at http://www.pedag.umu.se/swera/

B: RESEARCH TOPIC AND AIM Backgrounds are current tendencies in higher education in terms of marketization and increasing competition for students and for research resources, which may collectively ponder upon is: What knowledge do we need about evaluation exercises in order to assess their validity, the activities. How do they affect us when it comes to resource allocation within and between universities? One important question that we impose unhealthy ideas about research and research identity, and their positive usefulness in strengthening and developing our engagement in research in the educational research field?

2704 - Quality in educational research discourses as issues of constitutional changes.
Rita Foss Lindblad, University of Borås

Reports citing scientific and relevance deficiencies in educational research is numerous and can be seen as indicating ongoing and constitutional tensions and changes in the field of educational research more generally (Ranis, 2009). While the identification of such constitutional changes can help us make sense of those kinds of standards that come to the fore in particular judgemental processes of educational research (institutionalised forms of research assessments), it leaves out information about research quality that pertains to the scientific process. The dimension of “quality of research” has come to be equal to “evidence quality” (Mosteller & Boruch, 2002; Shavelson & Towne, 2002.). By arguing the importance of the distinction and by analysing how and with what consequences both dimensions emerge as critique in educational research discourses, this think-piece aims to bring changes in the intellectual dimensions of quality of research to the fore. This dimension is an essential - but today often taken for granted - part of our constitution, whose changes and what can be said to have caused them are here laid bare for discussion. These distinctions are used in analysing the ongoing discourse on research quality at the Swedish research council (2014) in international perspectives.

2833 - Evaluations of educational research - outlook, look-in and lock-up.
Christina Segerholm, Anders Olofsson, MidSweden University

An outlook to the United Kingdom, inspirer to the Swedish government when it comes to reforms and evaluations in education in general, shows that comprehensive evaluations of research quality has been organised from the middle of the 1980s and onwards. Without going into detail, some of the features prominent in these evaluations have been borrowed by Sweden. We are now facing challenges of competition on the global knowledge market, apparently making it even more important to control and assess research outcomes and quality. Bibliometric measures of production (Web of Science and the Norwegian list) are common, as is assessment of the ability to attract external funds. Universities compete within and with each other to secure funds, and evaluations are used as a means to inform policies of how to prioritise. A number of Swedish universities have therefore voluntarily engaged in evaluation exercises to assess the quality of their research. Presently the Swedish Research Council is developing its own criteria for assessing research quality. A rather new ingredient in the British system is what is called ‘impact cases’, meaning documented proof of the impact an individual’s research has had outside the university (Power 2003). This idea has also been imported to Sweden. One crucial question in all evaluation work deals with the effect of evaluations. Whatever concepts we like to use in describing what happens with the evaluand, it is of interest to study and discuss what actions and processes are started before, during and after an evaluation is carried out. What do these kind of externally imposed evaluation exercises do with us, with our work, our research, and our conceptions of ourselves and of the meaning of engaging in research activities. How do they affect us when it comes to resource allocation within and between universities? One important question that we may collectively ponder upon is: What knowledge do we need about evaluation exercises in order to assess their validity, their reliability, their power to impose unhealthy ideas about research and research identity, and their positive usefulness in strengthening and developing our engagement in research in the educational research field?

Council on Collegiality and Criticism in the field of Educationl Sciences
2871 - Education reform to ensure professionalism and competitiveness: Discourse Analysis of recent Policy Documents from Icelandic federal authorities

Berglind Magnúsdóttir, University of Iceland

In recent decades, the neoliberal agenda has become a dominant force in educational policy throughout the Western world. These effects are transnational and the past two decades in particular have seen many sectors in Iceland undergoing reforms in line with the neoliberal imaginary. The purpose of this paper is to analyze how neoliberal values have been processed and legitimized in recent education policy discourse produced by the Icelandic Ministry of Education in the light of both Nordic and international research on neoliberalization. These documents propose market-based reforms to respond to ‘ineffective education’. These reforms are justified as a way of increasing the competitiveness of the Icelandic education system after a backlash in PISA 2012 as compared to other OECD countries. Special attention will be given to how current government has used insecurity after the 2008 financial crises to push for: a) neo-managerial changes; b) quasi-market solutions; and c) more emphasis on the SEN-industry and quality assurance through massive surveillance. The paper’s theoretical framework is based on Ball and Youdell’s (2007) conception of endogenous and exogenous privatization of education as part of the neoliberal ideology. The main focus in Iceland is on endogenous (internal) privatization where ideas, techniques and practices from the private sector are promoted in order to make the public sector more like businesses. The main method used is a Foucauldian discourse analysis as developed by Jóhannesson (2010). A wide range of key documents from 2010-2014 are analyzed from the Ministry of Education, as well as newspaper articles and speeches performed by the minister og Education. In general there is silence in these documents about the drastic changes in Iceland’s social context following the nation’s financial collapse in 2008, as well as the impact of growing inequality and poverty among children and schools in Iceland and increasing geographical and institutional differentiation based on social class and ethnicity. It can be stated that the boundaries between the Nordic welfare model and the neoliberal model have become blurred in this recent policy discourse.

2733 - Changes in social composition inequality of quasi-markets in Swedish upper secondary education between 1993 and 2010

Anna-Maria Fjellman, University of Gothenburg

Recent decades have seen an increase in privatization and marketization in public domains, particularly in the educational sector. One of the main arguments for this is that the system will benefit: popular schools will thrive and less popular ones will be eradicated through competition. Another argument is that social mobility will be improved for less privileged students through choice mechanisms being equally available to all students. These arguments can be questioned. Studies have demonstrated how families make choices linked to the socioeconomic composition of schools and background characteristics of student populations rather than ‘hard facts’ such as GPA:s and performance indexes and that Swedish-born students have a significant inclination towards selecting more distant schools if their housing area has a high proportion of (1) foreign-born students or (2) students from families with social assistance (Anderson et al, 2012). The opportunities offered through school choice through new schools and new educational providers have resulted in a dynamic formation of quasi-markets with increasing mobility streams of students commuting over municipal borders. Tentative results from a pilot study show how the number of school markets decreased between 1993 and 2003, as average market sizes increased in terms of student capture (Fjellman and Yang Hansen, 2014). Different consequences have emerged for different people: increasing mobility for some and decreasing mobility for others (Sheller and Urry, 2006). Opportunities through new technologies have played a part. Based on the above the question arises of which students are mobile, which students are stationary and how have these patterns developed over time? The aim of the study is therefore to investigate the social composition of quasi markets in Sweden between 1993 and 2010. Using spatial analysis these patterns will be uncovered in relation to student background, gender and geographical space (infra-structure, distance). Register data from the Gothenburg Educational Longitudinal Database (GOLD), which contains geo-referenced data on municipal (280), and SAMS-level (9000), will be used. A clustering of students visualizing a geographical representation of spatial consequences of choice mechanisms and marketization and in relation to equity investigating these over time is anticipated and important.

2925 - Negotiating competing claims of justice

Ingvil Bjordal, Norwegian University of Science and Technology

The shift towards a more neoliberal education policy has changed the professional landscape and discourses related to social justice. In this paper I will explore the following research question: In what ways has the introduction of marketisation policies influenced the discursive and material conditions for working with social justice in education? Building on Nancy Frasers (2009) three dimensional framework of justice, the objective is to illuminate how market oriented policies is based on a “new” conception of social justice that challenge more traditional claims related to redistribution and recognition. Inspired by Frasers (1997) argument about the need to address social justice dilemmas, the paper will illuminate how different and sometimes contradictory conceptions of justice are being institutionalized and negotiated at local level. The paper is based on a case study of policy and policy enactment in primary schools and
lower secondary schools in Oslo, with a particular focus on schools work with cultural and linguistic diversity within a market oriented educational context. Through analyses of policy documents and in-depth interviews with 15 head teachers, policy enactment is being illuminated from a social justice perspective. The study is based on a social constructionist paradigm, influenced by a reflexive methodological research approach. The preliminary findings show that marketisation policies have a great impact on the discursive and material conditions for working with social justice in education. In relation to the material context, the emphasis on initiatives to strengthen democratic processes through parental choice and increased transparency, have influenced the local conditions for handling claims in relation to economic and cultural justice. The findings indicates that when ‘new’ claims of justice are introduced along with more traditional claims of redistribution and recognition, the strategies to meet the different demands can come in conflict with each other. In this paper this is illustrated by illuminating how redistributive strategies aimed at preventing inequalities between schools with different student composition can cause the the opposite effect and give unintended consequences like marginalization and segregation, when realized within an educational context where choice and competition are being emphasized.

2838 - Product(-ive) education: schools and pupils at the market
Martin Harling, Magnus Levinsson, University of Gothenburg

This ethnographic study investigates how teachers, students and upper secondary schools are constructed as subjects and construe themselves in schools that interact and compete at the regional “education market”. Relative to this very special (quasi-) market, where both supply and demand are politically regulated and governed, the paper aims to analyze the discursive “partitions” (cf. Rancière, 2010) of possible individual futures and how to understand these discursive processes in relation to social and cultural categorizations. A special focus of the study concerns how the status and symbolic values are partitioned between academic or vocational programs. It examines how teachers and students are seen as assets or problems, thus “productive” in a Foucauldian sense in relation to how school’s or program’s “market value” and “brand” are perceived and articulated, and the subjectivation / identification resulting from this (cf. Lazzarato, 1996; Rancière, 2010). Questions to be answered by the study include: - Are the programs and schools / programs presented as “brands,” and students as “customers”? If so, how, and what power relations follows from this? - How are the school’s / program’s values and outlook articulated symbolically? - How does students and teachers perceive of school’s / program’s “promises” created in the interpellation / marketing? - What are the partitions between the different categories of teachers / students in both interpellations and practical organization? - Are the teacher and the student constructed as an asset or a problem for the individual school / program? The method used in the study is ethnographic, using interview and participant observation in three schools with both “theoretical” and “vocational” programs. Expected results include a problematization of contemporary subjectivations at the school market. Also, a demand from previous research (cf. Lundahl, 2012) on theorization of school market – mechanisms are met in this study that combines a Foucauldian and Rancièrean approach.
21 SES 05 C, Paper

Chair: Marie Tanner, Karlstad University
Location: A1 316

2805 - Caught in a Web. Comparing foucauldian and critical discourse analysis in analyzing the education policies for NEET young people.
Katarina Mertanen, University of Helsinki, Pashby Karen, University of Alberta

In current economical situation youth unemployment is pointed to as one of the biggest threats to future of European Union and member states. One answer to this issue on education policy level has been increasing different programs and projects aiming to increase individual’s skills and employability. Special focus in these policies is given to providing training to young people not in employment, education of training (NEET) This paper will raise methodological questions regarding what insights can be gained from an analysis of these policies, specifically regarding the topic of the conference: marketisation and differentiation in education. These policies are based on the idea that education of citizens is a self-evident good so that more education will resolve the issue. We ask what can a policy about those who are not educated reveal about the values and assumptions underpinning what education is meant to contribute to individuals and societies. By grounding our theoretical background in the work of Foucault and our methodological considerations in the work of Joshee (2007) we are looking at how different ways of doing discourse analysis (Foucauldian and Critical Discourse Analysis) of educational policies and create a framework based on the kinds of knowledge constructed in relation to approaches to policy analysis. We apply this framework to the topic of youth unemployment in education. Our preliminary findings suggest that with using Foucault’s theorisations about knowledge, discourses and power it is possible to trace the historical changes of the current policy discourses adapting to and iterating dominant marketization rationales. We scrutinise what kind of subjectivities are offered to young people in this education policy discourse. In addition, using Joshee’s concept of policy webs gives vital insight in recognizing how these policies intersect with historical and current policy trends across levels (international, European, regional, national, local) and reflect or mediate the main points of ideological negotiation in the wider political context.

2397 - Comparative approach to dynamics of basic education politics in Denmark, Finland, Iceland, Norway and Sweden
Sonja Kosunen, Petteri Hansen, Janne Varjo, Venla Bernelius, Heidi Enbacka, Hannu Simola, University of Helsinki

Cross-country comparisons are always challenging. This study intends to reconstruct a comparative approach to basic education politics in Denmark, Finland, Iceland, Norway and Sweden, and elaborate on what could be the central phenomena, policy threads and related discursive formations in basic education politics within and across Nordic countries. Our theoretical and methodological approach aims to unravel the complexity, contingency and trans-nationality, which characterise the educational systems in Nordic societies. The main hypothesis is that the dynamics of the basic education systems in each country are relative, but reflect the intertwinement of the dynamics from at least four focal perspectives: education policy-making, governance, family educational strategies and classroom cultures. Our focus in this presentation is on how a comparative understanding of basic education politics in the Nordic countries could be constructed, while keeping the subject of study mobile and fluid and at the same time allowing comparison with other policy fields. We concentrate on the construction of an empirical cross-country comparison and aim to theoretically and conceptually elaborate on the relational approach based on dynamics in education politics. In addition, we propose a basis for a socio-historical approach through which the empirical field in five different national contexts could be approached empirically. As an empirical example of the targets of future in-depth documentary analyses and comparison we apply parts of the national core curriculums of comprehensive education in all Nordic countries.

2487 - Drive-by Governing and Policy Rerouting: The Case of Quality Evaluations in Swedish Higher Education
Linda Rönngberg, Joakim Lindgren, Umeå University

In the Nordic countries and beyond, there are concurrent strives towards reforming and improving evaluation and assessment in and of the welfare state and such activities constitute important parts of contemporary government toolboxes (c.f. Dahler-Larsen 2011). This paper focuses on political moves and intentions underlying the highly debated quality assurance reform in Swedish Higher Education from 2010 – a system with a result oriented approach mainly directed to assess student outcomes – against the backdrop of current and ongoing policy developments which will reform the system. In this paper, we want to explore if and in that case how the political policy process preceding the quality assurance reform (‘governing evaluation’) is reflected in the actual system of quality evaluations that are put into use as a result of these processes (‘governing by evaluation’). The aim is to describe and analyse the political policy process underlying the quality assurance reform from 2010 and to discuss to what extent shifts and continuities can be observed with regards to the current restructuring of the quality assurance system. Empirically, the official documents produced in the process leading up to the 2010 reform are analysed, such as the Government bill and the subsequent Parliamentary debate, as well as the report scheduled to be filed to the Government in December 2014. Theoretically, the paper draws on an approach in policy analysis asking What’s the Problem represented to be? (Bacchi 2009), emphasizing the constructed nature of policy problems and the power relations at play when some issues are incorporated into policy processes while others are left out, thereby framing and legitimizing certain solutions. This conceptualization is accompanied by an understanding governing as composed of “assemblages” of places, people, policies, practices and power (Clarke 2014, p 21), which
Abstract book | Thursday Parallel Session 5, 15.00-16.30

informs our way of thinking about the justifications and outcomes in and of the processes under study. In conclusion, the paper draws attention to how certain modes and processes of governing manifested political policymaking correspondingly permeate the actual policy, as illustrated by the shift from ‘drive-by governing’ to ‘policy rerouting’ in the empirical case.

2205 - Studying policy in interaction: Students’ enactment of new grades and national tests in year six.
Marie Tanner, Hector Pérez Prieto, Karlstad University

The aim of this presentation is to explore how recent policy changes in education get interpreted and realized in student interaction. In recent years the concept of enactment has been used within policy research as an analytical tool for the understanding of how policy gets translated into practice by actors on different levels (Ball, 2006; Ball, Maguire & Braun, 2012; Singh, Heimans & Glasswell, 2014; Tanner & Pérez Prieto, 2014). Most studies on a school level focus on school leaders and teachers, whereas the students often remain unnoticed as actors in policy practice. In this presentation we argue for the importance of including students’ perspectives in studies of policy, and suggest new methods for how this could be explored. Methodologically we bring together understandings of policy enactment and performativity from the field of educational sociology with the ethnomethodological stance of conversation analysis (CA) for studying how policy comes to play in interactions between students (ten Have, 1999). We use data from a larger study about students’ experiences on doing national tests and getting grades in year 6, including more than 10 schools. The data consists of audio- and video recordings from focus group interviews with students and of video recordings from classrooms in the preparation and realization of the national tests. Preliminary results show how students position themselves as competent actors in relation to peers, teachers and family as they talk about tests and grades. In the interactions they negotiate strategies for coping with expectations and increasing pressure, while at the same time playing down the importance of tests and grades in for example comparisons with friends or in relation to final grades in year nine. Even though the combination of CA and the theoretical concept of policy enactment require careful methodological considerations, we find a substantial gain in the way it makes new understandings of students’ identity formations in relation to educational policy possible.
22 SES 05, Symposium

22. Poststructuralist Pedagogical Research
Posthuman pedagogy - a research in becoming part 2
Organizer: Bosse Bergstedt, Lund University
Chair: Lotta Johansson, Lund University. Discussant: Anne Beate Reinertsen
Location: A1 334

3727 - Music instruments as creators of identity – a posthumanist approach.
Claes Ericsson, Kristina Holmberg, Halmstad University

Poststructuralist and socialconstructionist research has focused interactions between individuals, and accordingly objectified materiality. As a contrast, with posthumanist theory materiality can be understood as an actor, which we find interesting to explore further. In music teaching music instruments have a central function, and the activities in the classroom can be said to revolve around a material node, constituted by the instruments. Music teaching is also an arena for identity formation through the variety of identity opportunities that popular culture brings into the classroom. From a posthumanist point of view, identities are in becoming through the combinations of agency of musical instruments and human actors. The aim of this paper is to study the becoming of identities and subject positions in a framework where music instruments are understood as actors in music activities. More specific, this is studied 1) by making intra-actions between instruments and students visible, and 2) by analysing identities offered by the music instruments. Based on some examples from our previous projects, focusing interaction in the classroom, a re-analysis will be made with respect to agency of materiality in ensemble situations. Thus, our ambition is also to explore a new entry to music education research where music instruments take a more central position in our understanding of classroom intra-actions. More specific, this is studied 1) by making intra-actions between instruments and students visible, and 2) by analysing identities offered by the music instruments. Based on some examples from our previous projects, focusing interaction in the classroom, a re-analysis will be made with respect to agency of materiality in ensemble situations. Thus, our ambition is also to explore a new entry to music education research where music instruments take a more central position in our understanding of classroom intra-actions. What happens, for example, in the intersection between specific instruments and gender? How do instruments and students become related dependent on the student’s skills on the instrument in question? What subject positions are possible in an ensemble, depending on which instrument the student is intra-acting with? What happens if a student’s identity does not match an instrument’s identity offer? Such issues appear to be important in order to fully understand parameters that are active in different situations in music education.

3729 - Autopoetic crowds?
Hanne Knudsen, Århus University

In this paper I shall try to explore various conceptualizations of social mechanisms that cannot be reduced to the agency of individuals, the agency of the organization, or the agency of materiality. The social mechanisms that is described like this by Karl Ove Knausgård in his book "My struggle": "When the kids came trotting across the floor in stocking feet, dressed in sweaters with tousled hair and narrow eyes, I saw them as they were: tiny and vulnerable. [...] But then there was this, the rising and sinking in them during the day, the vortex of shouting and fighting and bullying, play and enthusiasm that they entered and that resulted in me no longer seeing them as small persons, but just as the flowing through them." (Knausgård, 2011, part 4, p. 432, my translation.) In the paper I shall read and compare two different theoretical conceptualizations of this, "the rising and sinking" and "the flowing through them", in school and school classes: 1) Crowd psychology from early 1900 described and analyzed the gathering of large quantities of people, discussing among other subjects whether the individual can be attributed responsibility for his own acts if these acts had taken place under the influence of crowd suggestion. May be concepts like suggestion from this early crowd psychology (e.g. Le Bon 1895) or recent readings of this (Borch 2012, Stäheli 2011) can be used to conceptualize social dynamics in school classes and school yards. 2) Within systems theory the concept of autopoesis is used to show that the agency can come from and through the very connection of operations (Luhmann 2009) and thereby avoids the presupposition of the subject as the agent. May be events that in everyday language is described as repetitions, trouble or ganging up can be conceptualized as autopoietic systems. The paper is exploratory and other ideas for conceptualizations are very welcome.
24 SES 05, Paper

24. School Development
Perspectives on different actors being involved in school development
Chair: Ann-Christine Wennergren, Halmstad University
Location: A1 338

2818 - Internal Capacities for School Development - principals’ and teachers’ views in three Swedish schools
Conny Björkman, Mid Sweden University

This study is a part of the Swedish research and development project “The best regional school system in the world, 2013-2015”. Focus is on the internal development capacities; collaboration forms, staff development and leadership, that in previous research are found to be important for principals and teachers, as a collective, within a certain school context, if they are to perform well, in order to create readiness for development, as well as to handle the development process. The aim of this study is to capture and compare the principals’ and four teachers’ views of the internal development capacities in their schools (1 K-5, 1 K-9 and 1 Upper secondary school). Data has been collected through individual, open interviews, during the first half of the project time. The research questions were: How is your school managed? How do you collaborate in your school? How do you work with staff development in your school? The principal’s and teacher’s views of the internal development capacities, are used as the unit for analysis to capture different modalities in order to understand, compare and communicate what is decided (the school structure), and the realization of the decisions (the school culture). Views are here understood as overlapping principles for how we interpret and evaluate the world. The principal’s and the teacher’s views are analysed in the same model, developed for analysis, using the theoretical concepts of structure and culture, referring to the work of the British educational sociologist Basil Bernstein. Structure refers to the division of labour in a school. That is the power to decide about the internal capacities, and where it is positioned and exercised in the school. The culture refers in this case to the distribution of work in a school. That is the modes of control, about the internal capacities and at what position in the school system. The results from this study will be presented in Gothenburg 2015. The same study will be repeated again at the end of the project time.

2786 - When Greed for Numbers Hits the Ground: A Critical Reflection on Educational Commodification in School Development
Sarah Grams, Birthe Lund, Aalborg University

Denmark's educational policy is increasingly affected by the influence of a political orientation towards measurement, comparison and accountability. Political ideas are shifting from a focus on equality towards one of excellence and selection and during the last decade, we see this development manifesting within the practice of our schools. Especially in the Nordic countries, these new expectations towards international competition represent a challenge in regard to the prevailing educational tradition which used to build on democratic values; being deeply rooted within the ‘Bildung’ tradition (Møller, 2009; Ottesen et al, 2013). It seems, however that the globally initiated commodification of education has not stopped at political levels. While international comparative measurements such as PISA, TIMSS and PIRLS have already become a part of educational policy and thereby an accepted way to assess the success of our school systems, we can see the development taking new forms in Denmark’s communes. We see now, that even the very proceedings and interactions in our classrooms and kindergartens – down to the level of the individual child – are measured and compared, leaving participants at the mercy of significant actors and their self-selected standards and criteria of evaluation. Based on relevant literature, local reports and our own empirical findings, we look at possible outcomes of this development. What are the implications for school development and classroom interaction, when numbers are considered the only valid form of feedback? We will examine research activities that claim to produce knowledge and evidence about what works. Furthermore, we aim to critically analyse whether or not it can be considered valid to assume that we are doing justice to the complex process of education when we follow the measurement-movement our system is moving towards. Our findings demand a more responsible handling of schools’ specificity and acknowledgement of differences in organisational culture. While evaluation and feedback can hold a valuable potential for school development, we highlight the necessity to recognize that numbers and statistics may not account for all influencing factors that constitute the multifaceted processes of learning and teaching.

2267 - Research Circle - Constructing a space for elaborating on being a teacher leader in preschools
Karin Rönnerman, Anette Olin, University of Gothenburg

Study circles (and later research circles) are grounded in the tradition of folk enlightenment (folkbildning), and have been used since the beginning of the 20th century to encourage people in workplaces to become ‘educated’ and active citizens. The basic idea of the study circles was to gather participants and, under the guidance of a knowledgeable person and in democratic ways, to learn about a specific subject. This paper we will present how research circles were organised with the purpose of discussing and sharing knowledge of leading quality work in preschools. We explore the educational leadership that is undertaken by these teachers raising the following research questions: What factors enable and constrain the setup of the research circles? How do the teachers experience the research circle as a space for sharing knowledge? How do the practice architectures contribute to the development of different kinds of knowledge? Groups of early childhood teachers (total 20) met in two research circles including a researcher, with the purpose of discussing issues related to the role of an educational leader, and of sharing knowledge. Each group met five times during four hours over a year. Data was collected from each meeting through written papers and reflections connected to the theme being explored at each gathering. The analyses draws on the
theory of practice architectures to examine the social nature of the language, the activities and the relationships of leading, and the particular conditions or practice architectures which enable or constrain taking part in a research circle. The two research circles were initially constructed in the same way in the planning phase, and similar outcomes were expected from them. The analyses showed however that the social production of knowledge evolved differently in the two circles. It is apparent that the impact of the practice architectures is significant for what can happen within different practices. Furthermore the results show the importance of considering the research circle as a space for sharing knowledge, demonstrating that the participants were able to gain and develop knowledge as well as construct new understandings together with the researcher in an intersubjective space.

