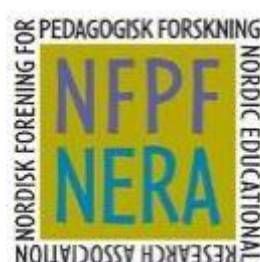




EDUCATION AND INVOLVEMENT IN PRECARIOUS TIMES

ABSTRACT BOOK

NERA CONFERENCE 2022



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NERA CONFERENCE 2022

Edited by Michael Dal

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PREFACE

It is with great pleasure we welcome you to Reykjavik and the annual 50th conference of *Nordic Educational Research Association (NERA)* in Reykjavik. The conference is this year organised in co-operation with the School of Education at University of Iceland and takes place at its facilities in Stakkahlíð, in Tækniskóli Íslands (Technical School of Iceland), and partly at the Hotel Hilton Nordica at Suðurlandsbraut.

The purpose of this abstract book is to provide members of NERA and other academics around the world with a resource where colleagues in the Nordic countries and in the rest of the world can discover additional research relevant to their own work. This purpose follows the aim of NERA, that strives to promote educational inquiry and supports the use of research to enhance education. Also, NERA aims to strengthen the visibility of education as a discipline in the Nordic societies and to provide a platform for Nordic researchers as well as collaboration between them and the international community.

NERA is structured around 24 networks covering a variety of topics concerning schooling, education, and educational research. Each network has a convener, and the 24 conveners have this year been working closely with the organising committee to assemble the program.

This book includes the abstracts of all the papers presented at the conference. All abstracts have been peer-reviewed before they have been approved. The approval rate this year is 79 % which means that 21 % of the total number of proposals were declined.

The abstract book reflects the organisation of NERA, and the paper abstracts are therefore displayed as part of the different networks. However, the abstracts concerning the symposia, roundtables and posters are shown separately.

This year's conference is unusual in at least two ways. First, it is an anniversary conference as this is the 50th conference arranged by NERA. The School of Education at the University of Iceland is proud to contribute to the celebration and hope that the NERA conferences will continue to develop and grow in the future. Second, the number of participants has come as a surprise. The number of participants has this year reached over 820 persons which is over a 30 % increase compared to earlier and a record attendance in the NERA history. This has given the organising committee some logistical challenges. However, we hope that we after all obtain the friendly and fun atmosphere that normally characterize the NERA conferences.

One of the aims for the organising committee has been to arrange things in a sustainable way. That is why we have chosen only to make all the information about the conference available digitally and to print nothing else but the name badges for the participants.

Besides the annual conferences NERA quarterly publishes the open access journal Nordic Studies in Education ([Nordic Open Access Scholarly Publishing](#)). The journal is published in collaboration with Cappelen Damm Akademisk. Over the years presentations made on the conferences have later been published in the journal and we urge the participants to consider contributing to the journal. The journal accepts contributions written in the Scandinavian languages and in English.

We hope that you are coming to the conference with an open mind and are ready to participate in discussions with people you already know and that you also are ready to learn to know new colleagues.

Finally, we would like to thank all the participants for attending the conference, the members of the organising committee and most importantly the administration staff at the School of Education.

Have a fabulous conference and fun with your colleagues.

Michael Dal

President of the organising committee

Contents

PREFACE	iii
ABSTRACTS KEYNOTE SPEAKERS	1
PAPERS	5
NETWORK 1	6
EDUCATIONAL MEASUREMENT AND ASSESSMENT	6
NETWORK 2	5
ARTS CULTURE AND EDUCATION	5
NETWORK 3	43
EARLY CHILDHOOD RESEARCH	43
NETWORK 4	90
JUSTICE THROUGH EDUCATION	90
NETWORK 5	134
THE CURRICULUM RESEARCH NETWORK	134
NETWORK 6	171
EDUCATIONAL LEADERSHIP NETWORK	171
NETWORK 7	224
VALUE ISSUES AND SOCIAL RELATIONS IN EDUCATION	224
NETWORK 8	277
GENDER AND EDUCATION	277
NETWORK 9	310
GENERAL DIDACTICS	310
NETWORK 10	347
HIGHER EDUCATION	347
NETWORK 11	396
HISTORICAL RESEARCH	396
NETWORK 12	403
INCLUSIVE EDUCATION	403
NETWORK 13	463
ICT & EDUCATION	463
NETWORK 14	515
MULTICULTURAL EDUCATIONAL RESEARCH	515
NETWORK 15	564
LITERACY RESEARCH NETWORK	564
NETWORK 16	596
THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION	596

NETWORK 17	627
LEISURE-TIME PEDAGOGY	627
NETWORK 18	664
FAMILIES, INSTITUTONS AND COMMUNITIES IN EDUCATION	664
NETWORK 19	681
TEACHER'S WORK AND TEACHER EDUCATION	681
NETWORK 20	742
MENTORING, GUIDANCE AND COUNCELING	742
NETWORK 21	792
POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES	792
NETWORK 22	847
POST-APPROACHES TO EDUCATION	847
NETWORK 23	874
SOCIAL PEDAGOGY	874
NETWORK 24	887
SCHOOL DEVELOPMENT	887
SYMPOSIA	934
SYMPOSIUM 1	935
Network: Early Childhood Research	935
SYMPOSIUM 2	942
Network: Early Childhood Research	942
SYMPOSIUM 3	950
Network: Educational Leadership Network	950
SYMPOSIUM 4	962
Network: Educational Leadership Network	962
SYMPOSIUM 5	971
Network: Educational Leadership Network	971
SYMPOSIUM 6	981
Network: Educational measurement and assessment	981
SYMPOSIUM 7	989
Network: Educational measurement and assessment	989
SYMPOSIUM 8	998
Network: Families, Institutions and Communities in Education	998
SYMPOSIUM 9	1004
Network: General Didactics	1004
SYMPOSIUM 10	1015

Network: Higher Education	1015
SYMPOSIUM 11.....	1023
Network: ICT & Education	1023
SYMPOSIUM 12.....	1033
Network: Inclusive Education.....	1033
SYMPOSIUM 13.....	1042
Network: Inclusive Education.....	1042
SYMPOSIUM 14.....	1050
Network: Justice through Education	1050
SYMPOSIUM 15.....	1059
Network: Justice through Education	1059
SYMPOSIUM 16.....	1067
Network: Justice through Education	1067
SYMPOSIUM 17.....	1075
Network: Mentoring, Guidance and Counseling	1075
SYMPOSIUM 18.....	1085
Network: The Nordic Society for Philosophy of Education	1085
SYMPOSIUM 19.....	1092
Network: Politics of Education and Education Policy Studies.....	1092
SYMPOSIUM 20.....	1102
Network: Politics of Education and Education Policy Studies.....	1102
SYMPOSIUM 21.....	1114
Network: Politics of Education and Education Policy Studies.....	1114
SYMPOSIUM 22.....	1121
Network: Politics of Education and Education Policy Studies.....	1121
SYMPOSIUM 23.....	1128
Network: Politics of Education and Education Policy Studies.....	1128
SYMPOSIUM 24.....	1137
Network: Post-approaches to Education	1137
SYMPOSIUM 25.....	1142
Network: Post-approaches to Education	1142
SYMPOSIUM 26.....	1147
Network: School Development	1147
SYMPOSIUM 27.....	1153
Network: School Development	1153
SYMPOSIUM 28.....	1161

Network: Teacher's Work and Teacher Education	1161
SYMPOSIUM 29.....	1169
Network: Teacher's Work and Teacher Education	1169
SYMPOSIUM 30.....	1181
Network: Teacher's Work and Teacher Education	1181
SYMPOSIUM 31.....	1190
Network: Teacher's Work and Teacher Education	1190
Roundtables	1198
Roundtable 1.....	1199
Network: Social Pedagogy	1199
Roundtable 2.....	1208
Network: Teacher's Work and Teacher Education	1208
Roundtable 3.....	1216
Network: Mentoring, Guidance and Counseling	1216
POSTERS	1222
POSTER 1	1223
Network: Early Childhood Research	1223
POSTER 2	1225
Network: Early Childhood Research	1225
POSTER 3	1227
Network: Early Childhood Research	1227
POSTER 4	1228
Network: Educational measurement and assessment.....	1228
POSTER 5	1229
Network: Higher Education	1229
POSTER 6	1231
Network: Higher Education	1231
POSTER 7	1233
Network: Higher Education	1233
POSTER 8	1235
Network: Higher Education	1235
POSTER 9	1237
Network: ICT & Education	1237
POSTER 10	1239
Network: ICT & Education	1239
POSTER 11	1240

Network: Inclusive Education	1240
POSTER 12	1242
Network: Inclusive Education	1242
POSTER 13	1244
Network: Mentoring, Guidance and Counseling	1244
POSTER 14	1246
Network: The Nordic Society for Philosophy of Education	1246
POSTER 15	1247
Network: Teacher's Work and Teacher Education	1247
POSTER 16	1249
Network: Teacher's Work and Teacher Education	1249
POSTER 17	1251
Network: Teacher's Work and Teacher Education	1251



ABSTRACTS KEYNOTE SPEAKERS

UNN-DORIS K. BÆCK



Education, togetherness and robust community in precarious times

The starting point for this presentation is one of the key questions for the sociological discipline, namely how modern societies can maintain social integration in times of swift and thorough changes. An answer can be found in ideas of connectedness, belonging and togetherness, that is, community, and in this presentation the role education plays for the creation of community is highlighted.

Education and its relationship to community is two-fold. Firstly, a common foundation of norms, values and culture is transferred through the education system, installing a sense of community in individuals. Secondly, the education system equips individuals with the capacity for social participation and grants access to goods and benefits in our society, therein ensuring that new generations become part of society. Thus, the education system can be seen as an agent for social inclusion and a corner stone in creating and maintaining a sense of community.

At the same time, the education system operates as a motor of exclusion. Access to the knowledge and the credentials schools provide is not evenly distributed. Individuals' opportunities to access them may be dependent on the resources they bring with them in their encounters with the system or on the opportunity structures surrounding them where they live. The entrance ticket to inclusion and participation can be more readily available for some than for others. In this presentation, spatial education differences are used as examples on how the education system excludes and threatens the conditions for community, and the presentation concludes by asking how the education system can instead contribute to *building* robust community.

DENNIS FRANCIS



PRECARIOUS BODIES, SPACE & EDUCATION

Research and media, including social media, have brought to broader consciousness that there are currently two pandemics – Covid-19 and the oppressive inequalities revealed by Covid 19. These inequalities are made visible along intersecting lines, across race, class, gender, disabilities, sexualities, nationalities and location, exposing the precarious nature of human lives and existence. Precarity is understood here in Butlerian terms as the differential distribution of human vulnerability which makes certain lives highly protected and grievable and others not. The first part of this paper crystalizes our vulnerability to shared social interdependency, the intersections of precariousness and the cumulative impact of social inequality. The second part deepens this conversation by examining the precarious lives of queer school attending youth who are turned toward objects around them and away from others and how this directional shifting and sorting matters, particularly in the context of Covid 19. Specifically, it tracks how cisheteronormativity orientates bodies in specific ways and explores what happens when normative lines are crossed. By interrogating how cisheteronormative cultures and ideologies are upheld and maintained in schools through structures of space and affect, the talk will attend to the many ways oppression and precarity work in and across bodies, discourses and practices to maintain social hierarchies. Suppose gaps in schooling are to be filled in the way we conceptualize and respond to precarious lives; this paper advances a framework that validates and supports the idea of education critical of normativity and those who cross straight lines. In paying attention to how the Covid-19 pandemic has exposed the precarious life of school attending minority youth worldwide, the paper calls for education to step up and use this disruptive moment to offer new lines for resisting normative modalities of power that foreclose changing self and society.

GUY STANDING



The Precariat: Recovering the Soul of Education

Globally, the precariat is the growing mass class of our era, an era of rentier capitalism, an era of an ongoing technological revolution and an era of chronic uncertainty. The precariat is defined in three dimensions – distinctive relations of production (forms of work and labour), distinctive relations of distribution (sources of income) and distinctive relations to the state (a range of rights). But most relevantly for this conference, the precariat is the first mass class that on average does labour and work in jobs requiring a lower level of schooling than the person typically possesses. And yet, paradoxically, members of the precariat are constantly under pressure to take more schooling and to undergo more training and re-training.

This presentation will consider how the emergence of an 'education industry' under the guidance of a neo-liberal ideology, and the associated commodification of education, has affected the precariat, and what should be done to make education more functional and emancipatory. The sad reality is that what should be called 'the educational commons' has been eroded, via privatisation, commodification, dominance by financial capital and a neo-colonisation, in which MOOCs (Massive Online Open Courses) are playing a growing influence.

The presentation will also highlight how the education system has produced a growing class fragmentation within its ranks, involving an elite, a salariat and a expanding precariat, with more 'sessionals', 'fractionals' and so on. The presentation will conclude by arguing that the challenge before us is to revive the emancipatory values of education, as expressed by Aristotle, Thomas Jefferson, John Stuart Mill and Cardinal Newman, as against the global trend to a schooling mentality oriented to 'human capital' and jobholding.



PAPERS



NETWORK 1

EDUCATIONAL MESSUREMENT AND ASSESSMENT

Network: Educational measurement and assessment

Title of paper: Adapting the PSS-10 to assess Danish student teachers' perceived stress during field practice placements in schools

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Abstract:

Field practice placement is an inherent element in Nordic teacher education and it contributes crucially to students' gradual attainment and final mastery of the teaching profession skills. Previous research has shown field practice-related stress to be associated with e.g. performance assessments during placement, teaching performance, and occupational commitment, and as such stress is an important factor in Nordic teacher education.

The Perceived Stress Scale (PSS) based on the theoretical perspective of Lazarus; i.e. stress as determined by individuals' perception of environmental stressors rather than the presence of the stressors, has previously been used to study stress in relation to student teachers' field practice. The PSS-10 has been validated for Danish university students, and for student teachers in the Spanish and the Korean contexts, and was thus chosen for the current study.

The aim was to adapt the PSS-10 (Cohen & Williamson, 1988) to assess perceived stress during field practice placements of varying durations, and to investigate the validity of the adapted instrument for use with student teachers. To discover and resolve issues with differential item functioning and lack of item independence (shown in previous research with the PSS-10) graphical loglinear Rasch models were used to analyse the PSS subscales. For criterion validity, it was expected that the higher levels of level of perceived stress while in field practice would be associated with lower grades on the subsequent field practice exam.

The Danish consensus translation of the PSS-10 (Eskildsen et al., 2015) was adapted to target specifically field practice placement, by exchanging the item stem "How often in the last month have you" to "How often in your latest field practice placement have you ...". The original response categories were retained. Perceived stress data were collected from student teachers' immediately upon completion of 6 weeks of field placement (N = 359), while grades will be obtained at the institution in March 2022.

Item analyses by graphical loglinear Rasch models revealed that items 10 and 4 had to be eliminated from the PSFP and PLCFP subscales respectively, in order to achieve fit of the models. In addition, both subscales had locally dependent items, and one item in the PLCFP subscale functioned differentially relative to the level of

field practice placement. Criterion validity will be assessed when grades are available. Results will be discussed in relation to method-wise comparable validity studies of the PSS-10 in the Nordic and international teacher and higher education contexts, focusing on the relevance of the adapted measure for use in the Nordic context.

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Network: Educational measurement and assessment

Title of paper: How do inconsistent responders to mixed-worded questionnaire scales affect inferences in international large-scale assessments?

First author/Presenter: Isa Steinmann

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Co-author(s):

Abstract:

So-called mixed-worded questionnaire scales include both positively and negatively worded items (e.g., “I usually do well in mathematics” and “I am just not good at mathematics”). In education survey research, mixed-worded scales often suffer from issues such as low reliability and more complex latent structures than intended. We assume that this might be explained by the failure of some responders to answer consistently to the mixed item wording. We defined inconsistent responding as not switching the side of the response scale in accordance with the item wording (i.e., either agreeing or disagreeing with both positively and negatively worded items).

We investigated the prevalence and impact of inconsistent responders at the primary school level in 37 education systems that participated in the joint assessment of PIRLS (Progress in International Reading Literacy Study) and TIMSS (Trends in International Mathematics and Science Study) in 2011. Using the mean absolute difference method and three mixed-worded self-concept scales, we identified between 2%–36% of students as inconsistent responders across education systems. The three mixed-worded scales included six or seven positively and negatively worded items and covered reading, mathematics, and science self-concepts.

Consistent with expectations, the inconsistent responders showed lower average achievement scores and had a higher risk of being identified as inconsistent on more than one scale. Removing inconsistent responders shifted the mean scores on the scales towards more positive self-concepts. Furthermore, we found that the inconsistent responders biased the estimated dimensionality and reliability of the scales. When including the inconsistent responders, the empirical Kaiser criterion and the relative size of the first sample eigenvalue suggested two latent factors in most samples. After removing the inconsistent responders, the intended one-dimensional models almost always represented the data well. In the samples that included inconsistent responders, the correlation between average responses to positively and negatively worded items as well as Cronbach’s alpha were partly very low. These reliability measures systematically improved after removing the inconsistent responders. The impact on external validity measures was limited and unsystematic. We compared the correlations between the three self-concept scales as well as the correlations between the scales and achievement scores in the same domains when including and excluding inconsistent responders.

Network: Educational measurement and assessment

Title of paper: Peer Effects in Education: Theoretical Synthesis and Empirical Estimation

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Abstract:

Research topic and theoretical framework

There is a vast literature on compositional and/or peer effects in education, but several scholars have taken notice that there are differences between research fields concerning what terminology is being used, that there is a lack of consensus over the nature and size of school compositional and peer effects, and that there has been much less investigation into the mechanisms of these effects.

In my previous research, I have applied the Frame Factor Theory (FFT) to the issue of peer effects, to explore and enhance the theoretical understanding of some of the mechanisms creating peer effects in education (Bäckström, 2021; 2022). In a new paper, I continue this research by synthesizing theoretical perspectives from the FFT with Opportunity to Learn (OTL) and the School Compositional Hypothesis (SCH) (Thrupp, 1999). This theoretical synthesis is then operationalized and tested empirically.

Methodology

The model is tested empirically by applying Multilevel Structural Equation Modelling (M-SEM) on data from Swedish TIMSS 2011. The methodology was assessed suitable since it can handle the selection problems in school systems, the natural nested multilevel structure of school data and since the SEM-framework, with its' basis in Confirmatory Factor Analysis (CFA), is driven by theory.

Findings

The research is still in progress, but preliminary results from initial M-SEM-models verify several of the predictions drawn from the synthesized version of the FFT. The operationalization of the model includes some replications from previous OTL-research (Morton & Riegle-Crumb, 2020). The preliminary results indicate that it is of theoretical and empirical relevance to include these in the FFT. Implications for further research into compositional and/or peer effects in education will be discussed.

Relevance to Nordic educational research

The FFT stems from analyses of the Swedish trials with compulsory common schools in the 1950's and 60's (Dahllöf, 1967; Lundgren, 1972). Since the Nordic countries to

a large extent share a common educational history, but also have similar educational systems with heterogenous school composition, this research should be of great common interest.

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Network: Educational measurement and assessment

Title of paper: Individual Group Work Assessment – Formative Written Feedback as a means for Promoting Collaboration and Individual Accountability

First author/Presenter: Karin Forslund Frykedal

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Abstract:

Group work can provide students with valuable opportunities for cooperative learning both of knowledge and abilities related to academic factors and of collaborative skills. However, the requirement from the curriculum to assess students' knowledge and ability individually in group work is a challenging and complex task for teachers. In addition, research on group work assessment in educational context is a neglected research area, and especially individual group work assessment. Accordingly, little theoretical knowledge or useful tools have been provided to assist teachers in this important but difficult task. A special challenge, compared to traditional assessment in education, seems to be how to discern individual knowledge from the joint work when assessing. One way for teachers to assess students during group work, and simultaneously promote their further work and learning, is to provide them with individual formative assessment, by employing feedback. Recent studies indicates that teachers' feedback to the students also may support individual accountability, i.e., facilitates students' ability to work more independently in group work where everyone is responsible for their part of the work but also for the group's joint assignments. Against this backdrop, the aim of this presentation is to explore and problematize in what way teachers' formative written feedback, on students' individual work during group work promotes or impedes collaboration and individual accountability.

Social Interdependence Theory emphasizing positive interdependence as means for promoting collaboration as well as individual accountability for well-functioning group work, together with Shute's (2008) guidelines for useful feedback, are utilized as overarching theoretical perspectives. Shute claims that there are several types of feedback that can be delivered and a large variability of the effects for the students. Useful feedback depends, according to Shute (2008), on motive, opportunity and means, that is, meet the student's needs and is given when the student is prepared to use the feedback.

The study focuses on written formative feedback as means for formative assessment. Data were obtained through 149 feedback documents from six teachers. Feedback was given during a group work assignment when students were working on the individual part of the common group task. The teachers were asked to use their own

words in the written response to each student. The analysis was accomplished using an inductive thematic approach and Shute's (2008) synthesized recommendations and guidelines to interpret and understand the teachers' written feedback.

The results display that the written feedback to the students includes comments on following levels: individual ("you"), group ("your group) and "not distinct" (not possible to discern which level). Furthermore, the results display that the teachers convey feedback in manageable units, focusing on the task to enhance the quality of the work or to promote collaboration and individual accountability. Thus, the paper contributes with relevant Nordic educational research by presenting theoretical knowledge on the sparsely researched area concerning written individual feedback as a means for formative assessment in connection with group work assessment.

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Network: Educational measurement and assessment

Title of paper: "If You Waver, You're Tarnished" Danish Oral Exams from a Student Perspective

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Abstract:

This paper explores Danish upper secondary students' preparatory processes for and conceptions of high-stakes oral exams. Appropriate exam participation is crucial to students since the grade-point average decide the student's potential of free choice of further education. Oral examination is a flexible dialogic practice, why a basic assumption is that students' perception of assessment criteria will influence their exam presentations.

RQ: How do upper secondary school students navigate the Danish oral examination system?

I investigate central policy documents and analyze data from a five-month ethnographic study. In 2018, I followed four case-students (aged 18-20) from three classrooms (80 students) in two schools across 10 subjects taught by 18 teachers preparing for and participating in eight oral exams asking for their reflections on a successful oral exam performance.

Analytically, I challenge these data with Kane's argument-based assessment theory (Kane, 2013), Bitzer's theory of the rhetorical situation (Bitzer, 1968), Moje's concept of navigation (Moje, 2013), and Bakhtin's dialogical concepts of addressees and superaddressees (Bakhtin, 1986).

I argue that the Danish examination system implicitly warrants that an oral exam result can be generalized extensively - between disciplinary subjects (horizontal generalization) and from a specific subject to global intentions for student learning (vertical generalization). These generalization warrants are questionable from a student perspective.

In the fieldwork, case-students perceive the oral exam situation as uncertain and highly complex. Students navigate explicitly and implicitly struggling to identify a fitting exam response. Instead of delivering the curriculum requirement of independent critical interpretations, students focus on "cracking the teacher's code": A good exam response depend on preferences of the specific teacher performing the assessment. Classroom dialogues indicated that "alternative" interpretations of texts would be a confrontation with the teacher-assessor, why students withdraw from

independent analysis. Consequently, students' interpretations of texts are not necessarily available for assessment at oral exams. Students that confidently read the law documents believing in a transparent examination system risk missing the nano-contextually generated indications of the good exam performance.

The exams' selection mechanism considered, the paper contribute with rare insights into how students navigate the decisive interactions with their teachers and assessors in exam dialogues behind closed doors. It also contributes to international research into educational assessment by pointing to the nano-contextual situatedness of exams. Even though the dominating Danish-German didactical tradition leaves exams little attention, theses research results ought to initiate further Danish exam research (Isager, 2021).

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Network: Educational measurement and assessment

Title of paper: Assessment of learning in reciprocal peer tutoring – synergies of social and subject matter interactions in mathematics and science.

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Abstract:

Research Topic

Teachers in the Nordic countries use pair or groupwork on a regular basis. While doing so is very much supported by contemporary theories of learning, teachers rarely employ explicit systematic peer learning strategies aligned with the taught topics. While teachers put an effort into selecting pairs or groups that will work together productively, they seldom provide systematic guidance as to how the students should cooperate. The aim of this presentation is to briefly present a research project regarding one such system, called SYKL (SYstematisk KLassekammerathjælp) and more comprehensively showcase an assessment of the learning generated during this form of reciprocal peer tutoring.

Theoretical Framework

It is a theoretical hypothesis that profitable peer learning relationships rely on interactions which are related to both social aspects and subject matter aspects (Schmidt, 2017). In this sense we are dealing with a socio-cultural perspective (Wenger, 1999) on learning in which assessment is difficult to reconcile with traditional forms of testing (James, 2006).

Methodology

The research project reported investigates a 13-week intervention with SYKL reciprocal peer tutoring. It involves 25 Danish primary school teachers, 16 intervention classes and 10 control classes, a total of approx. 570 students from grade 4.

The assessment format has two elements:

- 1) A pre-post test setup using a written open answer environment for pairs of students combined with an individual dichotomous choice questionnaire.
- 2) A scheme to quantitatively code video recorded conversational actions during student dialogue.

Expected Results

It is expected that the pre-post setup will be able to assess an increase in mathematics and science competence, as the test items are aligned with the Danish curriculum expressed in terms of competencies (Blomhøj & Jensen, 2007). The coding scheme is expected to unveil changes in the presence of conversational actions, as well as changes in the dynamics of the interaction from the beginning to the end of the intervention.

Relevance to Nordic educational research

External standardised assessment of academic performance through primary and lower secondary schools are not a stable in Nordic school systems, and any educational intervention often must invent their own assessment regime. As much teaching rely on peer interactions it is imperative to explore avenues of assessment considering the collaborative nature of learning in the classrooms.

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Network: Educational measurement and assessment

Title of paper: Assessing the evidence for comparability of socioeconomic status across students with and without immigrant background in Norway and Sweden

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Abstract:

The study's aim is to investigate how the measure of socioeconomic status (SES) represented by the household possessions (HOMEPOS) scale in PISA 2018 functions across students with and without immigrant background within Norway and Sweden.

The prerequisite for meaningful comparisons across immigration status in terms of educational inequalities is the comparability of SES indicators (Elmeroth, 2006; Hansson & Gustafsson, 2013; Lenkeit et al., 2015). In PISA, SES is represented by the Index of Economic, Social and Cultural Status (ESCS) that includes family income (HOMEPOS), parental education, and parental occupation. The ESCS index is an essential tool for the native and immigrant student group comparisons in the OECD reports that use this evidence to advise policymakers on the ways to reduce persisting educational inequalities for these groups (OECD, 2019). Furthermore, the HOMEPOS scale in PISA is a widely used measure of SES. Despite its popularity, evidence regarding its comparability across immigration status is missing. The unawareness of how equally well HOMEPOS captures the SES of native and non-native students may impair the validity of findings and the effectiveness of policy recommendations.

We addressed this gap by testing the PISA 2018 HOMEPOS scale for measurement invariance and differential item functioning (DIF) across three student groups with first-generation, second-generation, or no immigration background in Norway and Sweden. Several HOMEPOS items showed DIF within these countries. Moreover, we examined how four strategies to handle non-comparable items affect the inferences regarding educational inequalities across immigration status. The strength of the HOMEPOS–achievement association was sensitive to the choice of approach for 15-year-old immigrant students while it remained stable and moderate for native students. We provide recommendations for the use of the HOMEPOS scale.

This discussion is relevant for the Nordic countries due to the need to understand causes behind a persistent immigrant achievement gap (Andon et al., 2014), and people's increasing global mobility which may challenge the validity of using identical SES measures across immigration status to capture educational inequalities. It is further relevant in the face of the latest refugee crisis of 2015, with Sweden and

Norway having received the largest proportion of asylum seekers in the Nordic region (Hagelund, 2020).

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Network: Educational measurement and assessment

Title of paper: Measuring educational equity across the Nordics. Methodological choices as implications for educational policies

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Abstract:

Our aim is to discuss and empirically illustrate within international large-scale assessment (ILSA) framework how the equity league table of four Nordic countries may change throughout the research process: from equity conceptualisation to each methodological and analytical choice taken with regards to its operationalisation and measurement.

It has become common that with every cycle of international large-scale student assessments (ILSAs), countries-participants are ranked with regards not only to academic outcomes, but equitability of their education systems. Nordic countries have been the centre of attention for being at the top of equity rankings over most of the ILSA cycles. Nevertheless, a decline in educational equity has been reported lately. However, the process that leads to specific inferences on equity partly stays obscure to education decision-makers. Thus, the present study aims to discuss and empirically illustrate that rankings on “equity league tables” represent more of a “broad-brush picture”, as they are sensitive to the choices made by a researcher throughout the process of empirical inquiry.

We used data from the Trends in Mathematics and Science Study (TIMSS) in 2015 to investigate how the equity rankings of four Nordic education systems change in accordance with:

- Operationalisation of equity;
- Choices of SES measure and its comparability;
- Subject domain (science VS mathematics);
- Grades (students of 4th grade VS 8th grade);
- Level of analysis (single-level and two-level).

We used structural equation modeling to analyse data for Denmark, Finland, Norway and Sweden (fourth grade), and Norway and Sweden (eighth grade). To check the comparability of SES across the countries, we did measurement invariance analysis. The results confirm that analytical and methodological choices have a direct impact on the inferences on equity. Hence, we would encourage to report elaborately on the research process and its limitations as it may lead to wrong interpretations and,

consequently, policy implications. We further contributed to disentangling the complicated question of educational equity in Nordic countries. To the best of our knowledge, this study represents the first attempt to address the gaps in existing research on equitability through the joint study of four Nordic education systems.

Network: Educational measurement and assessment

Title of paper: Exploring collaborative problem-solving tasks for individual-level and team-level inferences using multilevel modeling.

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Abstract:

Collaborative problem solving (ColPS) is necessary to succeed in the 21st century and has therefore been introduced into compulsory K-12 education in many Western countries. ColPS is the “capacity of an individual to: recognize the perspective of other persons in a group; participate as a member of the group by contributing their knowledge, experience, and expertise constructively; recognize the need for contributions and how to manage them; identify structure and procedure involved in resolving a problem; and, as a member of the collaborative group, build and develop knowledge and understanding” (Griffin et al., 2012, p.7).

Several aspects need consideration when designing ColPS tasks, including group dependence, team size, and activities to promote collaboration and problem solving (Siddiq & Scherer, 2017). Since students are often randomly assigned to teams, observations within groups are not independent. Hence, psychometric models need to account for the hierarchical structure of the data.