2399 - A professional Learning Community of Teachers and Students
Ann-Christine Wennergren, Halmstad University

Topic, aim and framework A professional learning community (PLC) is characterised by teachers sharing and critically reviewing their practices in an on-going collaborative, inclusive and learning-orientated way. Students represent the majority of a school organisation although they are rarely considered as participants in the PLC. The aim of our study was to explore an extended version of a PLC with a focus on participation of teachers and students working together in the classroom. The social theory of Wenger was used as a framework of the study. We have also made an explicit connection between PLC and the classroom as a community of practice (CoP). According to Wenger learning occurs as a function of legitimate participation in the negotiation of the work. Methodology/research design The qualitative design was based on interviews with eleven teachers at a compulsory school working within a school wide project of professional learning. Teachers selected for the interviews had earlier in the project showed a close collaboration with students during their improvement work in the classroom. Three themes constituting the legitimate participation in the negotiation were used as an analytical tool: shared repertoire, mutual engagement and joint enterprise. Findings A shared repertoire was in the interviews expressed in terms of how teachers introduced and developed different tools for learning. The use of temporary and permanent tools seemed to change customary teaching into positive learning experiences. A mutual engagement was expressed in terms of how to establish relations and an atmosphere as well as respect for learning among students. A joint enterprise was expressed in terms of how students’ associations and experiences were used to illuminate the content knowledge in planning for learning. Collaboration between teacher and students were initially dependent on the teacher inviting the students to participate. However, gradually transferring invitations into negotiations shaped a community of teachers together with students. Conclusion We conclude that the CoP is a useful theory for describing and explaining the level of participation and engagement in a PLC for teachers together with
25 SES 05, Paper

25. Guidance/Counseling
Chair: Eva Bjerkholdt
Location: B1 133

2449 - Student teacher mentoring - interplay with the learning culture in schools
Ragnhildur Bjarnadóttir, University of Iceland

The practicum program at the University of Iceland has been revised and is now based on the ideas of school-university partnerships. School based mentor teachers still have the important role of guiding the student teachers' professional learning in their practicum, but the context of mentoring has changed. A contact person in each "partnership-school" is in charge of the student teachers' practicum - usually the principal or vice principal. The student teachers are now expected to participate in other school activities as well as class teaching, and the school community has gained increased responsibility in this learning and mentoring process. This is based on the understanding that professional development is cultural as well as an individual process, that the learning/teaching culture in the school provides the cultural context for the student teachers' learning and, furthermore, that the broader mentoring role will enhance school development. Knowledge about this interplay between school culture and professional learning is very limited. The aim of my study is to shed light on the cultural aspect of teacher learning by exploring how contact persons in the partnership schools understand the link between the school culture and mentoring. My intention is to seek understanding of shared views and also different "types" of views. The results presented in the paper are based on interviews with three contact persons (school administrators) in partnership schools, who have been especially active cooperators. All three described cultural belief systems in their schools that seemed to interact with their ideas about the role of the school in teacher education and mentoring. However, their descriptions/views were very different, and therefore three types of understanding were identified. The shared and the different views will be described and discussed. The differences indicate that the role of school cultures in teacher learning should be discussed and made more visible, and also open questions about the role partnership-schools play in determining this interplay.

2636 - Students and Mentor Teachers perspectives on the quality of mentoring during practical training
Cato R.P. Bjørndal, University of Tromsø

The project’s overall purpose is to study students and supervisors’ perspectives on the quality of mentoring, respectively within a Norwegian Teacher Education program and a Norwegian Kindergarten Education program. Nordic research on perceptions of mentoring-quality in this context is relatively limited. In particular, it is relevant to compare students and supervisors’ perceptions of quality. Differences and similarities in perspective might be assumed to be of great importance for the working alliance (Bordin, 1983) between mentor teachers and students, and this will therefore represent central insight for teacher mentors, educators of teacher mentors and others who have influence on mentoring during practical training. The study is based on a total of 13 focus group interviews. This paper is limited to teacher education (primary and lower secondary education). Six focus group interviews were conducted in this context, each involving 4-18 participants during 2014 (Three groups of students and three groups of mentor teachers. The interviews were very open in character - the participants were invited to express and discuss their experiences with and views on the quality of mentoring. The material will be transcribed by the end of 2014 and will be analyzed before March 2015, according to recent descriptions of Grounded Theory (Charmaz 2006). The main findings will be presented at the NERA congress in Gothenburg 2014.

2461 - Guidance at the educational marketplace
Christian Lystbaek, Aarhus University

Theoretical and methodological framework: Guidance has moved from the margins to the center in educational policies and institutions. As educational systems have expanded and, further, have been restructured with the expansion of choice opportunities since the 1980s, guidance has become prioritized as a form of counseling or coaching, which can support students. Thus, guidance has become an important ‘agent’ on the educational “market”, assisting (potential) students into and around the ‘marketplace’. Consequently, guidance is also an important ‘agent’ for educational institutions that increasingly use marketing strategies to promote themselves on the market to attract and hold on to their “customers” in order for the institutions to increase their ‘market value’, “sales” and “turnover”. Thus, the expansion of guidance is nurtured by the expansion of the logic of marketization and consumerism. Drawing on Foucauldian perspectives in educational research, which highlight the expansion of powerful institution of power in terms of choice opportunities and “self-development practices” in educational systems, the paper discuss how the relationship between guidance and consumerism can be conceptualized in order to evaluate (and critically discuss) the consequences of the expansion of consumerism through guidance.

Conclusions/findings: The paper presents a conceptual framework for the relationship between guidance and consumerism, which can be applied in evaluating (and critically discussing) the consequences of this development for students, institutions and professionals.

Relevance to Nordic educational research: The paper is relevant for the growing field of Nordic educational research into the guidance and counseling.
01 SES 06, Paper

1. Adult learning – at work, in education and everyday life
Chair: Caroline Runesdotter, University of Gothenburg
Location: B1 113

2767 - A place for space – Change in content and design of pedagogical discussions in professional Higher Education
Carina Kiukas, Ellinor Silius-Ahonen, Arcada University of Applied Science

The aim of this paper is to follow up a project of pedagogical development and investigate how it has had an impact on sayings, doings and relations at our professional university. In doing so, we highlight the underpinning of a pedagogical movement where education reclaims its value in society. A rationale of practice philosophy from different stands is outlined (Carr & Kemmis 1986, Kemmis et al. 2013, Green 2009, Schwab 1978, Schatski 2005, Wenger 1998) and related to a reasoned pedagogy when making & talking higher professional education. From the perspective of pedagogy of place (Lévi-Liev 1997) an educational organizations carries this characteristic in an even broader sense. A vision of a university as a community of practice (Wenger 1998, 2007) is drawn from the idea of what is yet to come and here to be imagined. The creation of such a community, never to be entirely fulfilled, is guided by potential in the provision of communicative spaces (sites, platforms) but also the potential of individuals and groups. The collected material for analyzes is research dairies, recorded observations of the occasions where teachers and co-workers meet to discuss pedagogical topics, recorded discussions from working groups planning the occasions as well as evaluation discussions from de participants in the discussion platforms researched. The material has been collected for a period of three years. A narrative approach is chosen for investigating the experience and understandings from the discussions with colleges. Through narrative qualitative analyzes methods we seek themes, patterns and narrative structures in the collected material. The results describe how to design platforms for dialogue between teachers, non-academic personnel and students framed and re-framed platforms for pedagogical negotiations and development; practice architectures changed over time; the imagined vision of a further development of platforms for pedagogical negotiation and dialogue can re-conceptualize the development work. In a current discussion on Education, the ecological view of practices is conducted at least in projects at Åbo Akademi and Jyväskylä University. This present interest actualizes a Nordic perspective of school and University.

2910 - Basic skills and participation in lifelong learning among low-educated adults. A comparison between Denmark, Finland, Norway, Sweden
Tarja Tikkanen, University College Stord/Haugesund, Heikki Silvennoinen, University of Turku, Per Andersson, Linköping University, Kari Nissinen, University of Jyväskylä

This paper explores an important socio-economic issue: participation in lifelong learning among low-educated adults vis-à-vis their basic skills. Due to the lack of reliable data, relatively little is known of what role basic skills play in their participation in learning and working. OECD’s Programme for the International Assessment of Adult Competencies (PIAAC) opens historically unique opportunities for research in this area. On one hand, the PIAAC findings show that the Nordic countries (Denmark, Finland, Norway, and Sweden) stand out in two significant respects: the proportion of adults with low education is small and their rate of participation in lifelong learning is high. However, these rates vary across the Nordic countries. On the other hand, the PIAAC shows that there are significant differences in basic skills in numeracy and literacy proficiency across the Nordic counties, and between low-and higher educated adults. Three research questions will be explored: (i) To what extent are the levels of basic skills in numeracy and literacy similar and/or different between the four Nordic countries among low-educated adults? (ii) To what extent are the skills differences associated with gender, age and employment status, if any, within these countries? (iii) To what extent, if any, are the levels of basic skills related to participation in lifelong learning in the four Nordic countries? The paper is part of the research project Skills development for realizing the workforce competence reserve (2014-2017) (SkillsREAL) financed by the Norwegian Research Council. The data used in the project and the analysis presented here are from the PIAAC. The analysis is limited to low-educated adults aged 40 years and older, in Denmark, Finland, Norway and Sweden. Overall, only 28% had participated in job-related training and 46% in any type of learning. Preliminary analyses show that on average the basic skills of the low-educated were on level 2 (meanLit=251, meanNum=248) out of 5, with statistically significant differences in both skills types across the countries, and in participation in lifelong learning by levels of literacy and numeracy. Implications of the findings on the labour-market status of the low-educated will be discussed in the Nordic context.

2936 - Cooperation and Learning. About friction, the complexity of tasks, and exchange of experience in cooperation
Lisbeth Stedt, Örebro University

This paper highlights collaboration among secondary school teachers as an example of employees' possibilities to learn from each other in collaboration. The purpose is to throw light upon how employees shape conditions for cooperation, and the importance these conditions have for their possibilities to exchange experiences and influence each other’s task understanding, i.e., their possibilities to learn from each other through collaboration. The thesis' theoretical bases are action theory and constructivism. The study uses a case-study approach, and involves a combination of participant observation and interviewing techniques. The starting point was to identify factors that appeared to
assist or hinder the exchange of experience. One conclusion is that the division of labour seems to have been central to how conditions are shaped and is the basis for teachers' possibilities for experience-exchange. The combination of a common, physical context, and the friction between the teachers' actions, seems to promote experience-exchange between teachers and contribute to the possibility to learn from each other. Friction could be seen as the basis for teachers' need to achieve consensus and coordinate action, since friction is a hindrance. Consequently, friction entails both obstacles and opportunities for coordination and learning. The conditions giving rise to frictions that are overcome seem to be shaped by the way teachers divide the work. Tasks with a high degree of complexity seldom cause friction, which is avoided in these contexts through individual labour. Friction seems to occur and be overcome more frequently during cooperation on easier tasks. Teachers' attempts to collaborate on complex tasks, and simultaneously divide work individually, seem to increase the risk of insurmountable friction arising, from power-related and communication barriers.

2712 - “Making knowledge”-When discussions about goals and visions turn to an innovative environment of knowledge
Camilla Seitl, University West

Research topic/aim Topic: Work Integrated Learning. Changes are part of our everyday life, so even of working life. There are various incentives for wanting to change something at work. When it comes to public organizations, there is a social responsibility to be organized in order to respond the needs and conditions of the society. Such an awareness, can be expressed in strategic plans in order to lead the organization in a intended direction and towards predetermined goals. The challenge is then to implement this in a complex organization with many areas of expertise. This requires communication between actors, where argumentation, negotiation and meaning-making becomes important. The interaction between the actors will have a crucial role for the interpretation of the goals and concepts. Furthermore the interaction will contribute to the “production of knowledge”, therefore, the conditions for this need to be studied. The aim of the study is to describe how different concepts, related to the goals and visions, are interpreted by actors in different parts of the organization and how the knowledge and responsibility is negotiated by these actors in multiple settings. Based on this, I examine the transformation of knowledge, through discussions about the concepts. Theoretical and methodology framework The study has a socio-cultural approach to generate understanding of the interaction between different domains of knowledge. The data consist of observations of inter-professional meetings and related documents. Furthermore, data has been collected in three steps; 1) general goal documents, 2) observation of meetings, and 3) amended documents. Expected findings The discussions that take place in different settings and between different professionals highlights importance of the interaction. It illustrates that expert knowledge is important for the actors as they discuss the practical use of different concepts. The way that various professions contribute to the conversation, with specific examples and arguments, leads to meaning-making and knowledge about shared collective thinking and learning. Relevance to NERA The research highlights particular field of pedagogy, namely Adult learning-at work
03 SES 06 A, Symposium

3. Early Childhood Research

Searching for Qualities in Day Care. Exploring research methodologies
Organizer: Tona Gulpinar, Oslo and Akershus University College of Applied Sciences
Chair: Tona Gulpinar, Oslo and Akershus University College of Applied Sciences
Location: B3 315

In this symposium we will present three qualitative projects from the ongoing research project "Searching for qualities. Relations, play and learning in different group compositions in day care centers“, a research project financed by the Research Council of Norway (The Program for Practice-based Educational Research (PRAKUT)) and Oslo and Akershus University College of Applied Sciences. Our aim is to generate research-based knowledge about how different group compositions affect qualities in care, relations, play and learning for children under the age of 3 and develop tools for researching, evaluating and enhancing quality in Norwegian day care institutions. Our research methods are: Questionnaire (Staff and parents’ experiences with traditional fixed groups and flexible groups)

2810 - What kind of aesthetic processes emerge in the kindergarten and where do they appear?
Tona Gulpinar, Leif Hernes, Oslo and Akershus University College of Applied Sciences

Main objective Our main objectives are to generate research-based knowledge about aesthetic processes and aesthetic learning for children under the age of 3, connected to theatre, dance, music and visual arts as a part of the overall quality in day care centers.
Research question What kind of aesthetic processes emerge in the kindergarten and where do they appear? Methodology We will demonstrate and discuss further work concerning surveys from 1,200 kindergartens and 1,100 parents, and how these data can form the basis for examining how aesthetic learning may occur in the kindergarten. We will discuss how we can develop the methodology through the empirical data we have available. By discussing our own practice on the basis of our own artistic experiences and videos, we as practitioners of the art and researchers gain insight into areas of practice that may create change, due to the large dataset material we have available through the surveys. We will create preliminary theories, which will be confirmed or will be adjusted by further research. Analytical generalization can be linked to Grounded Theory, which is appropriate when the study attempts to explain the interactions or processes, and does not aim to test or verify an existing theory (Glaser and Strauss 1999). In this project, researchers/artists will use their personal experiences as creative and performing artists in dance and visual art in an artistic and art educational work with children. It is relevant to use the artists’ own experiences, practices, experiences and bodies as subject for investigation. (Hustvedt 2014). Calle 2013, exhibition Lillehammer kunstmuseum. Sierra 2014, exhibition Bilbao. Ono 2013, exhibition Louisiana.

2819 - Be Extended
Aneke von der Fehr, Tona Gulpinar, Oslo and Akershus University College of Applied Sciences

Be Extended - for children between 0 - 3 years How do children between 0-3 years meet sculptural objects for playing? And what happens when children interact with objects without a clear guideline? "Be Extended" aims to establish and develop artistic productions for children between 0-3 years. We want to acquire more knowledge about the production and dissemination of new art for the youngest children. The project "Be Extended" will try to create objects (1:1) that have sculptural qualities in themselves, which can be played with and to explore. The toy industry produces toys largely based on children's popular culture. The toys have already been given a function, and a clear guideline and instruction for how the child should play with the toy. We want, at NERA 2015, mainly to reflect and show some examples from the kindergarten regarding how we are working to create objects without specific operational features, which can open up for an exploratory interaction between the child and the object. The goal is to create objects that can be seen as an extension of the body, in that way they can provide new physical experiences. Reflections and observations of the physical encounters between the child and the objects ("Be extended") will form the basis for further development and design of the objects, and facilitating new and more possible encounters between the child and the object. Because the objects do not have specific guidelines for application and the child must use their whole body, the child will be able to explore and play based on a physical encounter. The project "Be Extended" want to create objects that have sculptural qualities in themselves and can be played with and challenge the child to play and explore.

2822 - “Walking along” and “sitting down” Researching small children’s daily life in day care – methodological experiences and challenges.
Hanne Fehn Dahle, Brit Eide, Kristin Wolf, Nina Winger, Oslo and Akershus University College of Applied Sciences

In a qualitative sub-project: “Quality of life, well-being and dignity for small children in day care. A question of participation, belonging and care” we study the complexity of everyday life for small children in daycare settings in Norway. With a micro-ethnographical approach we aim to contribute to research-based knowledge about daily life for the youngest children (0-3) within 7 different day care centres with different organizational models (large base-organized centers and small traditional institutions). Our main question is to what extent small children in public care may experience participation, sense of belonging, subjective well-being and dignity. Researching daily life calls for methodological competence and high ethical standards, especially when small children are involved. A central issue in our project is to develop and reflect upon research methods suitable for studying quality in day care settings. In this paper we will present some preliminary
results from our ongoing research-project and discuss how combination of different research methods may contribute to a more nuanced and complex picture of relations, activities, structures and practices within day care. In this project multiple research methods are combined (field-notes, observations, interviews with staff, focus-interviews with parents, informal dialogs with children and staff, document-analyses, photos). A central method is observations involving "guiding children", (some children guide the researchers throughout a day). Situations, routines and relations the children are involved in may thus be identified and described. Different organization models, physical surroundings and artifacts represent specific contexts for children’s participation, play and relations. By “sitting-down” /taking field-notes in different rooms and settings, we learn more about “what goes on”. Staff are invited to “walking along” –interviews about their practices, values and challenges. Photos from locations are vital material. The theoretical framework is complex and include perspectives on children’s positions, rights and “well-being” well as perspectives on institutional care, belonging and dignity. In this paper theoretical perspectives on ethnographic research methodology will be presented and discussed. A central question is: How can we with a combination of different research methods learn more about quality of life and well-being for children under the age of three?
03 SES 06 B, Paper

3. Early Childhood Research

Chair: Camilla Björklund, University of Gothenburg
Location: B3 316

1928 - Integrating maths and arts – In the minds of preschool teachers and on the preschool walls
Camilla Björklund, University of Gothenburg, Eva Ahlskog-Björkman, Åbo Akademi University

Preschool practice in Sweden and Finland has similar roots in Fröbel traditions, the idea of working towards social pedagogical aims that are conducted through project work where different knowledge and skills are integrated in settings that are familiar to the children. Contemporary perspectives influencing preschool practice emphasizes knowledge and learning to a larger extent, giving reasons to study what happens with and within the preschool practice. A survey of preschool teachers’ reasoning about integration of mathematics and arts shows that integration of knowledge areas in thematic work is complex and goals for learning not easily recognized. With this conclusion as point of departure, we selected six of the preschool teachers from the initial survey, for case studies of their integrating practice. Swedish and Finnish preschool teachers were equally represented. The aim of the case studies was to investigate in what ways mathematics and arts were integrated, according to the teachers. Data for analysis consist of interviews with the preschool teachers, and field notes and photographs of the preschools’ physical environment. The data is analysed according to sociocultural theory, emphasizing the teachers’ communication and mediation of meaning through communicative tools. We will present the preschool teachers’ reasoning about and actions for integration of mathematics and arts and how this is expressed in the preschool environment. The findings will further lead to a context analysis including national guidelines and curriculum as the base for a discussion of the conditions under which different preschool practices are conducted.

2744 - PRESCHOOL CHILDREN’S EFFORTS TO COMMUNICATE MATHEMATICAL
Marita Lundström, University West

Previous research indicates that mathematical knowledge begins during infancy and undergoes a widely-spread development before children entering schools. Informal knowledge, e.g.: numerical, arithmetic’s, spatial and geometry, patterning and measurement knowledge. Preschoolers have the capacity to learn substantial mathematics, but many of them lack opportunities to do so. Their early knowledge of mathematics even predicts their later school achievements. Preschoolers who spontaneously use and understand numbers and quantity in everyday life are better at solving mathematical problems in school. There are also indications that an early understanding of pattern and structure is important in early mathematics learning and pre-algebraic thinking. Additionally, there are researchers who argue that preschool teachers can learn strategies for integrating mathematical activities in order to create and to promote young children’s mathematical discussions. Equity is a major concern in Swedish education at all levels. Over 95 % of all 3-5 years old children are taking part in preschools. The aim of this study is to investigate if and if so, how do preschool children use mathematics in their communication with others? The questions posed are: How do children communicate mathematics? In what kind of situations occurs mathematics in the communication? And finally, what mathematical content is communicated? The theoretical perspective is sociocultural where one key point is that cognitive development can occur when learners participate in a broad range of joint activities that entails communication. The research is based on an ethnographic field study where the observations focused on children’s communication, related to mathematics, including their verbal and nonverbal communication. Thirty-one children between the ages of 3-5 years and three teachers participated. They were observed under duration of 16 months in their daily activities. Their interactions were documented with video camera, photos, drawings and field notes. A first tendency in the analysis of the empirical data shows that a supportive environment in preschools can contribute children to use mathematics in their communication. It also shows that sometimes are teachers not directed to children’s efforts to communicate mathematical and they show a lack of intent to engage in children's mathematical development.

2255 - Teaching teacher students about early literacy
Bente Vatne, Liv Gjems, Volda University College

The aim of this study is to investigate the field of language learning and early literacy in Norwegian Early Childhood Teacher Education. What do teacher educators in the subjects of Norwegian language and Pedagogy say that they emphasise when teaching teacher students in the field of early literacy? Teachers in preschools are important to the quality of Early Childhood Education, and the quality of the early childhood stage is decisive for children’s learning in general, and early literacy in particular (Rokos & Neuman, 2005; Smith & Dickinson, 1994). To scaffold children’s early literacy, ECE teachers must have a substantial knowledge base that includes an understanding of children’s language learning and the knowledge, skills and dispositions necessary to shape learning experiences that engage children and support their use of language (Dickinson & Caswell, 2007; Siraj-Blatchford & Manni, 2008). While there is ample evidence of the importance of early years for children’s later development, there is little knowledge about what ECE teacher students learn about this field, and there is little empirical research focused on teacher educators themselves both national and international (Korthagen, 2000). The teacher educators are important models for prospective teachers and lay foundation for how they learn to teach (Hammerness et al., 2005). As models they especially represent values and beliefs about how and what to teach. ECE teachers appropriate through education some conceptions that may be crucial to their perceptions of children’s early literacy learning and to decisions of how to act. This study is based on individual qualitative interviews, using an interview guide, to teachers both in Pedagogy and in Norwegian in Norwegian Early Childhood Teacher Education. The preliminary findings indicate that early literacy is a subject field the student teachers learn about in the
subject of Norwegian. The teacher educators in Norwegian conceive of early literacy as of great importance to children. The teacher educators in the field of Pedagogy conceive of early literacy of some importance, however not as important as children’s participation and play. Language is seen as part of play, but then mainly as communication and not as language.

2605 - Educational Language Practices in Norwegian Kindergartens
Joakim Evensen Hansen, Marit Alvestad, University of Stavanger

In this paper focus is on quality in kindergarten, where quality aspects related to the staffs’ educational work with language in infants/toddler groups (1-3 years) are studied. The overall intention is to study aspects of the kindergartens educational practices in four selected kindergartens based on results from the «Infant/Toddler Environment Rating Scale» (ITERS-R) scores. The research question is: What are the hallmarks of language practices in kindergartens distinguished by high quality? More particular we will study the kindergartens work on policy documents and plans at different levels, as well as the staffs’ use of language stimulation and material for language mapping. This is a qualitative study that constitutes a part of a doctoral thesis. It is a part of the national “Better Provision for Norway’s Children in Early Childhood Education and Care Project” (www.goban.no). The study presented here is a part based on document analyses and interviews. Actual policy documents will be analysed focusing on language and the work on language in kindergarten context. The qualitative interviews will be carried out with leaders as well as the remaining staff at the departments. Theoretically the study is deeply rooted in sociocultural perspectives and also curriculum theory. The study aims to contribute with new research based knowledge about language educational practices in Norwegian kindergartens.
04 SES 06, Paper

4. Classroom Research
Chair: Anne Mette Bjørø, Lillehammer University College
Location: B1 114

2957 - CHAT and Resilience – a measure against Upper Secondary School Drop-Out?
Anne-Mette Bjørø, UiT The Arctic University of Norway

High-school drop-out has been an agenda in Norway since the early 1990s. However, the nature of how it is debated in the media (see for instance Sjøberg in Aftenposten Aug 31, 2014) has changed over years due to the very high numbers of drop-outs today (Markussen m. fl., 2012). The number of pupils who drop-out from Upper Secondary School in Norway is alarming. In the northernmost county only 50 % of youth finish Upper Secondary School (ibid.). This has serious consequences both on personal level and on society in general, as many of the drop-outs will end up on social welfare and disconnected from the local communities. An important part of the debate about drop-out from Upper Secondary School is the measures that are initiated in order to reduce the number of pupils who quit their education (Lie m. fl., 2009). CHAT and personal resilience (Edwards and Edwards and Apostolov) may be practiced in order to be able to continue school, and if used in a collaborative manner may be an important measure against drop-out from Upper Secondary School. This paper presentation will give an insight into possible reasons for- and measures against drop-out, as well as personal consequences for the pupils who quit school. It will also focus on how schools may make use of the practice of CHAT and personal resilience in order to work with pupils who are in danger of dropping-out, in order to help them continue and complete Upper secondary School.

2538 - “The worst is long days, and doing boring stuff”
Ditte Dalum Christoffersen, UCSJ

This paper will take its point of departure in an empirical case that illustrates how two students both are affected by boredom but in very different ways. The setting is the 7th grade of a Danish public school. My empirical material consists of interview transcripts and observation notes on the students' everyday life during both lessons and recess in school. It is collected during my Ph.D. period from 2010 – 2013 among 46 students. I will examine how intra-active forces seem to shape the everyday school life of students, and how they become relevant to the production of the phenomenon; boredom. I will do that, through a post-structuralist inspired framework by Dorte Marie Sandergaard, Bronwyn Davies, Gilles Deleuze - together with Karen Barads and her agential realistic framework. I am interested in the power and impact of intra-active forces in order to broaden our understanding of how they work in the everyday classroom situation, creating the coherent conditions for what it is possible to do, think, become and be recognized as, in the framework of an analysis of boredom. I will elaborate on, how these forces affects the students and how they have different influence on particular students, in different situations, and how it becomes impotent for their production of matter. Therefore, I will, in this paper, present two different students, and their different ways of ‘becoming’ a student.
6. Educational Leadership Network

School Superintendents in the political and administrative crossfire

Organizer: Lejf Moos, Aarhus University

Chair: Lejf Moos, Aarhus University

Location: AK2 137

The focus of this symposium is educational governance at the local school district level seen in a cross-cultural perspective, which is based on national survey studies of school superintendents, local school boards and school leaders in the Nordic countries, Denmark, Finland, Norway and Sweden. The overarching research question that has guided our studies is: How are trans-national influences and national policies transformed into local policy cultures when they meet the municipal school superintendent?