Wilson et al. (2017) presented an approach for analyzing ColPS tasks using multilevel models, which are widely used in educational research. The authors focused on modeling the group effects on the overall test performances. We propose focusing on group effects on individual task performance instead. We aim to classify ColPS tasks into ones with and without ignorable group effects, implying lower and higher collaboration. We also propose calibrating these tasks using a two-dimensional Rasch model to further understand the two constructs these items represent. We analyse data collected from the Norwegian Digital literacy (LDN-ICT) instrument (Siddiq et al., 2017). In total, 39 tasks were administered to 144 ninth-grade students who worked in groups of three or four.

Prior to modelling, it will be helpful to use descriptive statistics in an exploratory way to establish a framing context for modelling. Preliminary findings suggest that tasks showing significant group effects can be identified based on the estimated intraclass correlation (ICC)—a commonly used measure of group dependence. ICCs closer to zero indicate ignorable group effects, while higher ICCs imply substantial group effects. The ICCs ranged between 0.00 and 0.88, with an average ICC of 0.31. We also found a significant agreement between estimated group dependence and intended group dependence. Moreover, tasks requiring reflection, evaluation, and accessing information exhibited higher ICCs than others.

This study contributes to the design and analysis of ColPS assessments and illustrates tools to assess if tasks function as they were intended.

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Network: Educational measurement and assessment

Title of paper: Assessment of complex cognitive abilities in medical education: The case of diagnostic reasoning

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Abstract:

1. Research topic and aim

Accurate and efficient reasoning - analysing, synthesising, evaluating information - is a hallmark of expertise in various domains. Reasoning plays a crucial role in health sciences, too. More specifically, diagnostic reasoning - the way of finding a correct diagnosis - is considered one of the most important abilities medical students acquire throughout their education. Research so far has shown that the ability to diagnose a patient correctly is highly dependent on the specific content and context of a clinical encounter. In addition, case-specific attributes seem to play an important role.

Our aim is to quantify how much of the variation in diagnostic accuracy is related to learner-specific, content-specific or case-specific aspects. Furthermore, we aim to identify factors that help to explain variation within the respective facets.

2. Theoretical framework

Our study is rooted in research on diagnostic reasoning which was greatly influenced by research on reasoning in cognitive psychology. Typically, generalizability theory is used as an analytical framework for statistical analyses. Studies in this area regard diagnostic reasoning as a measurable ability or competence.

3. Methodology and research design

We used data that were collected using the CASUS system - an online learning platform through which we provided access to 95 virtual patients (VPs). We exported all anonymized usage data from N=2000 learners collected from January 2017 until July 2020.

The study team described the virtual patients in a standardised way using Medical Subject Headings (MeSH terms) for both the key symptom and the correct diagnosis. Furthermore, the displayed VPs were described by their gender, highest education and assumed income level. Finally, we obtained learner-specific characteristics such as the number of VPs they worked on in the time-frame considered here.

In the statistical analysis, we first estimated variance components for the learner, case, and content facets using linear mixed effects models. In the next step, we entered the aforementioned characteristics of cases, context, and content as

predictors into the model. We then inspected to which extent and within which facets these predictors explained variation.

4. Expected results and preliminary findings

We found that the largest share of variance is due to cases and students. The content facet seems to play a marginal role only. Including predictors did explain little variance on the respective levels. We will present detailed results and discuss implications of these findings.

5. Relevance to Nordic educational research

This study contributes to research on higher education, and, specifically, medical education. The current study helps to understand diagnostic reasoning and hence, can inform instruction and assessment of this important ability.

Network: Educational measurement and assessment

Title of paper: THE PURPOSE OF SCIENCE EDUCATION EXPRESSED IN THE SWEDISH NATIONAL SCIENCE TESTS

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Abstract:

THE PURPOSE OF SCIENCE EDUCATION EXPRESSED IN THE SWEDISH NATIONAL SCIENCE TESTS

One of the central goals of science education is preparing students with cross-disciplinary knowledge and skills that are needed to take action on local, national, and global health and environmental challenges. The Swedish science curriculum is an important steering document and relate to the central goals of science education. The curricula states that science knowledge should include the ability to participate in discussions in ways where science, technology and society interrelate, e.g. decision-making in socioscientific issues (SSI). Another steering document in the Swedish context are the national tests. Thus, what purpose of science education is expressed in the Swedish national science tests? The aim of the study to increase the knowledge of the purpose of science education expressed in the year 2013 and 2017 Swedish national science tests in biology, chemistry and physics for 15 years old students. A problematisation of to what extent different purposes is expressed in the tests could improve the discussion about the purpose of science education, the influences and impacts of cross-disciplinary curricular goals in the national tests, and consequences in teachers practice. The topic of the study is relevant for the Nordic countries insofar as our educational systems share similar characteristics, and also of interest for the international audience. The study uses a quantitative deductive approach based on Biesta's functions of education (Biesta, 2009, 2011), and Roberts' curriculum emphases (Roberts, 1982). Each item and assessment guideline, in every test, is coded and analysed to get answers about to what extent different purposes is expressed. The two frameworks helps to get a detailed picture of what purpose of science education the tests express and will be presented. The preliminary results of the study show that the tests advocate multiple purposes, both with respect to functions of education and curriculum emphases. Regarding the functions, the overall function is qualification (Chemistry, 2017: 91% of the items and 98% of the assessment guidelines). The socialisation and subjectification functions, emphasising certain norms or creating independent critical thinking skills are less common. Regarding the curriculum emphases, both similarities and differences in the extent to which the different purposes is expressed, are found. Similarities and differences, between the years, between each science tests, and between the items and the assessment guidelines, with respect to the purpose of science education, will

be discussed. Also, consequences as the impacts and influences on teachers' design of teaching and on students' possibilities to develop knowledge and skills necessary for active participation in science-related issues as citizens will be discussed.

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- Network: Educational measurement and assessment
- Title of paper: Examining primary students' emotions in learning situations
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Abstract:

Recognizing students' learning-related emotions is an important pedagogical tool for a teacher in developing teaching and instructional methods. In this study, instant video blogging (IVB) is used to collect primary school students' first-hand reports about their emotions during a teaching sequence consisting of various learning situations in various learning environments. Together with motivation, competence beliefs, and learning strategies, emotions have a significant impact on performance (Pekrun, Goetz, Daniels, Stupnisky, & Perry, 2010). If a task is associated with positive emotions, reaching objectives may be facilitated, whereas negative emotions associated with the task may impair performance (Pekrun, Muis, Frenzel, & Goetz, 2018). Through an experience sampling method (ESM), 24 Finnish sixth-grade students (12–13 years) took part in IVB eleven times during this study. First, the data was analyzed employing content analysis. From students reports we searched three types of expression: what they were doing (activity), where they were at the moment (situations) and what was the main feeling, they experienced (emotion). We found total of 11 emotions, 10 activities, and 6 situations. The emotional content in the students' answers were reduced to emotions disturbance (n=14), concern (n=11), boredom (n=107), confusion (n=9), enjoyment (n=157), excitement (n=82), interest (n=7), joy (n=46), satisfaction (n=34), exhaustion (n=27), unpleasant stimuli (n=7). Activities were reduced to categories. Expressions related to the context of emotions were reduced to main categories activity (n=246) and situation (n=260). Second, we used co-occurrence network analysis to find relationships between emotions and types of activity or situation. The codes (emotions, activities and situations) from the

content analysis were set as nodes, and the co-occurrences among particular emotion and activity and situation was entered as an edges table. Co-occurrences were illustrated using Gephi software (Bastian, Heymann, & Jacomy, 2009) and the Yifan Hu algorithm (Hu, 2006). Learning situations in general were experienced positively. Enjoyment was strongly connected to classroom, teacher led activities, tasting and after site visit. Excitement had a strong connection with shopping, gardening and after site visit. Satisfaction and fun were not strongly connected with specific activities or situations. The most dominant negative emotion boredom had a strong connection with classroom, teacher led activities, and waiting the site visit. The IVB method offered direct insight into how students experienced a teaching sequence. This information can be employed when educating future teachers and developing instructional methods.

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Network: Educational measurement and assessment

Title of paper: Predicting problem-solving performance from Scandinavian students in PISA 2012 using computer-generated log files

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Abstract:

Research topic: Computer-based assessments can collect behavioral indicators based on students' interactions with the testing platform (e.g., mouse clicks) through log files. Process data from such files can provide valuable information for predicting students' item-level performance. Using data from the 2012 Programme for International Student Assessment (PISA), this study explores three well-known machine-learning techniques (i.e., Decision Trees, Random Forest, and Gradient Boosting) for predicting the performance of Scandinavian students in one complex problem-solving item.

Theoretical Framework: The application of machine learning techniques in education is a common approach in the educational data mining community. However, the use of such models in analyzing log files from digital assessments is still in its infancy. By aligning the explorative nature of data mining and state-of-research on how students interact with one problem-solving item from PISA 2012, this work investigates the relationship between process data indicators extracted from log files and students' performance.

Methodology: Using data from 1456 students from Norway, Sweden, and Denmark in PISA 2012, the analyses were conducted in three steps: (1) extraction of process indicators from log files, (2) modeling of student's performance via tree-based classifiers, and (3) evaluation of the importance of extracted indicators into the modeling. These steps stand on the foundation of interpretable machine learning to generate new knowledge by offering important insights into the abundance of data that can be derived from log files and modeled through predictive analytics.

Findings: Our results indicated that all models accurately predicted students' performance with high precision. Consistent with previous studies, the application of the vary-one-thing-at-a-time (VOTAT) strategy was the process indicator with the highest relevance for all studied models. Differences and similarities were observed among the order of importance of the process indicators (i.e., student's actions and time-related variables) across the three models.

Relevance to Nordic educational research: To our knowledge, this is the first work with Scandinavian students on the analysis of process data from PISA 2012 via machine learning techniques. It showcases the use of predictive analytics to provide

effective use of data available in computer-based assessments in education research.

Network: Educational measurement and assessment

Title of paper: Trend analyses of TIMSS 2015 and 2019: School factors related to declining performance in mathematics.

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Abstract:

Gaining knowledge of what contextual factors may contribute to changes in student achievement across cycles of international large-scale assessments (ILSA), is important for educational policy and practice. Addressing this necessitates advanced methodology that utilizes the trend design of the ILAs (Nilsen & Gustafsson, 2014). Data from the Trends In Mathematics and Science Study (TIMSS) is suitable for such analyses as it measures students' competence based on the participating countries curricula. In Norway, students' performance in mathematics decreased from 2015 to 2019 as evidenced by TIMSS (Mullis et al., 2020). During this time-period, there are indications that also school climate and student motivation decreased (Wendelborg et al., 2020). Both school climate and student motivation are key predictors of student performance (e.g. Eccles & Wigfield, 2020; Wang & Degol, 2015). School climate is a broad concept encompassing aspects related to a successful academic climate, a safe climate, sound relations including well-being, and a good physical environment (Wang & Degol, 2015).

This study investigates whether school climate (including bullying, a safe environment, school emphasis on academic success, and students' sense of school belonging and well-being) and student motivation (including intrinsic and extrinsic motivation, and self-confidence) declined from 2015 to 2019, and whether this possible decline is related to the decline in mathematics performance. The present study utilized a trend approach with mediation structural equation modelling resembling that of a quasi-longitudinal approach (Gustafsson & Nilsen, 2022). The results showed that school climate and student extrinsic motivation and self-confidence declined and mediated the changes in achievement from TIMSS 2015 to 2019. This indicates that the decline in these variables may explain the decline in mathematics achievement. The usefulness of the methodological approach for other Nordic countries, as well as the implications of the results for policy, practice and research are discussed.

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Network: Educational measurement and assessment

Title of paper: Can our research change the assessment practice in school – and how (not)?

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Abstract:

It is quite frustrating as a researcher in assessment to witness the policy decisions regarding evaluations and assessments in the Danish educational system. The national tests in Denmark will be used as an illustration. We have here seen politicians issue an order or pass a law regarding an assessment issue that disregards the research based recommendations. This leads to two interrelated questions:

1. How are these political decisions taken? I.e. what is the politicians' knowledge base, who inform them with which information, how is the final decision negotiated?
2. How can we as researchers (in assessment and evaluation) influence the educational political decisions in a more research based direction? And equally important: What research agenda within assessment is most important to pursue?

Theoretical framework

The EU-research project ASSIST-ME set up a design for implementing change in educational systems (Dolin et al, 2018a). The model consisted of an interplay between practitioners, researchers and policymakers. This model will be refined by new research on political decision making in Denmark. This shows how symbolic politics replace solutions to the complex societal challenges (Nielsen, 2021) and how members of the Danish Parliament spent more and more time on social media and less and less time on reading Bills (Nathan, 2022).

Characteristics of summative and formative use of assessment will form a background for the research (Dolin et al, 2018b).

Methodology/research design

Individual politician's decision-making regarding change in the national tests will be traced via interviews with educational spokespersons for three political parties.

The results from the interviews will be analyzed in relation to the mentioned political theories and the model for educational change, and it will be linked to relevant assessment literature plus a not yet published Delphi survey of research needs expressed by the Danish science education research environment.

Expected results/findings

Insight into Danish parliamentarians' knowledge about assessment and insight into the political processes behind assessment related educational decisions. Combined with research about the consequences of formative and summative use of assessment, it can contribute to a strategy for changing the assessment system in a more learning orientated direction.

Relevance to Nordic educational research

The Nordic countries have fairly common political and educational systems. They also share common values for education and research, at least within science education (Dolin, 2021), for which reason the results can have a general Nordic interest.

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Network: Educational measurement and assessment

Title of paper: Mathematical competencies demand of numeracy items across grades

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Abstract:

Numeracy is a vital skill necessary for both adolescents and adults, as it is both necessary for future learning and to participate in today's society, be that personal, professional, or as an informed citizen (Craig, 2018). Treated by some as a synonym to mathematical literacy, the core idea behind the two is closely aligned. Numeracy was incorporated in the Norwegian School system as a core skill through the 2006 curriculum reform. One important tool to promote and help monitor the level of numeracy proficiency in Norwegian students was implemented in the wake of this reform - the national tests.

The presentation will report on an ongoing analysis of the mathematical competency demand of items used in the national numeracy tests from 2018 administered to grade 5 and grade 8. The following research question guides our study:

How does the mathematical competency demand of numeracy items used in the Norwegian national numeracy tests develop across grades?

'Mathematical competency' is a concept increasingly used since the first fully developed theoretical descriptions were presented in the early 2000s, and central to the definition of mathematical literacy. In brief 'mathematical competency' represents what is necessary for a person to be able "to act mathematically on the basis of knowledge and insight" (Niss, 2003). Which competencies, as well as how much of each competency is necessary to solve each item are identified through classifications by three raters according to the mathematical competency classification scheme proposed by Turner, Blum, and Niss (2015). The classification of the competency demand will be combined with results from a vertical linking study from 2018 (Ræder, Tøkle, & Olsen, 2019). The linking study enabled the parameters of each item from both tests, such as the difficulty, to be interpreted on a single underlying scale.

By combining the classification with the vertically linked item parameters we can develop a better understanding of what characterizes student progression in numeracy over the critical period from middle school to lower secondary. Furthermore, describing the relationship between mathematical competency demands and item difficulties will inform future item development for numeracy assessments. We are also hopeful that the outcomes of this study can aid teachers in identifying students' zones of proximal development concerning mathematical

competencies, thus increasing the formative information provided by the national numeracy tests.

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Network: Educational measurement and assessment

Title of paper: Adapting psychometric approaches to classification accuracy for ROC-analytic standard-setting.

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Abstract:

Purpose: This paper presents an adaptation of psychometric approaches to classification accuracy for receiver operator characteristic (ROC) analysis of binary outcomes (e.g., pass/fail) and provides a worked example on the outcomes of examinations of medical students. The adaptation can be used for tuning cut-scores to attain the desired proportion of individuals classified into categories of interest (e.g., pass/fail), as measured by means of diagnostic accuracy indices such as Sensitivity (i.e., the proportion of examinees who should fail that are classified as fail) and Specificity (conversely, the proportion of examinees who should pass who are classified as pass).

Method: The outcomes of three examinations of medical students were submitted to ROC analysis ($N = 180, 103$, and 70) where the initial cut-score was set to 60% of total possible credits. ROC analysis was performed to locate cut-scores that resulted in maximum Accuracy (total proportion of correctly classified examinees, Youden's J (sum of Sensitivity and Specificity), and Sensitivity values greater than or equal to 0.9 (90%). The analysis employed a ROC-adaptation of the "Livingston and Lewis approach", as implemented in the "betafunctions" R-package (Haakstad 2021).

Results: The analysis indicated that, for these examinations, maximum Accuracy was attained by employing cut-scores of 56%, 58%, and 59% of the maximum possible score rather than the initially set 60%. Youden's J was maximized at 63%, 63%, and 67% of maximum possible. To attain Sensitivities greater than 0.9 , the analysis suggested cut-scores of 62% of the maximum possible scores for all three exams.

Discussion: The discussion focuses on the implications of the results, as well as a critical discussion of the importance of a meaningful interpretation of the initial cut-score so that those cut-scores suggested by ROC-analysis are to be meaningfully interpreted.

Conclusion: Adapting existing psychometric approaches for estimating classification accuracy for ROC-analysis show promising potential for use as a standard-setting tool when external criteria for selection are not available. The results of the analyses performed here suggested used cut-scores resulting in desired diagnostic performance of binary decisions based on test-scores. It is cautioned however that

such analysis is critically dependent on the initial cut-score being meaningfully interpretable.

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Network: Educational measurement and assessment

Title of paper: Exploring the relationship between process data and contextual variables for Scandinavian students on PISA 2012 mathematics tasks

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Abstract:

With the advance of computer-based tasks, there has been an increased interest in the modeling of students' behavior indicators from log file data with contextual variables collected via questionnaires. In this work, we applied a latent regression model to analyze the relationship between latent constructs (i.e., performance, speed, and exploration behavior) and contextual variables from Scandinavian students (i.e., Norway, Sweden, and Denmark) on three interactive mathematics tasks from PISA 2012. The purpose of this study is threefold: (1) investigate whether a factor model is adequate for explaining the relationship between extracted process indicators from log files and students' performance on the three items; (2) evaluate whether measurement invariance holds for the three analyzed countries; and (3) study how well contextual variables (i.e., student's background, availability, use of information and communication technology [ICT] resources, and learning conditions for mathematical literacy) correlated with the model's latent constructs. Our findings revealed that a three-factor CFA model fit well for the analyzed data and that a weak measurement invariance model performed best. When contextual variables are included in the modeling, the differences in the student's profiles among the Scandinavians are highlighted. We found that higher ESCS consistently led to higher math proficiency across the three countries. Norway did not have any gender differences in all math proficiency, response time, and exploration behaviors. Experience with math tasks at school led to more exploration behaviors across the three countries. Swedish and Norwegian students who had more experience with pure math tasks at school were likely to get higher mathematics achievement scores and tended to interact more frequently with the testing platform when answering the three math items. When Danish students had higher ICT scores (i.e., more ICT available at school and at home), they had lower response accuracy. There was no effect of ICT on the three factors for Swedish and Norwegian students. The implications and limitations of the study are also discussed.

Network: Educational measurement and assessment

Title of paper: Trend analyses of TIMSS 2015 and 2019: The importance of language for declining performance in mathematics and science.

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Co-author(s): Trude Nilsen, Hege Kaarstein

Abstract:

Knowledge of which contextual factors may contribute to changes in student achievement across cycles of international large-scale assessments (ILSA), is important for educational policy and practice. Addressing this necessitates advanced methodology that utilizes the trend design of the ILSAs (Nilsen & Gustafsson, 2014). Data from the Trends In Mathematics and Science Study (TIMSS) is suitable for such analyses as it measures students' competence based on the participating countries curricula. In Norway, students' performance in mathematics and science decreased from 2015 to 2019, as evidenced by TIMSS (Mullis et al., 2020). During this time-period, there are indications that the number of students who speak Norwegian at home decreased (Mullis et al., 2020), and that the number of minority students has increased (SSB, 2021). Language is important in both science and mathematics. Conceptual understanding and discourse familiarity are needed for participating in discussions and for understanding the content (e.g. Mortimer & Scott, 2003). Moreover, knowing the teaching language is key to educational equality (Rolfe, Strietholt, & Hansen, 2021).

This study investigates whether there are changes - from 2015 to 2019 - in how often grade 9 students speak Norwegian at home, and whether this is related to the seen decline in mathematics and science performance. The present study utilized a trend approach with mediation structural equation modelling resembling that of a quasi-longitudinal approach (Gustafsson & Nilsen, 2022). The results showed that fewer students speak Norwegian in 2019 than in 2015, and that this decline mediated about 2 of the 13 points decline in science and about 1.5 of the 9 points decline in mathematics achievement from TIMSS 2015 to 2019. This may indicate that declining language skills may partly explain the decline in mathematics (about 13%) and science achievement (about 15%). The usefulness of the methodological approach (i.e. for pre- and post-Corona performances), as well as the implications of the results for policy, practice and research are discussed.

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Network: Educational measurement and assessment

Title of paper: Mapping Non-Response Patterns in PISA 2018 Student Questionnaire

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Co-author(s): Johan Braeken

Abstract:

Non-response has been a significant concern in the International Large-Scale Assessments (ILSAs), such as the Programme for International Student Assessment (PISA). Non-response can lead to biased parameter estimates, subsequently weakening the validity of inferences drawn from said estimates and undermining the potential that large-scale assessments have to inform educational policy. The latter implication is of high relevance to the Nordics as a region invested in the ILSA participation for shaping educational policy. Most of the research on non-response in ILSAs has focused on the potential bias that non-response might have on the generation of plausible values in the achievement domains. Considerably less research is aimed at investigating non-response in the ILSAs' student questionnaires which gather rich auxiliary information used for contextualizing achievement results. Hence, the importance of examining non-response in the questionnaires cannot be understated, especially when it is unclear whether its very existence is related to the constructs measured by the questionnaires. Using the response data on 76 scales administered in 80 countries and jurisdictions that participated in the most recent cycle of the PISA 2018 student questionnaire, the present study aims to (1) map the non-response patterns across countries and (2) identify the prospective country- and scale-level predictors of non-response. To address these aims, a mixed modeling framework is employed that relates non-response rates across countries and scales to characteristics of interest (e.g., OECD-status, scale format, scale position). We expect to find systematic variation between countries regarding their non-response patterns, one likely related to certain country and scale characteristics. We believe that a deeper understanding of the potential patterns of non-response can inform strategies for secondary analysis in the short run and help combat high non-response rates in certain countries in the long run. Furthermore, knowledge of the causes behind non-response in the PISA questionnaire can inform future test design.

Network: Educational measurement and assessment

Title of paper: Trend analyses of TIMSS 2015 and 2019: The importance of teachers for declining performance in mathematics and science.

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Co-author(s): Trude Nilsen, Anne-Catherine W. G. Lehre

Abstract:

Trend analyses of TIMSS 2015 and 2019: The importance of teachers for performance in mathematics and science

Gaining knowledge of what contextual factors may contribute or counter changes in student achievement across cycles of international large-scale assessments (ILSA), is important for educational policy and practice. Addressing this necessitates advanced methodology that utilizes the trend design of the ILSAs (Nilsen & Gustafsson, 2014). Data from the Trends in Mathematics and Science Study (TIMSS) is suitable for such analyses as it measures students' competence based on the participating countries curricula. In Norway, students' performance in mathematics and science decreased from 2015 to 2019 as evidenced by TIMSS (Mullis et al., 2020).

Student performance has been found to be influenced by teachers' competence and teaching quality (e.g. Baumert et al., 2010). However, teaching quality, including teacher support, cognitive activation, and classroom management, is a two-way interaction that depend on the teacher, and the students (Charalambos et al., 2022). Changes in student performance may hence depend both on the teaching quality but also on the composition of students such as students' prior knowledge and skills, their engagement, and their physical and mental health (Kaarstein & Nilsen, 2020).

Using TIMSS 2015 and 2019 data, this study investigates 1) whether there are changes in teacher competence and teaching quality and in the student composition, and 2) whether these changes may be related to the decline in mathematics and science performance. The present study utilizes a trend approach with mediation structural equation modelling resembling that of a quasi-longitudinal approach (Nilsen & Gustafsson, 2014). The results for science showed that teachers' competence and the quality of their teaching increased from 2015 to 2019, and this increase countered the decline in student performance. Conversely, the negative change in student composition explained 6 of the 13 points decline for student performance in science. The analysis of mathematics is forthcoming. The usefulness of the methodological approach for other Nordic countries, as well as the implications of the results for policy, practice and research are discussed.

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Network: Educational measurement and assessment

Title of paper: Text genres in formative reading assessment for 3rd grade

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Abstract:

Text genres in formative reading assessment for 3rd grade

Norwegian children are expected to be able to read texts from a wide variety of genres after 4th grade. In order to be both maximally useful for teachers and maximally ecological for students, standardized formative assessments should cover the whole breadth of genres. This paper reports from investigations done on differential functioning of texts from different genres in the Adaptvurder project, aiming to develop an adaptive reading assessment for 3rd grade students.

In a first exploratory phase, many authentic texts were selected, and items developed. These were subjected to students ($n = 2030$, the number of responses to individual items ranged from 227 -573) in a pre-test in February 2020. The responses were analysed with a 2PL IRT model. It was noted that fictional texts had a significantly lower discrimination parameter than non-fictional texts (mean $a = 0,74$ vs. mean $a = 0,97$), which made it hard to select good enough fictional texts for the purposes of the test development. This could be due test developers not having been able to find good enough fictional texts, or to fiction being a sufficiently different construct from non-fiction that it did not fit into the model. One reason for such a poor fit could be that reading fictional texts gets a different treatment in classroom instruction than non-fiction.

In a second phase this will be investigated in a more structured manner. In addition to the few well-functioning fictional texts, some of the texts with a low a -value are included in a new, adaptive pre-test organised in February and March 2022. This is deemed acceptable under the assumption that the low values are explained by fiction belonging to a somewhat different construct than non-fiction. The a -values from this pilot will be held up against those from the previous pilot. Factor analyses will be conducted to examine to what extent fiction can be considered a construct apart. Informal interviews will be conducted with students after the pre-test, asking them about what texts they liked and why. Finally, a survey will go out to the teachers of all the students participating in the pre-test. In the survey the teachers will see some of the texts included in the pre-test, and be asked whether they think the texts are easy or difficult for their students, and whether they think the students will like them.

We expect the further investigations to show that reading fiction is a somewhat different construct from reading non-fiction for this age group. In line with this, we

expect that teachers will report not working much with their students on the kinds of fictional texts that posed problems in our first pre-test.

This investigation is highly relevant to research on reading assessment in the Nordic countries because it has important consequences for the development of ecological reading assessments. In addition, the investigation will give valuable insight into reading comprehension in this age group, for which little data is currently available.

Network: Educational measurement and assessment

Title of paper: Exploring the potential of synonyms in assessing vocabulary depth across language backgrounds

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Abstract:

Vocabulary is a prominent indicator of students' language skill. For learners starting to acquire the academic language of school, the consequences of not closing the challenging developmental lag between breadth and depth have been widely documented (Beck et al., 2013). Bilingual learners/L2 tend to be more vulnerable to fall behind in this process (Amenta et al., 2020). Despite this, high-quality group-administered ways of assessing vocabulary depth across language background have not yet surfaced. The present study aims to investigate how translingual group-administered vocabulary assessment can be carried out efficiently: Our main aim was to assess how well scores obtained under different assessment formats (synonyms, synonyms in context, morphology/word-parts and categorization) predict general language skill (WISC-IV) and to investigate whether there are differences in the predictive pattern across language groups. First, among 253 monolingual/L1 and 129 bilingual/L2 ten-year-old children, differential item functioning (DIF) of the individual-administered WISC-IV-vocabulary test was investigated. To detect DIF we used a two-step approach. First, the Mantel-Haenszel statistic (Mantel and Haenszel, 1959) was calculated for each item, and items with excessive DIF statistic were removed. Second, formal DIF tests of the remaining items were conducted. Next, a regression model examined the value of prediction of group-administered vocabulary formats (categorization, word-parts/morphology and synonymy with and without context) for vocabulary depth (WISC-IV-vocabulary test). Results showed that only seven WISC-vocabulary items met the quality criteria and furthermore that the context-free synonyms were superior to the other? group-administered formats concerning vocabulary depth. Findings further demonstrated that the items using the categorization format do not help us to assess vocabulary depth when we already have items in formats of isolated synonyms, synonyms in context and word-parts/morphology. The present study has two main take home messages: a) it confirms that using synonyms tests to assess the breadth and depth of vocabulary is in fact valid and reliable b) it warrants that that these tests may operate differently for L1 and L2 learning which has implications for future nordic research and practice. Implications for vocabulary test design are discussed.

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Network: Educational measurement and assessment

Title of paper: Modeling Changes in Rapid Guessing Behavior of Children Working with an Educational App

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Abstract:

Digitalization in primary education is on the increase in all the Nordic countries, including the use of educational apps as part of teaching activities. Children's patterns of interaction with educational apps have important consequences for learning outcomes. One such pattern that may hamper learning is rapid guessing, i.e. answers given rapidly without paying attention to the content of a task. While there is a large body of research on rapid guessing in assessment settings, less is known about learning contexts. Hence, we seek to adopt methods from research on rapid guessing in assessments to explore such behavior in the context of learning.

Rapid guessing in assessments is commonly subject to change over time, with an increased probability at later stages, both within and across tests (e.g. Lindner et al., 2019). Previous research has proposed factors such as test fatigue and motivation, as well as item difficulty and position as explanations. Our study examines whether this is also the case for learning contexts, and is thus guided by the following question:

Are patterns of rapid guessing, within and across sessions, stable or subject to change?

If some students are more at risk of developing lasting patterns of rapid guessing in learning contexts, the identification of such behavior is essential in order to inform interventions to break negative patterns that may harm learning.

The context of the current study is a Norwegian vocabulary learning app that was developed for second graders (age 7-8) and evaluated in a randomized controlled trial. In the current study, we analyze data from 366 children who worked with the app five days a week for eight weeks as a part of their daily classroom activities. Log files from the app recorded the children's interactions with the app, e.g. response options chosen and time between responses. Rapid guessing is identified using the interaction data from the log files. To investigate changes in rapid guessing within the sessions we propose to use latent class analysis (Lindner et al., 2019). For analyses across sessions, we use the trait-state-occasion model (Cole et al., 2005).

This project will yield new knowledge about whether rapid guessing behavior manifests differently in learning contexts than in assessment settings. Project findings

can contribute to automatic detection of students in need of additional learning support.