1718 - Introduction: Trans-national influences and Scandinavian isomorphs

Lejf Moos, Aarhus University

The focus of this symposium is educational governance at the local school district level seen in a cross-cultural perspective, which is based on national survey studies of school superintendents, local school boards and school leaders in the Nordic countries, Denmark, Finland, Norway and Sweden. The overarching research question that has guided our studies is: How are trans-national influences and national policies transformed into local policy cultures when they meet the municipal school superintendent? In all the Nordic countries, the municipalities are equivalent with the school district level. But the point is that school districts play a similar role as the interface between state policies and the schools. Therefor it is interesting to look into the school superintendents’ qualities and relations as seen from their own perspective and from the perspectives of the school board and form he school leaders. We briefly introduce our perspectives on the trans-national influences, as they can be seen in the case of the OECD. This serves as a basis for discussing the need for looking into local conditions for educational governance that meet the trans-national influences. We argue that policy borrowing should be based on robust and thorough knowledge of the context of the policy provider and also of the policy borrower. The content of the thematic chapters are drafted in the following abstracts. We have produces country reports from all four sites and thematic papers, covering the below themes. The interest of the contributions are investigations of similarities and differences among Nordic schooling sys-tems in Sweden, Norway, Finland, and Denmark. In recent years there has been a number of factors that draw the Nordic – and indeed the western - schooling systems in the same directions such as peer pres-sures across borders via the EU, the OECD (PISA, TIMMS etc.), reports. The empirical basis of the chapter would be the country reports of the countries, and the theoretical approach is guided by neo-institutional thinking and concepts like the works of Scott, Meyer, Rowan, March and Ravik.

1719 - Topical changes in the operational environments

Mika Risku, Juvaskyla

The purpose of this thematic chapter is to examine the changes taking place in the operational environ-ments of the Nordic school districts. The examination has its foundation in contingency theory according to which there is no one right way to arrange organisations and that the arrangements are dependent on the operational environments. The chapter aims at highlighting briefly the similarities and differences of the changes taking place in the various Nordic countries.

1720 - Political cultures

Lejf Moos, Jan Merok Paulsen, Aarhus University

This thematic chapter could be analyzing both similarities and differences in the political cultures in the participating Nordic countries. It has been demonstrated (in Seashore Louis and van Velzen 2012) that a country’s specific political culture has great impact on the way the country’s schooling system is organized. The differences between the countries’ schooling systems could be investigating through the lenses of how much different political cultures influence the systems’ organization and draw the national schooling sys-tem in different direction. However internationally there has been a tendency to view the Nordic coun-tries’ schooling systems as very similar (fx in the ISSPP), and of course there are also similarities because there in addition to the differences also are similarities. The hypothesis is that parts of both the similarities and the differences are due to both the specific differences in the political cultures and the common Scandinavain model. This approach could be the lenses through which the topic could be analyzed.

1722 - Democracy, superintendent as and between politicians and professionals/civil servants

Olof Johannson, Umeå University

In this chapter we shall analyze and discuss the changes in roles and power-relations of superintendents. A traditional dominant discourse, which had roots deep down in profession’s identities, was that civil serv-ants served democracy, the guardians of democracy. They were seen as neutral actors in ideal, public sec-tor bureaucracies. Transitions in educational governance (with inspirations from OECD 1995, making ad-ministrations/governance more subdivided and private-company-like) have influenced relations between elected politicians and
professionals at all levels. It seems that at institutional level the professionals were made more operational and at municipal level they were made more general, generic managers. Local politicians are made more strategically and less institutional/subject specific.
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...What are the obstacles? The point of departure in this roundtable is the hindrances that some 400 principals taking part in the National Head Teacher Training Programme at Umeå University have mentioned. One argument from the principals is that the issue is not prioritized today. Has gender equality both as a topic and a policy problem become obsolete today? Could the fact that Sweden introduced a Discrimination Act in 2008, where gender is only one of several other discrimination grounds, explain why the focus in scho

...The focus of this paper is on educational leadership development, by exploring an educational design aimed at enhancing educational leaders' competences in recognizing and realising children's rights in schools. The aim is to outline and problematize if and how a PhD-study can be conducted within the framework of Educational Design Research (EDR) (McKenney & Reeves, 2012). Hence, this paper brings in an alternative perspective on educational leadership development. Firstly, experiences and needs of the educational leaders participating in the study are voiced directly through the educational design. Secondly, key stakeholders are involved directly in the development of the educational design. Finally, an evaluation of the process and its potential impact is conducted by the researchers in dialogue with the stakeholders. This is in line with principles of EDR, where researchers and practitioners work together in constructing new knowledge. This type of design study seems thematically relevant for the conference, representing a bottom-up approach to educational leadership development. EDR as the theoretical framework for this paper is aiming to increase the relevance of educational research by contributing to theoretical understanding through the process of developing and exploring solutions to problems arising from educational practice settings. The purpose of EDR is to explore and evaluate the ability of particular interventions to improve educational practice, in this case an educational design within a PhD-study. Through extensive literature review EDR is found to be a promising and applicable approach for a PhD study, facilitating a focus on developing both theoretical insights and practical solutions to educational leadership development. In the presentation design examples will be presented as a basis for discussion with the audience. This paper will contribute to the understanding of educational leadership development within the Nordic research community by providing insights into how a study in Norway can be conducted through the framework of EDR.
Benchlearning for swedish and norwegian principals
Lillemor Rehnberg, Uppsala university

Benchlearning for swedish and norwegian principals An abstract describing the entire Roundtable. We would like to present a benchlearning project for principals in Sweden and Norway initiated by Skolverket in Sweden and Utdanningsdirektorat in Norway. The aim for our presentation is to get some feedback about the way we have worked in order to be able to develop future benchlearning activities between different countries. Or even try to develop a model. We also wish to involve our participants in a discussion about fruitful topics in the future. During the last year we have met 3 days in Sweden and 3 days in Norway. The frame has been the two OECD-reports Innovative Learning Environments and Leadership for the 21st Century (2013). Day two has been a day when different groups have visited different schools, the participants have been working in mixed groups searching for features of Innovative Learning Environments and Leadership. Day one and three has been days of preparing and summing up the experiences they have made. In the period between the two meetings they have been focused on searching for some of those features in their own school. They have also finished a report from the visit they made together with the group. We have followed a model that has been strongly marked by action-learning and collaboration. Every participant has been connected on Google Drive, and both during and between the meetings all the work has been transparent with the help of documents posted on Google Drive. There is a desire that the benchlearning will come to involve not only the participating principals, but also the staffmembers at the Centers for Educational Management at the different universities as well as at Utdanningsdirektoratet in Norway and Skolverket in Sweden. The last meeting in the first benchlearning between Sweden and Norway ended March 5th 2014!
6. Educational Leadership Network
Location: AK2 138

2943 - Hva er nordnorske skoleeiare stolte av, hva vil de hive ut, hva kjenner de for lite til og hva ønsker de å starte opp med?
Nils Gjermund Næss, Nils Ole Nilsen, University of Nordland


2224 - Reasons for not working with gender equality in Swedish Schools
Kerstin Kolam, Umeå University

Swedish schools have had the task of working with gender equality issues in relation to children and pupils since 1962. The task is stated both in the Education Act and in curricula at different levels of schooling, including pre-school. However, research and several government reports show that the developments are slow and that schools are far from gender equal. For starters boys perform less well compared to girls. Both girls and boys choose education programmes according to gender tradition, i.e., girls go for nursing whereas boys choose construction. In addition, inequality is shown in textbooks, for example in history books where the focus is on wars and men, leaving women invisible, and finally at kindergarten in the selection of toys. How is it that schools have not achieved more in the past 60 years? What are the obstacles? The point of departure in this roundtable is the hindrances that some 400 principals taking part in the National Head Teacher Training Programme at Umeå University have mentioned. One argument from the principals is that the issue is not prioritized today. Has gender equality both as a topic and a policy problem become obsolete today? Could the fact that Sweden introduced a Discrimination Act in 2008, where gender is only one of several other discrimination grounds, explain why the focus in schools seems to have changed?

2747 - Approaching educational leadership development through Educational Design Research (EDR)
Line L. Jenssen, Buskerud and Vestfold University College

The focus of this paper is on educational leadership development, by exploring an educational design aimed at enhancing educational leaders’ competences in recognizing and realising children’s rights in schools. The aim is to outline and problematize if and how a PhD-study can be conducted within the framework of Educational Design Research (EDR) (McKenney & Reeves, 2012). Hence, this paper brings in an alternative perspective on educational leadership development. Firstly, experiences and needs of the educational leaders participating in the study are voiced directly through the educational design. Secondly, key stakeholders are involved directly in the development of the educational design. Finally, an evaluation of the process and its potential impact is conducted by the researchers in dialogue with the stakeholders. This is in line with principles of EDR, where researchers and practitioners work together in constructing new knowledge. This type of design study seems thematically relevant for the conference, representing a bottom-up approach to educational leadership development. EDR as the theoretical framework for this paper is aiming to increase the relevance of educational research by contributing to theoretical understanding through the process of developing and exploring solutions to problems arising from educational practice settings. The purpose of EDR is to explore and evaluate the ability of particular interventions to improve educational practice, in this case an educational design within a PhD-study. Through extensive literature review EDR is found to be a promising and applicable approach for a PhD study, facilitating a focus on developing both theoretical insights and practical solutions to educational leadership development. In the presentation design examples will be presented as a basis for discussion with the audience. This paper will contribute to the understanding of educational leadership development within the Nordic research community by providing insights into how a study in Norway can be conducted through the framework of EDR.
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07 SES 06, Paper

7. Value Issues and Social Relations in Education
Chair: Jan Gran纳斯, University of Gåve
Location: AK2 134

2862 - To be a good eater - the governmentality of children’s health
Caroline Ljungberg, Jutta Balldin, Malmö University

The aim of the presentation/paper is to problematize the construction of the healthy child, using the theoretical frame of governmentality (Foucault 1991). Discussions regarding what and how children should eat have expanded and at the same time children have become a more important segment as active consumers. Contradictory concepts of children struggle and children are portrayed as immature “sugarlovers” as well as competent ambassadors for sustainable food choice. Children need to be educated to eat well and right, but they also have the right to experience and develop the knowledge of good eating on their own conditions. Parent’s responsibilities when it comes to children’s health are pinpointed in media and in reports from different medical and psychological experts. A central element in the discourse of children’s health is unhealthy food, eating habits and overweight (James, Kjarholt & Tingstad, 2009) and “strong families” do the right choices and they have an extended knowledge and awareness when it comes to food, nutrition and health (Green, Owen, Curtis, Smith, Ward & Fisher, 2009). The medical experts are often positioned in a white middleclass and their position is intertwined with the discourses, whereas there could be negative consequences for families who are ethnically and culturally positioned outside of a white middleclass. We aim to highlight the above ruling mentalities through different empirical materials, e.g. filmed food situations in different day-care centers, books and reports concerning children’s health, and examples from Swedish newspapers reporting about these issues.

1813 - Prospective special education teachers’ ability to identify and problematize classroom management with the support of a simulation
Marcus Samuelsson, Linköping University

Teachers’ ability to deal with troublesome students who provokes is an aspect that greatly affects the social climate and work in the classroom. Especially beginning teachers describe lack of ability to lead and organize work and manage conflicts in the classroom. The causes of newly qualified teachers’ inabilitys have been explained as deficiencies in teacher training. Pre service teachers are not well enough and long enough trained to identify and deal with pupils that interferes with teaching or students who are in conflict with each other or any adult. The actual training is teaching students to write their clinical training. Teacher education has not adequately challenged the teachers' students' beliefs about what will be required of them when they start working as a teacher. Brophy (1988) emphasized a belief in simulations as a method to train and better prepare future teachers for the role of leaders in the classroom. The presentation is the interim results of an on going study of Brophy's assumptions on simulations as an opportunity to identify and problematize classroom management. The results showed that prospective special education teachers found the content of classroom simulation as authentic in the sense that the situations described, as well as the solutions they proposed could occur in ordinary classrooms. But their reasoning was also revealed that they sometimes had difficulty recognizing themselves in the options that the simulation was offered. The simulation limited representation regarding the scenarios, action, and choice of leadership practices were perceived on the one hand as a reduced and sometimes difficult to identify. On the other hand, the argument that the contents had enough variety to stimulate and challenge students to reason and consider both the content and the choices they were forced to do. The prospective special education teachers showed different abilities to identify qualities and perspectives in the simulation. Various perspectives, pupil as well as teacher perspective, individual as well as group perspective, based for instance, special educational considerations expressed this.

Presentation language: Swedish.

1930 - Sloyd teachers’ perception of and strategies for dealing with unmotivated and unruly students
Marcus Samuelsson, Linköping University

Sloyd is one of the most popular school subjects in Swedish primary schools according to students. This does not mean that all students find comfort during sloyd lessons. The teaching of sloyd requires that students must have their own ideas and a developed ability to pursue their own work under relatively free of work. As in other school subjects identifies sloyd teacher occasionally students who behave gratuitous or troublesome. When motivation or disruption is identified sloyd teacher discuss with colleagues in different social networks how they should be handled. Less often discussed how these types of behaviour affecting handicraft teaching. Since this is a didactic phenomena or problems that affect students, teachers and teaching caught it my interest. With the motive to describe and understand the phenomenon was asked handicraft teachers about their experience and their perception of unwarranted and unruly students in woodworking as well as how they handled the students behaved gratuitous or troublesome. Responses from the survey are presented in the form of a categorization. The first part describes the manifested itself as the students were engaged in. Sloyd teachers perceived that these behaviours (a) drained them on power, (b) shifted the focus of teaching and (c) took time. The second part of the presentation describes the responses from the survey of unruly students behave. Sloyd teachers perceived in a similar way to those behaviours (a) a power struggle, (b) shifted the focus of teaching and (c) took time. The third part of the presentation describes the strategies that sloyd teachers used to manage unmotivated and unruly students. Sloyd teachers' responses can be understood as the use of (a) obstruction, (b) stopping and (c) repatriation strategies for dealing with unmotivated and unruly students in woodworking.

Presentation language: Swedish.
8. Gender and Education

Chair: Ylva Odenbring, University of Gothenburg
Location: AK2 135

2918 - Gender differences in school achievement
Ann Margareth Aasen, Hedmark University College

Most studies show that, on average, girls do better in school than boys. Girls get higher grades and complete high school at a higher rate compared to boys (Legewie & DiPrete, 2012; Skelton, 2006). Some see the gender gap as largely biological in origin and others as a social construction (Mühlheisen, Lorentzen, & Bondевik, 2006). Several studies have explained the gender gap by social class, ethnicity, family structure and intelligence (Coleman, 1995; Hallinan, 1988). But current research finds that factors in the school environment such as social behaviour, motivation, effort, relationships between teachers and students influence differences in grades (Hattie, 2009; Legewie & DiPrete, 2012; Lekholm & Cliffordson, 2009). This results indicate that qualities of the school context can compensate for students’ different background variables (Legewie & DiPrete, 2012). I would like to present results from a Norwegian study including 4317 students from 5.-10. grade. The first aim for the study is to investigate how gender influences differences in school achievement. The second aim is to examine if there are differences in which way student characteristics, such as attitude to school, feedback, relationships to the teacher, motivation and social competence, explaining academic performance for girls and boys. Some of the student characteristics are evaluated by the students and some by their teachers. The results from the regression analysis shows, that it is other factors than gender who explain the differences in students school achievement. Most of the variance is explained by the teacher-responded factors, such as social behaviour and motivation/attitude to school.

2903 - Gender in special education
Gro Løken, Hedmark University College

My project is part of a large research project in Norway between Hedmark University College and Volda University College about special education, the SPEED-project. The main questions for the project are what is special education about and what is its function. The project also looks at what categories of pupils are recruited into special education, and which categories are not. We look at how special education is organized, and what the relation between special and general education is, and also the outcomes of special education compared to general teaching. Measurements have been taken at two different times (2013 and 2014) to study the development and learning results of pupils receiving special education. Pupils receiving special education are compared with pupils not receiving special education on the aspect of progress in both academic and social learning outcomes. We have also been observing the teaching of students with the purpose of obtaining knowledge about goals, content, work methods and organization in special education and general education. I have a PhD in this project and my research topic is special education and gender. I want to look at differences between boys and girls in special education, when it comes to academic and social learning outcomes, and also differences compared to pupils in general education. I think this also has great relevance to Nordic educational research, because it seems like other Nordic countries have the same development, that boys are overrepresented in special education.

2258 - Taciturn, indifferent and rural – constitutions of male students in northern rural Sweden
Eva Reimers, Linköping University

The subject of this paper is representations of “failing boys” and “failing schools” in public media. Point of departure is the presumption that normalizations of dominant discourses on education in large take place by reiterations in public media, and that television therefore is a fruitful arena for studies of taken-for-granted and contested values and norms, and the means by which possibilities and limitations for agency and power in the field if education are constituted (Fiske, 1996; Franklin, 2004). The argument of the paper is that the forms of public representations that are presented are discursive resources for teachers, students and parents in how they perceive and construct student identities, and possible life trajectories. Drawing on feminist poststructural perspectives (Coleman & Ringrose, 2013; Youdell, 2011), the paper analyzes and discusses constitutions of rural male students as problematic students attending “failing schools”. The research question concerns how the supposed general phenomenon of “failing boys” is made sense of in terms of gender and place. The empirical data consist of public discourse in the form of Swedish PBS television programs on education where the topic is “failing boys”, “low achievements” and “failing schools” (Utbildningsradion, 2011). Besides employing a feminist poststructural perspectives, the article is informed by theories of place and space (Massey, 2005; McGregor, 2004; Rose 1999). The focus is the simultaneous and mutual constitutions of gender, place, and possibilities for school achievement. The analysis evinces that differing from programs that address “failing schools” and “failing students” in urban areas, the analyzed reports constitute rural masculinity as decisive in making sense of low achievements. Although I have found that place is significant also in reports from urban areas, place are there predominantly constituted together with ethnicity rather than gender. This evinces a specific intersection of gender and the rural.
Our study is aimed at investigating practices and resistances towards gender equality in teacher education at the University of Iceland. The first part of the study focused on teacher educators, but here the focus is on student teachers. How well do student teachers claim to know basic gender related concepts? Is there a difference in the self-reported knowledge between first-year and more advanced student teachers? Do students claim to have learned about gender issues in their studies? How interested are they in learning more about gender and equality, and what is most important? Do student teachers see gender as a binary, essentialist concept or as socially constructed?

The data was collected by a questionnaire given to students that attended core classes in their first year at the School of Education (N=138) and to more advanced students (N=116) in 2013. The findings show that student teachers claim to have good knowledge of some concepts but much less of others including the gender concept. The difference between the knowledge of the first year and the more advanced students is generally non-significant. Student teachers report to have received little education and want to get more on gender equality, over 50% mention sexual-violence, gender-stereotypes and gender and other difference dimensions. Gender inclusion is being called after both by our national curriculum guidelines and the student teachers, in contrast to the findings of the first part of our research. The findings will be discussed in view of the limitations of the study and the changing teacher education in Iceland and in view of recent Nordic studies on gender equality in education from Finland and Sweden (Lappalainen, Odenbring and Steen-Olsen, 2013; Kreutz-Sandberg, 2013). Although these latter studies do not focus on student teachers they offer interesting theoretical and comparative possibilities. In our second NERA paper we will discuss the results of both parts of our study, and the response of our Research Center to the fact that gender inclusion is not part of the teacher education.
10. Higher Education
Chair: Susanna Niinistö-Sivuranta, Laurea University of Applied Sciences
Location: AK2 139

2499 - What is quality in higher education? Vice-chancellors' notions in times of accountability in Sweden
Anders Olofsson, Agneta Hult, Mid Sweden University

This paper is part of a research program that aims to explore and evaluate the Swedish quality evaluation system with respect to how it operates in governing higher education. Both internationally and in Sweden, quality has been the word of honor when discussing and evaluating higher education. However, what quality implies varies among different evaluation systems and purposes of evaluations (Dahler-Larsen 2008). Drawing on this, it is interesting to explore what the front representatives of universities and university colleges emphasize as quality in higher education. The aim of this paper is to map out and analyze all Swedish vice-chancellors’ notions on quality in higher education (HE). What different notions on quality in HE do they express? What are the means to accomplish this quality, according to the vice-chancellors? Evaluative activities are understood as closely linked to the governing of education (Ozga et al. 2011) and as part of education policy transfer through international organizations and networks like the OECD and the EU and ENQA (Grek et al. 2009; Dale & Robertson 2009). In-depth interviews with more than 90% of all vice-chancellors in Sweden have been performed and analyzed in order to highlight the main qualitative differences. Four categories of notions are identified, varying from quality being expressed by high international ranking to quality being a successful development of individual student talents. The paper will discuss the variations between and within these notions. Furthermore, the four notions will be analyzed in relation to old and new universities as well as universities and university colleges.

2549 - Vision Driven Education – an Opportunity to All?
Tarja Meristö, Laurea University of Applied Sciences

The aim of this paper is to describe, how the futures research and visionary leadership can be integrated to the education, what are the challenges from different viewpoints and finally, to show the opportunities of vision driven education. At the case level the focus is in upper secondary education, but the framework is applicable also for higher education as well as for primary school. Visionary leadership has its basis in multidisciplinary futures studies. Vision-driven education will focus on teachers’ and coaches’ attitudes towards the students during their educational path at school or university: do the teachers interpret the students through the skills and capabilities they recognize at the moment in the students or do the teachers see the education task through the potential the students in the future might have? The discussion about taboos will be discussed based on the survey results collected during the project called Together, which is a joint project between four upper secondary schools and two universities of applied sciences in 2013-2014. The findings are as follows. First, the future orientation is not a normal part of the education, rather it is an exception. Second, the dreams of the students could be a good source for better coaching, which can drive the education towards the future and which will help teachers, coaches and students to form a shared vision. Third, the close cooperation with the working life will open the windows to the future and give some guidelines for the skills and competences needed in the future. Fourth, some fixed structures as well as taboos concerning the teachers role and position not only in the classroom but also during the education path will narrow and shorten the perspective to the future. This will exclude many new approaches from the everyday practices. This paper will bring some new insights to the discussion concerning Nordic education system and its capability to meet the future challenges in the field of uncertain information. Also, this paper will bring the educational life and working life closer to each other by using the vision-driven framework as a joint platform where

2960 - The Purpose and Value of Higher Education: Examining the "Non-economic" Benefits for Completing a College Degree
Roy Y. Chan, Boston College

Over the last half-century, new pressures have challenged the traditional purpose and value of higher education. Notably, society expects that degree-granting institutions will ensure that college students develop discipline-specific competences (e.g., knowledge, attribute, responsibility, skill) as well as general skills (e.g., communication, written, oral, tolerance, compassion) and dispositions (e.g., attitudes, beliefs, curiosity) at the completion of a college degree. Current research suggests that higher education is not just about discipline specific knowledge or applied skills; instead, dispositions and generic skills that enable graduates to be effective citizens are also valued outcomes for students completing a college degree in the 21st century. Utilizing Critical Interpretive Synthesis (CIS), this paper reviews and synthesizes the purpose and value of higher education from the perspective of (a) higher education institutions and (b) undergraduate students. More specifically, this paper aims to address two research questions: (1) What are the differences between students’ and institutional aims, expectations, goals, outcomes, and purposes with regards to general skills and dispositional outcomes of a bachelor’s degree? (2) Is there a consensus as to what the goals of a bachelor’s degree are in terms of general skills or core competencies? To answer such questions, a comprehensive search of the literature identified and selected approximately 30 peer-reviewed articles, twenty-five books, five magazines/newspaper articles, and three policy briefs published between 2000 and 2015 relevant to this topic. Nine domains of the purposes and goals were found and while there was some agreement between institutions and students on the "non-economic" benefits of higher education, especially concerning intellectual cognitive attainment, the review was characterized by a significant misalignment. Our research findings suggest that student expectations and aims for completing an undergraduate education
tend to be very instrumental and personal, while higher education institutional goals and purposes of undergraduate education tend towards highly ideal life- and society-changing consequences. This paper calls for significant "Tuning" in higher education to define what a student should know and be able to do at the completion of a college degree in the hope of resolving potential misalignments surrounding the purpose and value of higher education in the 21st century.
12. Inclusive Education
Chair: Joanna Giota, Gothenburg University
Location: AK2 136

2505 - LGBT issues in Norwegian text books - a shared responsibility or falling between the cracks?
Bjørn Smestad, Oslo and Akershus University College of Applied Sciences

Research topic/aim: In Norway, a model for the education in LGBT issues in school is chosen in which the responsibility is distributed between several school subjects: Social studies, Natural science, Religion, philosophies of life and ethics, Norwegian and English. In this study, I have looked at how this is implemented at the text book level. All relevant text books for Norwegian primary and lower secondary school (that is, grade 1 through 10) is analysed. Of these, 246 relevant pages included references to LGBT issues. In the paper, I will discuss how the shared responsibility between school subjects work and whether heteronormativity is still an issue in Norwegian text books. Conclusion/findings: The most striking finding is that of the five subjects, Norwegian and English has the least demanding curriculum goals but still the largest number of pages devoted to LGBT issues. It is also striking that about half of the textbook pages mentioning LGBT are in the textbooks for grade 10. Heteronormativity is still an issue, but so is "homonormativity", as the B and T of LGBT are less visible than the L and the G. Relevance to Nordic educational research: The Nordic countries have chosen different models for LGBT issues education. For instance, in Finland this is the responsibility in the [helsefaget], while in Norway it is a shared responsibility. The strengths and weaknesses of the distributed model is of general interest also outside of sexuality issues.

2467 - Entrepreneurship education and special education - between intentions, ambitions and reality
Hege Merete Somby, Lillehammer University College

The Norwegian government is aiming to make education more practical and varied, and thus, they claim, more challenging and relevant in order to increase motivation for learning and reduce drop-out. In Norway, researchers report how pupils with special needs education show a poorer experience of well-being in school and a lower academic performance than their peers, they have a higher drop-out rate, and they also report a significantly lower degree of motivation than the general group of pupils. Thus, efforts made in ordinary education regarding strategies to increase the learning outcome are of special importance for pupils with special-needs education. One of these strategies is the implementation of entrepreneurship education at all levels in the Norwegian schools. The goal is to make entrepreneurship a basic skill and a competence for all. In addition to promote knowledge and skills concerning business development, the education shall have a focus on the development of personal qualities and attitudes, and the general academic learning through the use of entrepreneurial working methods. In both national and international policy papers it is presumed that entrepreneurship education will increase pupil motivation and prevent school drop-out. This paper will present the results of two major analyses, addressing the area of pupils with special-needs education and how entrepreneurship education through enterprise programmes affects academic performance and motivation and effort. The paper will discuss the difference of intentions and reality. Policy documents assumes an effect of the entrepreneurship education implementation without taking into consideration how this may affect the marginalised and vulnerable group of pupils with special-needs education.
3. ICT & Education

Chair: Birt Svoen, Lillehammer University College
Location: BE 016

2151 - The future classroom
Irene Beyer Log, Leikny Øgrim, Eli Gjølstad, Oslo and Akershus University College of Applied Sciences

The idea of BYOD—Bring Your Own Device—seems to be more and more popular throughout the school system, maybe in line with the rampant practice of privatization of the public sector. To a growing degree, schools presuppose that the students bring their own devices. Higher education in Norway increasingly facilitates for this by organizing open classroom with high-speed Internet connection and available power connection. When rebuilding and renewing our own institution, Oslo and Akershus University College, construction plans include more group rooms with multiple Internet connectivity options and fewer fully equipped computer labs. This trend may have two intentions—
to contribute in overcoming the gap between the students’ digital home sphere and the digital school sphere, and to save money. In any case, the situation where students in the same classroom use different technology for the same purpose rise several challenges for both students and teachers. In our case, when teaching digital literacy in a BYOD classroom, the teacher must relate to different hardware, operating systems and software, as well as different versions of each. In addition to a high level of digital competence, the teacher needs special competence in classroom management. The students need to know their own equipment quite well, and should be able to translate general principles taught by the teachers to the concrete practice on their own actual device. The overall pedagogical challenge is to expand the actual examples to a principal level. In this presentation, we will share several years of experiences as teachers in BYOD classrooms, in a higher education institution in Norway. Based on these experiences, we have collected data from students experiencing this teaching during fall 2014 and spring 2015. The experiences are from different locations, traditional computer labs, classrooms facilitated for BYOD for both students and teachers, and PROLAB, an experimental future classroom, facilitated for combined group work, class teaching and Internet connection. The data from the different settings and locations are discussed in relation to changes in the role of the teacher, or more specifically changes in the teacher’s control over content, teaching process and students.

2341 - The Sociomateriality of Social Presence
Monica Johannesen, Oslo and Akershus University College of Applied Sciences, Leikny Øgrim, Oslo and Akershus University College of Applied Sciences, Ole Smørdat, Oslo University

This paper discusses the role of both human and non-human actors (such as digital tools) in educational dialogues. In a sociomaterial perspective on learning and social action, all phenomena are comprehended as a network of material and social factors, influencing each other (Fenwick, Edwards & Sawchuk, 2011; Sørensen, 2009). Together they constitute a new compound actor that represents something new and different from the parts of origin. This is a turn away from the traditional notion in the field of pedagogy where actors are recognized as subjects with intentions (Nordahl, 2013). Dialogue is an important part of education and knowledge building. Gradually, communication takes place independent of time and space and ‘virtual environments’ substitute the ‘real’ ones. The use of technology seems to be more and more popular throughout the school system, maybe in line with the rampant practice of privatization of the public sector (Fenwick, Edwards & Sawchuk, 2011; Sørensen, 2009). Together they constitute a new compound actor that represents something new and different from the parts of origin. This is a turn away from the traditional notion in the field of pedagogy where actors are recognized as subjects with intentions (Nordahl, 2013). Dialogue is an important part of education and knowledge building. Gradually, communication takes place independent of time and space and ‘virtual environments’ substitute the ‘real’ ones. The use of technology seems to be more and more popular throughout the school system, maybe in line with the rampant practice of privatization of the public sector. To a growing degree, schools presuppose that the students bring their own devices. Higher education in Norway increasingly facilitates for this by organizing open classroom with high-speed Internet connection and available power connection. When rebuilding and renewing our own institution, Oslo and Akershus University College, construction plans include more group rooms with multiple Internet connectivity options and fewer fully equipped computer labs. This trend may have two intentions—to contribute in overcoming the gap between the students’ digital home sphere and the digital school sphere, and to save money. In any case, the situation where students in the same classroom use different technology for the same purpose rise several challenges for both students and teachers. In our case, when teaching digital literacy in a BYOD classroom, the teacher must relate to different hardware, operating systems and software, as well as different versions of each. In addition to a high level of digital competence, the teacher needs special competence in classroom management. The students need to know their own equipment quite well, and should be able to translate general principles taught by the teachers to the concrete practice on their own actual device. The overall pedagogical challenge is to expand the actual examples to a principal level. In this presentation, we will share several years of experiences as teachers in BYOD classrooms, in a higher education institution in Norway. Based on these experiences, we have collected data from students experiencing this teaching during fall 2014 and spring 2015. The experiences are from different locations, traditional computer labs, classrooms facilitated for BYOD for both students and teachers, and PROLAB, an experimental future classroom, facilitated for combined group work, class teaching and Internet connection. The data from the different settings and locations are discussed in relation to changes in the role of the teacher, or more specifically changes in the teacher’s control over content, teaching process and students.

2410 - Student teachers’ attitudes towards ICT use in teaching and learning

This paper explores first-year student teachers’ use of and attitudes towards digital tools and pedagogical use of ICT. The results presented draw on a survey-based longitudinal study designed to investigate student teachers’ development of digital competence, and their readiness to teach and integrate ICT in their teaching and preparation, in order to fulfil the aims of the Norwegian National Curriculum (LK06). Out of total 417 students, 340 (82%) participated in our survey. Information and communication technology (ICT) has become an important component in pre-service teacher education and continuous professional development. When examining pre-service teachers’ views and attitudes towards technology, When examining pre-service teachers’ views and attitudes towards technology, Ertmer et al. (2012) find in their study that attitudes influence the likelihood of technology use. Our findings indicate a positive relationship between
students’ frequency of use of ICT, perceived ICT competence and motivation for using “computer/tablet” for learning or teaching purposes. Furthermore, students who reported being motivated to use “computer/tablet” for learning or teaching purposes, were also positive when asked about how technology affected learning benefits. Interestingly, students’ perceived competence or reported frequency of use did not correlate positively with their digital competence. Finally, we found no clear correlations between measured digital competence and motivation to use “computer/tablet” for teaching purpose. These findings help elucidate the relationship between attitudes toward technology, the use of technology, perceived competence and expertise measured. Our findings suggest that there is not a clear correlation between student teachers’ frequency of use, perceived competence and their real competence measured with multiple-choice questions. This discrepancy needs to be explored further in order to explore how teacher students’ professional digital competence develops.

2552 - Developing the 21st skills of low achievers. An exploration of European challenges in literacy, numeracy, problem solving and ICT.

Brit Svoen, Stephen Dobson, Anne Mette Bjørgen, Vegard Meland, Lillehammer University College

This paper shares and critically evaluates work undertaken in a pan-European project (Norway, Italy, Portugal, England, Netherlands), abbreviated LIBE, to develop key 21st century literacy, numeracy, problem solving and ICT skills among low achievers aged 16-24 years. In the first stage, presented and discussed in this paper, group interviews of teachers were held in three of the partner countries to elicit the needs of these largely disenfranchised youth. Teachers talked of the knowledge and skills of these youth, successful teaching and learning experiences and activities, and how these were both “differentiated” according to specific socio-cultural fields and yet also shared across countries. In the second stage, now under development, cutting edge computer adaptive testing (CAT) objects across a number of everyday themes will act as triggers and sources of competence in the aforementioned essential 21st century areas. To understand our initial needs mapping we develop the conceptual work of Dobson et al. (2006) on youth learning as risk taking and Bourdieu’s work on capital understood to refer to the 21st century skills (literacy, numeracy, problem solving and ICT) necessary for survival in an increasingly “marketised” society. The group interviews showed that in the teachers’ opinion the ability to speak clearly and concisely, write comprehensible and to be able to choose the best instruments to use in every task in order to deal with various problems or topics (e.g. a map, or an Atlas) are pervasive. In numeracy, the ability to solve everyday math challenges is prevailing. As for which knowledge and skills low achievers achieve with more difficulty, students are not able to discover the main points of a request; they have difficulties in reading because they cannot understand the content of a text. Reading comprehension is a prerequisite for oral and written language production skills. A commonly mentioned problem is the difficulty in holding a focus since there is a the lack of basic skills and negative attitudes towards school and learning are prevalent. This paper proposes an innovative conceptual apparatus to understand the learning needs and practices of disenfranchised youth in a pan-European context, including Nordic countries.
14. Multi-Cultural Educational Research

Chair: Gunilla Holm
Location: B2 215

2798 - Cosmopolitan immigrants in Upper Secondary Education in Iceland
Gestur Gudmundsson, University of Iceland

This paper reports a study of qualitative interviews with twenty immigrants, 18-25 years old. A majority of 16 belong to the half of young immigrants who complete upper secondary. Most of our respondents immigrated from East Europe and Southeast Asia, but some from Africa and South America. Half of them have been in Iceland for more than 10 years and the other half 1-5 years. Those who have not completed upper secondary education arrived in Iceland in their teens and lack of proficiency in Icelandic blocked their way in education. Parents have encouraged our respondents to study but have not been able to assist them much. Migration has in most cases been a trial for family relations which have often changed deeply. When starting upper secondary education several respondents realized that they did not master Icelandic well as a learning language and had to slow down in most subjects while they improved their Icelandic. They have needed up to 10 years to master Icelandic as a learning language and made use of the flexibility of the credit-unit system of the Icelandic upper secondary education. Most of them need more than ‘normal time’ to complete their upper secondary education. The respondents have mostly found friends among other immigrants, only rarely among Icelanders, and those have often themselves lived abroad for a period. Most of them use English extensively in their social life and some use English as a learning language or intend to do so. All respondents have had part-time jobs along with school. They refer to these jobs as pleasant experiences where they have achieved competences, improved their Icelandic and/or English and got valuable friends. The respondents who succeed have chosen a vocational path in upper secondary education or aim for a professional degree at university level. Some aim for jobs where they can support the next generation of immigrants in Iceland, as teachers or social workers, but most of them aim for a degree that enables them to look for jobs internationally, and several of them express quite a cosmopolitan orientation in life.

2809 - Experiences of internationally adopted children in Iceland of adaptation and education
Hanna Ragnarsdóttir, University of Iceland

The aim of this longitudinal study, which began in 2005 is to explore the adaptation of internationally adopted children (from China and India) to their families, their experiences of preschools and compulsory schools, as well as their adaptation to their peer groups and communities. While international adoptions have increased in recent decades, they continue to be controversial (Dorow, 2006; Fisher, 2010). Research has indicated that many internationally adopted children suffer from attachment deficiencies and lack of self-esteem (Ainsworth, 1989; Loman et al, 2012; Mohanby, 2013; Raaska et al, 2011; Sætersdal & Dalen, 1999). However, research has also indicated that supportive family environments can help counteract and overcome these difficulties (Pryor & Pettinelli, 2011; Reinoso, Juffer & Tieman, 2013). The study is a qualitative longitudinal study. The methods are regular in-depth interviews (Kvale, 1996) 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 and their supervisory teachers were interviewed for the first time. In the paper the main emphasis will be on findings related to the children’s experiences of schooling, their peer groups and family life based on the interviews with the children and teachers in 2012. The findings indicate that the children, age 9 to 11 at the time of the interviews are doing well in schools and show many signs of general well-being, although some of the children have learning difficulties. This is confirmed by their teachers. Their families appear to be very strong and supportive. The findings shed light on the lives and educational experiences of internationally adopted children in Iceland and are a contribution to research on the experiences and education of internationally adopted children in the Nordic countries and in the wider international context.

2823 - Content and language integrated learning in a multilingual classroom at a Swedish vocational programme
Maria Rubin, Malmö University

Research aim/theoretical framework: The aim of the study is to explore how content and language integrated learning (sheltered instruction) is established in two content areas specific of the vocational Health and Social Care programme at a multilingual Swedish upper secondary school, and what it means related to the students’ participation and prospects of inclusion in the classroom. The background to this Ph D study is the fact that multilingual students learn the language while studying different school subjects. It indicates that teachers need to find ways to work with the language while teaching the school subjects (Brinton, Snow & Wesche, 2004; Gibbons, 2006; Hajer 2000). The study is theoretically based on a sociocultural view of second language, learning and development (Vygotsky, 1978; Gibbons, 2006; Lantolf, 2008; Daniels & Hedegaard, 2011). It means that language development interacts with the sociocultural contexts in which it occurs which means that success or failure needs to be seen not as resting within the individual but in the interactional contributions of others in the educational process. The background to the study can be related to the urgent question in all Nordic countries concerning how to educate learners in culturally and linguistically diverse contexts (Skolinspektionen, 2010; Skolverket, 2010; Myndighetens för skolutveckling, 2007). Methodology/ research design: The study is established as a case study, influenced by Educational Design Research (van den Akker, et al., 2006; Mc Kenney & Reeves, 2012). The research design has been cyclic with continuing meetings with the teachers, participant observations in the classroom which has included audio/video recording and interviews with the students and the
teachers. Expected outcomes/conclusions: The result so far implicates the need for all teachers working more explicitly with the language to bridge the gap between the students’ prior knowledge and the school knowledge as a way of preventing students’ failing. In vocational programs, the subjects differ greatly from the subjects in the compulsory school and literacy related activities in these content areas risk to be seen as activities the students are supposed to do, know and comprehend by themselves, also meaning a “skeletonizing content” (Hajer, 2000)

**3062 - Racial segregation and Swedish Teacher education in the era of globalization.**

**Zahra Bayati, University of Gothenburg**

Participatory research and standpoint theory are the theoretical and methodological starting points for choice of method, where research circle and qualitative research interview are used for the empirical studies. Seven students with non-European background and one with mixed background were interviewed, while the research circle included six teacher educators and a student counselor. Also interviewed were three training placement tutors and language tutors. With my own active participation in the research circle, the study had a total of 21 participants. For analysis of the study result postcolonial theory and critical whiteness theory were used as theoretical framework. 5. (Expected) conclusions/findings This presentation is based on the empirical study for my doctoral thesis. The result shows that the racial segregation in society continues at teacher education and there are not any impregnate strategies to change this segregation. Most of the racialized Swedish students who are interviewed have experience of exclusion, and teacher educator talk about the racialized segregation between students when it came to students working in groups. All of the teacher students in our time are challenged to work in a racialized society, though they have not had the adequate education for this society, according to the result from the empirical study. This problem will not be getting easier while the marketization of education have contributed to expansion of racial segregation at schools, due to those who have better economic advantage choose to move their children to private schools at the "white" side of the city. 6. Relevance to Nordic educational research. The problem of racialized segregation in society and education system is a common problem for Nordic countries, which has been growing after decentralization and marketization of educations institutions. Therefore this presentation has strong relevance to Nordic research.
The possibilities young pupils have to express themselves by the use of all languages they possess depend on the multilingual discourse at school. In this presentation, multilingualism is defined as language with roots in different nations and cultures, linked to aesthetic languages (music, fine arts, literature, theatre, film and dance). The term multimodality is used to highlight the variety of communicative forms used by people to utilize and develop knowledge (Selander & Kress, 2010). Although people increasingly communicate by the use of different modalities in today's society (Kress, 2003), the written language holds a unique position in Swedish as a school subject, and the aesthetic means of expression could be said to be marginalized. The study presented is a qualitative, comparative study based on close reading of curricula for the subject Swedish from 1969 (Lgr 69) to 2011 (Lgr 11). The purpose is to make clear how aesthetic perspectives of Swedish appear in the different curricula, starting with the didactic questions on what students are expected to learn, how this is told to be executed and why. Among the analyzed curricula, the curriculum from 1980 (Lgr 80) represents an empirical, multimodal, communicative, democratic and creative approach to the subject Swedish, where aesthetic forms of expressions are emphasized. The analysis shows that the importance of these communicative forms is reduced in later curricula, leaving the aesthetic aspects in the background. The possibilities represented by a variety of modalities and sign systems decrease. Instead a skill oriented school subject increase that weakens the bridges between different expressions of multilingual language. The discussion, has a focus on the problems that the curriculum implicates, when young, multilingual students are not given the possibilities to use their different sign systems and communicative capacity, and therefore not the possibility to show their full potential.

Research focusing multimodal aspects of children's literacy development exists, but there are few studies investigating students' own perspectives on their choice of semiotic resources and conceptions of assessment, when creating multimodal texts. 

Eva Borgfeldt, Gothenburg University

Research focusing multimodal aspects of children's literacy development exists, but there are few studies investigating students' own perspectives on their choice of semiotic resources and conceptions of assessment, when creating multimodal texts at school. The study presented therefore aims at analyzing what modalities the students prefer to use in their meaning making when producing multimodal texts that will be evaluated by their teacher. Theoretically, the study is based on linguistic sociocultural (Vygotsky, 1978; Säljö, 2014), sociosemiotic research (Kress 2003; Kress & Van Leeuwen, 2006; Levland, 2006) and second language research (Axelsson, 1998; Cummins, 2001; Damber, 2010). The aim of this interview study is to analyze what modalities the students prefer to use in their meaning making in multimodal text productions which will be evaluated by their teacher. The material discussed includes texts and interviews produced by nine-year old students attending mainstream classrooms during the school year 2012/2013, while they were producing one multimodal text each about the Stone Age. Since the text productions already have been analyzed and reported (Borgfeldt and Lyngfelt 2014), the study presented here includes interviews with the individual students (n=15) and a discussion related to the earlier analysis on the sociosemiotic resources in the students' text productions. The interviews show that most of the students - regardless of linguistic background - express that they prefer using images instead of written text for text production. If they are able to choose, one third prefers to use the computer and one third prefers to express themselves by making a drama or a movie. Most of the students have difficulties in verbalizing their thoughts on assessment and do not understand how or in what way the teacher will evaluate their text production, even if the teacher has formulated what is being asked for from the students. Thus, there seems to be a risk for discrepancy between the students' preferences and ideas of qualities in their multimodal meaning making, and the teacher's evaluation of their works. To decrease this risk the students need to understand more of what is being asked for, and why, when creating multimodal texts for their text productions.

The purpose of this paper is to make visible which events that may occur in literacy-related play activities and how the preschool staff support concept development in these play activities. The theoretical approach is based on Barton's (2007) ecological perspective of emergent literacy and Bronfenbrenner's (1999) biocological theory of human development to explore emergent literacy learning and development in a social context that occurs everywhere, not within a particular time throughout the day in preschool. The child’s learning and developmental process is related to a person’s internal thinking process and external learning environment (Vygotsky, 1962) in which the language mediates meaning-making and learning in social practices. The study is based on a qualitative approach where six preschool units participated distributed across three different cities in Sweden. Video observations was conducted, from fall 2010 to spring 2011. For the purpose of this study 39 two-minute video sequences were selected and analyzed. The analysis are based on a deductive and inductive approach in order to find how do preschool staff support children’s concept development in literacy-related play activities and the characteristic features of these literacy-related events and concepts. Six thematic categories of events were discerned in the analysis of
literacy-related play activities. However the result in this study shows that the events, artifacts and preschool staff’s timing in communication as well as interaction have major role to support children’s concept development. The results of this study contribute to reflections and discussions regarding preschool staff’s approaches and didactic strategies to support verbal language, communication, reading and writing in relation to the Swedish preschool curriculum (Ministry of Education and Science, Lpfö 98/2011). This study put the lens on preschool staff’s efforts in language learning and children’s opportunity for learning and development of emergent literacy processes in Swedish preschools.

2309 - Language Acquisition on Formula? A study of the manual based language intervention SPELL seen from multiple angles
Annika Wiwe, VIA University College

In recent years Denmark as well as the other Nordic countries have adopted so-called manual based pedagogies ("konceptpædagogik") (e.g. Vera, 2004). In the field of literacy and language education, this is reflected in an increasing use of manual based language interventions. In this paper presentation, attention will be directed towards SPELL, a manual based language intervention for Kindergarten children, build on systematic and focused book reading as well as related activities (www.sdu.dk/spell). The aim of the project is to investigate the pros and cons of the manual based language intervention in Kindergarten, as practiced and experienced by both pedagogues and children. This Paper presentation draws on an ongoing research and development project (2014-15) aiming to discuss the manual based pedagogy as one of several ways to work with language learning. The paper builds on the theoretical framework of socio-cultural learning, where children’s language acquisition takes place in the interaction with others and where the child itself is an active participant in this process (e.g. Gjems, 2010). The research design is a qualitative study based on video observations of the intervention at work as well as interviews with pedagogues and children in two different types of kindergartens. Building on this framework, the project will examine what happens when manual based language intervention as SPELL meets Danish pedagogical practice: How is SPELL practiced in the two kindergartens? What kind of language experiences will children get from the SPELL intervention? How do children and pedagogues experience the SPELL-intervention? Spell and manual based pedagogy can be seen and understood in the context of increasing marketization of public educational institutions, which e.g. includes a focus on resource awareness (Here: effective language learning) rather than classical pedagogical values such as relationships and broader educational aims. When manual based interventions such as SPELL interacts with practical language learning, it invites discussions about educational standards, one size fits all and/or whether differentiation in education is needed. The presentation will be in Danish.
16. The Nordic Society for Philosophy of Education  
Chair: Thomas Astrup Rømer.  
Location: B1 116

2293 - A.S. Neil’s pedagogical philosophy  
Liisa Granbom-Herranen, University of Jyväskylä

The paper focuses on Alexander Sutherland Neil’s ideas of education and pedagogical principles. The aim of the paper is to highlight Neil’s pedagogy in Summerhill School; is it a manifestation of countercultural ideas or marketization of everyday practices? Neil considered children to be innately good and so all imposed authority, even if meant well, would be unjustified. The goal was the maintenance of happiness through avoidance of repressive habits from society. As saying children should be free, Neil meant freedom without license; that everyone can do as they like unless such action encroaches upon another's freedom. The ideology carries the name “Summerhill” after the British Summerhill School established by Neil. Summerhill School is an independent British boarding school that was founded in 1920s by Neil. The school functions as a democratic system in an undemocratic society. Members of the community are free to do as they please, so long as their actions do not cause any harm to others, according to Neil’s principle "Freedom, not Licence." The aim of life is seen “to find happiness, which means to find interest.” On the one hand, in 1960s these pedagogical ideas were understood as manifestations of radical and countercultural ideas. On the other hand, these ideas have been included in public school and daycare systems in Nordic countries. The “free education” has been adapted in the frames of adult learning as well as at homes, in informal education. Neil’s pedagogical philosophy shares some ideas for example with Anton Makarenko, Peter McLaren and Paolo Freire. Neil’s pedagogical philosophy also differs from all these above mentioned. As the aim of all education and upbringing is to bring up children to be both a member of society and a self-determining individual the paper participates on the discourse considering the relationship between public and private educational targets. The subject of the paper is related with ongoing research project focusing on educational target orientation in everyday practices.