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Network: Educational measurement and assessment

Title of paper: The Impact of High Stakes Grades on Norwegian and Swedish Upper Secondary Students' Motivation and Achievement Goals

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Abstract:

The topic in this study is how students are influenced by receiving teacher assigned high-stakes grades. In research, various conclusions are drawn whether grades and other summative assessments have positive (Artés & Rahona, 2013) or negative (Klapp m.fl., 2014) impact on students' motivation and achievements. However, only a few studies concern grades' impact from the students' perspectives. This study investigates and compares how upper secondary school students in Norway and Sweden (videregående opplæring and gymnasieskola) experience that grades influence their motivation and strategies when they study.

The study uses a theoretical framework including different qualities of motivation (autonomous/controlled motivation) (Deci & Ryan, 2000), and also achievement goals (mastery approach, performance approach and performance avoidance goals) (Elliot & Hulleman, 2017). Controlled motivation as well as performance goals are related to instrumental approaches to studying and often predicted to render in superficial learning and poor achievements. Autonomous motivation and mastery goals are related to deep learning and are often predicted to render in enhanced achievements.

35 semi-structured interviews were conducted with students in their final year of academic programs in upper-secondary school. Respondents were picked from two schools in each country: one in a bigger city (>300 000 citizens) and one in a smaller city (around 30 000 citizens). Questions concerned strategies students adopt to get good grades, what grades tell about their abilities, and their comprehensions about fairness in the grading system.

The results indicate that the high-stakes grades have implications for students' motivation and achievement goals. On the one hand, students' experience that the grades make them study hard. On the other hand, the grades seem to decrease the possibility for students to act on their autonomous motivation in favor of controlled motivation. They also seem to steer some students into performance goals on behalf mastery goals. Most patterns seem to be similar for both countries, but slight differences were noticed. The Swedish students seemed to comprehend the grading system as more unfair compared to their Norwegian peers which, together with the more extensive criteria, may steer the students into controlled motivation and performance goals.

Grades and assessments are important parts of almost every educational system but differ a lot between and within countries. The fact that this study concerns the two Nordic countries Norway and Sweden makes it highly relevant for Nordic educational research.

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Network: Educational measurement and assessment

Title of paper: Operationalizing assessment - Teachers' conceptualizations of L2 English oral proficiency in a high-stakes test

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Abstract:

This study details observational data from Norwegian secondary schools and examines how oral assessment is negotiated and realized in classrooms. Based on analysis of how students and teachers jointly reconstruct prior experiences in a practice of "joint remembering" in oral examinations, we argue that the fundamentally interactional characteristic of the situation has consequences for considering assessment quality.

The study takes a sociocultural perspective on learning (Wertsch, 1991), for exploring how the in situ oral exam builds on participants' partly shared background knowledge. Different from conceiving memory as a mental phenomenon, the current study adopts a view on remembering as interactionally produced (Mäkitalo, Linell & Säljö, 2009).

Through interaction analysis of video-data from exams and classroom activity (Heath, Hindmarsh & Luff, 2010), we show how teachers and students refer to previous classroom experiences during the oral examination. The analysis particularly focuses on how these shared experiences are re-interpreted and re-contextualized in an exam-context.

The study's findings show that learning outcome at oral exams cannot be interpreted as an end-product as such, but as co-constructed in practice. The analysis displays tensions between how oral exams are described in policy documents and how they play out in situ. These findings have practical consequences for assessment, and contribute to a better understanding of how learning outcomes are displayed in oral exams.

In the Norwegian school system, oral exams are a key format for assessment of learning outcomes. The Norwegian Directorate for Education and Training put forward three key concepts when talking about quality in oral exams: Validity, reliability and fairness (Udir, 2019). However, few studies have looked how these quality measures are realized in actual social practices.

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Network: Educational measurement and assessment

Title of paper: High-stakes testing without national tests: Pandemic realities affecting novice teacher assessment identity development

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Abstract:

High-stakes testing without national tests: Pandemic realities affecting novice teacher assessment identity development

This presentation is sharing some of the insights from a four-year research project investigating the way novice teachers think about themselves as assessors of young learners of English, and how changed circumstances during the pandemic affected their assessment identity development. In the Swedish context, teachers are in a unique position of assessing their own pupils' work, including the national tests. The cancellations of national tests during two pandemic years, made novice teachers rely on different coping strategies while finding their different ways to quality assessments. Without the scaffolding materials provided by the Swedish National Agency for Education, such as authentic bench-mark examples, novices were still being accountable for the grades they awarded in year 6 (age 12). Therefore, this presentation focuses on the various experiences and introspective reflections on fairness and accountability during these precarious times.

Dialogical Self Theory has been used as the lens by which the constant flux of the self is observed. It is by dialogical positioning and re-positioning that the self exists in its multiplicity, where the other is included as an extended self. This view is helpful when studying identity development among novices as the potential for conflicting positions are abundant. A mixed methods approach was used in an iterative process over 2.5 years of data collection, almost entirely affected by the pandemic. Accessible tools of online surveys ($n = 150$) and focus-group interviews using Zoom (resulting in 39 hours of recordings) were used. Answers to the open-ended survey questions were coded and analysed in the same manner as the transcripts from focus-group interviews, using qualitative content analysis.

While positioning and re-positioning is in constant flux within the self, it is possible to see patterns in the data when novices make compromises between internal beliefs and external demands of accountability. Missing out on the counted-on learning opportunity of the national tests, novices revealed various coping strategies connected to their beliefs and assumptions about assessment and grading. Sink-or-swim experiences are mixed with experiences of strengthened assessment identity when actually coping on their own. Results also point towards the importance of

supportive and generous assessment cultures offered by local teacher-teams of more experienced colleagues.

From a novice teacher perspective, it is difficult to see any benefits of the forced changes due to the pandemic, but from a researcher perspective, the extraordinary times created an assessment context where different I-positions came to the fore in sharp contrast to ordinary assessment practices where national tests play a significant role. The effects of the lack of authoritative national tests on novice EFL teachers' assessment development are also highly topical in the light of the newly issued intentions of central correction of digitalised national tests. Assessment practices surrounding high-stakes testing varies among the Nordic countries, which makes the present research about novice EFL teachers' assessment identity development an important contribution.

Key-words: assessment identity, novice teachers, teacher beliefs, classroom assessment practices



NETWORK 2

ARTS CULTURE AND EDUCATION

Network: Arts Culture and Education

Title of paper: Sustainability in textiles: Consumption, reuse and innovation

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Abstract:

The purpose of the study was to capture the ideology of sustainable development and increase the public's and school community's understanding of sustainable and responsible consumption. The purpose was also to cover the aspects that the textile industry has to offer in such activities and now the result has been transferred to book form. The book, entitled Sustainability in textiles, is divided into three parts: Consumption, Reuse and Innovation. The structure and design of pedagogical aspects focus on the connection between these three specializations. This means that analysis and knowledge of the consumption problem is a way to strengthen and mobilize the mind and hand for innovation from recycled in the pursuit of a sustainable lifestyle. Pedagogical methods show that basic knowledge of textile methods and theories is an important way to activate thinking against waste and pollution from the textile world. The first part follows the rethinking, the fact that the problem can not be tackled without knowing the history and the overproduction and overconsumption that shaped the conditions we live in today. The next section focuses on the basic knowledge of different textile methods to address the measures used to renovate and reuse existing textile products. The third part takes up the next step, which is to reactivate materials from textile products and redesign or create something completely new from used with a new look and usability in mind. The results show that consumption in the sense of innovation, reuse and innovation has an important connection as environmentally friendly measures, which can contribute to a changed consumption pattern and a sustainable lifestyle. The lecture will deal with the structure of the book's content and the interconnection of the previously mentioned aspects in more detail.

Network: Arts Culture and Education

Title of paper: Out of the museum into the art

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Abstract:

Out of the museum into the art

Research topic

When teaching art, swapping the museum for a setting that allows experimentation enables art educators to practice an activist art museum pedagogy, where students learn by art through their engagement in the artistic process and its principles and places. Our empirical outset is the educational practises of KØS - Museum of art in Public Spaces who moved their lessons on a Gordon Matta-Clark exhibition out of the museum and into a public space, similar to the places/urban spaces Matta-Clark explored in his art. We hence explore the following questions: What happens when an art museum moves a lesson from the museum itself to a relevant place and instructs the students to use the artist's strategies? How does it affect the positioning of the students? How can it inspire an activist art museum pedagogy?

Theory

We apply an art pedagogical theory as articulated by Illeris (2008) who argues that education in art museums is dominated by cognitive approaches to learning and lacks an awareness of how art can be a medium for social critique and change. Illeris suggests that art museum educators can experiment with different positions that enable new ways of engaging with and understanding art. From this perspective of 'art pedagogical events' (Illeris, 2008) and in line with Rogoff's embodied criticality (2006) we see learning critique and changes as something to be unfolded or inhabited as a change from within.

Methodology

We have conducted a case study of KØS's lesson on Matta-Clark using participatory observation (Warming, 2011) and an arts-based research methodology (Leavy, 2009). We have produced four multimodal poetizations of photo collages and short dramatic scenes to present the themes found in the data material (Finley, 2018).

Findings

The analysis shows that, by moving the lesson out of the museum and into a relevant setting where students were tasked with applying the artist's principles, the museum educators positioned the students as performing artists. Moreover, the lesson

motivated the students to interact with the place and materials, interpret Matta-Clark's principles for themselves and enthusiastically create photo collages. This analysis demonstrates that the pedagogical decision to move into a setting similar to that which inspired the artist, and applying the artist's principles can inspire new ways of practising and understanding art museum pedagogy.

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<https://doi.org/10.1177/0907568210364666>

Network: Arts Culture and Education

Title of paper: Visual Competence in Swedish Visual Art Education

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Co-author(s):

Abstract:

Research topic: Recently the curriculum for compulsory school (Lgr11, Skolverket, 2011) has been revised (obligatory from autumn semester 2022), encompassing the syllabus in the school subject visual arts (Sw. Bild) (SKOLFS 2021:5). The national evaluation in 2013 (NÄU-13; Örtengren, 2014), identifies challenges affecting the possibilities for the pupils to develop visual competence related to the use of digital media, both technically and didactically, pointing at a lack of digital resources in visual arts classrooms as well as lack of competence in using digital media among teachers (NÄU-13). Still, pupils increasingly use digital media in their spare time (NÄU-13; Karlsson Häikiö, 2021). In what ways do visual arts teachers use analogue and digital media in their teaching? What do visual arts teachers themselves identify as possibilities and challenges with the use of digital media in compulsory school? How does this affect the teaching and the assessment in visual arts?

Theoretical framework: The upcoming syllabus (Lgr22, Skolverket, 2021a) has been influenced by the results in the former national evaluations where school is claimed to be part of society and it's visual culture (Lgr22, Skolverket, 2021b p. 6). Visual literacy, or visual competence (Wagner & Schönau, 2016), is – according to EU – about developing skills in order to interpret the contents of images, to understand the social power of visual communication, and to discuss the purposes of imagery. Örtengren and Karlsson Häikiö (2021) has proclaimed aims for strengthening visual literacy/visual competence in visual art education in compulsory school: 1) development of communicative skills to produce visual narratives as an informed citizen, 2) production of visual narratives to put forward own poetic and/or personal views in specific areas within visual culture, and 3) capacity to to inform through using analogue and digital tools.

Methodology/research design: The presentation is based on a comparison of factors that play part in creating possibilities and challenges for the enhancement of visual competence in visual arts education in compulsory school: 1) the concept visual literacy/visual competence; 2) the national evaluations in Sweden; 4) the earlier syllabus in visual arts; 4) the upcoming revision of the syllabys, and; 5) a study based on interviews with visual arts teachers (Karlsson Häikiö, 2021).

Expected results/findings: The upcoming syllabus for the subject starts from a definition of visual arts in relation to the concept visual culture and visual competence (Lgr22, Skolverket, 2021b p. 6). Use of digital media is emphasized as well as the

combination of analogue and digital media and critical analysis of images. In the presentation, the upcoming changes in the Swedish the syllabus in visual arts are discussed in relation to recent research where teachers themselves comment their educational practice and the use of digital media. The teachers confirm the need for finding new ways to implement digital media into the education and to assess visual arts due to the digitization.

Relevance to Nordic educational research: The comparison and analysis presented contributes to a discussion on the contemporary changes in visual arts education in Sweden and the Nordic countries.

Network: Arts Culture and Education

Title of paper: Children's art children's voices - today and in a historic perspective.

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Co-author(s):

Abstract:

Elin Låby abstract

Drawing on my dissertation (2018). Winning pictures! Art competitions for children 1938-2000. (Vinnande bilder: Teckningstävlingar för barn 1938-2000. Diss. Linköping: Linköpings universitet.)

Children's art – Children's voices - today and in a historic perspective.

To find historical sources that can tell us about children's experiences - drawings and paintings made of children can be a relevant source. Archive studies of both pictures, articles and publications concerning child art competitions between 1938-2000 has been relevant in my dissertation. To discuss what topics children are asked to depict and how to make them, as well as how the children respond to this is relevant in analyzing the pictures. The interest of child art as inspiration for artists was one reason for these competitions. When the first competition started in 1938, it was a cooperation between the Swedish art teacher union who wanted to modernize art education, and the magazine People in Pictures (Folket i Bild) who wanted to make a paper for the "common people", where also art was available for everyone. The child art competition was described as "a great success", loved by both the schoolteachers and the pupils. The pictures were to be exhibited every year in the National Museum and can in this respect be regarded as ideal pictures of a school in the rapid change of the growing welfare state.

Using a combination of visual culture theory, critical discourse analysis and a semiotic analysis the aim is a fruitful discussion about the context where the pictures were made, as well as an interpretation of their content. Using discourse analysis put notice on how power regimes are transferred both through the overarching schooling system and through the art education. What meanings are produced in the pictures; how do they relate to the visual culture of the time? I also analyze how the pictures communicate power relations between children and adults, as well as appropriate gender regimes at the time. But as part of these power regimes, we can also see an interest of children and children's life is being brought to the fore. When the narratives of children also are made to be part of our collective memory, this makes a difference in society.

Today's society is immense with visual culture that most children take part in in one way or another. Some children today are used to make art works, like manipulated

photos on their telephones, and in a way they "compete" to get as many likes as possible. I am interested in discussing a possible research topic to give pupils in school classes the opportunity today to describe their school, their homeland/hometown their free time or their games, just like the children in the 1940s, but with the artist tools available today, like photos and video from I-phones. Like in the 1940s it would make new technology available for more children (just like watercolor at that time) and it would be interesting to discuss the outcomes - will there be more "selfies" or more "Memes"? Doing a collection today also gives an opportunity to discuss the pictures with the children themselves. The arts subject in school and children's views of their art making I see as highly relevant for all Nordic educational research.

Network: Arts Culture and Education

Title of paper: Emotional engagement in precarious times - Exploring human rights through Art Education

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Co-author(s):

Abstract:

Research Topic and aim

This paper examines an art assignment about human rights in a Swedish lower secondary school. Students were expected to acquire knowledge about human rights, produce pictures, develop empathy, and engage emotionally with topics related to the theme. This builds on the idea that an aesthetic experience can offer alternative perspectives regarding complex societal issues, and thus foster democratic values and promote students' identity construction and self-expression. Yet research in art education shows that such long-term goals are now challenged by a neoliberal and utilitarian discourse that emphasize measurable learning goals. The aim of this paper is to problematize the basis for working with emotional engagement in art education when there is an overarching neoliberal discourse in school. How do different values in the educational setting influence students' picture production? And how can students relate to the theme "Human rights" in their artwork?

Theoretical framework and methodology

The empirical material is part of a larger ethnographic study on storytelling in art education, a doctoral thesis, called Pictures that tell stories (Marklund, 2019). Bernstein's (2000) theories on social reproduction in education, meaning that schools reproduce societal norms and values, constitute the overarching theoretical framework. The study examines how power and control are distributed in the classroom, for example how different categories such as teachers and pupils are positioned to each other, who controls the social base and instructional discourse, and how this relates to norms and values that permeate art education. Terms and concepts from pictorial semiotics and narratology were also used for picture analysis.

The empirical material consists of observed art lessons, teacher interviews, interviews with students, text documents and pictures. Lessons were documented using handwritten notes, sound recordings, and photography. The field study was conducted during the 2016/2017 school year.

Expected results/findings

Students tend to focus on concrete and measurable learning goals rather than process-oriented or communicative goals which they found more abstract. Many

made strategic choices to promote their grades, and implicit and explicit instructions thus influenced their art-making process. The title of the exhibition, "What's the difference?", resulted in many students making what I call "Dichotomous pictures", where they describe a contradiction. Although themes and motifs vary, some of the pictures confirm stereotypes rather than questioning them.

Relevance to Nordic educational research

This paper illustrates the difficulty to address complex issues in education. How can teachers deal with measurable learning goals if the aim of education is meant to engage and challenge students to go beyond what we already know? If assignments risk being reduced to simply solving a task to reach a grade, what can be done to promote reflection, exploration, and problematization instead?

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Network: Arts Culture and Education

Title of paper: Lost and found – unfolding and refolding aesthetic learning processes

Presenter: Annika Hellman

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Abstract:

Lost and found – unfolding and refolding aesthetic learning processes

Research topic/aim

The ongoing marketisation of education is a great loss for visual arts education since explorative learning processes are marginalised in favour of more goal-oriented learning. The purpose of this research is to add to the body of knowledge on the critique of neoliberal forces in the development of educational curricula. This research focusses on how we as teachers and researchers can manage and make intelligible the relationship between policy-driven activities and our own purposes and goals with visual arts education, based on a teaching practice.

Theoretical framework

A theoretical framework for this investigation is the philosophy of Deleuze, and the concept of the fold. In Deleuze's book, *Foucault*, he introduces the fold as the "inside of thought" (p. 78), which is the same as subjectivation. Here, Deleuze discusses the relation between

the interior and the exterior, or the subject, in Foucault's work through the fold. Foucault constantly radically critiques interiority, Deleuze argues. The concept of the fold shows us how the subject and the world are intricately connected. The outside is not a static limit, but a moving matter, which has folds and makes new foldings that together create

the inside. The folds are not something other than the outside; the folds are the inside of the outside.

Methodology/research design

The study takes its point of departure from the visual art portfolio of a student from an elective university course in visual arts education. The course was 30 ECTS (European Credit Transfer and Accumulation System) and ran during one semester in 2018. There were 23 students with different experiences, backgrounds, and ages. I was both

researcher and teacher in this context.

Expected results/findings

The analysis made us aware of our own pedagogical ideals and the loss of having to disassemble them, in line with the new curricula. The student's visual learning process showed us how to reassemble new and explorative learning processes, assigning aspects of sustainability and an ethics of care in relation to environmental and social questions. We suggest strategies for learning in the folds, where educators are called upon to prepare students for an uncertain future.

Relevance to Nordic educational research

The contribution to a broader context is how to develop creative imagination and an ethical standpoint for negotiating the curriculum in line with differentiation by forming, inventing, and fabricating new concepts and images. While being aware of knowledge, power, and the self in educational situations, we contribute to the existing discourse with some guiding questions in line with the quotation; a methodology we call Learning in the folds.

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Network: Arts Culture and Education

Title of paper: Renegotiating Subject Content when Enacting a new Syllabus in Art Education.

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Co-author(s):

Abstract:

1. Research topic/aim

This research deals with enacting the art syllabus in the new curriculum (Lgr 22) in the Swedish compulsory school. In this syllabus, the core content about images that deal with norms and values has been expanded and now includes schoolyear one through nine. The concept "norm" has been introduced in the art syllabus. Also, the concept of "visual culture" has a protruding position in Lgr 22 compared to the former curriculum (Lgr 11). Together, this shows a shift in subject content, which is meant to lead to changes in teaching practice. A change that often is slow and gradual (Åsén, 2006). The aim of the study is to increase knowledge about and deepen understanding of how subject content is interpreted, renegotiated and takes shape at the classroom level in the process of enacting a new syllabus.

2. Theoretical framework

The theoretical point of departure is Ball et al. s' (2012) theory of curriculum enactment. Policy enactment is understood as a complex process where the context has a significant influence as different types of policy actors do policy (Ball et al., 2012).

3. Methodology/research design

Central to the research design is policy ethnography, including observations, interviews, observations, and collection of teaching materials. The study is conducted in primary and secondary public schools and includes art teachers and pupils. The first part of the study, starting spring 2022, consists of interviews with teachers and focus upon their interpretation of the syllabus. The second part also includes classroom observations and interviews with pupils.

4. Expected results/findings

Expected results in the first part of this study will address how teachers interpret the new syllabus in Lgr22. The analysis will show what influences teachers' interpretation and how they negotiate their understanding of the subject in relation to their subject conception, professional culture and the school context. Preliminary results from interviews will be presented at the conference.

5. Relevance to Nordic educational research

Even though the art subject differs between the Nordic countries (Lindström, 2009), the results of this study are relevant to Nordic educational research as it contributes to the understanding of the process of and factors that influence policy enactment in a Scandinavian school context.

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Network: Arts Culture and Education

Title of paper: Practising in Practical and Aesthetical School Subjects

Presenter: Lise-Kari Berg

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Co-author(s): Hanne Kihlman Evang, Øyvind Førland Standal

Abstract:

Practising in Practical and Aesthetical School Subjects

Authors: Lise-Kari Berg, Hanne Kihlman Evang and Øyvind Førland Standal

Abstract

Keywords: Arts, Culture and Education, practising, deep learning, embodied learning, practical knowledge.

Research topic, aim and theoretical framework

In this ongoing project, we aim to explore the role of practising ('øving') in Practical and Aesthetical School Subjects (PASS). Through qualitative interviews we seek to gain insight into how teachers in PASS experience practising. Traditionally, practising is linked to the repetition of technical skills, but we base ourselves within the concept of deep learning; as connected to embodied, relational, creative and affective forms of learning (Dahl & Østern, 2019). Our perspective characterizes practise as a Bildung-process ('dannelse') where the subject of practise is opened to the world (Brinkmann, 2012). Meaningfulness is connected to learning through engagement with a specific subject matter in PASS over time and in depth. The perspective emphasizes the pupils as being actively involved in creative and performative activities where they improve their practical knowledge. There is a lack of studies in current literature which conceptualize deep learning in subjects outside of languages, mathematics and science (Winje & Løndal, 2020). Furthermore, we discuss the findings through Merleau-Ponty's phenomenological perspective on embodied learning (Merleau-Ponty, 1994. Standal, 2015. Østern, Bjerke, Engelsrud & Sørum, 2021).

Methodology and research approach

The project has a phenomenological approach as we, through qualitative interviews, seek insight into primary school teachers' personal teaching experiences (Gill, 2020).

In the autumn of 2021, interviews were conducted with a total of 12 teachers who teach Arts and Crafts, and Music at various primary and secondary schools in Norway. Alongside a related project on the subject of physical education, the overall data is analyzed and discussed in the theoretical perspective shown above.

Expected results, findings and relevance

Through our analysis we explore how practising, embodied learning and practical knowledge are enacted in the teachers' pedagogical practice. For example, the teachers are concerned with the meaning of practise, time constraints as a limiting factor, and exemplify how pupils develop practical knowledge such as craft skills and the ability to work in practical contexts within PASS. The project contributes to the further development of practical didactics.

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Network: Arts Culture and Education

Title of paper: Supervising arts-based master's thesis research in teacher education

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Abstract:

Arts-based educational research (ABER) has been proposed to be a new paradigm in teacher education; it can foster becoming a teacher and learning to teach (Ewing & Hughes, 2008). The use of ABER in theses and dissertations has increased (Sinner et al., 2006), but research about ABER supervision remains scarce. There is little to nonexistent research-based knowledge of supervising ABER master's theses in teacher education. Knowledge about this phenomenon is needed to supervise and support students' thesis processes that use ABER and for the master's thesis to eventually be relevant for future teaching practices.

This study originated through a student-supervisor relationship at the class teacher education at Åbo Akademi University (ÅAU) in Finland and focused on the supervision and thesis writing process between supervisor Sofia (author 1) and a student teacher, who used ABER to study the planning and implementation of digital dance-integrated teaching in a grade-3 classroom. The study uses a new materialist approach (Barad, 2007). An underlying assumption is that supervising and writing an ABER master's thesis are entangled—with both processes influencing each other—and can therefore not be understood as separate phenomena. The student-supervisor relationship can be understood as a becoming that is relationally produced by a multiplicity of humans (e.g., student and supervisor) and non-humans (e.g., theories, texts, investigated practice; Fullagar et al., 2017; Grant, 2018). Supervising ABER needs to consider a multiplicity of humans and non-humans to support students' master's thesis processes. Thus, a new materialist approach can provide valuable insight into how supervising an ABER master's thesis can be understood.

The current study explored the student-supervisor relationship to produce an understanding of supervision of ABER in teacher education. This study problematized doing master's thesis research in education differently, the supervision of doing ABER positioned within a relational ontology, and the knowledge generated through the supervision and thesis processes. The analytical question was: How can supervision of ABER be understood through a new materialist approach? A diffractive analysis indicated that supervising ABER encompasses different doings, such as thinking-together-with-theory, grasping theory through doing arts-based educational practice, and be(com)ing-with-the-thesis. The presentation will present the results

from the study and address the opportunities and challenges with supervising ABER master's theses in teacher education.

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Network: Arts Culture and Education

Title of paper: Restlessness as an artistic force

Presenter: Anne-Brit Soma Reienes

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Co-author(s): Trine Kampmann-Jensen

Abstract:

Restlessness as an artistic force

How can transformative materials be experienced as an aesthetic impulse with restlessness as a force?

In this paper we aim to present our ongoing work with an article in an upcoming publication about restlessness. "Kunsten å være urolig – The art of being restless" Edited by Isaksen and Anne Eriksen, UiT/USN.

The word restlessness rarely has a pleasant ring in our culture. In everyday life we associate restlessness with noise, rebellion, trouble, and unpleasant incidents. On a personal level the feeling of restlessness sometimes emerges from anxiety. Especially when we are doing something for the first time, outside of our comfort zone. In both preschool and school, a child's restlessness is deeply associated with worries that can lead to several diagnoses. However, this is not the topic of our article. Our aim is to address how arts and crafts can play a vital role when initiating a constructive process to meet children's urge to explore. The restlessness triggers the need to create.

The experience of restlessness can turn into a constructive power, a force to create, make something with the use of body, hand and head.

This article aims to inspire Early Childhood Teacher Students to use arts and crafts as multiple ways of meeting children where they actually are. Throughout their education students have learned how to be quiet and still by shutting their senses off and not noticing the body's need for movement. Any contact with the bodily cognition is paused.

This paper uses our own empirical material as artists and educators to discuss how transformative materials can be seen as The Aesthetic Impulse (Ross,M.1984)

Trine Kampmann-Jensen og Anne-Brit Soma Reienes, both artist and associated proffesores in Art and Craft, at Faculty of education

Department of Arts and Cultural Studies, at Inland Norway University of Applied Sciences.

Network: Arts Culture and Education

Title of paper: The space in between

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Co-author(s):

Abstract:

The space in between

Ma/negativt rom

‘The truth is in between’

Chikamatsu Monzaemon 1653–1725

In this ongoing project, I focus on ‘the space in between’.

The project started by coincidence one day when I was lying on the sofa watching TV. I wanted to rest my brain by doing something light. Suddenly, however, I became rapt watching a BBC production about Japanese gardening. The gardener and host Monty Don was sitting beneath the blossoms of a cherry tree and talking to gardener and professor Suzuki about traditional Japanese gardens. Referring to the room created by the tree’s branches, Professor Suzuki talked about ‘the space in between’. In Japan, this space has a name: ma. Ma is the negative room; it refers to the room that is created between two things. Philosophically, ma also indicates emptiness. However, this space is not really empty; it is the balance between everything.

In art, we talk about negative space. The use of negative spaces has always fascinated me, not at least when working with my artistic expression. My painting occurs through a time-consuming process that includes significant transfer and relocation before all the parts that belong to the image fall in place. The choice of the negative space, its colour and place within the frame receive much care before the picture appears finished. This negative room – the space in between – plays an important role alongside the figuration; it makes the narrative become visible on the surface.

When they get a practical task in art and craft during their teacher education, my students often ask me, ‘What is it you really want me to create?’. The tasks I assign to them do not have a fixed objective. They are intended as a possibility to use their creativity and come up with something new for them. However, it often seems to me that students have little experience in finding their solutions. They are in a hurry; they want to get results fast. I am always surprised by this haste. If they are challenged,

they will be able to stand firm in the face of uncertainty and use their creativity to overcome stubbornness (Kaufmann, 2006). My students are going to work with young children, so they need to learn to give tasks the necessary time and space. In this ongoing a/r/tografisk project, I am seeking ways to enable students to understand and feel the space in between.

Trine Kampmann-Jensen associate professor Inland Norway University of applied Sciences.

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Network: Arts Culture and Education

Title of paper: Crafting Revisited – an interdisciplinary exploration of knowledge at the intersection of analog and digital work in Crafts

Presenter: Stina Westerlund

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Abstract:

Crafting Revisited – an interdisciplinary exploration of knowledge at the intersection of analog and digital work in Crafts

Teaching in Crafts (sw. Slöjd) in compulsory school and at the teacher education should, in form and content, be based on scientific foundation. In Sweden and some other Nordic countries, the Crafts field lack a postgraduate subject with the consequence that research almost is conducted in 'other' scientific disciplines. Existing research on Crafts in Educational science mostly, and quite reasonably, consist of studies with a strong pedagogical focus, but consequently studies in Crafts that take advantage of technological aspects or examine craft processes and craft artefacts as a means of artistic expression and as a way to examine research problems are sparser. Therefore, established methodological approaches is missing and artistic as well as technological aspects in the field stay underexplored. Crafting Revisited is an ongoing project financed by UmArts, an interdisciplinary arts centre at Umeå University. The projects' purpose is to find connections and exchanges between scientific and artistic research and between traditional craft and modern technology. More precise the intention is to create and try a critical framework for interdisciplinarity, and so framed we two researchers intend to "revisit" our own textile craftsmanship with digital embroidery technology and software, to examine knowledge required to create mediations and to develop material expressions. Against the backdrop of a polarization in Crafts between the work of the hand and digital technology, while at the same time being strongly interconnected, the research questions address how our previously consolidated craftsmanship and newly acquired knowledge in digital embroidery merge, and how this is documented in and communicated by the textile materials and artefacts resulting from our joint craft work. The projects theoretical framework is to be and are part of the studies result. Theoretical starting points are hermeneutics, considering the importance of the researchers' pre-understandings, and Borgdorffs (2012) "act of relating" to deal with cross-border and the multidimensional character of Crafts in educational contexts. Influences from the field of material culture and systematic ways of asking questions to created craft artefacts will support reflections from process that otherwise could remain invisible.