2882 - Not only the humans are natural in knowledge emerging processes - Debating anthropocentrism as a predicting assumption for relational communication as educational  
Maria Kristina Börebäck, Stockholm University

In an era where the humans naturalizes as the central beings on, at, or even as the main actors in changing the planet Earth, the hierarchical formulation of knowledge in the era of Anthropocene needs to be discussed. The assumption that knowledge has to be a human formulation, for humans to understand themselves and their environment have sometimes an influence on the formulation of knowledge to become anthropocentric. In this paper, the main argument is that knowledge emerge within the human-human relation, is anthropogenic, which never by automatics is the same as an assumption for being anthropocentric. The assumption that human-human societies is the only space for communicative relation that process knowledge need to be debated. A secondary argument is that, there are other kinds of social relations where knowledge emerge, like human-animal or animal-animal relational communication process. These arguments elaborates through Nishida Kitarõs formulation of Basho in this paper. Basho is a concept formulating spatiality as process or continuum. This relational process for spatiality is a spatial framework where the structure is secondary and the process is primary. Basho as the relational assemblage is annealing the active subject in action with object within action. The process-orientation of the concepts Basho is helpful in the articulation of change and knowing. This spatial concept will be used in a conversation with texts written by Rosi Braidotti and Jane Bennett and through examples in the formulation of relational communication to debate anthropocentrism as the predicting assumption for knowledge emerging processes The matter of political action in activities where knowledge emerge is something that both Rosi Braidotti and Jane Bennett have discussed. From this reasoning, an argument for the performativity of actions, in activities for sharing, as a relational communication process become the Bacho in action where knowledge emerge that in this paper will be a cradle for debate/discussion.
The teacher profession has certain conditions when it comes to time use. On the one hand, teaching is normally strictly scheduled during the day and week. Increasingly, at least in the Swedish context, also other duties are scheduled, like formal meetings and planning with colleagues. On the other hand, there is still a high degree of freedom when it comes to teachers’ use – in time and space – of the rest of the working hours. What is teachers’ everyday life like in a week perspective? In this paper we analyse and visualize the activity rhythm of teachers in compulsory school and non-formal adult education in the folk high school. The analysis is based on two data sets with similarities and differences. 3626 compulsory-school teachers filled in a one-day time diary each, on one of the weekdays Monday-Friday. 94 folk high school teachers filled in seven time diaries each, during a week Monday-Sunday. As data on compulsory-school teachers’ weekends are lacking, the focus will be activity patterns during weekdays, Monday-Friday. We use the data for an analysis based on basic time-geographical concepts (activities, projects and constraints) and methods (visualizations). We also discuss weaknesses and strengths of the whole week data collection and the one-day diaries, and the consequences of these different approaches for the analysis. E.g., the work rhythm of the week, in this paper excluding the weekend, can be identified on an individual level for the folk high school teachers, and the interweaving of work and private activities can be revealed in a week perspective. For the compulsory-school teachers, the data based on one-day diaries from different individuals mean that the rhythm of the week can be identified at aggregated level and day by day only, while the important day-to-day sequential flow of activities is lost. The results will show similarities and differences between teachers work in compulsory school and folk high school when it comes to the interweaving of teaching, planning, and administrative work-activities, and of work and private life. The influence of the schedule will also be identified in relation to time for breaks and recovery during the day.

The aim of this paper is to explore how teachers describe the didactical and ethical implications of working with manual-based programmes for socio-emotional learning (SEL) in Swedish preschool and school. The usage of such programmes has increased radically during the last decades in Sweden as well as in the rest of the western world. This increase can be explained, from a sociological perspective, as part of a more extensive change in society towards a therapeutic culture (Furedi, 2004). In the school settings of this study, the manual-based programmes have been implemented as a result of top-down initiatives. This raises questions about teachers’ possibilities to use their didactical and ethical judgement. The study is part of a larger ethnographic study, where teachers’ and children’s experiences of working with SEL in preschool and school have been in focus. For this particular study, the material consists of interviews with preschool teachers and teachers in primary and secondary school (in total 18). The result shows that even when teachers welcome tools for systematic work with social emotional learning, often understood as value-based activities, they expressed two problem areas in this work: 1) the content is not relevant for the group of children at hand and, 2) Risking violating children’s integrity. The teachers’ solutions to these problems were to reclaim a didactical and ethical approach, strengthen by a critique against these programmes at a macro level (media, research, and school authorities). Finally, the question of changing notions of teachers’ professionalism is discussed in relation to manual-based educational practices.

The interest in this paper is directed towards teachers’ experiences of collaboration, in particular of moderation when marking national tests. The purpose is to describe and discuss these experiences as expressions of a teaching profession in change. The point of departure is that the now extended national testing in Sweden also increases the demands on moderation as the teachers are supposed to mark the tests together. The National Agency for Education stress that the tests are intended to “support equal and fair assessment and grading”, and delivers samples, instructions and examples on how the tests should be marked. Teachers are also supplied with advisory texts on how to conduct moderation. This we regard as a part of a growing interest by the state to perform moderation work. This we regard as a part of a growing interest by the state to perform moderation work and delivers samples, instructions and examples on how the tests should be marked. Teachers are also supplied with advisory tools for assessment is provided by the state. This development supports descriptions of teaching in terms of an organizational form of professionalism based on external control and accountability at the expense of a loss of a professional autonomy. However, we believe that teachers’ moderation when marking national tests also needs to be described as an expression of an occupational form of professionalism that is based on teachers’ collegial authority, self-control, ethics and trust. Interviews were conducted with teachers about their collaborative work in general and more specifically on their joint marking of national tests. Further, we have conducted observations of teachers moderation work when marking national tests. The interviews were audio recorded and fully.
transcribed. The results indicate that teachers use the state-provided tools with enthusiasm and express a commitment to their collaborative work. We argue that they develop a collective professional knowledge in their moderation work with national tests. In this sense, they express a kind of state-directed professionalism that we describe as sharp but delimited and definitely different from the wider kinds of professionalism that has been described as a result of a “chock professionalization”.

2785 - Reconsidering Validity and Reliability as Important Characteristics of Teachers’ Grading Practices
Fredrik Alm, Gunnel Colnerud, Linköping University

Research topic/aim/ theoretical framework The past decade has been marked by a series of national investigations, the results of which have pointed to significant problems in achieving equivalent and fair grading throughout the Swedish educational system. Several studies indicate that the assessments and grading performed by teachers do not live up to the requirements for reliability and validity. One reason for this discrepancy between theory and practice, pointed out by some researchers, is that classical measurement theory is not suited to teachers’ assessment practices. They do not downplay the significance of the concepts validity and reliability, but stress the need to develop them further and connect them to the classroom context. Based on an empirical study of unfair grading the purpose of this paper is to analyse and discuss which aspects of validity and reliability might be relevant and applicable in teachers’ grading practices.

Methodology/research design The study was carried out using the critical incident technique, with 411 practicing teachers in Sweden contributing their own experiences of being assessed in a school context. The phenomenon that constituted the principle for the qualitative content analysis, of the teachers’ recollections, was the cause of the unfair grade, according to the respondents. The findings are analysed and discussed in relation to the key quality indicators validity and reliability. Findings/conclusions The results illustrate how the two concepts of validity and reliability are actualized in teachers’ grading practices. The findings also contribute to providing greater nuance to our understanding of the significance of the social context to the grades teachers assign. Differences of opinion between teachers and pupils and external influence on the teacher result in grades with low validity. Moreover, the results also indicate that the concepts of validity and reliability do not cover two material aspects of unfair grading associated with inadequate application of grading systems, and ambiguous communication between teachers and pupils concerning grades.
19 SES 06 B, Round Table

19. Teacher’s work and teacher education
Chair: Cathrin Wasshede, University of Gothenburg
Location: B2 214

2519 - Slow thinking in a marketized education system
Cathrin Wasshede, Tone Försund, Stina Larsson, Anneline Sander, University of Gothenburg

The society of today demands individuals who are independent, creative, have a critical capacity and can work well together with other people. Does the school create learning possibilities for these capacities? This roundtable will focus on the tension between the goal-oriented efficiency in today's education system, and the idea about and striving for life long learning and ability to reflect upon one's learning process. Out of the experience from working with drama and experience based learning in different teacher programmes, we will discuss and give examples of how to handle this tension. Every teacher student comes to our department during their education to participate in the course “Social Relations, Conflict Management and Leadership”. The course has three different themes; social inequality, group dynamic/leadership, and conflict management. In addition to ordinary lectures and seminars, we offer workshops that follow the course’s outline and are intended to deepen the understanding of the concepts that are introduced in the literature and lectures. In the workshops we use drama and experience based learning where theory and experience work hand in hand, we walk the talk so to speak. In the end of the course we offer tutoring where we give support to the groups for the interactive performances that they are assigned to do in the last seminar. By learning from doing we believe that theoretical concepts can be understood on a deeper and more embodied level (Dewey 2009). The activity we do on the floor can easily be connected to the curriculum and its wordings about human rights and equality. The exercises create opportunities for reflection. We act and we reflect on our acting, what Schön has called reflection in action (Schön 1983). But reflection takes time, so the question is; how can we make space for reflection; i.e. slow thinking, in a marketized and fragmentarized system? And do even small pieces of reflection have effects? We will exemplify our work by offering an exercise and reflect upon it together.
20 Youth research
Chair: Gry Paulgaard, UiT The Arctic University of Norway
Location: B2 216

2856 - The Educational Performance of Swedish–language schools in Finland. A study of PISA 2012 Finnish oversample.
Heidi Harju-Luukkanen, University of Jyväskylä/University of Helsinki, Kari Nissinen, University of Jyväskylä, Sofia Stolt, University of Helsinki, Jouni Vettenranta, University of Jyväskylä

Research topic This paper will present the results of an oversample of Swedish-language schools in Finland in PISA 2012. This oversampling enables reliable statistical analysis of the 15-year-old Swedish minority student’s results in Finland. The results have been published in a national rapport in October 2014 in Finnish. Theoretical framework PISA (The Programme for International Student Assessment) measures 15-year-old students proficiency in three domains, mathematics, science and reading in some 65 participating countries. The assessment takes place in 3-year cycles and the results give us the opportunity to monitor changes in student achievement and other features. The focus in PISA 2012 mathematics, when most of the testing time was devoted to this assessment area.
Methodology Besides general results of PISA 2012 data, several topics, which are young people’s commitment to school, their motivation and desire for learning, their self-conception as learners, and their views about their learning environment, will be presented. In addition, we will describe the connection of background variables to the mathematics results in particular with the help of multilevel modelling framework. Conclusions The findings give an overview of student’s educational outcome in Swedish–language schools compared to the Finnish language ones. For the first time in Finland, the students of Swedish-speaking schools performed equally well in comparison to the students of Finnish-speaking schools in the PISA mathematics test. Finnish students in both language groups clearly outperformed the student’s in the other Nordic countries. However, the Swedish-speaking schools did not perform quite as well as they did in the PISA 2003 study. In the Finnish-speaking schools the decline in the test results was greater, though. Also regional differences could be observed in Swedish–speaking Finland. Between the language groups also differences in disciplinary climate and teacher student relations could be observed. Relevance to Nordic educational research These results show how important it is to oversample different student groups in order to obtain reliable information. This project can serve as an example for the other Nordic countries.

2904 - Educational attainment at upper secondary schools in Reykjavík by student social background
Þórður Axel Jónsson, University of Akureyri

International research projects, such as PISA 2012, are being interpreted by official authorities in education as indicative of relatively high levels of equity in compulsory education in Iceland. Yet upper secondary schools in the capital Reykjavík are heavily stratified in terms of enrolment, with parental social background and prior educational results being the key differentiating features. This occurs under circumstances where students have increasing school choice within a marketised enrolment regime. At the same time, research has shown a prevailing inability of the upper secondary school system in Iceland to lower its characteristic high dropout rate. Researchers have indicated the importance of students’ social background and previous educational results as predictors for attainment at the upper secondary school level in Iceland. The objective of this paper is to explore and explain if this general trend is enhanced or mitigated at the school level. Questions that the paper will respond to include are the specific schools somehow different regarding their students educational attainment if students’ social background, earlier results, noncognitive disposition skills, and cultural capital are taken into account? Data from the Educational Research Iceland, Statistics Iceland, and the OECD-run PISA project provide a sample (N 2204) of the cohort enrolled into upper secondary schools in the greater Reykjavík area in 2006. Multinomial logistic regression is used to analyse the increase in the likelihood function of finishing the diverse educational programs of specific schools between 2006 and 2012, when different variables are included in the model. Preliminary results suggest a widening gap between student groups from the diverse schools in terms of educational attainment. Furthermore, a significant importance of the traditional variables for explaining this outcome is evident in all schools. The effects of the other variables await further analysis and presentation. The role of the pronounced sorting of students into different schools in a presumably egalitarian Nordic country will be discussed in light of these results.

2696 - Why can’t they just pull themselves together?
Mette Bunting, Telemark university College

Most of the studies done to find out the reasons to “drop out” is quantitative. It has shown us that some of the risk factors are: coming from a low socio-economic home, having low grades from earlier schooling, being a boy and so forth. Rumberger (2011) says that these factors can be divided into structural and individual factors. Brown and Rodriguez (2009) challenges this by saying that it is the meeting of the individual with the structural factors that “drop out” happens. Fine (1991) has in her ethnographic study found out that youths are being silenced and pushed out by factors that they can’t control. This study is a qualitative longitudinal study in its first year. The focus is to find the youths’ stories by using a narrative form of interviews. The one interviewing has only themes to go by, no questions. The point is to give the youths room to express themselves in a way that will tell the story most truthfully - from their perspective. This paper focus in particular on seven youths that all have become part of the welfare system (NAV), but still have the right to go back to school. All of them have
several of the risk factors pointed out by the qualitative data. They will be the case study to see how the organizations that are part of the structural factors meet them with their individual factors, through this they will be able to voice their side of the "drop-out" story.

2413 - School experiences
Unn-Doris Bæck, UiT Arctic University of Norway

The main objective of this paper is to focus on students’ experiences of upper secondary school. This will be done through presenting findings from a survey conducted among 594 students in 6 different upper secondary schools in the secondmost county in Norway, Troms county. The data was collected as part of the empirical investigations in a research project focusing on dropout from upper secondary education with a special emphasis on the regional dimension. Previous studies have shown that even though Troms county is not the worse county when it comes to dropout, the dropout rates are still among the highest in Norway. Or to put it more precisely, Troms county has a lower completion rate compared to almost all other counties in Norway, Finnmark being the exception. This means that young people in North Norway relate differently to the upper secondary school system compared to young people most other places in Norway, in the sense that they tend to leave school without formal qualifications more often. In this paper we therefore look at how students in Troms county experience school, their school motivation, attitudes towards schooling and plans for the future. We investigate whether background factors such as gender, parents’ educational level and place of residence have an affect on these issues.
Since the rise of modernity legislation and regulations have formed the backbone for governing education. Governments and authorities rely on a variety of governing tools, which are closely related to the historical context in which they emerge. In contemporary policies governments largely apply governing tools inspired by economic theory mimicking the ideals and logics of free markets. How this is played out and how it affects the actors and stakeholders involved varies between the Scandinavian countries. In this symposium we consider various governing tools for an elaborated discussion on the developments of education governing in Norways, Sweden and Denmark historically and today. Some of the governing tools treated in the symposium cover the regulation of content (curricula), the control of educational practices (the school inspectorate), and the assessment of individual students (examinations and tests). These latter tools have proven to also serve as governing tools through the ac

This paper analyses the key stakeholders of education and their role in relation to test-based accountability practices since the Danish public school system [folkeskole] was established in 1814. These stakeholders are identified as the state, the church, school authorities, teachers, professionals, parents, pupils and recruiters. The key analytical foci are the shifting configurations between these stakeholders, the testing practices involved, and the impact they carried in an accountability context. Theoretically the paper takes a starting point in the notion put forth by Stefan Hopmann that accountability measures and practices change the ways and means by which societies approach their educational systems (Hopmann 2008). In order to treat test-based accountability practices in historical contexts the paper draws on Burke's operationalized definition of accountability: who is accountable to whom, for what purposes, for whose benefit, by which means, and with which consequences? (Burke 2005). I expect the paper to generate knowledge about the historical "engines" promoting the implementation of test-based accountability practices and the practical changes instigated by test-based accountability practices. Finally, the paper will throw light on some of the recurring characteristics and traits connected with test-based accountability practices. International movements in assessment, accountability and educational outcomes have increasingly challenged the education systems of the Nordic countries. However, the contemporary test-based accountability systems are not something completely new in the Nordic context. In fact, there has been a long historical line of development of various accountability practices. Thus, there is a need for research into how test-based accountability systems have evolved diachronically in order to better understand the contemporary workings of these systems in a Nordic context.

This paper discusses national instruments' role in governing education and addresses two different meritocratic traditions: An examination-oriented tradition relying on a guild of professionals making comparable qualitative judgments; and a more testing-oriented tradition relying on sound procedures for standardized testing for conducting reliable measures. Their roots and evolution are exemplified with the Norwegian and Swedish approaches to educational assessment, which relies on national examinations and tests respectively. Complementing and underpinning classroom assessment. Like many other countries' assessment policy, these Scandinavian countries were much influenced by the work of the Carnegie funded International Examination Inquiry in the 1930s. Post WWII the European countries were to different degree influenced by the American led endeavour to ensure more valid and reliable measures of student achievement. On the Scandinavian Peninsula, Sweden took a major role developing standardized testing, while Norway and Denmark have retained to the long-standing examination tradition for determining student achievement. European countries such as France, Germany and England have also retained to the examination tradition, whereas the Netherlands – similar to Sweden – have been more affected by the American meritocratic tradition emphasising standardised testing. Thus it can be argued that there are two parallel meritocratic traditions present in contemporarily assessment policies across Europe. The initial European examination tradition and the testing tradition originated in America. The paper analyses the assessment policy discourse in Norway and Sweden drawing on three theoretical orientations of the purpose educational assessment: governing, certifying and supporting student learning and addresses how national assessment policy and instruments have served as tools for legitimizing reforms and modernization processes of the education systems in different ways. The paper concludes addressing a hypothesis as to whether the epistemological logics of the national instruments imply that test-oriented meritocracies are more concerned with fairness, comparability and accountability than countries holding on to the examination tradition, and thus that the two meritocratic traditions prompt different premises for governments' legitimisation of meritocratic procedures and the instruments' role in governing education.
2881 - From pilot to implementation: a study of inspection teams and the new school inspection handbook in Norway
Jeffrey Hall, University of Oslo

Research on school inspection is a steadily growing field throughout Europe, addressing how this regulatory tool (Bemelmans-Videc et al., 2007) controls, supports and governs the legal and pedagogical practices of schools as well as educational authorities. However, until now there have been few studies of how Norwegian school inspection is carried out, and of how inspection handbooks function as a way of overseeing legal practices and routines of schools and school owners. In addition it is fruitful to study how inspection handbooks may steer how school inspectors carry out their professional tasks. Theoretically, the paper draws on organizational studies (Czarniawska, 2008; Greenwood et al., 2008; Scott, 2014), useful to examine how policy and governing tools function as attempts to guide, steer, manage or control multiple facets of societies (Koimann, 1993). Annually, The Norwegian Ministry of Education and Research, through the Directorate for Education and Training, initiates regular national inspections in specific areas, examining to which extent students' legal rights are observed and warranted. This paper specifically addresses how the new inspection handbook (2014-2017) was piloted by the County Governors’ Offices, and now currently being brought into play, targeting e.g. evaluation practices of local school authorities and schools. This is done as part of a larger study of three county inspectorial authorities, through shadowing and observing inspection teams during the course of piloting and adopting the new inspection handbook. Additionally, a range of case-specific self-evaluation documents as well as pre- and post-inspection reports are included in the analysis. Point of focus in this study is on how school inspectors contemplate ongoing changes in the County Governors’ Offices role and mandate, adjusting from the former system based on control and audit, to a new system based on support, advice and self-evaluation in addition to ‘traditional’ control aspects. Preliminary analysis of the data suggests that inspectors, as well as schools under scrutiny, are in many ways struggling in adapting to the new role of the regular national inspection focusing not only on legal compliancy and written routines, but also on the learning outcomes and formative assessment of students through school self-evaluation processes.

2883 - Data use in education: a systematic conceptual review
Tine S. Preitz, Buskerud and Vestfold University College

This paper presents a review of existing research on data use in education and identifies key characteristics and trends in this body of research. Data use represents the centerpiece of evidence-based governing regimes, presented as an ideal way of coordinating activities on different levels in the school system (Altrichter & Maag-Merki, 2010; Coburn & Turner, 2011; Spillane, 2012). However, knowledge is limited about these accountability policies and the use of available data and evidence in different contexts. A general finding in existing research is that the ways in which data are used depend on a range of factors related to organizational routines, such as access to data, time schedules, norms of interaction, and leadership (Coburn & Turner, 2011). The review draws on a conceptual framework developed by Coburn and Turner (2011). Practices of data use are here defined as what happens when individuals interact by using test scores, grades, and other forms of assessment tools in their work (Coburn & Turner, 2011; Spillane, 2012). To ensure a comprehensive review, an extensive search approach inspired by the literature on research synthesis has been applied (Davies, 2000, Thomas & Pring, 2004; Gough et al., 2013). The review shares similarities with a systematic, conceptual analysis—where conceptual understandings derived from individual studies are identified and merged into a new, macro-conceptual understanding (Gough, 2004). The searches for academic, international, peer-reviewed, and scientific published articles have been performed in the following databases: ERIC, Web of Science, and Google Scholar. The preliminary inclusion criteria of are: English, Norwegian, Swedish, Danish, and German languages; 2000–2014 time frame; primary and secondary education; and assessment and evaluation studies for school development and governance purposes. The review contributes to the field by employing an alternative approach to the traditional research review. It also stimulates ongoing debates over data use in different contexts, assessment, and accountability, thus highlighting its importance for theoretical development and further research in this area.
21 SES 06 B, Paper

Chair: Steinunn Helga Larusdottir, University of Iceland
Location: A1 314

2393 - The impossibility of citizenship for people with learning disabilities: A paradoxical citizenship constructed within disability and educational policies.
Aarno Kauppila, Sirpa Lappalainen, University of Helsinki

In this paper we discuss the citizenship that constitutes in the intersection of disability and educational policies. For this, the rehabilitative instruction and guidance for the disabled in pre-vocational education is placed under scrutiny. Drawing from critical disability studies and poststructural discourse analysis, we examine disability and educational policy documents such as the disability and educational policy strategy statements, curricula and legislation that guide pre-vocational education. Our analysis shows that a citizenship that idealises independence and economic autonomy is produced and restated in the intersection of disability and educational policies, circumscribing dependence as undesirable. This results in a paradox where the policy that pursues inclusion, excludes its subjects. Consequently, we claim that an inclusive policy requires revising the concept of citizenship.

2742 - The affective economy and workings of social class in the marketisation of the Danish school
Rikke Brown, Aarhus University

In Denmark increasing numbers of lower secondary schools are reorganized with choice as primary organizing principle by introducing tracks with profiles such as Science, Performance and International from 7th grade. The aim of the paper is first to show how these schools work to (re)shape pupils’ desires to learn, and second to show how a focus on affect evolves understanding of how class inequality work in school today with new forms of governance with more choice. Thus both work of schools at the local level to (re)shape desires to learn as well as class inequality is understood as entangled in the marketisation of the school. The paper builds on ongoing PhD research and draws on sociology about the governing of education systems (e.g. Archer 1979) and class (Bourdieuian) and contributions from the ‘affective turn’ about ‘affective economies’ (Ahmed 2004) and affect and class (e.g. Skeggs & Wood 2012). Methodologically the paper is based on ethnographic data from two schools (i.a. video observations, pupil interviews) and policy and management documents concerning lower secondary organization. The documents and ethnographic data are analyzed to develop an understanding of the governance of the Danish school concerning what kind of ‘market’ or ‘economy’ schools are acting in today and how the concept of class can be (re)thought in that school. The paper suggests marketisation is not moving Danish school towards a real market but involves both controlled marketisation and controlled limitation of market perpetually negotiated at policy and organizational levels. Inspired by Archers point that the main problem with the centralized systems of the past was overcontrol, a concept of ‘overcontrolled market’ is applied to grasp this finding and how marketisation have consequences for pupils, parents, teachers and everyday school life. A finding is that letting pupils choose by desire is social differentiation, and though less academic tracks are expected to transform ‘middle school malaise’ to learning-desire, the ethnographic data shows a much more complex and ‘classed’ affective economy. The paper contributes to research on policy lending in Nordic countries and on how Nordic versions of marketisation affects everyday life and inequality at schools.

2595 - Inclusive Elite Education. Excellence Initiatives at Swedish Secondary Schools
Susanne Dodillet, University of Gothenburg

The notion of the knowledge economy spreads over the globe and with it the notion of knowledge as a competitive factor. In the sphere of this discourse cognitive mediocrity appears as a threat to competitiveness. Even societies with egalitarian educational traditions have started to strive for excellence and top performances. The introduction of “top classes” can be considered a Swedish contribution to the international trend towards excellence education. The reform from 2008 allows students of selected schools to study one academic subject in a faster tempo to begin university studies during their last year in high school (gymnasiet). Similarly, top class students in junior high school (högstadet) have been allowed to study high school courses one year in advance since 2011. This article explores the initial intentions and the final implementation of this reform. In focus of this analysis are the selection principles for recruitment of students to the top classes. Inspired by Meyer & Rowan (1977) the formal structure of the top class reform (ie the political ambition expressed in policy documents like bills and proposals) is contrasted with its activity structure (ie the implementation of the reform as documented by the Swedish National Agency for Education in its annual evaluations of the reform). The contrasting juxtaposition shows a gap between policy intent and implementation of the top class reform. Policy makers mostly advocate meritocratic selection criteria like abilities and performances and follow an argumentation in line with research on gifted education, suggesting that some children have special talents that should be fostered. People involved in the implementation processes like teacher, students and their parents instead consider children’s interest to be the decisive prerequisite for admission to the top classes, and thus undermine the exclusive character of this reform. On a practical level top classes are inspired by thoughts in line with expertise research according to which intense training is the only path to excellence.
This paper explored the impact of the economic collapse in 2008 on schools in three Icelandic municipalities. Earlier Icelanders had experienced economic expansion in an era of neo-liberalism as competition rose for people and finances. The research sought answers to the following questions: How did educational authorities and school professionals respond to budget cut requirements? Did the reductions in funding cause a school crisis and did they have different consequences depending on the school level? Interviews were conducted with individuals and focus groups with representatives of the municipalities and the state, school administrators, teachers, other staff, parents and pupils of selected pre-, primary-, and upper-secondary schools. The findings suggest that the core functions of the schools, teaching and learning, were to a large extent protected as stipulated by school authorities. Therefore reduction in expenditure did not cause a school crisis in the sense that the basic values of the schools were threatened. This, however, may not apply to the preschools, which were harder hit by the cut-backs than the other school levels. Various cuts were made at all school levels; administrative positions were made redundant, classes became bigger, no overtime was paid and principals served as substitute teachers. Finally, at the pre-, and primary school levels, schools were amalgamated. Interviewees in these schools agreed that the merges had been an additional challenge to deal with while trying to come to terms with reduced funding. Findings moreover indicate that while all school members were affected by the bad economy, school principals at all school levels carried the heaviest burdens. While interviewees agreed that further cut-backs were unlikely, they did neither envision better times ahead nor could they point to opportunities having risen in the wake of the economic downfall. The policy implications of the findings will be discussed with reference to the political context and educational policy in the Nordic countries and more widely, prior to and after the economical collapse. The discussion will moreover highlight the impact of values on policy and decision making in general but in times of austerity in particular.
21 SES 06 C, Paper

Chair: Arja Haapakorpi, University of Helsinki
Location: A1 316

2855 - Underlying assumptions regarding students not eligible for Swedish upper secondary school
Karin Lumsden W ass, University of Gothenburg

Since the 1990s, the Swedish upper secondary school has had the responsibility to organize education for students not eligible for the regular vocational and higher education preparatory programmes. Until 2011, this group of students attended the so called individual programme, which included a broad range of different educational arrangements. This programme was pointed out by the Minister of Education Jan Björklund as being “a failure” and “the most unsuccessful contribution of all in the Swedish educational system” (e.g. in the news programme Dagens Eko, 2008-03-28). When the government in 2011 launched a major reform of the entire upper secondary school , the individual programme was replaced by five introductory programmes that would “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” (Skolverket, 2012, p. 30). In a five-year long research project, funded by the Swedish Research Council, we have studied the organizing of these new introductory programmes in local educational settings. One striking result is how since the reform of 2011, two diverse national policies have co-existed. On the one hand a policy with imperatives of clarity and on the other hand indistinct guidelines and with delegation. Our studies show how - in this new era of ‘clear educational routes’ - an increasingly differentiated and fragmented upper secondary school system is taking shape. In contrast to the analysis of the organizing in local settings, the analysis of this paper will focus on discourse analysis where the preparatory work such as commission reports, government bills, and other official documents initiated by the government will be subject for close examination. By concepts from critical discourse analysis (Fairclough, 1992; 2003) the interdiscursivity and the intertextuality of the documents will be scrutinized. Following the argumentation through different documents give possibilities to identify the underlying assumptions connected to this particular group of students and the education they are offered. These studies are supported by the fact that almost 20% of the students that begin their first year at upper secondary school attend an introductory programme (Skolverket, 2014).

2597 - The Challenges of Change for Longitudinal Research on Student Recruitment Patterns
Johanna Mellén, University of Gothenburg

This paper argues that it is necessary within longitudinal research on student recruitment patterns to rethink how different study programs in Swedish upper secondary education are categorized. The discourses of freedom of choice and employability in educational policy can be viewed as both forming the programs offered and affecting students’ responses to what is offered. The aim for this paper is to explore the changes in upper secondary study programs in relation to the discursive changes in Swedish educational policy. Students’ choice of upper secondary programs is a question of equality in the school system and how youths are differentiated through it depending on social class, gender and ethnicity. National and international studies, using the theory of primary and secondary effects by Boudon (1974), have for example shown that students from advantaged backgrounds get higher grades and more systematically make educational choices that lead to higher education. Previous longitudinal studies in the Swedish context often rely on a four-group categorization (described in Svensson & Reuterberg, 1998) depending on being academic or vocational preparatory and directed either towards natural sciences and technology or towards humanities, social sciences and economics. These categories however may be reconsidered, since Swedish upper secondary education has gone through two major reforms during the last two decades and programs have shifted in content and accessibility. Additionally, with the launch of the voucher system and the independent school reform in the 90s students could choose independent alternatives as well as schools in other municipalities. This paper is part of a large scale study on the influence of different determinants for student recruitment, based on Swedish register data with the entire population born in 1973-1992. To rethink the conceptualization of programs the paper uses the example of the Health Care and the Aesthetic programs, which traditionally have been within the same category but can be presumed to have changed differently regarding the composition of students. Based on these cases, changes in student recruitment pattern over time are analyzed in relation to discursive changes and possible conceptualizations of programs in the plethora of schools on the market are discussed.

2066 - Apprenticeship – how formal education and work life interact?
Arja Haapakorpi, University of Helsinki

In Finland, apprenticeship is a model in vocational education, which is particularly supposed to promote interaction between work life and vocational education. In Finland, it is a particular model in second level vocational education. Apprenticeship is provided as a solution for promoting flexible solutions on combining work and education and collaboration of the employer organizations and training institutions. The idea is to integrate on-the-job-learning and formal education. However, the logic of vocational institutions and work life differs, as employer organizations put emphasis on company-specific competence and formal education is supposed to provide general occupational competence. Following the ideas of Nikolas Luhman, institutions in modern society tend to specialize and differentiate. As highly specialized and self-referential systems, they do not interact directly with other institutions. A mediating agent is necessary for making the interaction possible. Education and work life, as institutions, tend to specialize and elaborate their knowledge basis and related social and cultural patterns. As specialized institutions, according to Luhman, work life and formal education may have problems or conflicts in their
collaboration. The aim of the presentation is to study apprenticeship by applying Luhman’s idea as the hypothesis. How interaction is carried out in apprenticeship, between vocational institutions and employer organizations? The data come from an ongoing evaluation on apprenticeship system in Finland. The research findings will focus on two dimensions: First, the converting of on-the-job-learning and formal education; second, running the process of the apprenticeship. On the basis of the preliminary findings, the education does not fill all formal requirements; running the process is often applied on practical terms. The contribution of the presentation is two-fold: first, it is based on the first research evaluation on apprenticeship in Finland and second, it makes possible continue comparative and collaborative research on the topic with the other Nordic countries. Niklas Luhman 1989. Ecological Communication. Cambridge : Polity Press.
22. Poststructuralist Pedagogical Research

Chair: Mälardalen University

2396 - Attention as an Educational Aim – Reclaiming the Relationality of Education

Johannes Rytzler, Mälardalen University

In a time when teachers have to compete with an ever increasing number of technologies and sources of knowledge, one key task of teaching seems to be to capture and to direct the attention of the students. However, attention does not have to be seen as a characteristic trait of students, to be awakened and directed by the teacher. It can be seen as a contingent relation between the individual and the world, possible to develop in educational contexts. From a relational perspective, the attending subjects and the objects of their attention cannot be understood independently. Rather, they are interwoven in an intersubjective configuration that in itself could be regarded as attentive. To attend is to engage in a relation. This both alludes to and complicates classical educational discussions of Herbart and James, who both talked of natural or willed attention and the importance of the teachers finding and developing the former in the students in order to succeed in the teaching. The word attention stems from the Latin word, attendere, which means the act of listening to, looking at or thinking about something/somebody carefully. Exploring some etymological transformations of the word, one finds other meanings such as waiting, reaching and caring. In this paper I explore the notion of caring as a way of attending that both forms and informs educational relations. The educational significance of caring has been explored by Nel Noddings (1984), who draws from the writings of Martin Buber, and promoted by Bernard Stiegler (2009), who draws from the writings of Simone Weil. The purpose of the paper is to show how a notion of caring as specific ways of attending - to oneself, to the other and to the world - leads to a richer understanding of the relation between education and attention, an understanding that perceives education as a praxis of attention-formation. By this I wish to contribute to a re-strengthening of the educational relation as a center of gravity for educational thinking, something that seems to be getting lesser room in an educational system largely influenced by the logics of marketisation and differentiation.


Susanne Severinsson, Linköping University

Education for pupil assigned with social emotional and behaviour difficulties in residential care highlights societal norms about normality and desirable behavior. Documentations as care plans and special education plans are analysed through the lense of post structural theory and concepts as ‘networks of relation’ (Callon 1986; Latour 2005) and ‘assemblage’ (Deleuze and Guattari 2004). The form is considered as non-human actants where headings and boxes affect possible writing of other human actants as teachers or counselors. The aim is to understand how norms about pedagogical and social problem, produce school agency for pupils in residential care. Focus in the analysis is how realistic schooling and life trajectories are outlined in documents. Analysis reveals how networks’ problematisation is individualized despite the form’s agency in focusing the group and organization levels. The intersessement are turned away from school subject, both in the form and by human actants. The descriptions and solutions are similar between the pupils, a reduced curriculum despite not exploring the pupils’ present ability or knowledge level in different school subject. Social and pedagogical needs and measures are intertwined and medical and social care discourses are predominant and undermine school agency. Actants as parents and previous teachers are not enrolled and their historical discourse are suppressed.

2799 - Researching mixed and multiracial subjectivities: Marginal experiences in Swedish education research.

Daphne Arbouz, Linköping University

This paper draws on my on-going study on mixed and multiracial subjectivity seen within a frame of showing the various transition stages appearing in an overall lifelong learning process. The paper highlights some of the primary findings in my on-going Ph.D. project. The material is based on 11 in-depth interviews with ‘mixed’ adults about their experiences of their encounters with the Swedish educational system. The paper explores the relationship between the different intersecting notions of nation, race, ability, class and gender, and the interviewees' movements and negotiations between different racialised, gendered and classed positions reflected in the (auto)ethnographies. Research questions guiding my analysis are: What does it mean to be 'mixed' in today's Sweden? Who occupies a position as 'mixed' in Sweden of today? How do 'mixed' individuals describe their educational trajectories and pathways? What do they take up as important aspects for their educational choices and career paths? How can we understand their self-formations or 'technologies of the self' as a form of a governing mechanism of individual conduct shaped within the contemporary Swedish Neo-Liberal knowledge competing society wherein an imperative idea(l) of the cosmopolitan lifelong learner, (trans)national belongingness and the supremacy of whiteness are interrelated and take place.
24 SES 06, Paper

24. School Development
Methods and analyses in under-standing classroom practices.
Chair: Pia Williams, University of Gothenburg
Location: A1 338

2154 - The importance of national tests for analysing and developing classroom practice in Norway
Ole Petter Vestheim, Kitt Lyngsnes, Nord-Trondelag University College

Standardised testing have become a common practice in most school systems. Research indicates that extensive focus on tests effects teaching and classroom activity. Schools achievement in such standardised tests can often be explained by factors related to socioeconomic standards. This study took its starting point in schools in lower socioeconomic areas, where pupils, during the last three years, had achieved good results. An important aim of this project is to understand how this classroom practices seems to result in high learning outcome for multiple pupils. Secondly, to bring research-based knowledge back to people engaged in the field of education so that they can reflect upon own practice and maybe develop their own practice. To examine how the national tests influence and are interwoven in schools’ classroom practice this study draw upon the theory of practice architectures (Kemmis & Grootenboer, 2008). An important issue in the concept of practice architecture is that both internal and external circumstances shape and give form to practice. In this context, we can consider national tests as an external factor that in some way will influence on existing practice and prefigure internal circumstances shaping classroom practice. The research strategy was qualitative case studies. Seven schools were included in the study based on two criterions: a) that the school had high scores on national tests over the last three years, and b) that the school should be located in a lower socioeconomic area. We used semi-structured interviews with headmasters, teacher and students. The findings indicates that the results on the NT themselves are not an important issue at these schools. On the other hand, NT are an important external factor in analysing and developing classroom practice. Standardised tests have become a common part of educational practice all over the western part of the world, and Nordic countries are no exemptions. Even though this study focus on national tests, it might be transferable to similar standardised tests.

2493 - Students' understandings of fractions
Caroline Eriksson, Halmstad University, Ann-Christine Wennergren, Halmstad University, Angelika Kullberg, Göteborgs University, Pia Williams, Göteborgs University

Research topic and aim International comparisons of students’ learning show that students’ results in Mathematics have decreased in Swedish compulsory schools. Although there have been various national efforts to enhance student learning the trend has not yet turned. Problems in students understanding of fraction in grade 4-6 tend to be the same in grade 7-9. The aim of this paper is to illuminate critical aspects of students' understanding of fractions in the 7th grade. This pilot study is part of a project that aims to explore the teaching of fraction from pre-school to 9th grade. Theoretical and methodology framework The approach of the study is based on variation theory and action research and it is conducted in a school that participate in a collective educational program in which all teachers are active in improving teaching. The pilot study was carried out in spring 2014 and included four teachers from different stages. The four phases of action research was followed: plan, act, observe and reflect. Before planning for 7th grade a scan of students’ understandings of fraction was compiled and presented to the teachers. In the planning phase, the teachers used the results of the scan and literature as a starting point. Two teaching sessions was observed and documented with a video camera. The reflection meeting was also video taped and transcribed and is the main data that form the basis of the results. Preliminary findings/conclusions Preliminary results show that some students see a fraction as a division and confuse the numerator with the denominator. When students compared two fractions e.g 1/7 and 2/7 they were not consistent in that the whole must be equal, neither in size or shape. The study also shows that it is difficult for students separate fraction as part of a whole figure with a fraction as a number on a number line. The results indicate that young students need to develop a more profound understanding of fractions.

2498 - Peer observation of teaching in K-5 schools as a tool for school development
Lena Ivarsson, Mid Sweden University

This study is conducted as a part of the on-going research and school improvement project “The best regional education system in the world”. One of the goals with the research project is to develop teachers as leaders and thus increase the goal fulfillment among students. The aim with this paper is to study how peer observations of teaching can be used to enhance the quality of teaching and learning in the classroom by making teachers aware of their performance. Peer Observations of Teaching consists of three stages; pre-observation meeting, the actual observation, and post-observation meeting. The pre-observation meeting enables teachers to discuss what and how to observe as well as how to give feedback. The post-observation meeting is focused towards discussions about the actual observation, give feedback, and discuss how to move further. This study is qualitative and based on interviews with teachers. Both individual, semi-structured interviews, and interviews in focus groups will be used. The interviews will focus if peer observations of teaching have any impact on teaching and learning, and if, how this proves. The results are also expected to give an indication of the usefulness of peer observations of
teaching, for visualizing teaching and learning in the classroom. Peer observations, coaching, lesson studies and learning studies are today used as tools to make visible and discuss activities in the classroom. It is of relevance for Nordic educational research that these kinds of tools are evaluated and discussed, based on their supposed usefulness and importance for school improvement.
25 SES 06, Paper

25. Guidance/Counseling
Methods and analyses in understanding classroom practices.
Chair: Eva Bjerkholdt, University College of Telemark
Location: B1 133

2739 - Informal Mentoring in Police Education
Cato R.P. Bjørndal, Petter Mathisen, Geir Runar Karlsen, University of Tromsø

In the police students’ practice period (2nd year of study) the formal mentoring dialogues traditionally have received the most attention. The “half-formal” or the “informal” mentoring dialogues, in the police car, before and after a mission or in the on-call room etc., has received less attention. Nevertheless, there is reason to assume that these dialogs have an impact on students’ learning and their professional development. There is no research-based knowledge concerning these dialogues form, content, scope or how important they are in the students’ learning process. The aim of the research project is to gather such knowledge. This is done from the following research question, which is answered by the students and the practice mentors: What is the significance of the informal mentoring dialogues between police students and practice mentors for the students’ professional learning during the practice period in Police Education? The study is based on data triangulation of qualitative focus group interviews and on quantitative questionnaires. The data was collected through two steps in 2014: 1) Focus group interviews (2 x 6 mentors and 2 x 6 students) 2) A nation-wide web-based survey (720 supervisors and 720 students) The qualitative data will be analysed on the basis of recent versions of Grounded Theory (Charmaz 2006). In addition the qualitative analysis will be related to certain quantitative findings. The analysis will be carried out in January / February 2015 and the main findings will be presented on the NERA - Congress 2015. Significant knowledge regarding the impact of informal mentoring in Police Education may be of importance for the various police educations in the Nordic countries. The study will furthermore be relevant to a wide variety of professional and semi-professional educational programs were supervised practical training is an integrated part of the programs.

2520 - Supervision as an incitement for professional development in the kindergarten
Hege Fimreite, Ingrid Fossøy, Sogn og Fjordane University College

Background and objectives The Norwegian Directorate for Education and Training assigned a mission related to the development of the kindergarten as a learning organization and a place to increase expertise for employees and students. Our study is a part of this mission. Our study focus on supervision, creating meeting places where the expertise is framed and challenged in terms of both the individual and collective learning. Our ambition is to conduct regular peer counseling sessions recorded on video, followed by retrospective reflections. Our research question is: “How can systematic supervision and counseling develop kindergartens as learning organizations?” Methods To answer the research question we analyze recordings from the peer counseling and the retrospective reflections. A group of 4-6 employees from three kindergartens participates. Each group conducts four counseling sessions over a period of eight months, also accompanied by recording of the four sessions of retrospective reflections. To analyze the data we will use the employee narratives as a way of learning about their reflections (Gjems, 2010). Narrative inquiry tends to focus on personal stories, especially their content, theme and structure (Holstein & Gubrium, 2012). Life-narrative data will give us support in developing the understanding of the employees use and benefit of systematic counseling. Theory of expansive learning circles and theories about teachers’ learning and professional development (Postholm & Moen, 2009; Postholm, 2012) will be an important contribution to our analyses. Expected findings The aim of this study is to gain knowledge about how supervision and counseling can be used as an incitement for professional development in the kindergartens. We expect to find that both supervision and counseling support the kindergarten teachers in being more academically focused, reflected and more development-oriented. Hopefully we also will gain new insight in how the kindergarten teachers learn, and how systematic supervision can be a support in the development of the kindergartens as learning organizations.
NN SES 06, Paper

No network
Chair:
Location: B 134

3147 - Student’s digital production - evaluation as a powerful practice
Birgitte Holm Serensen, Karin Levinsen, Aalborg University

The paper is based on two empirical research studies concerning primary and lower secondary school. The Netbook 1:1 project (2009–2012), funded by the municipality of Gentofte and Microsoft Denmark, is complete, while Students’ digital production and students as learning designers (2013–2015), funded by the Danish Ministry of Education, is ongoing. Both projects focus on teacher-designed frameworks that involve students’ agency and participation regarding digital production in different subjects and cross-disciplinary projects. Within these teacher-designed frameworks, the students act as learning designers of learning resources with other students as target groups. Netbook 1:1 has shown that digital and multimodal production especially facilitates learning processes and qualifies students learning results when executed within a teacher-designed framework, which provides space for and empowers students’ agency as learning designers. In addition, the positive impact increases when students as learning designers participate in formative evaluation practices. Traditionally, the Danish school has worked hard to teach students to verbalise their own academic competencies. However, as our everyday environment becomes increasingly complex with digital and multimodal technologies, formative evaluation as a learning practice becomes central, requiring the students to develop a digital and multimodal literacy beyond the traditional, language-centred type. Students’ digital production and students as learning designers is a large-scale project that follows up on the findings of Netbook 1:1. It experiments further with various evaluation practices both formative and summative in a digitalised learning environment that focuses on different phases of the learning processes and includes feed-forward and feedback processes. Evaluation as a learning practice in a digitalised learning context focuses on students as actors, addressing their self-reflections, responses to feedback from peers and feed-forward processes, and responses to feedback from teachers and feed-forward processes.

3158 - Tablet use across the curriculum in grades 9 to 10 at an Icelandic school
Sólveig Jakobsdóttir, Skúlína H. Kjartansdóttir, University of Iceland School of education

Nordlinga School in Iceland has been an early adopter of tablet computers, applying 1:1 pedagogy. In February 2012 one cohort (grade 9) got tablets (iPads) and the next cohort followed in 2013. Some results from an evaluation study on this ICT integration have been reported earlier (e.g., Kjartansdóttir & Jakobsdóttir, 2013) but in this presentation we will focus on how the tablets were used in different subjects in the school. The teacher team for grades 9 to 10 initiated the project. They thought tablets would support students in their learning. The school curriculum emphasizes meeting individual students needs, but also development of social competences, collaboration and teamwork. The time tables include timeslots for making study goals and plans on an individual basis. In addition to subject related time (Danish, English, Icelandic, Mathematics, Natural Science and Social Science), each week includes time for cross curriculum project work related to student interest areas and involving arts, crafts, media and/or innovation. Surveys among students of both cohorts in May 2013 revealed that the majority of students (70-85%) felt there had been positive effect of using tablets on planning their studies/keeping track of their learning and also on Icelandic, English and Natural Science. About half of the students thought so regarding Social Science, Danish and Mathematics and considerable number also regarding reading, interest area, and arts and crafts. Much fewer though this was the case regarding physical education (8- to 12%). In the paper we will outline which apps were used in each subject and provide examples (text and/or brief video clips) of projects and learning activities in which the students engaged. We will also give a glimpse of the rich variety of apps the students collected on their tablets many of which also supported their learning across contexts. The results of the study can provide good examples in relation to application of tablets in schools.

4629 - Online case based learning in higher education: The case of early childhood education student teachers at the Arctic University of Norway
Maria Dardanou, Arctic University of Norway, Stathis Th. Konstantinidis, Northern Research Institute

Case based learning (CBL) is used widely as a teaching method within face-to-face lectures in the Department of Education of the Arctic University of Norway. The advancements of this method have been widely discussed in the literature. To this extent, ICT technologies the last decade have been inserted progressively into the education. Virtual Patients have been one of the facets successfully driving the application of online case based learning in medical education. However, online case based learning for early childhood education teachers is not common yet. In this paper we examine the online case based learning using the online open source platform, namely Openlabyrinth®, as a teaching method for early childhood education teachers. Through the online case based resources, the early childhood teacher students are involved in decision making according to a specific case, based on constructivist and interactive learning environments which promote Self Directed Learning (SDL). Furthermore, through the analysis of data given expects to indelicate a relevance of this specific method with the empowerment in students’ learning processes in comparison with the traditional case based learning as a method. Development of early childhood teachers ICT skills are in focus, as well as the classroom management lifelong learning. This aforementioned research aims to develop a didactic context which is relevant to the curriculum of the third year early childhood teacher education. The present study provides quantitative results investigating the role of online case based learning on fostering the learning process. The expected results of this study aim to increase the availability of training opportunities for students,
making them less dependent on actual cases to learn how to handle different situations. Unlike real students, simulated school cases can be accessed on demand and they are endlessly re-playable to allow the user to explore different options and strategies.

2950 - Critical analyses of a standardized evidence based program for classroom management and learning environment (PALS).

Tine Arntzen Hestbek, PLU/NTNU

International trends in the Western policy indicate a strong instrumental focus on teaching and educating (Cochran-Smith, 2012). The policy-makers seem to emphasize so called evidence based practice in term ‘what works’. Efficient education is the new rhetoric build on the neo-liberal discourse (Haugen & Hestbek, 2014). In Norwegian schools different standardized programs are implemented to improve classroom management to the best for the pupils learning. Teaching can be based on both practical knowledge and theoretical/research-based knowledge, which may build on different ideas of teacher professionalism.In this paper I analyse a program called PALS (Positive behaviour, supportive learning environment and interaction), and my problem statement is: How is PALS understood and experienced by different actor’s, and how is the program related to perspectives of different discourses on knowledge? In this study I use critical discourse analysis as methodology. I turn to Bernstein (2000) theoretical concept of discourses on knowledge, and his concept of classification and framing. The results are discussed in perspectives on ‘bildung” and different purpose for education (Hellesnes, 1992, Skjervheim, 1972, Haugen & Hestbek, 2014, Hestbek, 2014). Bernstein (2000) describes how different forms of knowledge are realised within different discourses, described as horizontal or vertical. Horizontal discourse refers to what can be understood as everyday knowledge or common sense (common as it applies to all). The knowledge of a horizontal discourse is “contextually specific and context dependent, embedded in on-going practices, usually with strong affective loading, and directed towards specific, immediate goals, highly relevant to the acquirer in the context of his/her life” (p. 159). Vertical discourses can be described as the opposite of horizontal discourses, as they are coherent, explicit, have a systematically principled structure and are described as either hierarchically organised (as in the natural sciences, searching one truth) or as a series of specialised languages (as in the social sciences or humanities). Data material: Interview with school owner, school principal, teachers, pupils and parents. Theoretical framework of PALS and the methods PALS.
2629 - “Is this the tallest building in the world?” A posthuman approach to ethical problems in young children’s learning projects
Anna Palmer, Stockholm University

In this article I explore alternative ways to understand ethics in preschool, drawing on a posthumanist understanding of ethical concerns as entangled intra-actions of the world, rather than a human affair (Barad 2007; Haraway 2008). The data that will be examined is part of an ongoing preschool project called ‘Children’s relations to the city’, where the children start to investigate tall buildings in the immediate vicinity of the preschool and then turn their attention to other larger and more famous buildings such as Burj Khalifa, World Trade Centre and Taipei 101. In the beginning the children seem to be interested in mathematics and science, collaboratively measuring and comparing the towers on the pictures. But then the projects shifts gears and the children enter questions about the living conditions in countries far away, which transfer the project from the local preschool into a global world where complex ethical dilemmas might emerge. It discusses what ethics might become when understanding children’s play and learning in preschool as always already ethical and entangled with a more-than-human global world.

2234 - Digital media and aesthetical learning in day care education.
Søren Holm, UCC

Digital media and aesthetical learning in day care education. The digital media is one of the major subjects that are to be included in everyday life in the Danish day care. This is a strategy from the Danish government, who view it as a necessary step in educating children for the future. In 2013 I conducted 6 interviews with pedagogues on their view on using I pads, in everyday life in day care institutions.