Crafts is a school subject with a common history in the Nordic countries, even though the subject has developed differently. Crafts is also with different emphasis included in the Nordic countries' teacher educations and research traditions also differ. Crafting revisited exemplifies a development that is taking place in Sweden where scientific and artistic research intersect. The project will contribute to the discussion on how own craft work can form the basis for research, not only about Crafts but also in the Crafts.

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Network: Arts Culture and Education

Title of paper: Disruption in Art Pedagogy

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Co-author(s):

Abstract:

Disruption in Art Pedagogy

In this paper I will unfold an assignment given at Visual Arts Teachers Education for early years on the subject Visual Art in Sweden where I am their artist/teacher/researcher. Ever since the pandemic struck the whole society as well as all intuitions in the world, we've been forced to re-think, re-invent new ways of pedagogy in visual art. The pandemic situation forced us to become nomadic, letting all students work at home in their own neighborhood and become local. This entailed the students also to be visible in their local territories.

In the assignment I wanted the students to encounter working with contemporary, conceptual art methods by walking a certain distance. They had to make their own rules for their work before walking. The walking method is from the situationists from the sixties. They had to walk, make artwork and install it on the distance they walked. Working with contemporary art methods is not standard. Widén (2016) discovered that visual art teachers tend to continue their own understanding of Art and that there is a tension between the artworld and the educational field and it's needed a dialog between these two. As Atkinsson (2022) claim that the work of artist challenges our perception and understanding of what art can be both for the practice, the artwork itself and the spectator. Illeris (2021) suggest that we develop an ecological awareness by exploring nature in different way and that in doing so we give voice and narrative to places in a ecological magic way.

What happens when students explore their own art rules and nature?

I found that this rupture in pedagogy insisted on the notion that Biesta argues for: to make an "weak" education

-an education that moves away from an education that is "strong, secure, predictable and risk-free."

We must prepare ourselves and students for the uncertainty of the future (Hellman and Lind, 2021).

It's been a challenge for most of the students to be their own producer to artwork in a contemporary way and furthermore taking place in the public space. A lot of them

became embodied by being forced to be visible in the public and they became ecological magic.

I concluded that working with contemporary conceptual art methods has strengthened the students' ability to work differently in the subject visual art and give agency to do that. Future art teachers need to become brave so they can give similar assignments to their own pupils and to discover what the artworld can offer them. And we all must give agency towards the Global Goals and Agenda 2030 for Sustainable Development in the future.

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Network: Arts Culture and Education

Title of paper: Education and sustainable development in the Swedish school subject sloyd

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Abstract:

ABSTRACT

Education and sustainable development in the Swedish school subject sloyd

Ingrid Bergqvist, PhD Educational Science, Department of Creative studies, Umeå University, Lecturer Textile Craft, Department of Culture and Communication, Linköping University SWEDEN

The curriculum for Swedish schools highlights sustainable development. Sloyd is a subject that has its roots in craft traditions where reuse and thriftiness belonged to everyday life. Today, situations changed and artefacts for survival come from a global market and sustainability issues in sloyd become more complex.

This presentation is about an ongoing PhD-study. The aim of the study is to develop knowledge about how education for sustainable development (ESD) is recontextualising in sloyd education. The research questions explore ESD in three fields: the historical changes of ESD in school policy document, teachers' understanding of ESD and how ESD enacts in teaching practice in sloyd. A qualitative methodology is used with a research design that consists of content analysis of five curriculums 1962 -2011 with focus on the ecological, social and economic dimensions of sustainability, interviews with six sloyd teachers and participant observation where the work of the six teachers has been followed.

To analyze how ESD transforms through the curriculums (distribution field) teachers' interpretation of ESD (recontextualising field) and the pedagogical practice of ESD in the classroom (the production field), Bernsteins (2000) curriculum theory is used.

The result shows that the three dimensions of sustainability are present in all curriculums but with altered aims and extend. Interviews and observations showed that parts of ESD led to theoretical elements in sloyd. Controlled by the syllabus. This raises questions about those changes require teacher's didactic competence to interpret the aim in the curriculum and how power and control regarding ESD is transformed in school.

Sloyd is a distinctly Nordic school subject unique compared to education in a global perspective. To reach sustainable development there is a need for a holistic and pluralistic approach, where different kind of knowledge is valued equally. The study provides a basis for discussing ESD in sloyd and the difficulties in maintaining the subject's core, and the handling competence.

Keywords: Sloyd education, sustainable development, curriculum theory, policy, recontextualising

Network: Arts Culture and Education

Title of paper: The Materiality of Sexuality Education in Visual Art and Crafts Education - Experiences from a practice-based study

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Co-author(s): Lisa Öhman

Abstract:

Sexuality education is an integrated aspect of Swedish secondary school and referred to as a particular knowledge content by the Swedish Agency of Education. As such, sexuality education involves all school subjects, including Visual art and Crafts. This presentation draws on the experiences from an ongoing four year (2020-2023) practice based study. The aim with the project is to explore how sexuality education is enacted in relation to a variety of school subjects. Accordingly, the project explores how sexuality education is taught in particular school subjects from a subject didactical perspective, but also how its interdisciplinary character creates possibilities of collaboration across subjects (Ceder et al., 2021). In this paper, we will discuss results from the subject didactical perspective with a focus on the subjects of visual art and crafts. More specifically, our research question is: How is sexuality education enacted through materiality in the visual art and crafts subjects?

The practice-based research approach involved working together with teachers in two Swedish secondary schools. The empirical material for this paper is all connected to sexuality education and involves field notes from visual art education classrooms, focus group interviews, student material from visual art and crafts education, and interviews with teachers in visual art and crafts. The practice-based approach is grounded in a theoretical framework of sociomaterialism (Mol, 2002). This theoretical approach has been found to be useful to explore the complex and entangled aspects of norms, materiality, bodies, relationality and subjectivity (Allen, 2018). We will in particular draw on Jane Bennetts (2010) work on materiality from a post-anthropocentric approach. Further, materiality is a fundamental aspect when understanding the visual art and crafts subjects (Hofverberg, 2019; Hellman & Lind, 2019).

We will perform an analysis in two steps. In the first step, we discuss how materiality is enacting sexuality education and we analyze the embodied practices in the classroom, in the enactments in focus group interviews and in the student work. The second step connects the materiality of sexuality education to the school subjects of visual art and crafts. The analysis will show the agency of materiality and how it

enacts sexuality education through the students' embodied learning. The paper brings relevant new perspectives and knowledge to the field of visual art and crafts education with a focus on sexuality education.

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Network: Arts Culture and Education

Title of paper: Concepts and aesthetic experience in education

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Abstract:

Keywords: artistic text, aesthetic experience, general didactics, pictures, semiotic conceptual pairs,

On the heels of increased digital communication, the need for knowledge development of how visual communication is consumed has been deemed an essential part of education. Our conviction is that this knowledge can be refined and expanded by first-hand and second-hand engagements with pictures and artistic texts. This presentation builds on the research project When Speaking of Pictures; Semiotic Distinctions in Teenagers' Picture Conversations (Persson, 2021). The context of the project is education, the Art subject, semiotics of pictures and aesthetics as general didactics (Dewey, 2005). The project encompasses teenagers' pictures and picture-conversations and is set in the context of Swedish primary-school where the Art subject generally is focused on communication.

In this research an aesthetic turn in general didactics is suggested. The aim of the investigative project was to contribute knowledge of teenagers' engagement with visual texts. Specifically, their engagement with potential artistic texts (Lotman, 1977) and what types of semiotic layers/dimensions/levels they engaged with when interacting with pictures they had chosen and brought to the picture conversation.

Using artistic texts and art in learning activities is knowledge-development in action; the practise of engaging with artistic processes or texts is creating knowledge, and simultaneously making sense of it (Lotman, 2009, 1977a). Semiotic study is concerned with texts, meaning-making, and communication in broad perspectives. In the general study of semiotic systems, such as language, literature, and pictures, the Saussurean tradition has developed conceptual pairs to pursue meaning-making on analytical levels. In Persson 2021, it was pointed out that these distinctions emerged in young students' spontaneous conversations about pictures.

We see didactic challenges between pursuing opportunities for open-minded exploration in the classroom, while also having a call for systematic analysis (for instance in refined reflection). In Persson 2021 a prism-model was designed to guide the analysis of the potential elicitation of the following distinctions in the teenagers' conversation on pictures: utterances that indicated sign relations (i.e. awareness of the picture being about something); contextualisation in meaning by connotation and

denotation, and distinctions between plastic and pictorial organisation in pictures (i.e. awareness of meaning elicited/constructed from the qualities of the picture per se or constructed from understanding the depicted “scene”). In addition to these structuralist conceptual pairs the prism-model also incorporates intersubjectivity, suggesting the influence of different phenomenological positions on understanding the concepts in context (i.e. having first person, second person and third person perspectives as factors in interpretation).

Due to intensified digital communication, the boundaries between consumer and producer of pictures are blurred. In the proposal we assume that there is an increased need for knowledge-development of how visual texts are perceived and communicated, and how educators can support young people’s awareness of pictures in aim to enrich their use and explorations in engaging with pictures.

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Network: Arts Culture and Education

Title of paper: Selfies, humor and aesthetic learning - 5–6-year-old children's visual encounters with a smartphone camera

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Abstract:

Selfies, humor and aesthetic learning - 5–6-year-old children's visual encounters with a smartphone camera

1. Research topic/aim

In today's digital society we engage in different visual encounters online by browsing on the internet or uploading photographs on platforms/apps. During the pandemic we are using digital media more than ever. Digital tools, images and media are likewise a part of young children's lives. Digital competence is also included in the Swedish pre-school curriculum. Digitalization has an impact on children's image creation, communication, and visual learning. Magnusson (2017) means that children's digital usage is mostly controlled and described through an adult gaze. To enable children's participation in various digital contexts, there is a further need to promote children's right to communicate thoughts and experiences in the form of aesthetic imprints. Therefore, children's visual voices are of democratic importance (Lind, 2010; Olsson, 2014; Kjällander, 2016; Magnusson, 2017; Nilsen, 2018; Petersen, 2015).

This doctoral project is an intersection between pedagogy and art using a/r/tographic proposals where a/r/t stands for artist, researcher, teacher (Springgay, 2008). By handing the children smartphones with the proposal to "Photograph and film your day at the preschool", the aim is to understand children's processes as they are choosing the content themselves.

Research questions:

- What motives and themes are depicted in children's photographs and films?
- How is aesthetic learning taking form in children's visual encounters and storytelling?

2. Theoretical framework

The study is based on a posthuman view of knowledge, which means that it is not only us humans and our social relationships that are active in culture and knowledge

creation, but also different kinds of materiality such as technology (Barad, 2012). To approach digital aesthetic learning processes these are related to Deleuze and Guattari's (1987) concept of rhizome. As learning occurs in unforeseen and non-linear connections, the rhizome is used as a metaphor for thinking and learning (Deleuze & Guattari, 1988). These encounters and connections are in constant motion and transformation (Hultman, 2012; Springgay, 2008).

3. Methodology/research design

The study is carried out with a visual ethnographic method and a/r/tography to capture important events and processes. Twelve 5–6-year-old children's pictures and films are the largest part of the empirical material. According to Pink (2013), images are an extensive part of how we experience, learn and communicate knowledge and they become particularly important as empirical material in research on children's storytelling. The project has been approved by the Swedish Ethical Review Authority.

4. Expected results/findings

The children are:

Composing visual stories

Performing roles

Exploring the camera

Documenting

Making kin

Using humour

Experimenting rhythm

(As this is a doctoral thesis the analysis is still a work in progress).

5. Relevance to Nordic educational research

The study is relevant as it is based on a current societal change that affects teaching in preschools. Furthermore, it contributes to understanding children's learning processes through digital images. This can also interest a wider group in society, as children also use digital tools in their spare time.

Network: Arts Culture and Education

Title of paper: Letting Dance Teach. (Kin)aesthetics and Ethics in Education/
Vulnerability and Permeability in Becoming as Subject.

Presenter: Paul Moerman

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Abstract:

This paper presents Dancing with the Other, a dance teaching method as well as the staging of a line of thinking arts as education, suggesting to reimagine education at large and currently raved notions in educational contexts such as imagination, creativity, artistic expression and representation.

Education and dance are viewed and practiced as acts of transgression and as efforts to enter into dialogue with the social and natural world. The educational relevance and potential of dance is probed, as a mode of (kin)aesthetic experiencing in everyday school life, as well as a way of building ethically charged relationships infused by otherness, vulnerability and permeability by mere movement, thus attending on-the-floor to issues of plurality and coexistence in a challenged global society begging for peace and survival. A possible contribution by dance to an educational trajectory is suggested, reconsidering the human subject's very place in the world, notably an appeal prompting the Self to come into being by subjecting to what a challenged world may be asking from one.

The theoretical lines of argument are informed by Gert Biesta's thinking on art as teaching, subject-ness and democracy in a world-oriented education, in dialogue with John Dewey's and Maxine Greene's thinking on art as experience, aesthetic literacy and aesthetic education, along with dance scholar Susan Stinson's stances on dance education and dancing as becoming.

The Dancing with the Other teaching and learning method, briefly reviewed in this paper, along with an ongoing ethnographic field study in teacher education, highlights creative dance in education as an thoroughly relational and existential activity of doing and undergoing, characterised by presence and concentration, intensified perception of movement, proximity, communication, trust, risk-taking, vulnerability and receptiveness for the unforeseen. Creating dance appears to be sensed in Dewey's terms of aesthetic experience, and the relationships described may be understood as ethical in line with Hannah Arendt's and Emmanuel Levinas' thinking

on freedom and otherness, fundamental in Biesta's and Greene's visions of education as a space for new beginnings.

The paper advocates the opening of spaces in education for the arts, letting dance remind us – teach us – what education is about. The plea to reimagine education prompts a shift of focus from the autonomous, resilient Self and self-expression – the egological – to the necessity of being with others – the socio-ecological –, from predefined knowledge to the unpredictable, from conscious knowledge construction to pre-cognition, vulnerability and permeability through the senses, from education concerned with fulfilling universal ideas of humanism to education as a space for the unique human subject becoming, from education surrendering to market and competition to education as a space for encounters in plurality and coexistence in a precarious world calling upon us to act together for democracy's, mankind's and the entire planet's survival – to let dance teach us what it is to be in the world with others.

Network: Arts Culture and Education

Title of paper: A little something good to know

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Abstract:

A little something good to know

Due to the growth in craft activities globally, crafts are now considered a mainstream phenomenon in cultural and economical context. As relevant is the ongoing DIY-movement which has been considered a counterbalance to irresponsible consumerism and negative aspects of the Fourth Industrial Revolution, that is, rapid and continuous social changes, sensory over-stimulation and stress. Crafts as well as DIY in that spectrum, have everything to do with personal and social sustainability, reflexivity and empowerment of individuals in a precarious late-modern society.

Career development is amongst the factors that have changed significantly. Labour market is unpredictable and unstable and job-security has increased. Flexibility and adaptability is key to coping as well as pragmatism and creativity. Perspectives on knowledge are therefore shifting and people are now motivated to utilize personal skills to a equal degree as standardized knowledge and skills. Also, due to digitization and automation of work an increase in self-employment is evident. For example a so called Creative Micro-Economy has emerged as social media has become an important marketing tool for millions of craftspeople all over the world. As crafts and craft-knowledge seems to be highly valued and relevant to great many people in contemporary society it is important to investigate in what manner and for which reasons. In particular it is interesting to shed light on the lived experience of those who chose to rely on such a time consuming activity for income in times of globalized mass productions. A large number of people are now part of the creative sector in Iceland but no accurate statistics for crafters specifically have been available. Therefore the aim of this study was to explore how common it is for people in Iceland to utilize crafts as a resource of income as well as why they do it. A questionnaire was conducted in november and december 2020 via The Online Panel of the Icelandic Social Science Research Institute. The sample consisted of 1985 Icelandic residents, aged 18 and above, randomly chosen from the National Registry across gender, age and residence. 44% (n=882) completed the questionnaire.

Preliminary findings show that 22% of the participants had turned to crafts for income at one time or another in their lifetime. Interestingly no significant difference was found due to gender or age other than more women stated they had worked with textiles specifically. No less interesting findings are indications that participants have resorted to craft-knowledge in their times of need. 50% state they did so following the economical crisis in 2008 and 27% in the year 2020 during the first year of covid-19. In the presentation following this abstract the value and relevance of crafts and craft-knowledge in contemporary society will be discussed, particularly the need for reconsideration of its' present status in formal education.

The study may hopefully add value to Nordic education research as craft education has been prominent in the Nordic countrys for over a century, though never without a fight.



NETWORK 3

EARLY CHILDHOOD RESEARCH

Network: Early Childhood Research

Title of paper: Peer counseling between the everyday-world and system – a study of conversations about conversations in preschool

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Abstract:

The aim of the research is to highlight discourses about professional development in preschool, visible as knowledge movements in meta-conversations about peer counseling, and to investigate peer counseling as a transformative learning activity that can support professionalization in preschool. The research question is: To what extent are central discourses on professional development visible as knowledge movements in meta-conversations about peer counseling?

Habermas' (1984) theory of communicative action is used as a theoretical framework and a lens to understand the preschool teachers' statements, and the concepts of lifeworld and system are central in the discussion. The study highlights knowledge movements such as learning and becoming part of the community, movements that threaten professional judgments, and the movement between everyday-world and system, and transformative learning theory (Mezirow, 2009) is used to operationalize these movements. Peer counseling can support continuous improvement in the organization (Lauvås, et.al., 2016), and the core is about developing a common reflection on professional challenges.

Empirically, this presentation is based on a case study with qualitative data from audio recordings of focus group conversations about peer counseling. The conversations are between preschool teachers, and the analysis is based on their statements and opinions, not the acts. The content of the conversations was mainly issues prepared by the preschool teachers themselves, with the aim of developing deeper knowledge about systematic peer counseling as a learning activity in their professional community.

The findings show that preschool as a collective system dominates the meta-conversations. Individuals are clearly present, but first and foremost within the framework of the preschool as a social and formal system. Peer counseling in groups appears to be an important transformative learning activity in the preschool, which can contribute to building a bridge between the everyday world and the system and should be anchored in preschool teacher education.

We identified different movements and discourses in the preschool, between the individual and the collective, and between everyday value and system. The preschool teachers need to discuss and relate these movements and discourses to their professional practice; knowledge movements about learning and becoming part of the community, knowledge movements that challenge the professional growth and the movement between everyday life and system.

This study is a contribution to Nordic educational research on preschool teachers' professional development, and how external support can contribute to facilitating meta-conversations. Even if this is a study in one preschool, the concepts can provide deeper knowledge about central discourses and knowledge movements in preschools in general. The value can be recognition of the everyday world in meeting the system for employees across preschools and educational levels.

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Network: Early Childhood Research

Title of paper: Ready Schools or Ready Children: Perspectives of Educators in Preschools, Primary Schools, and After-School Centers in Iceland

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Abstract:

Children's successful transition from early childhood education to primary school has been the focus of international policy in recent years. In a 2017 OECD report, this transition from early childhood programs to primary education is regarded as a child's first experience of a significant and important cultural change, and thus, its success is seen as a key to children's long-term learning and development (OECD, 2017).

Collaboration between educators can promote understanding and contribute to children's continuity and successful transitioning. Hence, the aim of the study was to shed light on preschool teachers', primary school teachers', and after-school practitioners' perspectives on and experiences with collaboration among the three as well as the challenges they perceive and those they have encountered. To achieve this aim, such collaborations were critically examined through individual and group interviews with educators from five preschools, five primary schools and five after-school programs. Thematic analysis was used to analyze the data.

The study applies Boyle and colleagues' conceptualization of transition as a continuity practice (Boyle, Petriwskyj, & Grieshaber, 2018). They identified three broad categories, namely structural, developmental, and contextual continuities, which they used to develop a conceptual model for reframing transitions. Structural continuity evolves around policymaking and the influence of governance on educational continuity. Developmental continuity focuses broadly on children's well-being, learning, and development; thereby, continuity depends on high-quality provisions and effective, productive collaboration between important stakeholders. Contextual continuity has two forms; one is relational and refers to partnerships among stakeholders, and the second is practical, relating in particular to pedagogy and similarities in the learning environment.

The findings reveal that participants' experiences with collaboration have focused primarily on developmental continuity in academic domains. Thus, emphasis seemed to be placed on children's experiences and learning in limited areas. The main challenge that the participants discussed in regard to collaboration among the three institutions was connected to what Boyle and colleagues labelled structural continuity. Strict agendas and timetables, lack of time and inadequate staffing were mentioned as primary challenges. The participants have no control over these factors as they are managed by the schools' directors, the municipalities, or others. These

findings suggest that continuity of context and development can be promoted by increased collaboration, mutual respect, and shared knowledge about the strengths and expertise of other education professionals.

The study represents an important contribution to the field of transition between preschool, primary school, and after-school centers in the Nordic countries, where research has revealed both pedagogical and structural misalignments among these institutions.

Network: Early Childhood Research

Title of paper: Exploring children's views of educators in preschool

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Abstract:

The aim of this study is to analyze and interpret children's views of educators in two Swedish municipal preschools. The analyzes and the interpretations of those views are made in relation to the children's verbal, bodily and creative modes of expression. Earlier research has shown that children in preschool are capable of providing valuable information of educators (Rodríguez-Carrillo et al., 2020; White, 2016). However, quality in educator-child relationships has been examined mostly from educators' point of view and research that focuses on children's perspectives is limited (Einarsdottir, 2014; Gregoriadis et al., 2020). The theoretical framework for this study draws upon a social constructivist perspective (Dahlberg et al., 2014) and a lifeworld perspective (Johansson, 2003). Together with the meaning-making and lifeworld concepts, these perspectives can help clarify children's views of educators and the different modes of expression that children use to communicate their views (Dahlberg et al., 2014; Johansson, 2003). The methodology of this study is based upon an ethnographic and qualitative case study design (Creswell & Creswell, 2018). In relation to this methodology and research design, the mosaic approach is applied in order to invite the children to be active participants through various data collection methods (Clark, 2017). In this study, these data collection methods include participant observations through audiovisual recordings and child conversations, in relation to roleplay and making of drawings (Clark, 2017). The analysis was conducted through a qualitative content analysis (Cohen et al., 2018). A total number of 19 children and 6 educators from two different preschools participated in the study. With regard to ethical considerations, information sheets and consent forms were provided to the preschool staff and children's legal guardians. Informed consent was provided and negotiated with the children throughout the research process. All adult and child participants were pseudonymized and informed that they could withdraw from the study at any time. Expected and preliminary findings demonstrate that the children in this study view educators as caring and supportive. A view of educators as playful can also be indicated. Moreover, preliminary results also show that the children in this study view educators as busy and controlling. This study may therefore imply several aspects of relevance to Nordic educational research. The findings from this study can fill a gap in the knowledge regarding children's views of educators in preschool (see for example Einarsdottir, 2014; Gregoriadis et al., 2020). Furthermore, this study may imply critical reflections among educators with regard to

how preschool practice and educator-child relationships can be enhanced based on children's perspectives (see for example Lund et al., 2016; White, 2016).

Keywords: children's views, preschool educators, participant observations, mosaic approach

Network: Early Childhood Research

Title of paper: Preschool teachers use of preparation time

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Abstract:

The aim of the study was to explore how preschools organize teacher's preparation-time and how they priorities the tasks carried out. The purpose was to see the impact preparation-time has on the teacher's professionalism and the quality of children's play, learning and communication in the preschools. The presentation introduces a study that is being carried out within the Centre for Research in Early Childhood Education at the University of Iceland. The purpose was to follow up on a recent change in wage agreements Iceland in 2021 where preschool teachers time for planning, preparation and assessment was considerably increased. According to these agreements preschool teachers have from 7 – 10 hours each week for their preparation. The study seeks support from research and theories on teachers' professionalism, quality of preschool activities and ideas about learning communities in schools, where preschool teachers collaborate and learn from each other. In this presentation the focus is on answering two research questions: How is the preparation time arranged and what are the priorities of projects carried out during preparation-time? Eight preschools were purposely selected to be represented in the study and the data mainly builds on interviews with one preschool leader, one department head and one preschool teacher in each of the schools: a total of 24 participants. The interviewees were asked to describe how the preparation time was organized, what time of day it was done, how tasks were prioritized and the resources available to preschool teachers in their preparation. The results reveal the preschool teachers' general satisfaction with having increased time for preparing their work with the children. Nevertheless, diverse opinions appeared towards the way criteria for the preparation time was allocated to preschools. The data shows some influence from how preparation time is planned in primary schools, possibly related to the importance of making pre-school teachers working hours comparable to primary school teachers. The preparation time usually took place outside the classroom/department and the preschool teachers' tasks were frequently done by the computer. Facilities for the teachers to use while preparing varied and there was not room for many teachers at the same time. The weekly time teachers chose for their preparation varied. Some took one full day and a part of another day; others chose to use a few hours every day to plan the work. Some participants expressed concern about the increased absence of teachers from interacting with the children. The participants considered it most important to prepare the daily preschool practice and

attend to the learning environment, material and surroundings in the inside areas of the school. Preschools in Iceland have much in common with preschools in the other Nordic countries. Teachers and their professionalism play a central role, and the quality of preschool practice strongly relies on the processes of communication and care in the preschool, how children's needs are met and in what way their well-being, learning and development is ensured.

Keywords: Preschool, preparation-time, quality, preschool teachers, professionalism

Network: Early Childhood Research

Title of paper:

Precarious lives in ECEC: Children's daily efforts to participate in the child communities

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Abstract:

Precarious lives in ECEC: Children's daily efforts to participate in the child communities

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Within recent years, children's well-being in marginalized residential areas has received heightened political attention, resulting in a range of strategies to identify children at risk within Danish childhood institutions. Due to this situation, pedagogues have become risk managers (e.g., Dannesboe et al., 2017; Munck & Marschall, 2021), playing a central role in identifying and supporting 'vulnerable children' and taking appropriate measures to improve their life chances.

This paper takes its point of departure in a research project carried out in four different ECEC institutions in marginalized residential areas in Copenhagen following children living in precarious life situations. As the analysis will show, the children are in need of the pedagogues' support, not only in relation to their specific family situation but also to become included in the community of children within the ECEC. Children and adults' engagements are, however, interwoven and interdependent, and we point out how the precarious life conditions of the children in these areas also apply to the pedagogues' working conditions that are characterized

by a large amount of unskilled temporary workers, uncertainty, instability, and a great complexity of tasks. Altogether, this negatively affects the pedagogues' ability to meet the children's needs for belonging and care, despite their professional skills and good intentions. As a result, many children become socially invisible and are left to take care of themselves and find ways of managing the complex everyday life of the ECEC.

By applying concepts of having, loving and being (Allardt, 1989), we analyze how children's daily efforts to participate in the child community within the ECEC, engage in mutual activities with peers and pursue care and attention from the pedagogues, open up new understandings of what is assumed to characterize quality of life from a child's perspective (Eide et al., 2019) especially when living in precarious life situations.

The theoretical framework based on critical psychology (Osterkamp & Schraube, 2013; Dreier, 2008) provides basic assumptions about how subjects interact with the world in which they participate. The analysis throws light on how the process of understanding a child's needs and quality of life under precarious circumstances is a continuous and challenging matter.

Methodologically, the paper draws on participant observations among children and pedagogues at four Danish Early Childhood institutions in marginalized residential areas. Furthermore, qualitative interviews with pedagogues and nursery managers have been conducted to examine how "quality" in children's lives is understood and negotiated as the pedagogues strive to be risk managers as well as attentive to the children's situated initiatives and mutual engagements.

Network: Early Childhood Research

Title of paper: Pedagogical Challenges and Practices in Multicultural Classrooms:
A Praxeological Study

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Abstract:

Pedagogical Challenges and Practices in Multicultural Classrooms:
A Praxeological Study

Abstract

This article addresses the pedagogical practices applied by teachers at pre and primary school level when working with children with culturally and linguistically diverse backgrounds (CALD) as well as potential challenges in a research collaboration between teachers and academics.

A praxeological study was conducted with two preschool teachers and two primary school teachers participating. Praxeology shares many common elements with action research, although there is often a stronger leader in praxeology, which is what the study ultimately required. Additional data was obtained through interviews with the principals of the two participating schools. The study draws upon interviews conducted over an 18-month period as well as participant observations.

The teachers work in a neighborhood in Reykjavík where the proportion of residents with foreign backgrounds is relatively high compared to other neighborhoods in the city. The aim of this study was for the teachers to reflect on their own practices, and in collaboration with the researcher, create and develop new knowledge and approaches on how to better respond to and work with their CALD students.

Findings suggest that observed pedagogical practices, as well as the class and school environment, exhibited few characteristics of a culturally responsive pedagogy or cultural diversity. Teachers at both school levels felt somewhat unequipped to support the children's home language and fluency in Icelandic seemed to be viewed as a prerequisite for school success, especially in the primary school. The principal's encouragement and support also seemed to be an influential factor regarding the teachers' overall research experience and the teachers who felt more support from their principal during the research period reported more benefits from the study. The

findings suggest that teachers might benefit from guidance from the principal especially if the goal is to change and develop new work practices towards a more culturally responsive pedagogy.

The findings also reveal some of the challenges that can arise in a research collaboration between teachers and researchers, such as identifying shared goals and mutual understanding of important concepts.

Network: Early Childhood Research

Title of paper: Analysing interactions in the toddler peer group: embodied conversation starters

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Abstract:

Toddler aged children (18 – 36 months) often communicate with their peers through embodied language as they attempt to interact and produce social relationships and shared attention. The aim of this PhD study is to examine embodied peer to peer interactions in a toddler peer group to explore how they initiate these interactions and the different embodied strategies they use for their interactions to be accepted as well as looking at what may be happening when an initiation is rejected, or ignored, by a peer.

This is an ethnomethodological (EM) study using conversation analysis (CA) to examine interactions in the toddler peer group that were video recorded over a nine-month period in an ECEC setting in Iceland. In this presentation, I will be focusing on the relationship between gaze and touch, two embodied strategies I have observed are frequently used in toddler peer interactions, and how they connect with each other.

The study presented here is a case study conducted within one peer group of toddlers. The main participants were four case-study children that I followed around with a video camera, recording their social interactions with their peers during their daily routine in the setting. In research with young children, there are several ethical considerations to keep in mind. I received informed consent from all relevant gatekeepers before starting the data collection but also elicited assent from the participating children themselves throughout the data collection period.