Several of the interviewed mentioned that children using I pads seemed to forget their surroundings, their body’s and got so involved and taken by the media that they forgot themselves while using the I pad. This corresponds with the Kelner research from 2009, where one of the major concerns involving using I pads in day care was “it is as if their mind is elsewhere and they have forgotten their bodies.” This paper will look into an approach of using digital media as an education tool from a aesthetic view wherein the digital media can be used as a resource for the child to learn about body awareness and better understanding and remembrance of their own subjectivity, while still gaining the knowledge education the Danish system demands. In this paper I will use an existential phenomenological approach. This approach seeks to educate the user of digital medias in having, what the German philosopher Martin Heidegger calls Sorge. Sorge in this context means concern for the subjects self. It is comparable with what Deleuze call awareness of the body without organs. This approach means that the child should no longer be seen as a user with an ipad, but instead should the ipad while in use be seen as an extension of the users subject. The importance comes in how the pedagog helps the user not to lose awareness of the body while this takes place, but instead let the user experience both the body and the media as working in unity. The Norwegian philosopher Karin Martinsen calls this kind of aesthetical education “a mastership in seeing,” which will be further unfolded in the paper.
06 SES 07 A, Symposium

6. Educational Leadership Network
School Superintendents in the political and administrative crossfire
Organizer: Leijf Moos, Aarhus University
Chair: Leijf Moos, Aarhus University
Location: AK2 137

The focus of this symposium is educational governance at the local school district level seen in a cross-cultural perspective, which is based on national survey studies of school superintendents, local school boards and school leaders in the Nordic countries, Denmark, Finland, Norway and Sweden. The overarching research question that has guided our studies is: How are trans-national influences and national policies transformed into local policy cultures when they meet the municipal school superintendent?

1724 - Hierarchy and network
Jan Merok Paulsen, Oslo University

In this chapter we analyze the superintendents' horizontal engagement in internal networks (e.g. project groups within their municipalities), as well as engagement through external ties to professional colleagues in other municipalities. At the same time, superintendents in most cases are coupled straightforward hierarchically to the top apex of the municipality organization through membership in a leadership team at the upper level. Superintendents have, as such, access to several milieus by acting as liaisons. As indicated in research from professional bureaucracies, this mixed position might be a source of influence downwards as well as upwards. However, prior research also underscores that these sources of powers and influences are dependent of the strength of the network relations as well as a level of legitimacy in the leadership team at the upper level. This line of reasoning is discussed in the chapter in the light of the empirical evidence from the Nordic municipalities.

1725 - Trust and Security
Elisabet Nihlfors, Uppsala University

School issues are high on the agenda, the number of reforms varies between countries as well as the reasons for them. The confidence in the profession from the politicians varies as well. Demands on and questioning of the "results" etc. can create uncertainty; the presence of inspection, accountability and legal control can affect trust and security. Clarity about who is responsible for what including authority and influence, the way accountability is worked out can be other ingredients that can affect both trust and security. The way Superintendent’s act in-between local and central actors is therefore important to problematise. The superintendent is responsible for matters to be discussed by the Board is well-founded and that the decisions made are possible to achieve in different practices. Our data show that in some countries there is great uncertainty among both principals and politicians to what extent the superintendent gives a fair picture of the situation. Deficiencies in confidence may be due to power relations but may also involve a lack of knowledge of the mission, knowledge and skills. This chapter aim to discuss if and if so, to what extent the superintendent can influence trust and security in the organization to the purpose of creating an education of high quality.

1727 - Mediation and translation
Jan Merok Paulsen, Oslo University, Leijf Moos, Aarhus University

Reform implementation often takes the shape and form of mediation when central policy aims meet the local level. Specifically, when municipal school owners transform central policies and directives from the national quality assurance system into demands towards school principals, superintendents are uniquely positioned to mediate between state directives and supervision through their own decisions about what the principals need to do about the same reform signals. The Scandinavian branch of new institutionalism has brought evidence of a range of mediation practices employed by municipal managers in order to make central aims adaptable at the “street level”. Following this line of argument, superintendents may employ different repertoires of mediation in their dialogue with school principals – in order to maintain a work context that is manageable for the latter group. Superintendents’ translation, alignment and buffering practices towards principals are discussed in this chapter based on the empirical evidence from the Nordic systems.
6. Educational Leadership Network

Chair: Ann Gunnulfsen, University of Oslo. Discussant: Ulf Leo; Umeå University
Location: AK2 138

In the wake of extended expectations of the profession, school leadership and professional development has become a widespread and frequent referred topic in recent years. In the assessment of what kind of competencies to be considered important for school leaders to possess, the emphases vary. Requirements for school leaders to master new competencies, such as being able to analyze data from various quality indicators and measurements, allow different providers of competence-building programs to be flexible and adapt their courses and studies to new requirements. However, emphasis on certain competencies from internal priorities and traditions can be significant, as well. The complexity in mastering the overall responsibility for school results; being an educational leader, being “clear and forceful” and having the account for developing schools as learning organization creates new and different kinds of challenges and roles for school leaders.

1850 - Leadership and Collaborative School-based Development
Ann Gunnulfsen, Kristin Helstad, University of Oslo

In Norway, school-based professional development is put on the agenda in the national program called “Developing the Lower Secondary School”. Over the time of five years (2013 – 2017) all lower secondary schools are invited to be a part of a program were local authorities, universities and university teacher-colleges in collaboration with resource-teacher, resource-centers and school leaders are supposed to create solutions for making student-learning more motivating and mastery. The priority areas are pointed out from the national authorities, and are focused on basic skills such as reading, writing, numeracy and classroom management. School-based professional development entails that the whole staff is responsible in a developing process, supported by the universities or university-colleges. Research has shown that school leaders engagement and involvement in the core activities in school is essential for developing the school organization and for teachers learning in school. Simultaneously we know that the contribution of external expertise may strengthen and develop school professionals in their actions and understanding of practice. This paper accounts for the intention of the model for school-based professional development; it presents current research in the topic and discusses enabling and constraining factors related to the intention of having schools and the expert field to collaborate for professional development in schools. The data material is obtained from observations and experiences in the pre-face of the program, were the schools and expert-field are about to create a mutual understanding of how the school-based professional development can be performed.

1851 - The New Deputy Leader in Lower Secondary Schools in Norway. From traditional Administrative Roles to Learning Leaders?
Hedvig Abrahamsen, University Teacher College Sogn og Fjordane, Marit Aas, University of Oslo

Increased demands on quality improvements in Norwegian schools have led to a reorganisation process of the leadership teams in several communities. The traditional administrative deputy head role has been changed towards a modern role with more clearly defined leadership responsibilities than is the case with the previous role. One such leadership responsibility is to perform instructional leadership. In this study we ask if this new leadership role represents a development of school leadership as a profession. The findings of this study show that the new deputy heads develop a dialogic approach when they perform instructional leadership, reducing the aspect of control, and therefore need to direct the attention towards building a professional learning community in schools. A consequence of this may be the need to develop a professional language about learning and being close to the teachers’ pedagogical leadership in their classrooms. This can imply the development of a new profession within the school leadership field.

1860 - Different requirements for school leaders to master new competencies. A comparison between institutions offering competence programs
Tor Colbjørnsen, University of Oslo

Professionalization of school leaders has become very widespread in recent years in the wake of the extended expectations for the profession. These expectations are embodied in several policy documents published in Norway in recent years, including in the White Paper 31 (2007-2008), which led to the creation of the National Program (the principal training school). But the offers of programs for competence building of school leaders have a wider scope than as established, formalized programs that provide credit initiated by universities and other institutions offering education to be teachers and school leaders. There are also other forms of education and courses initiated by counties and municipalities that develop competence. What emphasis is placed on an assessment of what are important competencies for school leaders to have, can vary from provider to provider. Requirements for school leaders to master new competencies, such as being able to analyze data from various quality indicators and measurements, allows providers of competence building to be flexible and adapt their courses and studies to new requirements. Empirical data used in the paper is selected from a selection of competence programs from universities and from counties/municipalities. Document analysis is used to find similarities and differences in the programs. I want to examine if there are similarities and differences in the way they want to develop reflected school leaders. The extended external accountability and evaluation that is conducted on schools and school leaders today demand expectations that school leaders should have continuous competence building throughout their career. Because of the different priorities of competencies
from the institutions offering competence building, I found that the competence programs varied according to what is expected by the school authorities and the marked situation and different cultures in institutions offering formal education for school leaders.
10. Higher Education
Chair: Outi Ahonen, Laurea University of Applied Sciences
Location: AK2 139

2515 - Academic standards and professional relevance in Swedish Teacher Education curricula – a semantic approach
Karin Stolpe, Linköping University

Teacher education in Sweden leads to an academic professional qualification. On one hand, the education should meet academic standards, on the other hand, it should be relevant to teacher profession. To bring together academic standards and teacher professional relevance has been a challenge and the introduction of a mandatory student thesis (SFS 1993:100) was one step to make teacher education more research-based. As the student thesis should mirror competences from teacher education as a whole, the thesis should be both academic and show professional relevance. The aim of this study is to shed light on how the relation between academic standards and professional relevance is rhetorically manifested in curricula for teacher student thesis. In meeting this aim, a corpus study have been carried out. The corpus consists of curricula from seven different thesis courses from three different Swedish universities. The first step in the analysis was to search for words which are connected to academic standards and professional relevance, respectively. The next step was to go back to the curricula to see in which context the different words are used. Preliminary results show that sections that argue for the purpose of writing a thesis in teacher education, do so by using words of professional relevance. Academic words are only used sparsely in this context. However, words that have to do with academic standards are more commonly used in sections that describe the nature and structure of the thesis. In regards to assessment criteria, both categories of words exist, but academic words are much more frequent. Conclusively, even though the curricula for the different courses and universities differ, they share a rhetorical message that says that the thesis is important for the teacher education, but the academic standards are of most importance for the thesis. This means that there is a separation between academic standards and teacher professional relevance in the curricula, which may impact the wish to integrate academic standards and professional relevance.

2209 - Educational expertise in academic recruitment processes
Sara Levander, Eva Forsberg, Maja Elmgren, Uppsala University

In this paper we present a sub-study within a research project on higher education teachers and their career opportunities through investigations of the requirements, expectations and systems that universities have designed. The study focuses on both policy and practice, particularly in terms of recruitment and promotion systems and processes. Of particular interest is educational expertise as an aspect of academic expertise and hence seen in relation to other aspects of research and administrative expertise. Prior to 1916 university statutes in Sweden only referred to academic teaching, but ever since the Humboldian ideal that unites scientific research and teaching has been manifest in regulations. Against this background and limited resources for research it is not surprising that the quest for research competence has been in the foreground and educational expertise have received less attention in recruitment processes. However, changing terms for higher education – through massification and marketization as well as autonomy reforms and managerialism – have implications for qualifications and competences required and asked for. As a consequence, regulations on requirements stressing educational expertise have been put forward along with research competences. Thus, we here present a sub-study exploring how educational expertise is constructed in expert reviewers’ written evaluations in recruitment process, when appointing professors and senior lecturers in competition after a public posting at a Swedish university. The material used is 205 written evaluations regarding 92 appointments (75 lectureships and 17 professorships) to be appointed in competition, after a public posting during 2012 at Uppsala University. A textual analysis inspired by Laclau and Mouffes' (2008) discourse theory is employed. Our main research questions focus what values are given privileged status when assessing educational expertise and what kind of notion of educational expertise expert reviewers’ written evaluations produce. Our preliminary findings show that the entire process of appointing expert reviewers is quite diverse in relation to different research domains and faculties/sections. The attention paid to describing and assessing educational expertise varies from almost no attention at all to detailed descriptions and explicit criteria-based assessments, with latter less common. In addition reviewers differ in what they include and value in education expertise.

3025 - Perspectives of teacher education students on global citizenship: implications for ethical internationalization
Karen Pashby, University of Oulu/University of Alberta, Michelle Nicolson, University of Oulu, Meeri Hellsten, Södertörn University

Globalization has meant that universities are under increased pressure to internationalize through mobility, research partnerships, and internationalized programing. Global citizenship is an increasingly mainstream term being used by the UN and OECD regarding education for the 21st century, yet research about its conceptualization in higher education comes largely from English-speaking contexts (e.g. Jorgenson & Shultz, 2012). This paper presents a piece of an inter-disciplinary, international mixed-methods research project funded through the Academy of Finland and involving 20 universities in 10 countries. It responds to concerns that current economic crises have resulted in an intensification of those internationalization policies in universities that prioritize profit-seeking over those that prioritize ethical alternatives (Khoo, 2011). Drawing on critical and post/de-colonial theories (e.g. Andreotti, 2009), the project considers how, when left
unchecked, internationalisation is normalized so as to re-direct social and political values such as global citizenship and social responsibility towards economic values thereby reproducing ideals of exceptionalism, entitlement, and (market) expansionism (Rhoads & Szelényi, 2010); and denying reproduction of systems of inequities (King, Marginson, & Naidoo, 2013; Rizvi, 2007). Selecting social cartography as a method to analyze the findings, the project aims to create a socially accountable map of shifting imaginaries of higher education as expressed in trends in internationalization (Paulston, 1999). In this paper, we focus on imaginaries of global citizenship. We will present a heuristic co-created by project partners and use it to analyze responses from teacher-education students studying in two Nordic universities, focusing on two specific survey questions: Do you see yourself as a global citizen? How do you think global citizens should think, relate and/or act in the world? The heuristic consists of three discursive orientations—neoliberal, liberal and critical—and four interfaces—neoliberal-liberal, liberal-critical, critical-neoliberal, and all four. Interfaces indicate where signifiers are deployed with multiple meanings. The mapping helps to identify dominant discourses, articulating where there are foreclosures of and possibilities for an ethical approach. The project contributes data and frameworks for understanding existing possibilities. By making discursive configurations and interfaces jointly intelligible, processes in higher education can be more informed by ethically oriented versions of international education.
The theoretical framework for the project draws on an ethnographic and a micro-sociological approach: We need to understand the issues of inclusion in and exclusion of educational settings in its complexity, and we need to understand it as institutionally framed and therefore not issues that can be understood merely by focusing on the youth in question. In that way inclusion and exclusion must be understood as a dialectic relation between the participants in a given setting and the structural conditions of the setting itself (Gilliam 2006, Moldenhower 1999, March 2006). The hypothesis then becomes that the youth in question experience inclusion and exclusion in a variety of ways and in a variety of settings; which is why we need to study the youth in their environment, as well as the mechanisms that apparently add to experiences of inclusion and exclusion. It has become clear that social communities are influenced by a number of factors, and through our main study we have investigated youth’s understanding of the neighborhood and its relation to the educational settings, in order to understand young people’s social communities. The data has shown us how social communities and their connection to local communities are related to young people’s understanding of education. We have found that local communities provide possibilities of positioning which can facilitate social communities in institutional settings, both through a mirroring of personal experiences with the local community and with outsiders views on the specific local community, but also because the local community provides a social community that can be carried along into the institutional settings.

RESEARCH TOPIC AND AIM In the research project we are interested in the significance of the social life and young people who are on the brink of exclusion, but as investigate their situation by concentrating our research on a broader perspective on the youth in question. Our research shows that young people participate in different forms of social relations as network, groups and community in their everyday life in school. These forms present different forms of possibilities for social belongings and included and excluded positions. It also shows that social relations are challenge by a complexity of factors as parents free school choice. In the Danish state school there is a tradition to organize the social life in school classes. The school class often seems to be a way to work with student’s inclusion and belongings as a part of the learning environment. In this way school classes is imagined as a place for social stability. At the same time the schools developed new organization forms, school mergers and students moves more than before from one school to another. These movements challenge the imagination of stability and have an impact not only on the youth, the social capital and social life but on the professionals work.

THEORETICAL AND METHODOLOGICAL FRAMEWORK The methodological framework for the project draws on an ethnographic approach and sociological approach. Since the problem of inclusion in and exclusion of educational settings is complex we need to look at the structural conditions in which it is embedded. The theoretical framework is inspired of Broady’s concept of social capital and social processes, Putnam’s concept of network and community. But also recent Danish research of school classes. (Andersson 2002,, Broady 2002, Gilliam 2014, Putnam 2007) PRELIMINARY FINDINGS It has become clear that the understanding of the school class is related to a dominant thinking of the school as a stability of social life. But youth’s social relations are influenced by a number of factors and challenge by students and parents school choices. It produces new positions between the youth and has an impact on teachers practice.

RESEARCH TOPIC AND AIM Embedded in the research project lies a wish for sustainable change, which in turn means that if research is to be made available for practice, and if practice is to have an influence on the research results, it is necessary with a systematic approach to cooperation among the two. On a more tangible level, the aim of the project is to bring together practitioners and researchers to reflect upon the importance of social community among youth in relation to schooling and education, both in order to qualify practice and in order to qualify the research project. This has lead us to the following question: How can research on social community of youth interact with practice in order to develop the professional understanding of the social communities among youth? And how can professional reflections and analyses contribute to a qualification of the research process? THEORETICAL AND METHODOLOGICAL FRAMEWORK The theoretical framework draws on theory on learning labs as a research based way to investigate how knowledge produced in the field of research, can be used to kick off practitioners’ reflections on social community among youth. We are inspired by Cathrine Hasses understanding of learning labs as a ‘place where people learn and develop through experiments’ (Hasse 2014: 172). This methodological approach support the idea that knowledge derived from the research project can serve as point of departure for reflection on the research topic and the knowledge production can be challenged by practice and practitioners. PRELIMINARY FINDINGS In January and February 2015 the first learning labs will be held with a group of social workers specifically working with youth. In these learning labs the participants
will be presented with cases based on previous analyses deriving from the research project. The ambition is to have two laboratories with the same group of people, where the focus of the first lab will be on reflection and analyses, and the second lab will be on potential solutions and actions in relation to the previous analyses and reflections. The cases presented in these laboratories will be on the relation between social community and local community, and
13 ICT & Education

13. ICT & Education
Chair: Lilian Gran, College of Lillehammer and Thomas Winman, University West
Location: BE 016

2965 - Digital Bildung and the digital human-being the neglected expansion of the Knowledge promotion
Lillian Gran, College of Lillehammer

Introduction Working with Digital building this second article of the Phd. study will investigate how the Norwegian education system are operationalizing and interpreting the intentions of the curriculum with a specific glance at the Bildung tradition in the curriculum. Specific group of interest is the pupils falling out of the education systems failing the society and dropping out of life chances. Theoretical framework Different views on digital Bildung, digital competence and digital literacy and how this is operationalized in the norwegian school context. Among some of the perspectives are Anne Mette Bjørgen (2011), Haugsbakk and Nordkvelle (2011), (Levlie, 2003), Krumsvik (2007), Ballierzen (2007), Hoem (2003), Slagstad (2003) and Steinsholt and Dobson (2011). Further there will be an investigation of Foucault in terms of being a “Bildung technologist where he said his goal has not been to analyze the phenomena of power thus creating a history of the different modes by which, in our culture, human beings are made subjects (1982). Methodological framework The empirical data are retrieved through a discourse analysis on the field of norwegian classroom research and how the norwegian curriculum is implemented in the norwegian school. Expected conclusions/findings In the investigation of how the school is interpreting and understanding fort next implementing the guidelines given in the curriculum there is a hypothesis of a tendency of competence being neglected and a too large of a focus on knowledge reproduction. Imlying a need to reevaluate and change the current curriculum towards a more competence based and future oriented plan. Relevance to Nordic educational research. Of high interest in terms of how the OECD competencies and the 21st century skills are being adopted in a scandinavian country. Even connecting it to an awareness of reflection and self-awareness among young learners. In the investigation on Digital building the literature study found that the temporary spoken building perspective in a digital context is hardly enough for the contemporary times and brings forth a need for renewal, change and highlight of the fast moving and developing information society.

2368 - Examining the relationship between digital competence, mastery orientation, self-efficacy and avoiding stress/health due to ICT
Ove Edvard Hatlevik, Norwegian Centre for ICT in Education

There are several initiatives to assess student’s digital competence. For example in Australia (MCEECDYA, 2008), Chile (Claro et al., 2013), Korea (Kim & Lee, 2013) and Norway. There are also comparative initiative as 21st Century Skills (Binkley et al., 2012) and ISTE (2012). The evidence bases for these assessments are described through frameworks. A common feature of the framework is competence in searching and evaluating information, digital communication, digital responsibility and producing digital content (Binkley et al., 2012; Ferrari, 2013; Norwegian Directorate, 2012). This paper explores digital competence and if students report being able protecting health/stress when using ICT, by examining the relationship between digital competence, self-efficacy and protecting health/stress. The sample consists of 1300 students from 100 primary schools. Digital competence was measured with 24-item multiple-choice questions. A structural equation model was used to examine the relationship between the factors. Analysis showed a positive relationship between self-efficacy and protecting health/stress. Further, it seems that digital competence is predicted by family background.

2569 - Working with graphic visualization as a mindtool
Renata Svedlin, Åbo akademi University

Using ICT in university courses as a medium for teaching and learning has been practiced for a long time. At the same time the possibilities of the new technologies challenge our epistemic understanding of knowledge and how we create knowledge. According to Säljö (2010, 2011) we need to understand the transformations in knowledge and knowledge construction and introduce practices for a level of “reading as design”. We can find for example interesting conclusions about mindtools for learning introduced by Jonassen (Spector et al, 2013), emphasizing the processes how we are scaffolding the learning processes. Knowledge Forums as another type of application are studied by Tan, So, Yeo (2014) with an interest of practices for knowledge building. The teaching situations are situations with specific premises. Elaborating with ideas of open-ended-classroom - meaning free use of all accessible relevant information on the web, as well as continuing discussions about the main learning objectives, we have reached some experience of working with graphic visualizations and reflect on the potentiality to regard them as a kind of mindtool. The presentation summarizes conclusions after two years experiences of courses in teacher education and pedagogics at university level. The topic is of interest for use of ICT in education (network 13) and for development of teaching in higher education.

2674 - Classroom of the future – development and innovation in digital learning-communities
Thomas Winman, Lars Svensson, Lena Pareto, University West
The digitalization in society has a great impact on human conduct in several ways; among others, it opens up for new forms of organizing, teaching, and learning in schools. The capabilities of ICT, for example, novel cross-border practices, shared knowledge representations, and boundless availability of information, which in turn affect how we create meaning and learn. Today, the relationship between ICT and learning embraces everything from schools' organization, teachers' professional practices, roles and identity, teachers' and students' competence of and attitudes towards digital media including the role of technology in informal learning situations. To meet the 21st century skills, cultures, and teaching practices encouraging collaboration, knowledge sharing, creativity, innovation, and problem solving is generally advocated. Moreover, ICT is often argued to enhance student engagement, motivation, individualization and personalization of learning situations, which in turn is meant to result in a more democratic, equal opportunity-based and inclusive educational system. However, in contrary to these visions, recent research reveals a shift towards more goal-oriented, solitary, and performance-directed teaching practices, resulting in reduced opportunities for dialogue, reflection, and deeper forms of learning. This indicates the need to acknowledge that digitalization of schools is a highly complex process where all the above-mentioned dimensions of ICT and learning are interrelated and reciprocally dependent. Therefore, we address the challenge of how do we as researchers, practitioners, and students participate in forming the future classroom in order to be better prepared for the digital society? We argue for an action-based, participatory, multi-disciplinary, and collaborative approach rooted in daily practice but envisioned by the opportunities enabled by digital media technologies. Examples of challenges we would like to discuss are: - How and to what extent do digital media use change the way we perceive, understand, and interpret knowledge? - Which competencies and skills are critical in the future? - How can teaching and learning be organized to best prepare students for future challenges? - How does the teacher role and profession change due to the digitalization? - How do we ensure that we work towards a more democratic, equal-opportunity-based and inclusive educational system?
2753 - Challenge and success- Norwegian kindergartens as multicultural arenas
Kirsten Lauritsen, Nord-Trondelag University College

As part of the Nordic study “Learning Spaces for Inclusion and Social Justice”, this presentation is about a study in two Norwegian kindergartens that work with minority children, with equality and social justice as part of their goals. The study combines fieldwork and interviews with leaders, teachers and parents. The study shows positive attitudes, a kind of ‘normalization’ implying that all staff members have a responsibility for this work, and not only a few, selected “experts”. But while there is a load of good will and years of experience on educating minority children in the kindergartens, there is also a lack of competence and formal education on matters such as bilingualism, multicultural education and communication (Gitz-Johansen 2006, Tireli 2006, Staunæs 2004, Hauge 2004, Korsvold 2008, Lauritsen 2009). So, in everyday practices, the will to inclusion does not always manifest itself in activities, organization and priorities that are necessary for children with a first language that is different from the majority language, for them to develop and flourish on an equal level (Banks 2007, Cummins 2004). These shortcomings may lead to marginalization and “equal treatment”, instead of an education that is adjusted to the individual students’ needs (Gullestad 2006, Lunneblad 2009). We do however also find examples of individual immigrant students who have succeeded in spite of linguistic and social challenges connected to having a home language different from the majority language or from having a refugee or migrant background.

2754 - Perspectives on immigrant children’s participation and success in Icelandic preschools
Hanna Ragnarsdóttir, Fríða B. Jónsdóttir, Hildur Blöndal, University of Iceland

Findings of research has shown how immigrant parents and children are marginalized, silenced and not given an opportunity to be active agents in their children’s education and wellbeing (Brooker, 2002; Ragnarsdóttir, 2007; Þórðardóttir, 2012). However, there are indications that some preschools in Iceland are developing successful practices to sustain the participation and collaboration of parents (Jónsdóttir, 2011; Ragnarsdóttir & Schmidt, 2014). The main aim of the paper is to explore how parents, teachers and leaders in three preschools in Iceland experience inclusion and social justice in their children’s preschools and what learning environments and practices seem to be instrumental for their children’s participation and success. Theoretical and conceptual framework includes writings on culturally responsive pedagogy (Gay, 2000) and critical multicultural education (Banks, 2007; May & Sleeter, 2010). The paper also draws from research on language, communication and expectations (Cummins, 2004; Roma Chumak-Horbatsch, 2012; Nieto, 2010; Siraj-Blatchford & Clarke, 2000). Sampling is purposive in that three preschools that have succeeded in implementing social justice and creating inclusive learning spaces for all children were chosen for data collection. Semi-structured interviews were conducted with leaders, teachers and parents. This method was chosen to elicit the views of the participants as clearly and accurately as possible (Flick, 2006; Kvale, 1996). All participants signed an informed consent form after receiving information about the research. Findings indicate that the preschools have succeeded in forming a collaborative relationship and an inclusive culture with parents and children but at the same time there are challenges and issues to discuss. The preschools have developed different strategies and practices in collaboration with parents and in implementing inclusion and social justice. The findings are likely to be an important contribution to Nordic educational research, policy making and practice.