The findings suggest that toddlers are competent in managing the organisation of their own social worlds through embodied strategies that they use to co-produce shared attention in competent ways. The findings also demonstrate that toddlers are adept at reading social cues from their peers and can interact through turn-taking and repair in embodied interactions resulting in positive social experiences.

In Iceland, the ECEC sector for children under the age of two years has been growing rapidly in the last few decades and is expected to grow even more in the coming years. Despite this, there has not been much research conducted with the youngest children in our ECEC settings in Iceland. This study hopes to provide additional knowledge about the experiences these young children are having within

ECEC settings; knowledge that we may be able to build on to further develop the ECEC sector.

Network: Early Childhood Research

Title of paper: Challenges and possibilities for supporting children with SLCN in regular ECEC

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Abstract:

Being able to communicate and making your voice heard is important for participation and inclusion. Children having challenges with speech, language and communication needs (SLCN) constitute the largest group of children in need of support in early childhood education and care (ECEC). Personnel working in the group and special education teachers are to support these children. The aim with present study is to highlight conditions that influences how children with SLCN are supported in regular settings.

For developing good communication skills, children need a supportive environment. Personnel working in groups together with early childhood special education teachers (ECSET) are responsible for creating this supportive environment for children. In Finland and internationally, roughly 19% of children in ECEC struggle with SLCN according to statistics. SLCN is in present study used as an umbrella term covering all kinds of challenges, from greater difficulties (children who need support from speech therapists) to children having smaller pronunciation challenges.

Personnel working in ECEC are responsible for offering support on the right level to all children in need of support according to law and The Finnish National Core Curricula. Support is implemented by ECSETs, e.g. working individually or in smaller groups with the specific child or as consultation of personnel working in the group. Consultation and collaboration are crucial elements for providing successful support for children with SLCN.

Data for present research is collected through focus group interviews with 14 early childhood special education teachers working in areas where Swedish is the medium of instruction in ECEC. Data on support provided for children with SLCN are analysed using thematic analysis. The analysis is driven by the research question and results are presented with narratives where the core is highlighted. Similarities and differences between respondents' answers are presented and discussed.

Results from this study shows that there are several reasons to why there still is an inequality within the support children receive. The majority of children receive support within their regular group, since ECEC lay on the foundation of inclusion. ECSETs count on personnel in groups, when it comes to daily support provision. Support

provision is therefore, very much depending on personnel's individual interest, motivation or willingness to work with children in need of support. This leads to an impression of that support is given from one end to the other, irrespective of children's right to receive support according to law and core curricula.

From a Nordic perspective, supporting children in their regular groups and making inclusion work is a general preference in all countries. Even though the organisation of support is organized and implemented differently in the Nordic countries, premises are similar and we can learn from each other.

Network: Early Childhood Research

Title of paper: Professional learning in kindergarten teachers' workplace interactions

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Abstract:

Research topic/aim. The paper report from an ongoing three-year collaborative innovation project (SUKIP 2019-2022) situated in two Norwegian municipalities. The purpose of SUKIP is to introduce and investigate new strategies for collaboration between kindergarten/school and Educational Psychological Service (EPS) regarding the development of competence for inclusive practices.

This paper report from a sub study in one kindergarten. Norwegian research has documented that EPS rarely participate in kindergartens work about organisational and competence development.

The aim of this paper is to investigate interactions in interdisciplinary monthly meetings in the kindergarten. Participants in the meetings are the kindergarten director, pedagogical leaders, EPS-advisors, special pedagogue, and a researcher. Taking a point of departure in the kindergarten's overall aim that every child should experience being included in the everyday practices, the aim of the innovation is to provide a closer dialogue between the kindergarten and the EPS about the everyday practices in the kindergarten. The following research question is formulated: How do interactions in the monthly meetings contributes to professional learning on inclusive practices in the kindergarten.

Theoretical framework. The study uses a micro-ethnographic approach (Hjörne & Säljö 2013, Horn & Little 2010) investigating conversational moments that accounts for processes and challenges of professional practice in the kindergarten. The analytical focus in the reported study is talk and text as resources for identifying episodes of problems of practice signifying troublesome or challenging situations.

Methodology/research design. The SUKIP project has a case study design (two schools and two kindergartens). The paper analyses transcripts from interdisciplinary monthly meetings in the kindergarten. The kindergarten has six units. In each meeting one of the pedagogical leaders prepare and present an everyday situation, an activity, or a problem for discussion in the group.

Expected results/findings. Preliminary findings document three kinds of results. (i) Individual learning, making implicit knowledge explicit, (ii) improved relations between the expert and the kindergarten staff, and (iii) organisational learning on the use of joint language and the use of evidence in competence development.

Relevance to Nordic educational research. What is often referred to as a Nordic kindergarten tradition emphasizing a holistic perspective on learning and an integrated kindergarten for all children (Kunnskapsdepartementet 2017), and the Norwegian tradition for organising the educational sector, makes Norwegian studies an interesting case for investigating kindergarten practices. Although inclusive education has a more than 25 years history as a global concept, there is a short of studies investigating the Nordic dimension of inclusive practices in a kindergarten context.

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Network: Early Childhood Research

Title of paper: Equity Pedagogy in Danish Early Childhood Educational Institutions

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Co-author(s): Kira Saabye Christensen, Anne Leick Jepsen

Abstract:

According to the Danish Curriculum for Early Childhood Education, “Equity must be integrated in the professional practice for the children to experience participation in decision-making and everyday life and activities in the ECEC, regardless of background, gender, age and culture” (Børne- og Socialministeriet 2018).

While equity is regarded as a strong value in pedagogical work in Denmark, it is at the same time not a concept that Pedagogues use or necessarily connect with the work that they do (Padovan-Özdemir & Hamilton(2020). However, when we interview and observe their practice for a longer period of time, we can identify Equity-oriented work as a central and integrated part of the professional practice in Early Childhood Educational Institutions (ECEI). This is when Equity-work is understood as work (Smith 2005) aiming at creating equal opportunities for participation in communities for all, regardless of background, gender and preconditions.

This paper builds on ethnographic fieldwork in 5 different ECEI's in different parts of Denmark (Emmerson et al 2011, Pink & Morgan 2014, Tobin 2009). We identify a wide range of approaches, methods and organizing principles, that pedagogues put to use in their attempts to provide equal opportunities for participation for all children. We suggest that this can be conceptualized as variations between collective approaches supporting community, social relations and belonging, and individual approaches supporting individual children's manifold needs, challenges and interests. We show how this nuanced pedagogical work also raises a number of dilemmas as it demands trust, coordination, discussion and reflection among staff members, which is limited by time, as well as challenged by ideals of sameness, pressure on learning outcomes and compensatory efforts to challenge learning inequality. Finally, we point towards a paradox as gender and ethnicity as social categories, which traditionally is central in equity-work and social justice pedagogies, was not mentioned as an important awareness by the pedagogues. On the contrary they consider such categories to belong to a narrow understanding of what equity-work is about. We discuss this, in the light of Leonardo's concept of whiteness (2009) and Scandinavian understandings of child-centered pedagogy and cultural ideals of equality as sameness (Gullestad 2002).

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Network: Early Childhood Research

Title of paper: Science and play – a Danish approach to emergent science

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Abstract:

Research aim

In 2018, the concept of science became explicit in the national pedagogical curriculum for daycare and preschool (Ministry of Children and Education, 2020). Science is one of six themes constituted around a common pedagogical basis containing eg. play.

The aim of this research is to analyze both the concept of play and of science to construct a synthesis on how to experience science in play and playing with science.

Theoretical framework

In the curriculum, science is described more as a method to investigate the world, than a specific content area. These descriptions resembles Inquiry-Based Science Education (IBSE) (see eg. Minner, Levy, & Century, 2010). Johnston (2013) describes how the different phases of IBSE may be recognized in early childhood education. Likewise, Skovbjerg Karoff (2013) defines four different play moods. These moods also appear with different qualities of play in practice (Skovbjerg & Jørgensen, 2021). By combining the appearance of inquiry and play, we developed a theoretical set of science activities.

Methodology

The theoretical science practices were tested through an action-research design (McNiff, 2013). Practitioners tested these practices for the usefulness of identifying when children were doing emergent science. Together, practitioners and researchers then refined the science practices based on observations from practice and through multiple iterations.

Findings

The developed set of science practices give the practitioners a new lens for identifying science in children's activities. The science practices also reveals a severe overlap with qualities of play. Clarification of what emergent science actually looks like gives both an analytical framework for research and a tool for more reflective practice.

Relevance to Nordic educational research

By combining the science practices and the qualities of play, we take the first step of constituting an approach to science and play, based on a Nordic tradition. Emergent science is thereby a concept based on the view of how science can grow with the children instead of how children can grow into science.

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Network: Early Childhood Research

Title of paper: Preschool Teachers' Self-Reported Assessment in Teaching Literacy
Pilottesting a new tool

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Co-author(s): Anne Lillvist

Abstract:

Preschool is the arena for early literacy education and preschool teachers are expected to challenge and support children's early literacy development. However, previous research indicates some uncertainties among preschool teachers regarding what can be considered as early literacy in preschool and in particular, writing activities. This study aimed to pilot-test and analyze the applicability of the Social Language Environment-Domain, SLE-D, which is a self-reported assessment tool, containing dimensions of play strategies, care strategies and communicative strategies to serve as a tool for preschool teachers to develop knowledge about language awareness and didactic strategies that promote children's early literacy. This study encompasses the concept of early literacy and the theoretical foundations has its roots in Bartons's (2007) ecological perspective of literacy. Additionally, the processes of learning and development is related to Vygotsky's work (1986) in which the language mediates meaning making in social-cultural settings. This study has through the approach participatory action research (Reason & Bradbury, 2006), involved fifteen preschool teachers to make self-reported assessments of SLE-D and critically analyze their teaching strategies. The result shows that the preschool teachers' self-reported assessments within the dimensions play strategies, care strategies and communicative strategies increased during the research period of 22 month. However, play strategies was the dimension that increased most from the first data collection to the last data collection. The results indicate that the preschool teachers have paid attention to and developed their teaching strategies in literacy-related play activities in preschool. In general, the preschool teachers seemed to pay attention to and implement conditions for children's early literacy in preschool. However, it should be noted that those domain specified items that were reported low in first occasion, increased the most.

As the first step of institutionalized schooling in Nordic countries, preschool education servers as the educational context of early literacy, in which children's development is supported by preschool teachers. Children's language development can be supported in several different ways. One way described in previous research has been by assessing children's skills and development through different type of assessment material (Vallberg Roth, 2015). In this presentation, we seek to shift the focus of literacy assessment that maps children's skills, to preschool teachers' analysis of their skills in teaching in terms of three overall competencies; first,

knowledge about language awareness and second, knowledge about literacy environments that promote children's early literacy and third, critical reflections aiming to develop didactic strategies in early literacy.

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Network: Early Childhood Research

Title of paper: Toddlers with the doll's carriage — the small stories of children doing participation as a space in early childhood education

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Abstract:

The presentation is based on the sub-study of an ongoing doctoral thesis on the child participation in everyday life of the early childhood education (ECE). The child participation has been a topical theme in societal, scientific, and educational discussions internationally for decades and it is one of the core aims in many countries' curricula, also in Nordic. However, several studies show that child participation is challenging in the Nordic ECE, and it contains tensions between curricula and practices; child participation seems to remain at the level of rhetoric (Emilsson & Johansson, 2018). Very little research has also focused on child participation from the child's perspective in their grass roots level (Roos, 2015).

In the study, the child participation is approached as a relational rather than individual phenomenon. In exploring child participation, we are inspired by Martina Löw's (2008; 2016) and Massey's (2005) theories of the space and new materialist ideas (eg. Hultman & Lenz Taguchi, 2010). We understand the child participation in ECE as a space that is continuously emerging and constructed in various combinations of social, material, and cultural relationships. We rely on a narrative and relational understanding of the child as already complete and being but also active becoming by "doing space" as being, doing and interacting within his/her environment (Ahn & Filipenko, 2007; Sumsion et. al., 2018). According to several studies, children have a strong relation to material environment, and it plays vital role in the children's everyday life (Rautio, 2013).

The study aims to explore the child participation in a level of child's everyday life and to deepen the understanding of child participation as a space in ECE. The research material consists of video data of one week in a Finnish kindergarten. The analysis focused on the small stories (Bamberg & Georgakopoulou, 2008) of children under three years of age and how they are doing participation as a space in the everyday life of ECE with a doll's carriage. The research question guiding our study is: How do children do participation as a space with a doll's carriage in the small stories of everyday life in ECE?

The study shows that child participation as a space is dynamic in the everyday life relationships of ECE. The children were active for doing participation. The preliminary

findings show that doll's carriage played a crucial role in shaping child participation as a space. Doll's carriage provided opportunities for children to create their own participation as a space in the ECE in many ways; to create ownership with the space of the setting, to construct peer-relationships and to shape the borders of the space. The study opens horizons for discussions on child participation in a developing practical but also the curriculum level of Nordic ECE.

Network: Early Childhood Research

Title of paper: Premises for collective learning processes

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Co-author(s): Marion Stava Bjørgan

Abstract:

The Framework Plan for the Norwegian Kindergartens underlines that the staff in the kindergartens shall promote an inclusive environment in which all children can participate actively on their own terms. It is pointed out that the kindergartens have a specific responsibility to ensure that children who receives special pedagogical help takes part in the communities. Thus, the kindergarten teachers, and others who are working closely with the children, must possess the competences that are needed to promote an inclusive environment. The local Educational-psychological service (EPS) is expected to support the kindergarten in these processes.

The Norwegian government stresses that the competences must be moved closer to the children. To achieve this, the government takes actions to strengthen multidisciplinary co-operation in and around kindergartens. The aim is to facilitate professional competence development based on local needs in the kindergartens. How to strengthen multidisciplinary co-operation in and around kindergartens is an issue of highly relevance to Nordic educational research.

SUKIP is a research project that explores how to create infrastructure for interdisciplinary collaboration between kindergartens and EPS to develop professional competence for inclusive practices. In this presentation, the collaborative meetings in a project group in one of the participating kindergartens in the SUKIP project will be used as a case to shed light on the collective learning processes. The participants wanted to establish a collaboration with the aim to challenge former roles and anticipations and to become more equivalent collaborators. The preliminary findings indicate that the group succeeded in developing a professional learning community by building good relationship and psychological safety among the participants. The group was concerned with collective learning processes and how they together could solve pedagogic challenges in the kindergarten by mobilizing internal resources and develop new competences.

The engagement and motivation from the participants are assumed to be of fundamental importance for facilitation of individual and collective learning processes and competence development. Self-Determination Theory, a motivation theory originally developed by Deci and Ryan (1985), will be used as a theoretical framework for this presentation. The empirical material consists of notes and

transcripts of interviews and audio recordings from collaborative meetings between the kindergarten, Special pedagogic services in the municipality and the EPS.

Reference:

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Network: Early Childhood Research

Title of paper: DISCOURSE OF SUSTAINABILITY EDUCATION IN THE NORDIC NATIONAL CURRICULA

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Co-author(s): Hrönn Pálmadóttir

Abstract:

This study is done as part of a Nord plus project which aims at building a learning community among teacher educators to generate knowledge and pedagogy to improve sustainability education (SE) in preschool teachers' education in the five Nordic countries.

The aim of the study is to develop understanding and practice of sustainability education by exploring the discourse about SE in the Nordic curriculum guidelines for preschools. The theoretical and conceptual framework of this study is drawn from many theories and research. The three pillars of sustainability ecological, economic and social-cultural are of importance (Pramling Samuelsson & Park, 2017). Theory about the relationship of experiencing nature and environmental awareness (Chawla, 2015), democracy, children's participation, and children as agents of change (Ärlemalm-Hagsér, 2012; Borg & Pramling Samuelsson, 2022; United Nations, 1989, 2005;) are also crucial. Also fostering values in changing people's minds for a sustainable society (Huckle, 2012). UNESCO (2006) recommend an interdisciplinary and holistic pedagogy based on everyday life experiences with a value- driven approach. The current study is an interpretive qualitative study and the method is historical discourse analysis. The analysis is based on official data, early childhood national curriculum guidelines from the five countries, and ethical consideration has been given to ensuring fair representation of documents. The analysis was reviewed of the Nordic research group which members are familiar with their national curricula. The findings reveal that SE is on the agenda in all the Nordic national curriculum guidelines. The discourse of SE includes ecological, economic, and social-cultural sustainability. However, different emphasis appears. Four themes appeared regarding SE pedagogy in the data. First, children experiencing nature and their environmental awareness. Secondly, children's participation and action of change. Thirdly, encourage children to play, investigate, reflect on sustainability. The fourth theme building necessary values for sustainable society.

The findings of the study could be used to develop National preschool curriculum guidelines in the Nordic countries as well as increase understanding and develop practices of SE in teacher education and in preschools.

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Network: Early Childhood Research

Title of paper: Enhancing storytelling activities in early childhood education: Creating spaces for social learning, care, and decolonisation

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Abstract:

Days are short during the winter in Sápmi, the homeland of the Sámi people. During the winter, as Turi (2012) explains, the Sámi stayed in the pine forests: "Once the Sámi have researched their winter grounds, they each start their particular work tasks." (Turi, 2012, p. 55). As part of their day at Sámi early childhood centres, children follow along traditional Sámi worldviews as they are lived today and as they have been practiced by earlier generations. Stories and storytelling are entangled with work tasks, and storytelling connect the present with the history (Nergård, 2006). There are a lot of stories tied to the dark wintertime. This paper gives an account of how educators and researchers at an early childhood centre creates spaces for traditional stories around the Christmas holiday. The storytelling activity was conducted within the project Sámi mánná jurddavázzin. The data material consists of photos and notes collected through ethnographic fieldwork framed as Critical Utopian Action Research that takes into account the social learning of the children, the educators and the researchers where new understanding can be formed, the experience of all participants are equally legitimate (Nielsen and Aagaard Nielsen, 2006). This involves the researchers learning with educators and children (Ingold, 2017; 2021;). Nergård (2019) stresses that "Sámi spiritual tradition has a polytheistic side that is especially visible in those activities where traditional knowledge is strong." (p. 57). Especially in habitats where practical insights and competences are thriving while human limitations are evident. Both Meleø (1995) and Nergård (2019) underlines that the traditional way of living where bassi (the sacred) and gods are both local and manifold. At the early childhood centre, educators took part of traditional stories and ceremonial traditions where their attentiveness to the present were connected to a care of the past and a responsibility for the future. The educators implemented this in a storytelling session with a ceremonial part, a duodji part (Sámi craft), and time and space for children's play. Both Sámi pre-Christian midwinter traditions and contemporary Christmas traditions were present in the activity and the children gave life to the stories and their duodji in their play worlds. This engaged the children, educators, and researchers in a decolonising process by connecting them to and letting them interact with traditional stories. This paper is a story about how storytelling activities and ceremonies in educational institutions can create space for social learning, care, and decolonisation.

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Network: Early Childhood Research

Title of paper: Co-creating professional development - preschool teachers and researchers in collaboration to develop learning around play and digital competence

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Co-author(s):

Abstract:

Research topic/aim

Play has long been a central content in Swedish preschool education, while digital competence can be seen as a newer area of responsibility that was fully introduced with the revised preschool curriculum (Lpfö18) that came into force in 2019. These changes in the curriculum have come to significantly affect the scope of preschool teachers' teaching assignments. This study has been carried out within an action research project where the overall purpose has been to investigate and understand preschool teachers' professional development when they explore how play and digital tools can interact within preschool activities. The specific aim of this paper is to describe and critically discuss the conditions and scope for agency that emerge when preschool teachers and researchers collaboratively explore the interrelationship between digital tools and play.

The theoretical framework and research design

Historically, investments in teachers' professional development have predominantly been initiated from a top-down perspective. However, by applying a bottom-up perspective teachers can themselves and in collaboration with others develop processes and acquire new methods and generate new knowledge of their teaching. The theoretical framework consists of conceptualizations about agency that is developed through interactions between the individual and the surrounding environment. Action research is about understanding a practice and improving the same, starting from the actors' own issues. The process contains more than just doing actions in practice; it also involves documentation, reflection and sharing experiences with others. This study was performed in collaboration between a preschool and a university. Five preschool teachers, a principal, a senior researcher, and a doctoral student formed the action research group. Data consists of transcribed recordings from 14 meetings, collected during a time span of 18 months. In these meetings, focus was on connecting action and reflection through conversations and carrying out analyses for the continued work. A narrative thematic analysis has been used to analyze the material.

Expected conclusions/findings

The preliminary result shows that the preschool teachers' work to integrate digital tools and play in teaching created both challenges and opportunities in relation to their professional development. The preschool teachers struggled to understand and learn the principles of action research and handle new digital technology. However, during the action research process, they reached an understanding of how digital tools and play can interact. They also developed their leadership in teaching and experienced agency in their own professional development.

Relevance to Nordic educational research

Action research conducted in close collaboration with teachers can contribute to the development of both research and education and is relevant to the entire Nordic context. To achieve a fruitful collaboration, the question of how this can be done in a mutually rewarding way needs to be investigated. Likewise, the intersection between play and digital competence is an important area for Nordic education research enabling important teachers' professional development for the future.

Network: Early Childhood Research

Title of paper: Storytelling as part of a playing with digital objects in a preschool makerspace

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Co-author(s):

Abstract:

This paper aims to explore how makerspace in early childhood settings can be used to help children develop creativity in play with coding devices. Special attention is given to how children use storytelling as part of the play and how making their characters and creating a space drew on their social and cultural background connected to their small town. Key analytical concepts include; creativity, play, design and imagination.

The paper draws on theories of play and creativity as well. Play is an act where it is possible to observe creativity as it occurs. One element supporting creativity in preschool environments is making micro- or small worlds. Researchers have pointed out the significance of microworlds that may support the development of narratives that can promote divergent thinking, considered an important factor in creativity.

The data gathering followed the guidelines from the Makey project, using video cameras, Go-pro cameras, Ipads, photographs, field notes and research diaries. Nine, five-year-old children in a small-town preschool took part in six makerspace workshops. They learned the basics of programming through work with robots, where creative materials and play were key concepts. The children followed a curriculum plan proposed by the researchers. The plan suggested that the children begin the workshop by storytelling, drawing and making their characters. Then the teacher introduced the children to coding and encouraged them to make stories involving both the characters and the robots.

Informed consent was gathered from all concerned authorities, teachers, parents and children, and the research followed relevant ethical procedures. During each workshop, informed consent was discussed with children, and they were given the opportunity to opt out.

Findings indicate that children used the materials creatively, made stories connected to their neighbourhood, and made play stages for the coded devices that were strongly place-based. The same is true for their characters, they were based on children's culture. The children used Lego bricks to build a 3D environment on top of the 2D play stages that they created to build obstacles for the robots to pass by gates to pass through, or structures as destinations. They made their own stories and

played them out using the robots, which they often personified; the Ipad and GoPro were also added freely to the play.

As part of 21-century skills, playing with digital devices has grown in the Nordic countries; how children can use digital devices and at the same time connect those with their cultural and social background is important.

The study is a case study and is part of the international research project Makerspaces in the Early Years: Enhancing Digital Literacy and Creativity.

Network: Early Childhood Research

Title of paper: Children's media culture - possibilities and challenges in the kindergarten

First author/Presenter: Johanne Rimul

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Abstract:

The aim of this ongoing PhD-study is to explore how children use media- and popular culture, by focusing on children's peer-culture in a Norwegian kindergarten. It questions in which situations in their everyday life children use their knowledge and interest in television and other media texts. It also explores what challenges and possibilities that becomes clear within the institutional context. The main research question is: In what way is children's media culture co-created and (re) produced in the kindergarten?

The study positions itself within the interdisciplinary research field of childhood studies. Within this field, children are emphasized as actors, active in their construction and decisions in their own social lives (Corsaro, 2009; James et al., 1998). History shows that older generations always have "panicked" over children's increasing use of media (Buckingham & Strandgaard Jensen, 2012). This implies that we have to gain knowledge on what children actually use the media for. When children are viewed as active processors of meaning, and as actors, the meaning of media text is not simply delivered to the audience, but also constructed by it (Buckingham, 2000). For example, children use inspiration from media in their play (Johansen, 2015). The theoretical framework emphasizes children's peer culture and play, and media in culture as a natural part of fitting in and having fun with peers. As a way of seeking knowledge from "children's point of view", doing research "with" children and not "on children" (Corsaro, 2011), the data was collected through a 4 months field research in one group of children. The research design has a hermeneutical approach, emphasizing "thick descriptions" and "reading culture as text" (Geertz, 1973, 2014). To contextualize children's perspective, the voice of parents and pedagogues are included, collected through interviews and non-formal conversations in the everyday-life. Through thematic analyses, and similar with earlier research, I find that children use media as an inspiration for play, and as a frame of reference, as much as using merchandise-products and toys. From children's point of view, media and popular-culture is a natural part of their everyday-life. Children talk about, and use, what they watch on TV in the same way as other things. References to media-texts is present in a variety of situations. A possibility is to value the experiences and interest of children, and make room for children's

media-experiences to be a part of play, conversation and activities. On the other side, pedagogues describe the kindergarten as a “counterweight” to the commercial impact.

Most children in Nordic-countries have access to TV and other screen-products, such as tablets. Children come to the kindergarten with experiences from media and digital tools, which is reflecting in their play and how they view the world (Kyrkjebø, 2018; Nyjordet, 2018). The findings is therefore most likely to be transferable to other Nordic ECEC-settings, and may lead to discussions about how children’s right to participate may also include gaining knowledge about children’s media world.

Network: Early Childhood Research

Title of paper: Children's interaction during a play with digital play objects in preschool

First author/Presenter: Anna Elísa Hreiðarsdóttir

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Abstract:

The aim of this paper is to look at nine five-year-old children's interaction during a play with digital objects (robots and coding devices) through the concept of connected play.

As a theoretical framework the notion of connected play is used (Marsh, 2017, 2019), that is a play that takes place among children and digital-play-objects. The paper also draws on Fleer (2016) analyses of what characteristics digital play from a cultural-historical perspective.

The study is a case study, conducted in an Icelandic preschool. Informed consent was gathered from all concerned authorities, teachers, parents, and children. During each workshop, informed consent was discussed with children. The children could also opt not to participate and could choose to wear or not to wear the GoPro cameras. Data were gathered through different methods, including recordings by video cameras on tripods, hand-held cameras, a GoPro camera (fastened on one child's chest), and an iPad controlled by the children. Field notes and research diaries were written, and interviews were conducted.

Findings show rich interaction between children but also between children and devices. Children cross boundaries and make connections, using the digital play objects as any other playthings. All children showed interest and progress and they used devices creatively in play. The culture of their local community sieves into the play and becomes a significant part of it. The results show that children's play can be imaginative and full of learning opportunities even when playing with materials that if used in prescript ways can transform and control the play and children's play behaviors. In other words, if children get the chance to play with these materials as any other play objects, they do.

In the Nordic countries where play is presumed to be preferred as a teaching method for young children, this result is significant, especially when digital toys and devices have become a big part of children's lives.

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doi:10.1007/978-3-030-10898-4_3

Network: Early Childhood Research

Title of paper: NATURAL SCIENCE TEACHING IN PRESCHOOL

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Abstract:

RESEARCH TOPIC/AIM

Research concerning natural science in preschool reveals what can be described as a balancing act that moves between allowing children's demonstrated interests guide the teaching and using teaching to lead the children towards predetermined scientific knowledge goals (Swedish Institute for Educational Research, 2021). The specific aim of this paper is to present some findings from my thesis project with the aim to gain knowledge about natural science teaching in Swedish preschools and what learning that becomes possible for children in the realization of the teaching.

THEORETICAL FRAMEWORK AND METHODOLOGY/RESEARCH DESIGN

Data for the analysis consists of video observations in three preschool departments in their work using pre-produced kits within NTA (Natural science and technology for all). Five occasions at each preschool department has been filmed. The video observations have been analysed using the theoretical concept proximate purpose and ultimate purpose (Johansson & Wickman, 2011) and continuity (Dewey, 1998). Continuity in this study is understood as a process created by starting in the children's previous experiences and then connecting those with new ones gained in a present situation linked to a teaching aim. A way for the teacher to create continuity is to link different proximate purposes to each other in order to connect them to an ultimate purpose. The study follows the Swedish Research Council's guidelines for ethical research (Swedish Research Council, 2017).

FINDINGS

With the use of the theoretical concept of continuity, proximate- and ultimate purpose it has been possible to show what kind of actions that teachers use to create learning opportunities for the children to widen their experiences in natural science. This also helps to understand what happens when such opportunities doesn't appear in the teaching. The result reveal three different teaching practices that seem to create different conditions for natural science learning for the children.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

The findings show aspects in the teaching process that are crucial for creating learning opportunities for children. The results can contribute to a wider discussion about teaching in preschool in a Nordic context with the help of an understanding of what teacher actions that create versus hinders children to wider their experiences about natural science phenomena.

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Network: Early Childhood Research

Title of paper: Inbetween Literacy Desirings and on Following Commands: Rethinking Digitalization in Swedish Early Childhood Education

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Organisation: Educational Work

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Co-author(s): Emelie Johansson, Ulf Buskqvist

Abstract:

In this study, we focus on the interaction in an early childhood classroom upon and around a digital interactive floor setting. Drawing on the theoretical concepts of socio-spatiality, we understand this as an enactment of policy where both teacher and children become actors and subjects. From observations and video recordings as a methodological approach, we show how the literacy event of the digital setting is enacted and constituted as a relational process between literacy desirings and education policy commands regarding digitalization. The article is an empirically grounded contribution to the understanding of how policies about digitalization in education are interpreted and made into being by actors in everyday lives, in this case children and teachers in Swedish early childhood education. The result suggests that engaging with both children's processes of literacy desirings and educational (moral) commands in ECE digital activities serves as a productive way to investigate how digitalization is enacted in contemporary Nordic Early childhood education.

Network: Early Childhood Research

Title of paper: The ELSA-model - Early Educational Language Support Activities

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Co-author(s): Karin Rönnerman

Abstract:

Research topic

The quantity and quality of language exposure from adults affect children's language later in life. In early childhood settings, teachers play a key role in supporting children's language. The ELSA-model is based on implementation of structured language support for children's learning and language development.

Aims

- To implement language support approach in collaboration with early childhood teachers and check the children's language skills.
- To organize for collegial conversations and reflections, review observations and discuss changed language support actions.

Theoretical framework

The theory of practice architectures is used as a theoretical resource to understand the nature and conditions of promise and possibility that action research provides for learners and leaders of professional learning. Action research is a practice for the teachers to meet and plan inquiries and reflect on data in communicative spaces. Communicative spaces depend on contexts and are situated at certain places. Communicative spaces are enabled and constrained by the practice architectures.

Methodology/research design

The teachers selected every-day situations in early childhood settings in two municipalities in Sweden. They used a proven observation-tool including the dimensions: Physical Dimension, Didactic dimension, Social dimension. The language actions were examined, for example how collegial conversations contributed to reflections and new actions. Audio recorded conversations were categorised based on the content of the meetings and were further analysed the teachers learning and how the context enabled and constrained such conversations. The children's language was checked pre-post the language support.

Expected results

Preliminary results of this on-going project show positive tendencies with improved language support. Structured observations of language support offered flexible measures for the teachers finding specific actions to improve the children's language in every-day situations.

According to the theory of practice architectures, the practice was constrained by illness among both teachers and children (covid pandemic) although teachers who still were working were enabled to continue. The principals made this possible through regular planning time.

The teachers found it constructive to meet and discuss on-going action research. Another important finding was that they, by action research, and by using video became aware of own actions. Crucial was to get to know how to communicate with the children, for example, using correct words and taking turns. The children used extended utterances and new words.

Relevance to Nordic educational research

The issue of literacy is evident in all Nordic countries and so is the teachers' learning in this field and teachers are important role model for children's language development (e.g. Nordberg, 2020). Action research, with its emphasis on collegial conversations, is today often used for professional learning as well as for developing a practice.

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Network: Early Childhood Research

Title of paper: ECEC transitions in the context of irregular parental working hours and COVID-19 pandemic

First author/Presenter: Kaisu Peltoperä

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Abstract:

This presentation focuses on transitions in the children's early childhood education and care (ECEC) trajectories and the interpretative frames parents use when talking about their irregular work and childcare. The ECEC trajectories can be examined as transitions from home to ECEC or between ECEC institutions. These types of transitions are described as vertical transitions (Vogler et al., 2008). Horizontal transitions on the other hand describe short-term transitions, such as daily transitions between childcare arrangements (Rutanen & Hännikäinen, 2017). The third type of transitions describe broader changes in families lives (such as parental leaves, changes in working life) and the society (such as the COVID-19 pandemic) (Fabian & Dunlop 2007), and we have named them life transitions.

Life, vertical and horizontal early years transitions were studied longitudinally in dual-earner families ($n = 7$) in the context of irregular parental working hours and Finnish ECEC services. Parents were interviewed three times: when their child was aged one, four, and five or six years. The third interview was conducted during the COVID-19 pandemic. The different transitions were coded from the data, and then parents' talk about the transitions was analysed more deeply utilizing discursive methods. As a result, we found three interpretative frames the parents utilized in their talk: the stability of ECEC transitions, the balancing work/family life, and the adjustment to their children's age-related transitions.

The data showed that the life, vertical and horizontal transitions were closely linked. The life transitions traced in this data included changes in parents' employers, working hours and shifts, changes in participating in the labour market due to studying, parental leave or being laid off from work. Despite many parental life and vertical transitions, children's vertical transitions remained stable. However, children faced plenty of horizontal transitions. The tag-team parenting (two parents work at separate times so that they can alternately perform childcare) and the use of informal childcare increased the amount of horizontal, daily transitions.

Smooth transitions support both children's and their parents' well-being (Balduzzi et al., 2019). Therefore, this study is important for early childhood and family research from the viewpoint of reconciling family life and childcare with irregular parental

working hours. The diversity of families' and their children's early years transitions should be recognised and considered when further developing Nordic family policies and ECEC services.

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NETWORK 4

JUSTICE THROUGH EDUCATION

Network: Justice through Education

Title of paper: What Racism? A Content Analysis of The Norwegian Curriculum

First author/Presenter: Sara Blikstad Nyegaard

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Abstract:

In the Nordic countries, as in many other parts of the world, a key ambition in education is counteracting racism, as racism produce great challenges to equity and social justice. There are a myriad of ways in witch schools can counteract racism (Leonardo & Grubb, 2018; Lynch et al., 2017). This paper investigates how four of the major educational approaches to counteracting racism present themselves in the Norwegian national curriculum, with the aim of broadening the current understanding of racism in education. In Norway, the most recent renewal of the national curriculum (LK20) has given hope of better opportunities and more focus on racism (Anker & Lenz, 2021). Through directed content analysis (Hsieh & Shannon, 2005), the LK20 is explored through norm critical, intercultural, relational and democratic approaches to racism.

The following research questions have been asked:

How are different approaches to racism represented in the Norwegian national curriculum?

- How concretely is racism addressed?
- What manifestations of racism are addressed?
- What or who are addressed as actors and stakeholders in the work against racism?

The analyses specifically draw on research and theories from the four major approaches to counteracting racism mentioned above, and finds that all approaches are made possible by the new curriculum- however, it will require specific interpretational work from schools and educators. Racism as a concept is not seen as relevant in LK20, as may be expected in the light of years of individualized understanding of racism and colorblind ideology that characterize Europe's current approach to racism (Lentin, 2008). Racism is, for the most part, not addressed concretely, and hence linking the curriculum to racism requires both competence and focus on the local level, where curriculum is interpreted and used. Racism is mostly seen as individual, but there are some openings to structural understandings, specifically within a renewed focus on critical thinking in the curriculum. The actors and stakeholders are mainly students and their learning outcome. This is not a surprise, as LK20 is a competence-based curriculum, however, if the educational

system wants to achieve its goals of equality and social justice, it is crucial that educators, schools and society are given focus in the (re)production and counteracting of racism.

This research is relevant to the Nordic countries in general because racism is relevant in all contexts, and specifically because it may contribute to further comparison and understanding of similarities of differences between curricular responses to racism in the Nordic context.

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Network: Justice through Education

Title of paper: Riot Strrrs: Understanding alternative pedagogies created in space science zines

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Abstract:

This paper reviews a selection of zine (self-published magazines) on space science written in English, purchased online in November/December 2021. The aim of this exploratory research project is to understand topics and themes that emerge in these spaces of informal science pedagogies.

Zines have a long history in pedagogies of resistance, for example Riot Grrrl zines that reviewed and promoted women's music in the 1980s. Zines were (and are) also prolifically used in science fiction, including hegemonic science fiction and resistive feminist science fiction. Zines represent a form of education-at-the-margins. Self-made and self-published, these objects represent engagement with topics, themes, and issues that are missed in formal education and media. Made cheaply, and sold through informal distribution networks, these represent an analogue channels to share information and develop curricula beyond those sanctioned by institutions. Zines that cover science topics such as medical care or environment are more well documented and theorised than physical science zines. Space science education features in many branches of formal and informal education. Museum galleries, science textbooks, fiction and non-fiction books, or movies represent some of the avenues that official pedagogies are created in and maintained by. These narratives are dominated by traditional framings of space that often lean on, or perpetuate, colonial, cis-patriarchal, and militarised narratives.

This project takes an exploratory approach, using a selection of zines (n=25) that tackle space science to explore the emerging themes across the zines. The zines in this sample are randomly drawn from online and in-person purchases; zine library collections; and online zines for free distribution. This approach is appropriate, as little research exists on zines about physical sciences, and this work will formulate future directions of research. My research is informed by a queer feminist commitment and social justice orientation for education spaces. This paper will discuss the emerging themes including the prioritising of the non-human, women's contributions, and personification of inanimate objects. It will then look at the resonances of these themes with and against their occurrences in official pedagogies. Further research avenues will be explored, including interviewing selected zinesters (zine-makers), expanding the sample of research, and understanding zine's reception by other learners, and the practice of using zines as a

pedagogical process as well as object of study for pedagogies in science fields. This work is relevant to the NERA community by exploring the perceived gaps and absences of official curriculum in space science.

Network: Justice through Education

Title of paper: The Step and Beat of Organizing Equity in Vocational Education and Training

First author/Presenter: Anna Rapp

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Co-author(s): Agneta Knutas

Abstract:

The Step and Beat of Organizing Equity in Vocational Education and Training

In Norway, more than 50% of the youth in upper-secondary education choose vocational education. Only 39 % of students end up with a certificate of apprenticeship (Vogt, 2017). In Norway, failure and dropping out from vocational education and training (VET) differ among regions; drop-out rates are significantly connected to social backgrounds and parents' educational levels (Simson, 2014). In our study, we focus on equity in VET and the students' transition from school to work. It is known that regional differences are closely connected to the regions' levels of education, unemployment, and business structure (Hovdhaugen & Skåholt, 2019).

Because the different levels are important to understanding how vocational education and training enhance equity, we focus on a rural community of Norway where VET is of special significance to the continuation of the local region for our study. We examine how action networks in VET organizing contribute to students' transitions to the labor market. Through a case study that includes in-depth interviews with important participants in VET, we explore how the VET actor network organizes work.

To analyze our results, we referred to institutional theories and theories of organizing (Powell & Oberg, 2017; Czarniawska, 2005). We see organizing as a continuing process of actions within a network where actions contribute to recognizable patterns that, in daily life, are recognized as institutions. Even though actors in differentiated and loosely coupled organizations have various rationales, our results reveal that the interactions between actants and the modifications to individual needs and labor-market requirements create stabilization. The main work of equity is a product of interaction between the actors involved. However, the organization of the organizing is an important aspect of this work.

In our study, we identify the cross-disciplinary training office as the choreographer of the dance that shapes the institution of VET. Together, actors and actants ensure adaption and equity in students' transitions from education to work. Our results indicate that organizing is a continuing process of action that contributes to equity in VET.

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Network: Justice through Education

Title of paper: Education and integration in rural areas: an ethnographic study of the 2015 reception of migrants in Sweden

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Abstract:

The number of refugees arriving in Sweden increased dramatically in the autumn of 2015. The new arrivals, mostly from Syria, were unevenly distributed geographically by the authorities, and smaller municipalities, among them many sparsely populated areas, received proportionally larger groups than other parts of the country. To many small rural schools sometimes lacking in material resources and qualified teachers, this presented a great challenge in terms of pedagogical organizing and rethinking, but also new possibilities. The schools became central in the local reception processes. They faced potential difficulties relating to xenophobia and group conflicts, which fortunately rarely materialised. However, some tension emerged between individual municipalities and schools. There was a lack of firm guidance from the authorities about how to organize integration locally and consequently schools developed different approaches.

Starting theoretically from Doreen Massey (1994) we aim in the paper to explore these differences in an ethnographic study (funded by the Swedish research council 2019-2022) about how schools in different rural areas have tried to integrate new arrivals, and how this has influenced educational practices. Based on completed participant observation and interviews with staff in six rural schools that chose different forms for receiving and teaching the new arrivals, the paper analyses the different approaches. Variations include teaching the newly arrived pupils in separate teaching groups or integrated in established classes, their contextualization in local conditions, and the implications of the approaches according to school staff for the students (newly arrived and others) as well as for the overall school activities and content. We have conducted research in the schools previously, in 2015-2016, with this helping us to contextualize the current analysis. In the conclusions, we discuss general consequences of the reception for schools and social life in the communities. For instance, quite a few of the interviewees referred to the massive increase of migrants 2015/2016 as having helped them mobilize capacities that were now left underused, due to a sharp decline in influx and increase in migrants moving or being moved out of the area after national authority decisions. On this basis they felt they could receive a few more migrants and they also referred to problems in encouraging migrants to stay in the area.

Network: Justice through Education

Title of paper: Revealing the invisible: studies of Whiteness in the Nordic Educational Research

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Abstract:

The paper is an overview of studies that focus on making Whiteness visible in a Nordic educational context. We examine how and when the concept of Whiteness and Critical Whiteness Theory (CWT) came into use in educational research in the Nordic countries. We ask how the research is framed and what the contributions of the use of the theory reveals about the field.

Our theoretical starting point has a strong connection to Sarah Ahmed's work on "A phenomenology of whiteness" (2007) and the way she analyses Whiteness as hegemonic, normative, unmarked and invisible. A central tenet of CWT is to make the workings of Whiteness visible and the recognition of Whiteness as a colonial and imperial legacy of race and racism. In our setting, we are looking at this premise against the background of Nordic exceptionalism (Loftsdóttir & Jensen 2012). Furthermore, we distinguish between "Whiteness" and "white People", and we look at Whiteness as a social construction and racial discourse embedding problematic power positions (Gillborn 2019).

We are doing a summative qualitative content analysis of approximately 50 publications gathered with the keywords "whiteness", "white" and their translations in Swedish, Danish, Norwegian and Finnish. We focus on the publications that in the text explicitly and critically deals with issues of Whiteness in a Nordic educational context (including Sweden, Denmark, Norway and Finland), from preschool to higher education since 1990. We organized our findings by themes, which mostly follow a chronological order, while we moreover synthesize the overview country by country.

Our preliminary results show that the use of CWT is currently emerging in Nordic educational research. The urge to problematize the concept of Whiteness comes from studies on (anti)racism and decolonising practices rather than from studies on neo-nazism. However, the discussion long revolved around problematics of colour-blindness linked to the idea of Nordic exceptionalism. Research from the past 5 years shows the workings of Whiteness and argues that the use of CWT benefits individual non-white students, either by offering them tools to accept themselves as they are, or by allowing (white) teachers to help them in this process. Some use CWT to show

how there are systemic inequities in the Nordic educational system that persistently and significantly favour white people.

This overview of the use of the concept of Whiteness in Nordic educational research can contribute to developing tools and studies dismantling privileges, injustice and exclusion.

Literature

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Network: Justice through Education

Title of paper: Moving on from the remedial or intermediate trajectory.

Young people's experiences of a critical educational transition

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Abstract:

The large numbers of young Europeans who do not complete an education at least at upper secondary level constitute a substantial problem, as this tends to be associated with poorer economic, social and health prospects than for other youths and young adults, and also means considerable societal costs (Brown et al. 2021, Noorani 2017). In 2020, 16% of all 20- to 24-year-old in the European Union (EU 27) had not completed upper secondary education (USE); in Sweden the proportion was slightly higher, 17% (Eurostat 2022). Consequently, a multitude of preventive, interventive and/or compensating measures have been implemented to raise the level of young people with completed USE (Oomen and Plant 2014). Thus, the number of young people following what Walther et al (2015) denote as a remedial or intermediate trajectory has increased. These students generally experience more difficult educational transitions and it is important to take part of their experiences to understand preconditions for a successful transition to and completion of USE (cf. Kalalahti et al. 2020). However, such a youth-oriented approach is rare in the research on students at risk of leaving school before finishing an upper secondary education (Schmitsek 2022). The aim of this paper is to increase the knowledge and understanding of preconditions for leaving a remedial or intermediate trajectory and entering a regular upper secondary route based on young people's experiences from such a transition.

Using Walther's et al categorization, we focus on an established remedial/intermediate education in Sweden, the introduction program (IP). Positioned at upper secondary level, the overriding aim of IP is to support students getting eligibility for a 3-year national academic or vocational programme on upper secondary level or preparing them for other education or working life. Here we look at two (of four) IP tracks: the language introduction (LI), aimed at newly arrived migrant youths, and the individual alternative (IA), aimed at students who did not succeed to become eligible to USE from compulsory school due to inter alia learning difficulties, social and/or health problems.

The presentation is based on two sets of interviews with 31 young people, conducted within the research project Moving on, Youth attending an introduction program and

their career support in varying local contexts, funded by the Swedish Research Council. As our research interest in this paper to large extent concerns the young people's experiences of proceeding from IP to a regular USE program, the follow-up interviews provide a major source of information.

We use careership theory (Hodkinson and Sparkes 1997) and a learning career perspective on young people's trajectories and career decisions (Bloomer & Hodkinson 2000, Hodkinson 2008) to analyze the young people's descriptions and understandings of the transition from IP to a regular USE program or, in some cases, municipal adult education. The analysis is in progress.

Network: Justice through Education

Title of paper: Managing Policy Dysfunctions - Counteracting Resource Imbalance in Nordic Schools

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Abstract:

In this article, we explore how schools, especially via their management, work to fulfil policies of equity for a diverse range of children in, sometimes, segregated cities. We study how educational leaders in primary schools in polarized areas in three Nordic municipalities address institutional mechanisms that create durable inequality among students (Tilly, 2019; Tomaskovic-Devey & Avent-Holt, 2019). Different schools in the same municipality have both the same and different institutional environments created by networking relationships. The institutional environment consists partly of a mixture of national and local policy translated into municipal action plans for schools. These plans include, for example, curricula, municipal goals, visions, and the schools' financial resources. These are conditions that school leaders must negotiate, translate, and organize in their everyday school life (Author 1, 2018). Even if the municipality has an equality policy agenda, students have different opportunities, with social background affecting and being reproduced through education. In this article, our research question is as follows: What local measures do Nordic educational leaders employ to counteract the marginalization of children in socially exposed school districts?

Ensuring inclusive education for all is one of the most important driving forces for sustainable socioeconomic mobility (Duncan et al., 2012; Kääriälä & Hiilamo, 2017; Ryan et al., 2006). Nonetheless, there are great differences between urban areas in the Nordic region (Dovemark et al., 2018), creating unequal childhoods (Lareau, 2011) in countries otherwise known for being preoccupied with ensuring “education for all” (Frønes et al., 2020). The Nordic school model has been an integral part of the political system for the past 50 years (Telhaug et al., 2006). Societal development, combined with a decentralization of curriculum work, has presented school leaders with new and difficult challenges to be solved at the local level (Uljens et al., 2013). Recently, scholars have found and described loose coupling between institutions and school organizations related to the growth of neoliberal policy in education (Blossing et al., 2014).

Our analysis illustrates how educational leaders work toward inclusive education aimed at children in socially exposed K–8 schools via their local management entrepreneurship (Mole & Ram, 2011). While expectations for the school to be a

democratic and inclusive arena, ensuring freedom and subjectivation for children of all social standings are built into educational policy, local authorities and schools often must bridge the gap between different expectations on teaching and schools. There are possible solutions that can be employed locally that could counteract some of the issues that arise with segregated school districts and children at risk of marginalization. However, counteracting marginalization by local measures is a complex task that goes beyond normative ideas on the manifest function of education. The results highlight the issue of inequality in education, which is deeply rooted in the Nordic welfare models. It demonstrates the importance of management to meet the needs of children and their families, as well as the complexity of ensuring equity in education.

Network: Justice through Education

Title of paper: EXPLORING EQUITY IN EDUCATION IN GLOBALIZATION TIMES: A THEORETICAL APPROACH

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Abstract:

1. Research topic/aim

Equity in Education as mandatory right in modern societies is still challenging. The complex nature of equity appears to be one of the reasons behind the difficulty to successfully realize this right. As the development in certain respects have become negative, we must search for better understandings of why this is the case.

With the ambition to offer a theoretical tool to realize equity as a mandatory education right, this article introduces and discusses an attempt to conceptualize a theory on educational equity based on Nancy Frasers' three-dimensional conception of justice. With this purpose, equity and education are in this article discussed from the perspective of how educational equity might be theoretically understood.

2. Theoretical framework

Based on the idea of the mandatory right of equity as a complex matter of justice (Meuret 2001), we propose Nancy Fraser three-dimensional justice conception as theoretical starting point to provide theoretical tools to realize the right of equity in education.

According to Fraser (2011) the complex nature of justice claims to integrate three interrelated dimensions: the socioeconomic dimension (redistribution), the cultural dimension (recognition) as well as the political participation dimension (representation).

Fraser's approach (Dahl, Stoltz & Willing 2004) orients around consequences for rights due to the increasingly globalized world in which rights are no longer an affair for nation states. This shift from national to universal rights is decisive for educational equity according to our understanding.

3. Methodology/research design

This contribution is theoretical. It uses Nancy Fraser's justice conception as an analytic tool to develop a theoretical framework in the study of equity in education

contexts. With the purpose it exemplifies Fraser's three justice dimensions as well as its interplay med focus on three central resources for equity: financial and knowledge resources, teacher and instruction qualities and students as resources.

4. Expected results/findings

This research contributes with the development of a new theoretical framework to analyze educational equity based on Nancy Frazers three-dimensional justice conception. It contributes even with the exemplification and discussion of this theoretical framework with concrete cases concerning central resources areas in education.

5. Relevance to Nordic educational research

The development of theoretical models that can capture the complexity of equity, as well as the interplay of its different dimensions is relevant for Nordic educational research. The proposed model in this contribution can be a useful tool to support UN:s states pursuit of equity as a mandatory right crucial for the successful accomplishment of the sustainability goals.

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Network: Justice through Education

Title of paper: Activism and mathematics activities for social justice in migrational contexts

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Co-author(s): Lisa Björklund Boistrup

Abstract:

Research topic and aim

This recently started action research project is a collaboration between mathematics activists and researchers. The aim is to generate knowledge about how out-of school activities can promote mathematics foregrounds that empower youth with migrational backgrounds with confidence in their mathematics skills, and thereby open gateways to social and economic mobility. As we see it, school of today has much to learn from such non-formal contexts. The overarching question is; How may activism generate mathematics activities for social justice in migrational contexts?

Youth being deprived of education may result in despair, ruined prospects and agony. Mathematics education plays a crucial role in this because mathematics functions as a gatekeeper for advancement in the educational systems. This is what a group of volunteers in Malmö in the south of Sweden from a mathematics homework support NGO, Mattecentrum, experienced and responded to when they decided to move from being homework supporters to become activists who act for change.

Theoretical framework

The project is theoretically informed by a decolonizing stance (e.g., Bhabha, 2012) that embraces the notion of youths' home languages and cultures as resources (Ryan et al., 2021) for learning and knowing mathematics, to understand how mathematics activities connect to the foregrounds (Alrø et al., 2009) of youth with migrational backgrounds, in the context of mathematics social activism.

Research design

We use action-reflection cycles addressing the current situation, imagination of the desired situation, and action to arrange and conduct situations that comprise empowering mathematics activities (see Skovsmose & Borba, 2004). In workshops, researchers and activists a) reflect on experiences of conducting the mathematics activities together with youth b) imagine situations that may empower youth, and c) (re)design the mathematics activities to be conducted again together with youth at leisure centres in marginalised areas in Malmö.

Expected results

The project generates knowledge about a) how mathematics learning spaces may emerge in the intersection of activism and youths' experiences with migration, b) how these learning spaces may influence mathematics foregrounds for youth with migrational backgrounds, and c) what characterizes activities that enhance experiences of recognition, pride and confidence in connection to mathematics for youth with migrational backgrounds.

Relevance to Nordic educational research

The project is relevant to Nordic educational research because Nordic countries face challenges with providing sufficient mathematics education to all students including those with migrational backgrounds.

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Network: Justice through Education

Title of paper: Opportunities in rural upper secondary education – variations in space and time

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Abstract:

There are few longitudinal studies on schools in rural areas in the Nordic countries. In Sweden, there are less upper secondary schools available for rural students and the geographical availability of upper secondary education was found to have declined in rural and sparsely populated municipalities between 1997 and 2011 (Fjellman, 2019). The establishment of private schools in rural places are also very low compared to urban municipalities and it has been concluded (e.g., Lundahl, 2017) that the winners of the free school choice market are affluent urban youth, whereas urban youth with less capital and rural youth are the loser. Often, the rural schools have fewer programmes compared to schools in urban places and rural students tend to choose vocational programmes over academic one more often than urban students do. Those wanting an upper secondary programme not locally available have to either commute (sometimes long distances) on a daily basis or move (with economic consequences for their families).

The starting point and main theory guiding the analysis is Massey's (1993) theory on sociospatial history and development. An emerging rural regional school market, in the middle of Sweden, has been selected for the study. The chosen local rural school market is the largest in Sweden in terms of geographical size and share some growth characteristics with the urban school markets. The study utilizes a mixed method approach, where a comparison between qualitative and quantitative data is an important outcome of the analysis. The quantitative analyses utilize register data that originates from the Gothenburg Longitudinal database (GOLD), which contains background characteristics and georeferenced data for individuals born between 1972 and 2004. The character of the data enables a longitudinal analysis of all students attending upper secondary education in the school market between 1995 and 2020. Examining the variability in school and programme supply (with respect to different kinds of educational providers) together with students' choices of schools and programmes and how these change and relate to each other over time and place is an important aim of the study. This is further analysed and discussed in relation to two studies on rural schooling (starting in 2014 and ending in 2022, funded by the Swedish Research Council), that allow for qualitative follow-up analyses within the same school area. The analysis shows for instance that rural youths' future

aspirations and plans for upper secondary education relate strongly to the local labour market and local upper secondary education (e.g., Öhrn & Beach, 2019).

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Network: Justice through Education

Title of paper: "I wasn't Black until I came to Iceland": Perspectives from middle-class parents of color with children in Icelandic schools

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Co-author(s): Berglind Rós Magnúsdóttir

Abstract:

Parent involvement is universally recognized as an essential component to children's academic achievement and social well-being in school, though the assumption persists still that 'what is best for your child' is the same for and agreed upon by all parents. In this regard, educational studies have positioned ethnic minority parents as disadvantaged, citing cultural differences, low socio-economic status, or low educational background as some of the barriers that would hinder meaningful parent participation. More recent studies highlight how power imbalances such as social class and whiteness have shaped our normative views and definition of parent involvement. In Iceland, inclusion in schools is comparably higher than in other countries, yet ethnic minority families continue to experience limited participation and support. This paper examines the conceptualization of parent choices and practices based on the connected positionalities of ethnic minority and middle-class identity. We aim to understand parents' motivation for choice of school and neighborhood, and other practices and activities they employ to help their children's educational experience. The data draws on in-depth interviews with twelve immigrant parents who: have at least one child in compulsory school, self-identify as a person of color in a minority ethnic group, as well as having middle-class status in Iceland. Though not limited to traditional measures of economic class, information including job position, household income, and highest level of education were collected as indicators of their activating capital and social reproduction. Their years of residence in Iceland are from 5 to 24 years, providing a broad range of experience with the Icelandic schooling process and knowledge about school and neighborhood selection. Preliminary findings indicate a strong sense of place in both host and home countries. All participants were reflective of their position in Icelandic society and their children's schooling. For many parents, freedom of choice and individualism were regarded as part of their middle-class identity, and some were able to expound on how economic privilege is entangled with their experiences with racism in Iceland. While some felt a responsibility to 'stand out' as a representative for their co-ethnic groups, others preferred not to center their identity around their ethnicity. Regarding racist encounters, many reported that they had observed overt racism towards others but had been treated well personally, attributing their positive experiences as a colored person in Iceland as an individual choice, somehow disassociating themselves from others who have been discriminated against. The exception are the

African parents, who all recounted stories of extreme racist experiences both with their children and themselves. The trajectory of education in Iceland, amidst an increasingly diverse population, is not unlike its Nordic neighbors, where a history of public education and equitable welfare have provided a strong self-sense of national pride. However, promoting involvement of immigrant parents in Icelandic schools requires an examination into how their identities are racialized and classed. This research brings awareness and reflexivity to those differences. The concept of parent involvement is also broadened, as we better understand diverse parents' motivations to secure their children's future through education.

Network: Justice through Education

Title of paper: Involved Fatherhood in the Icelandic Field of Primary Education: the intersection of social class and masculinities

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Abstract:

In recent years, fathers have become more involved in children's schooling, due to an expansion of paternal leaves, women's stronger position in career jobs, and the intensity of parental involvement in educational policy and practice (Gottzen, 2011). Little is known about paternal involvement in relation to children's primary education in this changing landscape of mothering and fathering in Iceland. This is a part of a bigger research project exploring parental practices, choices, and responsibilities in the field of education. The presentation aims to reflect on how Icelandic fathers of different social classes situate themselves in old and new discourses on masculinity and fatherhood when discussing their involvement in their children's primary education? This is a qualitative interview research conducted in 2018-2019 with 17 fathers of Icelandic origin who evaluated themselves as involved fathers in their children's schooling. The selection of participants went through snowball sampling and an open call presented in leisure programs, stores and apartment buildings. All participants received compensation. As educational history and social class (Bourdieu, 2000) shape educational values and upbringing, the diverse educational level and social class status of the interviewees were guaranteed. Four fathers had completed compulsory education or less, six fathers were vocationally educated and seven fathers had higher educational degrees. Four of the fathers were having income below the poverty line. The data is analyzed following the protocol to identify discursive themes and discourses (Clark, Braun, & Hayfield, 2015). In policy discourse the involved father is presented as emotionally attached to their children, spending quality time with them, and seeking out information and advice in terms of their education (Gillies, 2009). The results show that this ideal is contested by contrasting socio-geographical locations shaped by gendered culture of parental involvement, social class and conservative and hyper-masculinity discourses. All the fathers are situating themselves within the discourse of the new father; as active and responsible but have a different understanding of the meaning behind that, and resources to live up to that. It is of utmost importance to explore the diverse nature of paternal involvement among fathers who portray themselves as active and responsible in the 'paradise of gender equality' in Iceland.

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Network: Justice through Education

Title of paper: Towards Academic Labour Market Citizenship? The Politics of Belonging in Finnish University Education

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Abstract:

Historically, in the Nordic welfare state State-funded university education has been seen as an instrument for promoting social mobility and overcoming class conflict (Lund 2020). Still, as the most competitive and stratified education institution, university is a site of privilege. In this presentation, we present a research project that is planned to begin in Autumn 2022 and focuses on examining how the (ideal) how academic labour-market citizenship is constructed in Finnish higher education policy discourses. We will also elaborate on some of our preliminary findings of the policy document analysis.

Our key theoretical concepts are citizenship and belonging. Citizenship, often defined through rights and duties within a particular community, is a concept that operates as an exclusive and inclusive principle of social organisation (e.g. Lister 2003). University education represents one of the enclaves in which privileged citizenship in relation to the citizenship of the masses is manifested (Mitchell 2016). The concept of academic labour-market citizenship refers to the ideal of citizenry, which is produced and reproduced in national HE politics and policies. Our research is built on the premise that students' individual prospects for both academic labour market citizenship and belonging are formed at the intersections of various social normativities that frame the institutional cultures of academia (e.g Ahmed 2012). To grasp how the university, as an enclave of privilege, operates, we rely on Nira Yuval Davis's (2011) theorisation on belonging.

In our research project, we will utilize a variety of methods, including spatio-temporal and post-structural analysis of the most prominent national policy documents, expert interviews, collective memory workshop data with non-normative university students, and biographical interviews with non-normative university students and alumni. In this presentation we will present the findings of the content analysis of the strategies of the Finnish universities. These findings form a basis for a deeper analysis based on spatio-temporal and post-structural reading of the data, planned for Autumn 2022.

One of our hypothesis is that HE Policy discourses play a powerful role in this process as they create and maintain the normative categories of 'the excellent', 'the able' and 'the adequate'. We expect to find traces of such discourses in the content analysis of the university strategies.