2757 - Children’s notions about inclusion, exclusion and solidarity in Swedish preschools
Anette Hellman, Johannes Lunneblad, Ylva Odenbring, University of Gothenburg

Research has repeatedly shown how immigrant children are marginalized at different levels of the educational system, also in preschool. However, there are also examples of preschools that work successfully with including practices in terms of ethnicity, gender, religion and age. This paper explores inclusion and exclusion from 3 – 6 year old children’s perspectives. The analysis builds on Thrulens (1996) concepts of gender and space as well as Frasers (2003; 2006) concepts of redistribution and recognition in order to explore: what actions are seen as fruitful by children in order to be included? What is said to be the responsibility of the preschool/ teacher/ the child in order to be included? The paper shows how notions about friendship, inclusion and exclusion relate to social positions among the children and to
the possibility to communicate. One preschool where situated in an urban area, the second preschool in a rural context. The schools where all chosen since they were linked to schools where students succeed well, despite their socioeconomic background. The data for this paper is built on participant observations and interviews with 35 children and 10 teachers. Special considerations have been taken since the project involves young children. The two preschools in the study used quite different methods in order to create equal opportunities; creating different frameworks for children possibilities of communicate and build relations in play. Hence, the voices from the children might also raise further questions about concepts like “success” and “inclusion”. What are successful practices in preschool? Who is to be included and to what?
15 SES 07, Paper

15. Literacy Research Network
Chair: 
Location: B1 132

2808 - Writing couples: computer sharing in students first years of literacy training
Dan Åkerlund, Karlstad University

In Sweden computer education during the early school years is mandatory, both in law and in the curriculum, and the interest of letting students learn to read and write with the help of computers, and not primarily by pencil and paper, is now growing rapidly in schools in the Nordic countries. However, lack of computers has been a problem, which in turn has led to a range of creative solutions. Allowing two or three students to write together using the same computer, has become a ubiquitous and very spread solution, a practice that also proved teachers with a couple of new opportunities to monitor students' reading and writing development. When students write together, they must constantly talk to each other, something that the teacher can hear and observe. The students talk about the story or factual content, the structure of the text, different layout challenges and opportunities, grammar and spelling. In addition, there is a constant negotiation of which of the students' ideas will be developed in the text. The purpose of this study is to describe how this communication appears between students when they write together using a shared computer. Empirical data collection consists essentially of video recordings where I have been using two cameras, together with audio recorded interviews with teachers. I have followed some 20 writing exercises (Nov. 2014) where different couples of students, school year 1 and 2, have been writing together, each session 15 - 40 minutes. The aim of the current analysis is to identify and describe phenomena that are visible in the communication between the students and on the screen. These patterns can e.g. consist of how students are using or not using different semiotic or technical resources, how they solve different problems among themselves, how they get along, how they allocate the work. My ambition will be to find different criteria for these patterns, and to describe them in terms of key events, along with quotes from interviews or more ethnographic descriptions in the form of narratives.

2532 - Learning to read and write by writing on a computer with auditory feed-back from synthetic speech. A case study.
Britta Hannus-Gullnets, Åbo Akademi University

The study follows a six year old child who tries to write words and short sentences on a computer. A text-to-speech program gives auditory feed-back. Letters, letter combinations, parts of words, words and sentences are pronounced as the child writes them. In the beginning of the study the child only knows a few letters and knows how to write his own name. The teacher/researcher meets the child in his school once a week during four months. The child chooses the words, mostly names, he wants to write, and writes them with help from the teacher and using auditory feed-back. The child also tries to write sentences to form a story he wants to tell. The aim of the study is to investigate how the child's proficiency in reading and writing is developing during the period. The study follows how the knowledge of letters and their sounds and the capacity to write and read words is developing. The study investigates how the child uses the auditory feed-back, and how the child and the teacher interact during the process of writing. The material consists of field notes, videotapes, a log of the child's use of the keyboard, and a psychologist's report before and after the research period. Material on three other cases is also collected. The study uses Bruner's concept "scaffold" for the auditory feed-back from the synthetic speech on the computer. The interaction between the child and the teacher is also seen as a scaffold in the process of learning to read and write. The concept "scaffold" is developed in the framework of sociocultural theories. Conversation Analysis is used in the analysis of the material. "Repair" is used as a crucial concept for the study of the child's work with letters and texts. A change over time can be seen in the material, from repair as "other-initiated and other-corrected" through "self-initiated and other-corrected" and "other-initiated and self-corrected" to "self-initiated and self-corrected". The study gives a detailed description of developing literacy. The study investigates a way to use ICT to stimulate learning, and describes interaction between student and teacher during the process.

2376 - Gutter teaching - the teaching of literacy competence through comics gutter space
Lars Wallner, Linköping University

As a literary medium, comics have been, and often still are, unappreciated, due to their preference of image over text (Eisner, 1987; McCloud, 1994, Spencer Clark, 2013). However, in the last 20 years comics have gained a new appreciation in literacy research, especially within New Literacy (Kress, 2003), and other forms curious about the combined use of modalities. A unique aspect of comics and graphic novels, gutter space is the empty, (often) white, area between individual comic book panels (McCloud, 1994). This is especially interesting in the sequential narrative structure that comics do particularly well. Here, the purpose is to investigate how gutter space is used when teaching literacy competence. This research considers the use of comics as a naturally occurring material, that is, material that would have been used regardless of the presence of the researcher (Potter, in Silverman, 2004). The author uses discursive psychology (Potter, 2003) to analyze interactional video data where groups, consisting of teachers and students in year 3 Swedish language-classes, discuss an assignment where they use comic book materials. Three classes, totaling 45 nine-year-olds and their teachers, are studied over the course of 3 weeks, producing roughly 30 hours of video material. The analysis focuses on the action-oriented aspect of discursive psychology, where participants are shown, through the use of detailed transcriptions, to perform social action with verbal statements. Preliminary results show that participants use the gutter space unique to comic books as a form of literacy
competence, in order to organize time and space in narrative structures. A way of structuring and organizing comic book panels, this content space can neither be too narrow nor too broad, and must relate chronologically and logically to the surrounding panels. This research is relevant to educational research around literacy, first and foremost the field of new literacy (Kress, 2003), where materials not merely orienting to text are found to be used in new ways for the purpose of educating competent Swedish readers.
19. Teacher's work and teacher education
Chair: Robert Sjöberg, University of Gothenburg
Location: B2 213

2550 - Teachers' Understanding of Learning Goals
Charlotte Skott, University College Copenhagen, Marie Falkesgaard Slot, UCL, Dorthe Carlsen, UCL, Morten Misfeldt, AU

The national curriculum for Danish primary and lower secondary schools has recently changed in a goal-oriented direction. The intention is to increase the teachers' and students' attention to learning outcomes, by making learning goals visible. Danish surveys show that teachers did not use the previous curriculum in the intended way in relation to goals (Danmarks Evaluatorings Institut, 2012). The surveys also indicate that teachers in general do not articulate learning goals (Skovgaard et al, 2014). Our research investigates how the requirements for goal-orientation influence teachers' practice in mathematics and Danish-as-a-Mother-Tongue in regard to planning, teaching and assessment. Our research is framed by an explorative design. The informants take part in the research- and development project "Digitally Supported Learning Goals". In addition to observe teaching, we conduct qualitative interviews with 20-30 affiliated teachers before and after the intervention. Each interview is conducted after an observation of a lesson performed by the teacher. For analyzing the interviews, we are inspired by grounded theory (Charmaz 2006). At the congress, preliminary results based on the interviews will be presented. We expect to deepen our understanding of the relations between the various parameters in the teachers' practice in relation to learning goals and goal-oriented teaching. There is conducted research on the effects of goal-oriented teaching on students' learning both internationally and in the Nordic countries (Skaalvik & Skaalvik, 2013; Hattie, 2009). Our study contributes by exploring how goal-oriented teaching influences teachers' practices.

3060 - Theory and practice in the workshop – towards a theory and practice didactics
Lars Emmerik Damgaard Knudsen, Lisbeth Haastraap, Aarhus University

The knowledge forms of theory and practice has been historically viewed as means and measures for knowing and doing with a primary focus on how to bridge the gap between them. On the basis of qualitative fieldwork in six months at eight campuses in Denmark among students becoming teachers, nurses, day-care professionals and engineers (Hastrup 2010, Bridging the gap, 2013) and by inspiration from the ethnology of Thomas Højrup (2003) and the philosophers Olav Eikeland (2008), Estelle R. Jorgensen (2005 and Wilfred Carr (1986) I wish to present an understanding of theory and practice as cultural forms (Knudsen 2012). In this perspective theory and practice are viewed as knowledge forms in cultural forms. We found that this perspective supports how theory and practice can relate in multiple ways and not necessarily bridgeable but always embedded in the cultural setting or topos that surrounds them. This gave us inspiration to view the theory and practice theme in a pedagogical perspective where the knowledge forms and variable relations are not evaluated as optimal or coherent but as different ways of teaching, supervising, mentoring and studying. We hereby took on the challenge of suggesting a 'theory and practice didactics' by turning to creativity research and social learning theory in order to transgress the observed routinized theory and practice relations embedded in the topos practices (Hastrup & Knudsen 2014).

2216 - The black-boxed interrater reliability: On the overlooked distinction between absolute and relative rater variability in the criterion-referenced policy era
Robert Sjöberg, University of Gothenburg

In this paper, it is argued that traditional definitions of interrater reliability are open to misinterpretation and the techniques traditionally used are somewhat misleading and therefore must be taken under reconsideration. It is crucial especially because interrater reliability measures are informing decision makers within policy and politics of education, such as Swedish National Agency for Education and School Inspectorate. The main aim of this paper is to elaborate on the validity and appropriateness in using common measures of interrater reliability, e.g. Pearson's r or Cronbach's Alpha, in criterion-referenced educational settings. What kind of information do they exactly provide? Why are these coefficients the only ones still reported on? Assessments are associated with several measurement errors, and recognition of these is central for a measurement approach to assessment. Within educational contexts, one source of error is the interrater variability of teacher-mediated assessments. Definitions of reliability and measurement techniques emanate from the psychometric research and the concept usually refers to the tendency of different raters who give the same scores to the same test performance. One of the most cited modern conceptualizations of interrater reliability is Stemler's. He provides a framework for thinking about it as a multifaceted concept containing of consensus, consistency and measurement estimates. However, the distinction between absolute and relative interrater reliability is in his understanding blurred by the categorization. This paper is based on a web-based study on rater variability in teacher-mediated assessments of writing proficiency among upper secondary teachers (N = 27) with a fully-crossed design. The study is conducted within a third language assessment context in Sweden, where teachers are perceived as trusted professionals with an extensive autonomy. By adopting a generalizability theory analysis (ANOVA) the findings reveal major differences between relative and absolute interrater reliability coefficients. The teachers are more consistent in ranking the scripts than are they in agreement of criterion levels – that is, they differ in severity. This result suggests that policy makers, researchers and the teacher
profession need to take the purposes of interrater reliability analyses under reconsideration: Are relative coefficients enough in the Nordic as well as European criterion-referenced policy environments?
Since the rise of modernity legislation and regulations have formed the backbone for governing education. Governments and authorities rely on a variety of governing tools, which are closely related to the historical context in which they emerge. In contemporary policies governments largely apply governing tools inspired by economic theory mimicking the ideals and logics of free markets. How this is played out and how it affects the actors and stakeholders involved varies between the Scandinavian countries. In this symposium we consider various governing tools for an elaborated discussion on the developments of education governing in Norway, Sweden and Denmark historically and today. Some of the governing tools treated in the symposium cover the regulation of content (curricula), the control of educational practices (the school inspectorate), and the assessment of individual students (examinations and tests). These latter tools have proven to also serve as governing tools through the ac

2891 - Curriculum as a governing tool: the formation of subject matter content and its legitimation
Mayke Luimes, University of Oslo

Due to new policy demands articulated by international organisations and expert networks, national curricula are being changed by emphasising competencies for learning rather than content for teaching. Thus, new curricula, which serve as governing tools to control activities in schools, describe what students are supposed to learn and achieve, instead of focusing on didactical perspectives on teachers' activities and methods. For those European countries where formal state curricula are traditionally legitimated by a formal idea of Bildung, purposes of schooling are being changed, too (Scholl, 2012). This change restructures the way subject matter is being described and legitimised and how national curricula connect to the practises of schooling. This paper analyses how subject matter is expressed within the formal curriculum for arbeidslivsfaget in lower secondary school in Norway, which is a vocational oriented subject that prepares students for a life outside school. Thus, the curriculum is not merely a tool for organising teaching in school, but a governing instrument to accomplish goals that address students learning. However, organised learning toward predefined aims cannot take place without teachers' involvement. Based on this, I also discuss possible implications for how a curriculum connects to teachers and their teaching. I draw on conceptual frameworks deduced from didactics (Deng, 2007; Hopmann, 2007) to analyse the representation of subject matter and how it connects with school and society through the way language is formulated and used (what I call semantics). One curriculum framework provides the basis for the analysis: The Knowledge Promotion LK06 for Arbeidslivsfaget. To examine how the curriculum presents subject matter in view of society and school, I applied Schwab's (1978) four levels of interpretation (notions of grammar, syntax, rhetoric and place). Schwab's commonplaces; teacher, student, subject matter and milieu, enable me to see how a curriculum connects to teaching practices in the classroom. I argue that the semantics of the curriculum are crucial to understand how a national curriculum presents subject matter for teaching and learning in school.

2892 - Swedish principals at the Intersection of Different Expectations
Pia Skott, Uppsala University, Monika Törnsén, Umeå University

In 2010 the national parliament decided upon a new national school law in Sweden. According to this law, all newly appointed principals must attend the national principal program. Several years have passed since the new law was introduced and the national principal program has been running since then. The paper emanates from a larger project studying the effects of the program. Here the aim is to examine and discuss the principal role through the lenses of the principal program. The first question is: What expectations are embedded in the program? To answer this governing documents of the program are examined. By not only studying the present syllabi, but also the documents leading up to the formal decision to install the program as mandatory, it is possible to sketch a picture of a principal role in transition. This picture, from a governing perspective, is compared to what the principals of the program expressed as their expectations on the program, in a large survey. After comparing the different pictures two questions are added: How can the different expectations of the program bee understood? What implications can different expectations have? The results show that from a governing perspective principals are to act as civil servants, managers as well as leaders of organizations. It is possible to show that these expectations and what the principal education as a governing mean is to enhance has shifted over time, in relation to shifts in the governing system as such. When the governing perspective is compared to the principal perspective it becomes obvious that the principals’ expectations are formed by the everyday work as a school leader in the local cross road of different interests. The principal role is from this perspective about acting leadership while enacting national and local policy in accordance to different role expectations. These differences can in turn create tensions at the intersection between the national and the local levels in the system.
Chair: Stephen Mckinney, University of Glasgow
Location: A1 314

2722 - School choice in urban China: educational desires and life-packages between the state and the market
Barbara Schulte, Lund University

Questions around school choice have attracted growing attention among educational scholars worldwide, and there is by now a burgeoning body of literature that links school choice to (i) the marketization and commercialization in education, (ii) new modes of governance in education, and (iii) individualized patterns of life-planning among families who see themselves increasingly exposed to global competition. My paper explores these dynamics by looking at the case of private schools in urban China, where processes of neoliberalization and what governmentality research has called ‘responsibilization’ go hand in hand with refined mechanisms of authoritarian control. By taking into account both the supply and demand side of the Chinese educational market, I will discuss the various strategies and ideological underpinnings that are tied to the discourse of ‘choice’ in education. The paper is based on, firstly, a critical analysis of documents such as laws, regulations and public/academic debates regarding ‘school choice’ in China. Secondly, I draw on findings from my fieldwork conducted between 2011 and 2014 in three different localities in China, which constitute examples of a state-controlled (Beijing), consumer-driven (Zhejiang Province), and necessity-driven (Kunming) educational market. Besides school visits and class observations, interviews were conducted with educational scholars, school founders and principals, teachers, local government officials, and lobbyists for private schools. The data show how the issue of ‘school choice’, although originating in globally circulating ideas about de/re-regulating education, goes through processes of local adaptation and appropriation once it enters the Chinese context(s). The case thus presents an example of how seemingly individual choices are deeply political: they are intermeshed with local, national and possibly global governance structures and pressures as much as they are embedded in value systems that are framed by sociopolitical and economic constraints and potentials. The paper is an outcome of my research project “Cash cow, civil space or cooptation: private schools in urban China” and has received generous funding from the Swedish foundation Riksbankens Jubileumsfond.

2951 - To administer the future or conquer it?
Gunilla Granath, Mälardalen University

The point of departure for this paper is the comparison between two classes in two schools. They both have a good reputation, good results in national tests and are generally popular among students. One of the schools is situated in a suburb outside Stockholm and 80 percent of the students are migrants or have parents or grandparents who have migrated to Sweden. The other school is located in the center of Stockholm and there are no students at all from non-European countries. Students in this school come from middle or upper middle class families with a strong cultural and academic capital, while students in the suburban school come from working class families or from families with small enterprises. None of the schools have severe discipline problems and both have a teaching staff that is stable. There are many similarities, but even so these schools are different as night and day. Drawing on ethnographic fieldwork, the question of students’ subject positions, cultural capital and cultures of resistance, is highlighted as a theme for understanding how educational discourses may be constituted in terms of power and knowledge. The study is based on classroom observations and interviews conducted in two classes at upper secondary level in spring 2013. The study is part of a bigger project with results that support these findings. The analysis takes a post-structural approach, drawing primarily on the work of Foucault and Bernstein. The investigation shows that students in the city school take it for granted that they will be part of a future elite, but also discloses a hard pressure to be what they think they have to be. Their perspective is leftist when it comes to politics, but still very individual and private when they talk about their future life. Students in the suburban school do not take anything for granted concerning their future life, their future plans rather vague and often directed towards something “entrepreneurial”, but their global perspective is as vivid as their concern for people coming as refugees.

2641 - Catholic schools in Scotland in the 21st century
Stephen Mckinney, University of Glasgow

Catholic schools in Scotland have been fully state-funded since the 1918 Education (Scotland) Act. Under this Act, Catholic schools are able to retain their distinctive identity; religious education and the teachers have to be approved by the Catholic hierarchy. There are currently 372 state-funded Catholic schools in Scotland with a pupil enrolment of around 120,000 (approximately one sixth of all pupils in Scotland). Their continued existence, as fully state-funded faith schools, in the national education system has been contested and there have been claims, for example, that they are associated with the social problem of sectarianism in Scotland. Supporters of state funded Catholic schools perceive this form of schooling as being coherent with section 27 and article 2 of the first protocol of the European Convention on Human Rights (1950, protocol added 1952). As in other national contexts, the secular lobby is opposed to any form of government endorsement of organized religion and is vociferous in their opposition to this form of faith schooling. On a long-term historical perspective, the political support for Catholic schools has been, at times, ambivalent. The leadership of the Scottish Executives/Government, however, has been resolute in their support (and praise) of Catholic schools in the last fifteen years. This paper is an analytical review of literature (academic, government and Catholic documentation) that seeks to explore the current political and educational debates surrounding the continued existence of Catholic schools in Scotland. These debates include: contesting of the use of state funds for Catholic schools; conflict between competing rights (rights for specialized forms of education vs. rights of child and vision of
inclusive, integrated education systems); the debate about the success of Catholic schools and the putative association with sectarianism. The findings of this paper are strongly linked to wider international debates about the relationship between organized religion and the state and the complex relationship between religion and state-funded schooling.
Long term projects – views, roles and incentives
Chair: Eli Moksnes Furu, UiT The Arctic University of Norway
Location: A1 338

This paper focuses on partnership between university and schools through exploring how university researchers facilitate democratic professional development projects. The role of the facilitator in Nordic educational action research is influenced by the democratic traditions (Rönnerman, Furu & Salo 2008). The inquiry is based on three on-going projects; “Dialogue Conferences” (Norway), “Research Circles” (Sweden) and “Tailored Professional Development” (Finland). Through a narrative approach we explore how our own sayings and doings (as facilitators) enable and constrain democratic partnerships (relating) and professional development in long-term projects with practitioners. The data material consists of research diaries, reflective writings and meeting notes. The result contributes with i) descriptions of professional development projects aiming for democratic education, i.e. education where all partners participate on equal terms and contribute with knowledge and experiences, ii) deeper understanding of the practices of facilitating and also the practice architectures (Kemmis & Grootenboer 2008) that enable and constrain sustainable and democratic partnerships. These insights provide a contribution to the on-going discussion on the Nordic dimension in action research.

Teachers involvement in school development projects
Kristin Eide, NTNU

My presentation focuses on teachers’ work and reflections concerning educational change in Norway. I examine teachers’ accounts on change in schools and in this presentation I focus on educational change through teachers experiences with development projects. My guiding research question is: how do experienced teachers characterize their work with development projects in schools, and how do teachers relate to the priorities/the emphasized aspects in the development projects they are involved in? This study is a part of an ongoing PhD-project, which overall critically addresses the relations between educational governing, policymaking and teachers’ space of action, and I inquire these relations within the field of educational change and school development work. The study has a qualitative research approach. One part of making inquiries on the teacher role and changing governing of teachers, have been conducting interviews with teachers, with the purpose to ground the study in teachers’ experiences, providing a strong teacher voice. At NERA 2015 my presentation will be based on material from interviews with teachers on their participation to, and reflections on, school development projects. My research is placed within a critical position, where studies on change must be viewed in relation to power. For my project, these are important questions to ask when studying characteristics of educational change and school development projects on what is emphasized, how processes are being carried out and who are involved. The empirical material is individual semi-structured interviews with 10 experienced teachers who work in Norwegian lower secondary school (minimum 10 years’ experience as teachers). The material is analytically approached by critical discourse analysis using Faircloughs (1992) three-dimensional conception of discourse. Since analysis is work-in-progress, the results will be presented at the conference. In general, my research contributes to an understanding of conditions for teachers work and teachers as change agents in schools. As preliminary results I will point to a divergence in teachers support for different projects in which they have been involved. Teachers’ support/lack of support relates to how the teachers themselves prioritize certain aspects on their work as educators, and what they emphasize in their day-to-day work.

Developing entrepreneurial learning in the Swedish school system – from scattered attempts to systematic efforts
Mats Westerberg, Luleå University of Technology

In this paper I will present an account of how the work to develop entrepreneurial learning in the Swedish school system has evolved over time from 2005 to 2014. In doing this I review a number of projects which have had the purpose to develop entrepreneurial learning in the school system, from early scattered attempts to more systematic efforts in recent years. This journey from 2005 to 2014 also tells the (pre)history of Center for Entrepreneurial Learning at Luleå University of Technology which was inaugurated in August 2014. The earliest signs of the center can be traced back to 2005 when a project to address “Entrepreneurship in teacher education” was launched and led by current staff in the center. The main differences between 2005 and 2014 are two. First, in 2005 the concepts entrepreneurship and entrepreneurial learning were met with much more skepticism in society in general, among teachers and specifically among teacher educators. Today, the concepts are generally seen as positive. Second, and somewhat related to this, the responsible agency assigned work with entrepreneurial learning in the school system has changed from the enterprise agency (dealing mainly with companies) to the school agency. At the same time, new general curricula for the school forms (from pre-school to high school) were developed to include aspects of entrepreneurial learning. Thus, we started in a position of limited support – both formal and informal – and are today in a situation where both formal and informal support is considerable. However, formal steering documents and positive attitudes is not enough. The leaders in the school systems (principals and leading pedagogues) must step up and show in practical actions that entrepreneurial learning is important and that the schools need to put effort on this for it to develop. In a current project in north Sweden, we see great opportunities for positive results where the municipality stress entrepreneurship and sees schools as leaders in this,
principals work closely together to pave the way for pedagogues and 2-3 pedagogues from each (pre)school participate in directed competence development. It thus ticks many boxes for a systematic effort.

2814 - Combining a thesis and an evaluation mission in a school development and research project - methodological considerations

Susanne Sahlin, Mid Sweden University

This paper focuses on the issue of combining the work of writing a thesis and at the same time implement an evaluation process. Above all, it discusses methodological considerations related to this – that is, how a scientific approach, choice of perspective and concepts for analysis can be combined with the more practical role of conducting an evaluation. The paper aims at exploring these issues within the field of evaluation research. The on-going research and school improvement project “The best regional education system in the world”, includes companies, Mid Sweden University and three selected schools in Mid Sweden. It aims to increase the goal fulfilment among pupils in the Mid Sweden Region, as well as increase the number of pupils who enrol in university. The project also aims to contribute new knowledge about school leadership at different levels and knowledge on how school improvement possibly is developing the school’s results. As a PhD student assigned to follow the project, the assignment is to evaluate the on-going school improvement projects in the three schools. A case study design is considered for the evaluation. But it is also an ambition to use the empirical data of the case study for the thesis. The case study methodology needs to be adapted to be a scientific approach in relation to my thesis, and the work with the evaluation raises a lot of questions. Managing these two different tasks is at the forefront of the paper, as it discusses alternative interpretations, methodological considerations and different frameworks for the analytical approach.