In our project, we expect to produce theoretically informed knowledge on the obstacles to educational equality in the context of academic university education and to find novel insights into citizenship in the Nordic HE context.

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Network: Justice through Education

Title of paper: Queer and trans inclusion in Finnish teacher education and educational research

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Abstract:

Finland is regularly heralded as an epicenter for educational reform and practice. Yet, recent data show Finnish queer and trans youth experience similar levels of discrimination to U.S. based youth in educational contexts (Alanko, 2013; Edström & Brunila, 2016; Kjaran & Lehtonen, 2018). Teacher educators and educational researchers must take a more critical stance to address the ways in which queer and trans lives are othered through oppressive discourses and practices in educational contexts (Seitz, 2018; Szalacha, 2004). Using case study (Stake, 1995), this paper analyzes how queer and trans topics are, or are not, addressed in teacher certification and educational research master's programs in one Finnish university. I use queer theory (Britzman, 1995; Butler, 1990) and critical discourse analysis (Fairclough, 1989/2013) to analyze how queer and trans issues and identities are discussed by students and faculty in these master's programs. Preliminary findings indicate a dissonance between Finnish notions of gender equality and queer/trans inclusivity, difficulty taking up concepts of queer and trans experiences within Finnish culture and language, and a lack of adequate training on queer and trans topics for program faculty. The aim of this research is to provide pragmatic and theoretical

feedback to the Finnish teacher education and educational research communities on how to move towards a critical pedagogy of queer and trans inclusiveness as an act of educational social justice.

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Network: Justice through Education

Title of paper: Upward Social Mobility through Education : Life stories about academic success and the aim for higher education, told by youths from non-academic backgrounds.

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Co-author(s):

Abstract:

This paper explores conditions for social upward mobility through education. The social reproduction within the educational system sustains an unequal society. Amongst the students within higher education, there is an overrepresentation of students with at least one parent with an academic upper secondary degree. The phenomenon of social reproduction through education is global and existing also in countries such as Sweden and the other Nordic countries where there is a high level of formal equality in education. Much research has described and explained this social reproduction but there is little research on why some young people chose another trajectory than their parents', by being successful in school and aiming for higher education. The majority of such studies are retrospective, based on interviews with adults that have experienced upward social mobility through education.

This paper presents a part of an ongoing study where thirteen high performing Swedish youths whose parents have no higher education, share their life stories once a year during a three-year period. The aim of the study is to gain knowledge about how these youths, who are structurally less likely to attain higher education, have achieved success in school and strive for higher education. The research question is: What enables school achievement and aims of attending higher education, amongst youths whose parents do not have experience of higher education?

The data consists of unstructured life story interviews with 13 Swedish upper secondary school students. The selection of these students is based on the criteria: they attend upper secondary school; they finished 9th grade with high grades; their parents did not attend university; they strive for higher education. The interviews are unstructured life story interviews which are analysed both biographically and narratively, i.e. both what is told and how it is told. The data is being analysed through Grounded Theory, i.e. theoretical concepts will be articulated based on the empirical data rather than using the data in order to verify or try already existing theories. In order to conceptualise the empirical data, Critical Realism and its ways of presenting social reality through the lens of the dichotomous structure and agency,

together with the rather deterministic theoretical concepts of Bourdieu, have served as a gateway to a 'theoretical sensibility' needed in Grounded Theory.

This paper focuses on one of the results, where the preliminary analysis indicates that these youths in different means present their academic success: as a natural consequence of being gifted; as a result of hard work where studying in some cases has been a place of refuge from a difficult home environment or social discomfort in relation to peers, and/or; as depending on the encouragement and support from others, mainly teachers. These presentations are either explicit or implicit.

Network: Justice through Education

Title of paper: With Burning Ears: Who Gets to Talk About Racial Minorities in Norway?

First author/Presenter: Andrew John Thomas

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Co-author(s): Sandra Fylkesnes

Abstract:

How can one take the temperature of systematic racism in teacher training courses and why is it timely?

In midst of the Covid-19 pandemic, in June 2020, Nordic cities experienced major Black Lives Matter demonstrations, post the George Floyd murder. These demonstrations fuelled yet another wave of discussions regarding the endemic forms of both explicit and implicit racisms in these so-called egalitarian model societies, also questioning its institutionalisation evident, for example, in higher educational programmes' reading lists.

We used standard content analysis techniques (Krippendorff 2013) to code all of the reading lists published online for postgraduate certificate of education courses in pedagogy on offer in Norway, Autumn 2021. For each item, we asked (1) if the author represented a racial minority and (2) discussed racial minorities. We also coded gender.

In doing so, we had to solve a number of theoretical and methodological problems, including: how do we operate with the essentialist categories used by human rights legislation (which forbids discrimination by race and gender) when we ourselves hold to a non-essentialist theory of race? If we echo the historical request of Carter Woodson (1933) for a greater diversity in these reading lists, are we requesting that teachers who think themselves white engage in racial appropriation?

The overwhelming trend we found was that reading lists are dominated by white academics. Two further observations can be made already: that the literature about racial minorities is also dominated by white scholars; and that the majority of the limited literature that is contributed by less melanin-poor writers is devoted to topics such as diversity and inclusion in the classroom rather than taken seriously in debates concerning for example pedagogical issues related to neurology, epistemology or educational history.

In addition to presenting our findings, we discuss these theoretical issues, and make use of the wisdom to be found in the various anecdotes, narratives, and theories of critical race theorists (e.g. Delgado, Stefancic and Harris 2017) and activists of the

past century to identify the various mechanisms that can explain the social behaviour (Elster 2015) of creating reading lists that are de facto filtered by melanin. We also discuss how teachers, student teachers, and teacher educators are to live in such a situation.

Network: Justice through Education

Title of paper: The Elite of Egalitarian? Institutional Habitus Shaping General Upper Secondary Students Educational Choices

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Co-author(s):

Abstract:

Recent educational reforms in Finland have strengthened the importance of general upper secondary education as a route to higher education. Therefore, it is important to examine what is happening in the field of Finnish general upper secondary education. In Helsinki metropolitan area different general upper secondary schools are known to have different kinds of educational status and student profiles. This presentation focuses on students studying in a so-called elite general upper secondary school. The analytical interest lies in how school can function as an institutional setting shaping students' educational choices. The theoretical ideas operated are Bourdieu's concepts of capitals and institutional habitus (Bourdieu 1984; Reay et al., 2001; Tarabini et al., 2017). This presentation asks 1) what kind of institutional habitus is formed in the everyday life of an elite general upper secondary school? 2) how are the students' admission-seeking strategies for higher education being constructed and shaped within the institutional habitus?

Methodologically this study is ethnographic research, and the research data comprises field notes and interviews with general upper secondary school students (N=17) and teachers (N=4). The data has been produced during ethnographic fieldwork period in an elite general upper secondary school in the Helsinki Metropolitan area during the years 2019–2020.

Drawing on the analysis based on the interview and observation data I discuss preliminary findings: in the students' narratives choosing an elite general upper secondary school was associated with choosing a school characterized by an affluent student body. As a part of the school's institutional habitus, the students described a sense of entitlement and made distinctions between their school and presumed other schools and their alleged reputations. The findings also infer that the highly academically oriented institutional habitus encouraged the students to succeed when seeking access to higher education. Different kinds of admission-seeking strategies to higher education were available for most of the students due being able to mobilise economic, cultural, and social capital. However, there are also horizontal differences within how individual students are positioned in relation to their schools' institutional habitus. Distinctions do not occur only between schools, but also within the schools and on how the students position themselves in relation to the

institutional habitus and social hierarchies of their school (Reay et al. 2001). Institutional habitus functions merely as one mechanism of educational reproduction, but to be able to understand the complex dynamics of educational choice-making and educational reproduction, illustrating the role of different institutions shaping students' educational experiences, hopes, and choices in the everyday life is highly relevant – especially in the Nordic context based on the ideal of egalitarian educational possibilities.

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Network: Justice through Education

Title of paper: 'It is all about keeping the routine going': Parents in a new situation during the COVID-19 pandemic.

First author/Presenter: Ómar Örn Magnússon

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Co-author(s): Dr. Guðrún Ragnarsdóttir

Abstract:

Similar to other Nordic countries, equity, equal opportunities and education for all are fundamental principles in the Icelandic education system. Emerging literature indicates that the COVID-19 pandemic has amplified inequality in education around the world, meaning that students from lower socioeconomic backgrounds are falling even further behind. The question of equality is not only a question of equal access but, perhaps more importantly, of equal opportunities to gain equal educational outcomes. It is important to look under the surface in addressing the impact COVID-19 is having on education and analyse how students from different socioeconomic backgrounds are affected to different extents.

The main aim of the paper is to analyse how parents experienced their role in upper secondary education in Iceland during school lockdown or school disruptions caused by the COVID-19 pandemic. The theoretical framework used will draw on Basil Bernstein's model of pedagogic discourse. Through a Bernsteinian framework on types of family involvement, it is possible to analyse parents' discourse about their role in the distance learning environment. Bernstein's framework is useful to analyse how families contribute to how students identify themselves and how various roles are taken on by parents and students.

The research is a part of an ongoing research project. The first phase of a comprehensive data collection has already taken place and more will be gathered on the long-term effects of the COVID-19 pandemic on upper secondary education in later stages, through classroom observations and follow-up interviews. The current dataset consists of qualitative and quantitative material from questionnaires (N=5,095) and interviews (N=48) from three upper secondary schools in Iceland that were purposefully selected for the project. The paper relies on 12 interviews with parents from the three upper secondary schools. The parents were selected to represent diverse socioeconomic backgrounds, all genders, and other demographic factors.

The preliminary findings expose issues concerning social justice in upper secondary education, not only during the period of school closure due to the COVID-19 pandemic but also when the schools operated with a mixed setup of online and

onsite teaching. Parents were to a different extent capable of assisting their children due to lack of time at home or familiarity with the subjects taught in upper secondary schools. The findings raise critical questions related to social justice during the pandemic in Iceland and other parts of the world at the same time. The research will be of great sociological importance as it highlights the interplay among students, parents, and practitioners within upper secondary education in Iceland. Its importance also lies in the contribution to general discussions about equality in education on the one hand and important aspects of educational discourse that might improve opportunities in education for all students on the other.

Network: Justice through Education

Title of paper: Rethinking ableist ideals in higher education

First author/Presenter: Jasu da Silva Gonçalves

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Abstract:

The pandemic has disrupted the status quo of higher education. Teaching has had to adjust to the demands of trying to manage the effects of the pandemic and this has resulted in increased use of online teaching. While teaching practises are being re-envisioned, we should also examine the ideals related to students of higher education that the pre-pandemic practises were built on so that we can rethink the higher education of the future from a more inclusive stand.

In the presentation I will present my plans for my doctoral research, which examines how ableist ideals are produced in the discursive practises of student mental health services and the university. I ask 1) how studying and the mental health of university students are discussed in the texts of student mental health services, 2) how university practises produce the ideal student and enable and limit students' participation in their studies and the university community, and 3) how students living with mental health issues form an understanding of themselves and of their possibilities and limitations as university students. In addition, there is a methodological question that runs through the entire research: how to study something that the researcher is intimately involved in?

The research moves in the fields of sociology of education, gender studies, mad studies and disability studies and takes part in the scientific discussion on ableism in higher education. Theoretically the research draws from poststructural feminist research and queer theoretical disability studies, more particularly critical studies on abledness. I approach methodology from a post-qualitative perspective and explore possibilities of drifting (deriva) as a method of co-research. I use diverse data from online materials, participant observation, interviews, memory-work, to autoethnographic elements, which I will analyse discursively.

The research will produce new knowledge about the mechanisms of injustice and exclusion in the Nordic higher education context and of student subjectification in relation to ableist ideals. The study challenges universities to rethink their practises and underlying assumptions about students. Recognising the exclusion and discrimination rooted in the prevailing ideals helps in envisioning what kind of societal and institutional arrangements are needed for people with varying dis/abilities to flourish in the academia.

Network: Justice through Education

Title of paper: Finnish Comprehensive Schooling promoting Equality, Non-discrimination and Rights?

Legislative norms delineating social justice in and through education

First author/Presenter: Larimatti Teelmäki

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Co-author(s): Johanna Kallo, Heikki Silvennoinen

Abstract:

Finnish Comprehensive Schooling promoting Equality, Non-discrimination and Rights?

Legislative norms delineating social justice in and through education

The presentation is based on recent research results (Teelmäki, Kallo, Silvennoinen, forthcoming) that outline a conceptual turning point in the Finnish national core curriculum for Comprehensive Schooling. Therein the societal role of Finnish comprehensive schooling is being rearticulated as legislative norms and principles of non-discrimination and individual rights are attaining increasingly central position in educational policy discourse, alongside and even past equality. The analytical focus is especially on two central Finnish concepts; 'tasa-arvo', literally meaning equal value, and 'yhdenvertaisuus' literally meaning comparatively same/equal/one. The former having its history roots in social and political philosophy and ideology and the latter in the purpose and meaning of law and the judicial system. The analysis brings forward the significant role that legislative reforms, an all too often neglected mode of governance in education, play in both shaping views about the purpose of education and how these aspirations should be governed and promoted.

Research data included the last two national core curricula for Finnish comprehensive schooling (2004, 2014), a key Ministry of Education memorandum about the nature and purpose of the latest curriculum reform (2014), and a wide set of legislative text, from the Finnish Constitution, to laws and decrees addressing and defining the purpose and meaning of comprehensive schooling, non-discrimination and equality. The findings were established through a qualitative theory-guided content analysis that utilized a theoretical framework distinguishing between three separate dimensions of justice (economic/redistribution, cultural/recognition, political/representation) and different liberal political rationalities.

According to the analysis, the observed change, and especially the interpretation of the legislation present in the new core curriculum, was not just found to express the already well-known equality–equity transition in education, but also portray how

legislative norms put emphasize on(deconstructed categories of) recognition over redistribution. The analysis found legislative decrees to enforce commitments to decentralized modes of promoting social justice that positions school communities and individuals as the primary ethical agents and promoters of social justice.

By contextualizing and reflecting the findings against recent research results about the realization of equality in Finnish comprehensive schooling, the analysis brings forward how contemporary definitions of both non-discrimination and the responsibilities to promote it, underlining the newly risen legislative concept of 'yhdenvertaisuus', are partly misaligned with current educational inequalities. The analysis highlights, how the efforts to promote participation, in the sense of both inclusion and representation, are being misframed due to misalignment between contemporary political rationality and recent development in Finnish Comprehensive Schooling.

The findings are relevant to all Nordic countries, as all are within the influence of a broader pan-European equality agenda and the deepening of EU supranational governance (in terms of enforceable rights under EU law, laws to combat discrimination and European level social policy) that have constituted the legislative reforms in Finland and underlie the above described conceptual change witnessed in schooling policy.

Network: Justice through Education

Title of paper: Revisiting Social Justice for Students Last in Line: A Norwegian Perspective

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Abstract:

The link between inclusive education and social justice is emphasised in research – still, research attention to educational justice is limited. Notwithstanding the Nordic commitment to socially just education, school systems produce and reproduce inequalities. Concurrently, mechanisms of inequality change over time. Whereas previously related to institutional segregation, newer forms are induced by market-orientation, competition, and values advantaging privileged groups. This situation coincides with a tension between inclusionary ambitions and a significant number of students leaving upper-secondary school with no formal qualifications. To counteract dropout, alternative courses for students not keeping pace have been developed. The aim of this study is to explore how alternative programmes in upper-secondary vocational education and training (VET) relate to issues of social justice.

Theoretical framework: The analytical lens is based on Young (1990), Fraser (2000) and Connell (2012), with perspectives on Rawls' (1971) Theory of justice as a theoretical underpinning. Dewey's legacy on Moral Judgment and Knowledge (1932) reminds us that social justice is multi-faceted, based on moral principles that provide tools for analysing, clarifying, and illuminating special situations. Connell (2012) echoes Dewey, emphasising that social justice in education not only concerns equal access to an educational service, but also the nature of the service itself, and the consequences that follow over time, for society and the individual.

Methods: The study is based on a critical re-analysis of results from two previous studies in which we explored alternative programmes in upper-secondary VET in Norway. The re-analysis aims to discuss justice in the intersection of an increasingly market-oriented neoliberal educational system on the one hand and the vision of equal opportunities in socially just education on the other hand.

Findings: The analysis shows that the alternative course had a substantial impact on the students' lives. The experiences reflect patterns of unfulfilled promises and hopes, indicating issues of social injustice, involving the political policy context underlying the alternative course, as well as the course's curricular and pedagogical design, its content and purpose. Consequently, a series of principles involving social

justice claims for redistribution and recognition, and curricular justice, become pertinent, which is discussed in three parts, 1) A right to education or just an educational impasse? 2) The construction of students, and 3) Education in what, and what for – “What did you learn in school today?”. The study concludes that alternative programmes do not solve a problem but rather call attention to institutionalised constructions of student diversity as deviance, not affording them equality of opportunity, hence sustaining patterns of inequality and social injustice. In the spirit of Dewey, it seems time for our generation to acknowledge the situated nature of social justice and to overhaul our inherited stock of moral principles, which may call for reconsidering normalising practices in education, as well as the ongoing conditions that produce and reproduce inequalities.

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Network: Justice through Education

Title of paper: Determination of university aspiration amongst secondary school adolescents in Bissau, Guinea-Bissau: A logistic regression model.

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Abstract:

Equality of opportunity to higher education (HE) is central to Sustainable Development Goals 5 (gender equality) and 10 (reduced inequalities). Many Sub-Saharan African states appear far from achieving said goals by 2030. Guinea-Bissau's school system is characterised by political instability, yet continued growth in primary school gross student enrolment, and persistent community support reflect remarkable sector resilience, revealing the highly regarded strategic and symbolic value of education. In Bissau, investment in private education is chiefly determined by parental socioeconomic context, with girls aged 15-16 more likely to receive private education, and less likely to be overage than their male peers. Focusing upon upper-secondary school students, the research sought to identify which factors influence students' expectations of HE attendance and continued educational enrolment.

Existing research upon HE pathways tend towards individual, rather than mean level difference, focusing upon the student as a rational agent. Explanatory models of educational success, when accounting for divergence in character seek to bind notions of aspiration and coping capacity through 'resilience'; a variously-, sometimes un-defined concept. Ambition and resilience are consequently theorised as socioeconomically impacted personality traits, wherein subsequent conceptions of the self as 'university material' impact stability of aspirations. Thus, tethering strains of research into an explanatory model of education pathway, this research considers life course perspectives, within which educational pathways cannot be studied apart from wider educational experiences, expectations and inherited perceptions of the value of learning.

This study utilised data collected in Bissau in June 2017, focusing upon 15-16 year olds, with 4,470 adolescents responding to a locally adapted questionnaire across 12

public and 4 private schools in Bissau. 2,039 responses were subsequently selected through random cluster process. The survey is the first of its kind in Guinea-Bissau. The dependent variable exploring students' expectations of university attendance was drawn from the 4-point categorical variable 'What do you think you will do when you have finished your studies in this school?' Responses were re-coded to binary values indicating an expectation to attend university, or not. Consequently, logistical regression modelling was utilised.

Findings indicate that female gender ($p=0.011$, $OR=1.823$), private school attendance ($p=0.022$, $OR=1.904$), falling student-teacher conflict ($p=.045$, $OR=.554$), rising student-reported parental estimations of the value of education ($p=.028$, $OR=1.0965$), and to a lesser extent, the more time spent studying each day ($p=.055$, $OR=1.665$) predicted higher likelihood of the expectation of HE attendance. Overall, the model fit for the dependent variable ($\chi^2=27.333$, $df=18$, $p<.05$) suggests the model a significantly better fit than the null hypothesis.

The research primarily aimed to develop best practice for the maximisation of equal access to HE in Guinea-Bissau. However, the utilisation of explanatory models of educational trajectories is intended to contribute towards future research, providing theoretical frameworks helping map pathways of HE attendance in research further afield. Various overlapping and divergent findings between the socioeconomically distinct contexts of Guinea-Bissau and higher income states suggest consistently predictive and contextually influenced determinants of university aspiration, respectively. Consequently, the research suggests the possibility of the identification and mitigation of barriers to HE engagement.

Network: Justice through Education

Title of paper: Young people's social and economical circumstances and drop out of school

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Co-author(s): Kolbeinn Hólmur Stefánsson

Abstract:

The aim of this research is to explore how young people's social and economical circumstances appear in drop out of upper secondary schools in Iceland.

We are combining a Bourdieusian and a biographical theoretical framework to explore how education (as cultural capital and biographical experience) shapes people's sense of identity and life stories in interaction with their social class. The research consists of 23 biographical interviews with people who were admitted to upper secondary school following a period of unemployment. This specific program was run as a collaboration between the government in Iceland and labor market partners. The focus in the interviews was on the participants' experience of upper secondary school and individual school-stories.

In addition, we will rely on quantitative data covering people born in 1995 and 1996 to relate the qualitative findings to general social patterns. The data contains information on social and economic characteristics of all individuals born in 1995 and 1996 as well as their secondary school enrollment, drop out and completion. Many of the experiences recounted in the qualitative interviews relate clearly back to social and economic circumstances and thus it is important to establish the prevalence of these circumstances and how they relate to education outcomes more generally.

Preliminary results show that this support had a crucial positive effect on the participants, especially the quality of their lives and aspirations for the future. It also impacted on their relations with others and life aspirations of other family members. The originality of the study rests in that it gives insight into the school narratives of a group that has not been studied before in Iceland. The participants give a clear idea of how social and economic class affect prospects for education. Above all the interviews reflect how adults' life-stories can change in a positive way when provided with an opportunity to educate themselves. Thus it has important implications for educational policies.

Iceland provides a particularly interesting setting to study people returning to education. On the one hand Iceland has a high rate of attrition from secondary

school. On the other hand, the Icelandic education system is very open and avenues to return to education are numerous, a fact that may explain high attrition rates to some extent. The Nordic education system is a part of a social democratic welfare society that gives equal access to comparable education from kindergarten and onward. How is it that some young people are at more risk than others of dropping out of school? Which factors precisely in their conditions lead to drop out of school.



NETWORK 5

THE CURRICULUM RESEARCH NETWORK

Network: The Curriculum Research Network

Title of paper: Organizational tensions in the planning and enactment of the renewed state curriculum: the entrepreneurial role of school principals and superintendents in Norway

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Abstract:

School principals and school superintendents play a decisive role as translators of policy expectations, clearly expressed through for example regulations and core curriculum, thus functioning as institutional entrepreneurs. Using the case of the current renewal of the national curriculum (LK20) in two municipalities in Norway, this paper investigates how key actors at the municipal and local levels engage and cooperate in dynamic intra- and inter-institutional work to accommodate such demands. Situated within a larger longitudinal research and evaluation project (2019-2025), the paper draws on a larger body of qualitative data collected in 2020, consisting of policy documents, semi-structured interviews and observations of staff meetings (Authors, xxxx). In addition, a quantitative survey was carried out among a nation-wide sample of principals in compulsory and upper secondary schools. This sub-study focuses specifically on interview data with school principals and superintendents. Analytically, the paper draws on neo-institutional theory, more closely the concept of entrepreneurship and entrepreneurial work in organizations (Christensen et al., 2020; Hardy & Maguire, 2008). Based on content analysis of interview material, the findings exemplify the perceptions of these policy actors concerning tensions and handling of tensions within and across institutional boundaries. One initial and main finding across the data material is the need for an early start in curriculum work as well as allocating ample time to ensure these processes. Several school superintendents and principals point to time as the decisive factor for organizational change and development. Secondly, school superintendents highlight the need for schools to advance at their own pace and to develop a collective culture based on sharing. Using a qualitative case study design, the paper highlights how dynamic curriculum work takes place in one Nordic setting; namely the Norwegian. Understood as institutional entrepreneurs, school leaders and municipal superintendents strive to make way for collective and individual adjustments regarding demands set forth in central educational policy.

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Network: The Curriculum Research Network

Title of paper: The role of PISA in national educational deliberations and its implications for curriculum

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Co-author(s):

Abstract:

Research topic

The purpose of this study is to explore how PISA, as an international governing instrument, provokes the forming of different subgroups of actors, interests, and perspectives, communicating discourses on desired policy. The vivid national controversy over the Swedish PISA 2018 survey result, focusing on “the eleven percent” of excluded students, could, in other contexts, be considered a merely technical aspect of the conduct of the survey. The research questions are: What subsystems of actors shape the meaning of the discourses in the Swedish public debate on the 2018 PISA results? What normative background ideas and cognitive foreground ideas are communicated in the networks of heterogeneous actors, based on the PISA test as a policy instrument? What kind of knowledge is valued most in education policy to succeed in PISA?

A theoretical framework

Viewing education policies and policy instruments as institutions (Simons & Voß, 2018), this paper draws on discursive institutionalism (Schmidt, 2008, 2012), focusing on the maintenance and the transformation of institutions. Discourse is understood here as institutionalized structures of meaning influencing what ideas are represented and how arguments are made. Because discourse represents an interactive process, it enables agents to change institutions through deliberations that simultaneously allow them to think of, and talk about, institutions as objects at a distance (Schmidt, 2012). Subsystem actors play an important role in the processes of articulating social problems and policy solutions. Thus, communicative discourses can be understood as the communication of common ideas that are holding together contesting subsystems, comprising epistemic communities, instrument constituencies, and advocacy coalitions (Béland & Howlett, 2016).

Methodology

The approach to the analysis of the data in this study is critical discourse analysis, in accordance with the framework developed by Fairclough (2001, 2010). This

framework is characterized by its three-dimensional understanding of discourse in terms of text, discourse practice, and sociocultural practice. While actors are identified through their statements in media or as writers of texts, the discourse practices are linked to coalitions of meaning constituting policy subsystems. In the analysis of the meanings of the different communicative discourses (Schmidt, 2012), the concepts of negative and positive coordination (Jungblut & Rexe, 2017; Peters, 2018) are used to indicate the different logics of policy advocated by different subgroups.

Expected results

There are two dominant communicative discourses. In one of the discourses, the normative background idea is a trust in large-scale surveys as PISA as constitutive for education policy. The cognitive foreground idea is hierarchical governance to create positive coordination between different parts of the system. In the other communicative discourse, the normative background idea is an idea of trust in market logic and competition as instrument constituencies for education policy. The cognitive foreground idea is based on negative coordination, aimed at not interfering with other parts of the basic governance system.

Relevance to Nordic education research

International governing instruments, like PISA, affect all the Nordic countries, albeit in different ways. However, the need for the development of theoretical concepts for analyses is common for all five countries._

Network: The Curriculum Research Network

Title of paper: Education policy depicted for elementary school children

First author / Presenter: Tatiana Mikhaylova

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Abstract:

The last decades have been marked by a significant expansion of theoretical and methodological approaches in the studies of the history of curriculum and, more broadly, of education policy (Kalervo et al., 2015; Pinar et al., 2014). However, as a consequence of the pronounced linguistic turn, the field is dominated by an understanding of policy as “discourse, text, and most simply but profoundly, as words and ideas” (Pinar et al., 2014, p. 7). In other words, the emphasis lies on the verbal dimension of policy formation, transformation, enactment, and evaluation, while the visual, nonlinguistic or nondiscursive dimension remains largely unexplored. Although there recently has emerged increased interest in understanding the role of numbers in shaping educational policy (Pettersson, 2020), pictures and images have not received much attention so far. In other words, ‘the pictorial turn’, outlined by Mitchell (1994) in the 1990s in relation to human sciences, has not yet had any significant impact on the study of education policy.

This paper aims to extend existing approaches to the analysis of education policy by highlighting the importance of various forms of visualization in creating and contesting values and norms embedded in policy. More specifically, we examine how pictures used in textbooks for elementary school children reflect and shape what society considers as “sacred values”. To do so, we analyze the pictures from Soviet and Swedish primers published between the early 1960s and the early 1990s. Despite political and ideological differences, both countries saw the development of “one school for all” during these decades. Attention to elementary school textbooks, and primers in particular, stems from the fact that they are intended for children who cannot yet read. With their ability to communicate complex issues in an easy and understandable way, pictures play a more pronounced role than texts in primers. Thus, primers create a kind of “vocabulary of the world”, expressed through pictures. Reflecting pedagogical ideals, these pictures show how school children are expected to think and act, and what society should be produced through education.

By taking a closer analytical look at the pictures that were produced and reproduced in primers in different cultural contexts, we want to demonstrate the complex ways in which images have the power to shape knowledge, visualize educational utopias, and make the values, codified in curricula, intelligible.

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Network: The Curriculum Research Network

Title of paper: Vocational orientation in the Norwegian subject: Teachers' re-contextualising of a new subject curriculum

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Abstract:

Vocational orientation in the Norwegian subject: Teachers' re-contextualising of a new subject curriculum

In many countries, including Norway, the status and quality of vocational education and training (VET) challenge the school system. However, VET programmes are often neglected compared to more prestigious academic routes. In addition, vocational subjects are in focus while general subjects receive less attention in the VET discourse. In the VET context of Nordic education, Sweden, Denmark and Norway have a tradition of vocational orientation in general subjects. Still, vocational orientation is expressed and emphasized somewhat differently. Norway's 2020 curricular reform requires general subject teachers in VET to adapt 25% of the content to their students' vocational programmes (Ministry of Education and Research, 2016). In Norway, the teachers have 'pedagogical freedom' to decide how, what and when they integrate vocational orientation in their teaching. Using the subject of Norwegian as a case study, the research question is: How do teachers re-contextualise vocational orientation based on the new subject curriculum in Norwegian?

The study uses three data sets: 1) the Norwegian subject curriculum document; 2) individual interviews with teachers of Norwegian in different vocational programmes; and 3) teaching plans and resources that the teachers bring to their interviews as examples of how they approach vocational orientation.

The theoretical framework combines approaches from curriculum theory, concerned with knowledge in the curriculum (Muller & Young, 2019; Wheelahan, 2007), with empirical research in the Norwegian context that identifies different ways of understanding vocational orientation. These include 1) simplifying and lowering the level, 2) using vocational examples, 3) using the common core subject as a tool in vocational training, and 4) pursuing integration and joint projects between core subject teachers and vocational teachers (Stene et al., 2014). Document and content analysis are used to analyse the subject curriculum and the teachers' resources. Thematic content analysis will be used to analyse the interview transcripts.

Preliminary analysis of the subject curriculum reveals three competence aims related to vocational orientation. These aims are connected to learning vocational terminology, communicating orally and in writing in vocationally relevant genres, and reading technical material from one's vocational field. The narrative in the subject curriculum document is that vocational orientation is seen as a (narrow) tool or strategy. The analysis of the teachers' interviews and material is a work in progress, which will occur this spring.

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Network: The Curriculum Research Network

Title of paper: Language use about physical education: A critical look at the new subject curriculum in Norway (LK20)

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Abstract:

1. Research topic/aim

The authors investigate the curriculum for physical education (PE), within the context of the Norwegian curriculum renewal reform in school subjects in 2020 (LK20). LK20 is characterized by descriptions of competence goals at different school levels, and how the teachers must give the students an assessment along the way to achieve the goals. At the same time, teachers have freedom to choose with what content (in PE) the students should be able to achieve the expected learning outcome. Since discussions about the knowledge object is a recurring theme in PE, the use of language in the curriculum might reveal the ideas that constitute the educational aims in PE.

The research question is: What do an analysis of the language in the new curriculum reveal of the renewal in and on PE? The aim is to contribute with knowledge about how PE is changed in this curriculum reform process, from the consultation draft to the final curriculum, and identify what contributes to or hinder PE from becoming a future-oriented teaching and learning subject in LK20.

2. Theoretical framework

The article draws on curriculum theory on content-based and competence-based curriculum models, and research on physical education.

3. Methodology/research design

The authors compare two texts: the physical education subject curriculum that the Directorate for Education and Training submitted as a consultation draft to teachers, researchers, organisations, and public and private stakeholders in March 2019, and the final curriculum document, concluded in November 2019, and implemented as the national curriculum in compulsory education from august 2020. The authors conduct the analysis based on theory and research on curricula, research on physical education and textual analysis.

Through a text analysis they investigate which formulations/language and verbs are used in the text sections on subject relevance, values, and core elements (one), as well as competence goals and assessment texts for physical education.

3. Expected results/findings

The content of the physical education subject curriculum is in the analysed texts formulated by using verbs that are transformed to nouns. In the new curriculum, PE as “school subject” is given actor position, and the learning student is invisible. One consequence is that teachers might perceive students as objects affected by PE, rather than learners in their own right as human beings. Based on the analysis, the authors discuss how teachers can read and operationalise this new curriculum. The authors discuss the findings and suggest that teachers may face challenges when deciding how to secure student learning in physical education in LK20, given that the teachers encounter an "old" language in LK20, a language in which the student as an embodied learning person is omitted.

4. Relevance to Nordic educational research

Physical education in Nordic countries is strongly influenced by an Anglo-American curriculum tradition and an international research agenda. We suggest that more attention to elements from a Nordic and northern European didactics tradition can bring in new perspectives and draw attention to the life of students and children as actors in Nordic physical education research._

Network: The Curriculum Research Network

Title of paper: The instrumentalization of the national curriculum in Norway: socio-material entanglements produced by a digital support platform

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Abstract:

Curriculum as a document contains aims for schoolwork and creates relations between different actors or sets conditions for existing relations within education governance (Karseth & Sivesind, 2009; Williamson, 2013). The national curriculum as an actor governing the education system is continuously transforming both through ideas it presents and in the material form. Traditionally published as a written document contemporary curriculum is transferred to digital software and platforms (Landri, 2018a). Although policymakers present digitized curriculum as a support instrument, the script and algorithms can modify relations within socio-material entanglements and enable forms of soft governance through attraction, support, and shared interests (Williamson, 2014). Therefore, the ongoing digitization of the Norwegian renewal of the Knowledge Promotion Reform 2020 (LK20) curriculum offers a relevant study case.

The study focuses on the Curriculum Planning Tool developed by The Directorate for Education and Training as an element of supporting infrastructure for the LK20 curriculum use. Based on Actor-Network Theory we approach the configuration of the tool as an actor producing a socio-material assemblage and shaping digital education governance in Norway. We employ the Semiotics of Configurations approach to deconstruct the digital configuration and identify internal and outward relations constructed by the script. Then we explore how the identified relations produce a socio-material entanglement of actors within the system of education and govern teachers' practice of planning teaching.

Analysis reveals that outward relations scripted in the configuration produce a socio-material entanglement of teachers, the national curriculum, policymakers, and other stakeholders such as pupils and parents. Through internal relations, the configuration constitutes a template standardizing planning teaching and governing teachers' practice. Moreover, the configuration creates a commonplace and enables teaching planning as a shared practice between actors within the socio-material entanglement. Finally, the findings reveal that despite governance through a template-like design the configuration provides teachers with a possibility for autonomous decision-making through its multimodal design and unexpected uses.

To conclude, education governance is increasingly digitalized through various instruments directed towards the support of teachers' practice. This creates a need for an understanding of how instrumentalization of curriculum shapes digital education governance. Our analysis based on ANT demonstrates that the configuration of the Curriculum Planning Tool produces a socio-material entanglement of various actors. Focusing on these relationships within a complex digital configuration enables research to disentangle digital education governance of teachers' planning practice.

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Network: The Curriculum Research Network

Title of paper: Traces of continuity in the statements about the

principle of differentiated instruction according to Kunnskapsløftet 2006 to the core curriculum of the

curriculum 2020

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Abstract:

Abstract NERA 2022

Research topic/aim:

With this paper, I seek to explore traces of statements in the renewed Norwegian elementary school curricula. With the use of document analysis, the study revolves around the former Core curriculum of 2006 (LK06) compared with the «Core curriculum – values and principles (LK20)». The research operates within the social constructivist area with the direction of poststructuralism as access takes place through language and discourses. The study seeks to explore traces of continuity through the following research question: «What traces of continuity are there in the statements about the principle of differentiated instruction according to Kunnskapsløftet 2006 to the core curriculum of the curriculum 2020?»

Theoretical framework:

Differentiated instruction (Håstein & Werner 2014a, 2014b; Bachmann & Haug, 2006), Inclusion (Festøy & Haug, 2017), dilemmas of differences (Minow, 1985; Norwich, B., 2008) Norwegian Curriculum, The domains of curriculum (Goodlad, Klein & Tye, 1979), hermeneutics (Bell, 2011).

Methodology/research design:

The original background for this paper is a qualitative document analysis through a hermeneutic text analysis in four phases on word- level and opinion level (Bell, 2011) The analysis was driven through several waves (Bryman, 2012).

Expected results/findings:

The study's findings at the word level point to a continuity in the principle of differentiated instruction related to variation, experiences, participation, and appreciation. The study's findings at the opinion level show that intentions that have been continued from the former core curriculum are found as traces of (1) Achievement and the opportunity to grow (2) Student participation (3) Encouraging a consideration for the community and to accommodate differences

Relevance to Nordic educational research:

It gives an interpretation and a result that tries to shed a light on a narrow field, aimed at differentiated instruction in the Norwegian current core curriculum. It also contributes to an insight of continuity about the principle of differentiated instruction in the Norwegian curriculum from 2006 to 2020. The theoretical focus on dilemmas of differences gives insight to how the Norwegian dilemmas within differentiated instruction and education is a field containing several dilemmas of differences considering the intentions of the inclusive school. This may also be relatable to other Nordic school dilemmas concerning differences and inclusion.

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Network: The Curriculum Research Network

Title of paper: Play in Norwegian curriculums for physical education – A historical conceptualisation

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Abstract:

BACKGROUND

'Play' is cited as a principle and general value in the Norwegian curriculum reform Kunnskapsløftet 2020 (LK20) and is presented as essential for students' well-being and development, and a prerequisite for creativity and meaningful learning. The curriculum for physical education (PE) for primary and secondary education emphasises various movement activities, play and practicing to a greater extent than before. However, we have little knowledge of how play has been understood and operationalized in the PE teachers' previous professional practices, and the meaning of 'play' now being referred to as a new curriculum concept in LK20.

This study examines how play is conceptualized in Norwegian PE curriculum texts from 1922 to 2020. Of particular interest are the kinds of expectations related to 'play' created by various PE curricula, and the consequences this could have for teachers' professional practice.

The research question is: How is play conceptualized in Norwegian PE curricula from the Normalplan 1922 to the Kunnskapsløftet (LK20)?

THEORY

According to Koselleck (1985), language and time are directly related because the experience of phenomena here and now will always be in relationship to previous experience, and to expectations for the future. With the support of the analytical concepts of «space of experience» and «horizon of expectation,» this presentation will place particular emphasis on examining how 'play' is referenced and described in the curriculum texts and what kind of expectations these references create.

METHOD

Based on the research questions and the comparative lack of research about play in the context of PE, the study was given a qualitative exploratory design, and document analysis was conducted with emphasis on conceptualization and rhetorical

criticism of the curriculum study. The study includes both a quantitative calculation of occurrences of 'play' in the various curricula and a qualitative analysis of its role; rhetorical criticism is the primary methodological approach.

RESULT

The results show that there are a number of different expectations about the role of play in PE and that these different expectations can be understood as an expression of asymmetry where play can have several different relationships to other methods and content in PE. Although play is often referred to as having intrinsic value, historically speaking it is nevertheless the instrumental expectations of play that are directly visible in the curricula. We see the need for more research on the concept of play in PE and a discussion of how it should contribute to the subject.

NORDIC VALUE

The Nordic play literature largely deals with children's play in kindergarten and primary school. This study contributes with insight about traditions of play in PE in primary as well as secondary education.

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Network: The Curriculum Research Network

Title of paper: The inherent uncertainty of teacher education – on the epistemological foundation of Norwegian teacher education

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Abstract:

Most teacher education curricula exist primarily as a tradition, not as a research-based construction of knowledge. In a time where demands for teachers to apply proven effective teaching methodology based in research are on the rise, we question if some of the foundations of the Norwegian teacher education programs (N-TEP) are based on sound empirical or theoretical concepts in a cohesive and meaningful way?

THEORY

In this paper we explore how teacher education research(ers) can distinguish between powerful pedagogic knowledge (PPK) with the potential to contribute to the enhance teacher profession. We will outline an empirical curriculum research framework building on concepts from the pedagogic device (Bernstein & Solomon, 1999; Sadovnik, 1991) and powerful knowledge (Young, 2009; Young & Muller, 2013). Simultaneously, we test whether the principles of curriculum analysis (here: PPK) are applicable to teacher education curricula when analysing the curriculum of pedagogy, given that the latter is not a traditional school subject.

METHOD / DESIGN

The framework will serve the classification of knowledge as it is represented in complex curriculum texts; this classification system applies deductive rules. Through the idea of powerful knowledge (Young, 2009; Young & Muller, 2013) the importance of knowledge in teaching and curriculum development is underlined. Fundamentally, powerful pedagogic knowledge (PPK) for teachers can be defined as subject specific disciplinary knowledge (pedagogy) that – once learned – enables student teachers to make sound normative guided, action-oriented decisions in classrooms and beyond in order to facilitate change in their pupils' lives and their future socio-economic positions.

In our exemplary analysis, we address the N-TEP curriculum for grade 1-7 & 5-10 teachers as it is laid out in the national regulation. It lists 9 knowledge objectives that, read together and once learned stand as the summarised version of teacher's

knowledge and expertise. There therefore examine these knowledge objectives by asking in what ways the knowledge objectives correspond to powerful pedagogic knowledge (PPK).

RESULTS

The paper shows that, the application of the analytical model can emphasize in what way the knowledge domain of pedagogy (in t.ed.) upholds its role and function, and that can clarify whether the knowledge objectives, primarily defined by external stakeholders, are suitable for the prescribed knowledge objectives.

Further, the study resulted in a model for curriculum analysis, that can be applied by practitioners or policy makers to identify the knowledge foundations on which teacher education programs are constructed and to decide whether a knowledge objective of a curriculum text has the power to transform the professional identity of teachers in a way that they can act pedagogically.

With this, we intend to make an offer to compensate for the hitherto inadequate possibilities of theoretically guided curriculum analysis.

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Network: The Curriculum Research Network

Title of paper: Curriculum change: the enactment of pre-vocational education in Norwegian lower secondary education

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Co-author(s):

Abstract:

Lower secondary education in Norway has been subject to multiple reforms during the last years, e.g. a reform that envisions education to become more practical, diverse, motivating and relevant (Kunnskapsdepartementet, 2012). As part of these reforms, pre-vocational school subjects with emphasis on the world of work and vocational education and training have been introduced into the curriculum Knowledge Promotion 2006. One of these is the elective world of work-subject that can be chosen instead of a second foreign language or supplementary studies in different academic subjects (Kunnskapsdepartementet, 2014).

As research on school subjects mainly focuses on academic school subjects and pre-vocational subjects are understudied, the focus of this paper is to illuminate how the curriculum of the world of work-subject is enacted in school.

The theoretical framework of this paper consists of two perspectives, namely perspectives on curriculum change, curriculum work and policy enactment. Hopmann (1999) emphasises that curriculum work is divided on three different levels, of which the practical level, where the curriculum is enacted, is relevant. Goodson (2001, 2014) underlines the importance of internal change agents as teachers and professionals for curriculum change. Ball, Maguire and Braun (2012) argue also that policy enactment is influenced by the involved actors, as the process of enacting new policies includes both an interpretation and translation of the policy into practices.

The data consists of interviews of pupils, teachers and heads of school that have been conducted at four different lower secondary schools in Norway; in total 16 interviews. A content analysis approach enables me to analyse how the curriculum of the world of work-subject is enacted in Norwegian lower secondary school and which experiences the different actors make with the subject. The analysis shows that the world of work-subject is a subject with low status, has little resources and attracts pupils with challenges and/ or low performances in other subjects. Despite this, the pupils attending the subject and their teachers have a positive attitude towards it. They even argue for making the world of work-subject permanent. This shows that the schools want to lift the subject, however, the system fails the school because the frames and resources for the subject are not sufficient.

This paper is relevant for Nordic educational research as it discusses changes in the Norwegian curriculum and allows for discussions of Norwegian comprehensive schooling._

Network: The Curriculum Research Network

Title of paper: The vocational context in mathematics textbooks: Dimensions of authenticity

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Abstract:

Research topic and aim

In this paper we channel a focus on justice into mathematics in vocational education. Specifically, we focus on how mathematics as a teaching content may be related to vocational teaching contents. Research reveals that the vocational context is not always taken seriously in relation to mathematics education (FitzSimons & Boistrup, 2017), which connects to how mathematics often is implicit in workplace activities. This, in turn, increases the risk for vocational students to become alienated from education (Boistrup & Hällback, 2021). Therefore, we have investigated how vocational content appears in textbooks, specifically designed for Swedish vocational study programs, with an interest in authenticity vis-à-vis mathematics and vocational content.

Theoretical framework

We adopt a model of praxeology Chevallard (2006), constituted by praxis (know-how) and logos (know-why), offering a foundation for addressing the practical and theoretical aspects of both mathematics and vocational teaching content in textbook items. Praxis (know-how) concerns tasks (types of assignments) and techniques (procedures to solve task types). Logos (know-why) concerns technologies (why a procedure works the way it does) and theories (overarching structures on a general level).

Research design

Here we focus on the vocational program for Nursing and caring. Four textbooks were selected on the basis that they were designed for the first course of mathematics in vocational study programs. Two textbooks had a general vocational focus, and two focused on a selection of programs, including Nursing and caring.

All items where a potential context of nursing and caring was present were selected (a total of 210 items) for further analysis. Following Chevallard, task types were analysed, and conceptualised in terms of praxis and logos. In order to evaluate to what extent a context was authentic for the work of a nursing aide, a teacher with long experience of the study program of Nursing and caring was consulted.

Findings

These (tentative) task types were identified for mathematics in relation to nursing and caring contexts:

- Relevant authentic
- Relevant everyday
- Overarching, still relevant
- Connected context, potentially relevant
- Potentially relevant for further studies
- Illusive, non-relevant

Relevance to Nordic educational research

In the Nordic context, mathematics as a school subject is part of vocational education, which is not the case in all parts of the world. This makes a study particularly on textbooks designed for vocational mathematics education highly relevant.

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Network: The Curriculum Research Network

Title of paper: General didactics for a precarious world?

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Abstract:

In this study we map and analyse the curriculum literature used in the course 'general didactics' in the Danish teacher education, asking what general didactics is from an empirical standpoint, and whether that discipline is up to the task of preparing student teachers for a changing and precarious world.

Over the last several decades, the Danish teacher education has undergone a simultaneous academicization and practice-orientation. The trend has been somewhat instrumentalistic, focusing on competencies for specific job demands and academicization in the form of analytical and methodological skills.

There seems to be little room for the larger issues of teachers' professional identity and Bildung in a changing and precarious world. In current Danish teacher education, such questions have been largely relegated to one compulsory course in general philosophy and citizenship. Meanwhile, in the courses in pedagogy, psychology and general didactics, dimensions that were traditionally central to the disciplines, such as philosophy, social science, and ethics, have been filtered out of the central curriculum in favor of practical teaching issues and competencies.

However, there is little empirical research regarding the actual content and literature used in the courses in practice. There have been few and sporadic investigations of the literature base of the current teacher education, all relying on rather small samples of study plans and other materials.

In this study we map and characterize the curriculum literature used in the course 'general didactics' in the Danish public teacher education. We have gathered curriculum literature lists from all educators that taught the course in all the Danish teacher education colleges in the year 2020/2021, comprising 33 lists with a total of 600 references.

We map and analyze the references, applying content analysis and theoretical concepts from curriculum studies and from the field of general didactics itself._

Network: The Curriculum Research Network

Title of paper: A gap between subject curricula in kindergarten teacher education and formal requirement of digital competence as future kindergarten teachers?

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Abstract:

The education of kindergarten teachers in Norway is to be in line with national curriculum regulations for kindergarten teacher education (Ministry of Education and Research, 2016). It must also be in accordance with the Kindergarten Act (Kindergarten Act, 2005) and the regulations on a framework plan for the content and tasks of kindergartens (Regulations on framework plan for kindergartens, content and tasks, 2017). Stated in the regulations on framework for kindergarten teacher education (2012, § 2), graduated student must have obtained broad knowledge of children's' beginning digital competencies. This means that digital competence should be understood as an integrated part of kindergarten practices. Kindergarten teacher education comprises six mandatory areas of knowledge as well as specialisation and a bachelor thesis. The six areas of knowledge are: (1) Art, culture, and creativity, (2) Children's development, play and learning, (3) Nature, health, and movement, (4) Language, text, and mathematics, (5) Society, religion, beliefs, and ethics, and (6) Leadership, co-operation, and development. This paper is based on an analysis of subject curricula from the five largest providers of kindergarten teacher education, to investigate how the requirements of kindergarten teachers' digital competence is met in local subject curricula. Based on a recent review of pre-service teachers' digital competence there is a general lack of focus on kindergarten teachers' professional digital competence (Tveiterås et al., in press). Our preliminary findings suggest a gap in formal curricula and legal requirements. The professional digital competence of teachers has been more acknowledged and known in the field of compulsory school levels. While kindergartens and kindergarten teacher education also must relate to technology development, this has not yet gained as much attention in this field compared to higher school levels. By this analysis, we aim to provide more accurate knowledge about the present situation.

Kindergarten Act (2005). Lov om barnehager. (LOV-2005-06-17-64). Retrieved from <https://lovdata.no/dokument/NL/lov/2005-06-17-64?q=barnehageloven>

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Ministry of Education and Research. (2016). National Curriculum Regulations for Kindergarten Teacher Education. Retrieved from <https://www.regjeringen.no/contentassets/389bf8229a3244f0bc1c7835f842ab60/blu--forskrift-engelsk-ny-versjon-med-endringer-15-03-2016-1.pdf>

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Network: The Curriculum Research Network

Title of paper: Computational thinking as a part of Danish, Finnish and Norwegian Curricula

First author/Presenter: Renate Andersen

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Co-author(s): Louise Mifsud, Siv Gundrosen Aalbergsjø, Kristin Ebbesen, Thomas Frågåt, Jesper Juellund Jensen

Abstract:

In recent years, computational thinking (CT) has become part of school curricula in the Nordic countries. In this paper we raise the questions: “Which key aims of CT are presented in Danish, Finnish and Norwegian curricula for primary and lower secondary education” and “How CT is defined in those countries?”

We use Shute et al.’s (2017) definition of CT and how they categorize CT into six facets: abstraction, decomposition, algorithm design, debugging, iteration and generalization. We use this as a framework for analyzing the content, and to gain understanding and compare CT in Danish, Finnish and Norwegian curricula and preceding policy documents.

First, we searched for relevant policy documents, accessed through government repositories, by using a set of agreed upon CT keywords. Next, we used Social Network Analysis (Scott, 2000) to identify and zoom in on the most relevant documents. Third, we analyzed the selected documents by going into the content and details of which key understanding of CT that emerges in the different policy documents.

The Danish pilot curriculum has a broad approach to CT under the umbrella-subject Technology Comprehension combining aspects from social sciences, computer science and the humanities (EMU, 2019). In the Finnish curriculum for grades 1-9 (FNBE, 2014) CT is not explicitly mentioned. Digital competence is introduced as a transversal competence according to which students should be able to learn to use digital tools in diverse and creative ways. The Norwegian curriculum implemented CT in the mathematics, science, arts and crafts and music (NDET, 2019). In the Finnish and Norwegian mathematics curriculum, CT highlights issues of problem-solving and coding.

SNA is useful for analyzing relationships between units of analysis in a network, and it conceptualizes individuals or groups as nodes and their relationships as ties – exploring these relationships visually as patterns (Scott, 2000) By using SNA analysis preliminary findings revealed for example that in the Finnish policy documents the

keywords “identifying patterns”, “digitalisation” and “problem solving” are the most frequent used in connection to CT.

This study explores whether an analysis of these Nordic curricula offers new insights for the broader field of CT and discusses curricular agenda in terms of the implementation of CT and its implications in understanding the social and political forces behind curricula.

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<https://eperusteet.opintopolku.fi/beta/#/fi/perusopetus/419550/tekstikappale/424807>
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Network: The Curriculum Research Network

Title of paper: Metaphor analysis of sustainable development in Norwegian curricula

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Co-author(s):

Abstract:

Metaphor analysis of sustainable development in Norwegian curricula

The research aim:

The presentation discusses a critical rhetorical metaphor analysis of sustainable development in Norwegian curricula. The aim is to analyse what kind of future and representations are communicated through the sustainable development metaphor.

Theoretical framework:

The metaphorical analysis, combining Max Black's interaction perspective with Lakoff's and Johnson's cognitive approach to metaphors, is used to explore the interactive process of the sustainable development metaphor from its inclusion in Norwegian curricula until today. This combination of a cognitive and an interaction perspective explores how the understanding of sustainable development is shaped by reality and as curricula language also shapes possible future realities. The interaction approach follows the progress of the sustainable development metaphor to analyse how the concept's associated commonplaces interacts and develops. The cognitive framework approach analyses how experiences from reality takes part in shaping the metaphor through the context in which it is presented.

Preliminary findings:

Preliminary findings shows that the former "general part" and the new "overarching part" of the curricula reveals various 'source domains', and a dominance of the BUILDING source domain in the new overarching part. 'Building' as a source domain is not unusual for policy documents as it can express positive associations of building common goals (Charteris-Black, 2004).

The initial interaction process of the sustainable development metaphor reflects presence of associated commonplaces of both 'sustainable' and 'development'. The metaphor is used within a discussion of "the environmentally conscious human" to reflect an ideal where many different needs are considered. As a metaphor it is rich in content, but it is not read as an essential aim for education (Kirke- utdannings og forskningsdepartementet, 1993).

In the last renewal of curricula sustainable development has more overall presence. The analysis of the interaction process finds that in terms of explicit content the associated commonplaces of 'sustainable' appears to overshadow the associated commonplaces of 'development'. However, the increased focus on the individual as point of departure for action, on technology as solution, and the overall harmonious appearance of the metaphor, conveys an economic rational contributing implicitly. In other words, that a mode of framing remains from 'development's' associated commonplaces, strengthened by the 'building' cognitive framework (Kunnskapsdepartementet, 2017).

Relevance to the Nordic educational research

As a universal metaphor of our time 'sustainable development' is rich in potential content. An education for sustainable development is according to UNESCO to promote the knowledge, skills and actions needed to transform societies (UNESCO, 2015). As such an analysis of what meaning the metaphor convey in Norwegian educational policy documents can be of interest and relevance to Nordic educational research.

Sources:

Charteris-Black, J. (2004). Corpus approaches to critical metaphor analysis Springer.

Kirke- utdannings og forskningsdepartementet. (1993). Generell del av læreplanen. Hentet 9 november 2016 fra <http://www.udir.no/laring-og-trivsel/lareplanverket/generell-del-av-lareplanen/>

Kunnskapsdepartementet. (2017). Overordnet del - verdier og prinsipper for grunnopplæringen. Hentet fra <https://www.udir.no/lk20/overordnet-del/?lang=nob>

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Network: The Curriculum Research Network

Title of paper: Multimodal modes add to the knowledge of students' use of ecological names and concepts

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Co-author(s):

Abstract:

One of the central aims of the Swedish curriculum in biology for grades 4-6 is authentic field experience and learning organisms in proximity. At the same time, Nordic research reports on a general decrease of teachers' and student teachers' species knowledge (Kaasinen, 2019). As a graduate student with previous experience in biology teaching and a teacher-educator in ecology, I am interested in developing teaching methods. The study presents a method to map students' pre-knowledge of ecological names and concepts with open questions and digital still images.

The theoretical framework in this abstract lies in semiotic and multimodal modes in students making meaning of reality (Kress et al., 2004). Additionally, Kress's (2010) suggests that individuals' experiences and making meaning outside the institutions also contribute to learning. Therefore, this study investigates how open questions coupled with images can recall previous experiences leading to an increase in the knowledge of students' pre-knowledge and use of ecological names and concepts. The study aimed to map young students' use of ecological and taxonomical terminology. The students in ages 10-12 (n=84) from six municipal, rural and urban schools in Western Sweden answered two questions that connected two still images: "What do you see in the images' environments" and "What could there be, but you cannot see?" These open questions allowed students' associations to the pictures' environments and richer use of terminology. The images were presented in paper format and digitally on the students' computer screens and/or on the classroom screen. The possibility to enlarge the digital images enabled them to see the details clearer and "get into the environment".

Tentative results indicate more terminology knowledge among rural students and potential for joint development of knowledge within a group. The knowledge of organisms' names is on a general level indicating a possibility to deepen the knowledge of species. Animalia group names and terms seem to be almost twice as common as terms related to the plant kingdom. Ecologically important organism groups for example fungi, ferns and lichens are generally missing. Terms indicating physiology, morphology, and life cycle were more numerous for plants compared to Animalia. Notes for trails, picnic places, crabs indicate nature experiences of recreation, fishing, and some mentions of tree-living insects about the family background of professional forestry.

The study might give proof for a method to map students' pre-knowledge of ecological names and concepts with a selection of images on local environments in Nordic countries.

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Kaasinen, Arja. "Plant Species Recognition Skills in Finnish Students and Teachers." *Education Sciences* 9.2 (2019): 85. Web.

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Kress, Gunther R., Carey. Jewitt, Jill. Bourne, Anton. Franks, John. Hardcastle, Ken.

JonesEuan. Reid, and Ebooks Corporation. *English in Urban Classrooms: A Multimodal Perspective on Teaching and Learning*. London: RoutledgeFalmer, 2004. Web. (Downloaded 2022-02-09)

Network: The Curriculum Research Network

Title of paper: Governing young minds: a case of multivocality within a mono-vocal heritage context

First author/Presenter: Audhild Lindheim Kennedy

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Co-author(s):

Abstract:

In this presentation, I explore how Rjukan-Notodden World Heritage is used and mobilised in education, and thereby serves as a tool for exercising benevolent control.

Within the Rjukan-Notodden World Heritage site, several actors and institutions are involved and engaged in teaching children and youths about the local World Heritage narrative and history. Drawing on Foucault's (1991) concept of governmentality, I focus on actors and institutions that operate within the field of education, and the mandatory World Heritage activities. These educational or informative activities are aimed at children and youths in the region, and often manifested as an excursion in the particular government-initiated educational programme, the Cultural Schoolbag (TSC).

The paper debates a case in which students participating in such an activity, organised at the local level by the Norwegian Industrial Workers Museum (NIA). The school children may be seen as the end of government, while NIA represents a governing body acting in their best interest. Multivocality, in this case, refers to the plurality of voices involved in educational activities, some governing and other others merely governed. The mono-vocal context may be seen as the often one dimensional narrative about the local industrial heritage. The aim; to view the local youths and children as objects over whom benevolent control is exercised by virtue of the locally developed TSC-activities. This presentation hopes will unveil key aspects in this regard.

Data has been collected by conducting anthropological fieldwork, mainly as participant observation as well as informal interviews covering several years.

This presentation is relevant to the Nordic educational research as 2021 saw the 20th anniversary of TSC, by the Norwegian government deemed a success. This study hopes to shed new light on this government-initiative; though within a local context. Foucault's (1991) notion of governmentality might help reveal an immanent aspect benevolent control in this local TSC activity as an attempt of governing young minds towards a mono-vocal understanding of local industrial heritage.

References

Foucault, M. 1991 "Governmentality" in Burchell, Gordon & Miller (eds.) *The Foucault Effect. Studies in Governmentality. Two lectures and an Interview with Michel Foucault*, Chicago University Press

Network: The Curriculum Research Network

Title of poster: Enacting the Fundamental Values in Art Education

First author: Hanna Ahrenby

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Co-author(s):

Abstract:

1. Research topic/aim

The overall purpose of this thesis is to describe and discuss preconditions for the enactment and the construction of fundamental values in art education in secondary school.

2. Theoretical framework

The theoretical framework used in this study is a combination of policy enactment theory (Ball et al. 2012) and Bernsteins (2000) concepts Classification and Framing. This combination allowed to analyse the influence of context and existing subject traditions and teaching practice in art education.

3. Methodology/research design

The study is based on ethnographic methods, including classroom observations, video recordings and interviews with art teachers and pupils. Three art teachers and 36 pupils in grades eight and nine (age 14-16) have participated in the study.

4. Expected results/findings

The results show that the conditions for policy enactment are created by several factors that interact. Together with existing subject traditions and teaching practices in art education, the unique contextual mix that every school provide creates the conditions for enacting the fundamental values in art education. For example, the art subject carries an image-making tradition that pushes aside more theoretical syllabus content, such as image analysis. The situated context influences the professional culture and, therefore, they function as a lens for selecting and translating the curriculum; hence, different groups of pupils receive different democratic education. Also, the school's goal and result management focus on measurable subject knowledge and therefore marginalise the fundamental values. Together, this makes it challenging to incorporate fundamental values in subject teaching.

5. Relevance to Nordic educational research

Democratic education is essential in all Nordic countries, and these results help explain why it is not always easy to incorporate the more generic democratic goals in the subject teaching.

The poster will show a model of how different factors interact as the curriculum is enacted.

Ball, S. J., Maguire, M. & Braun, A. (2012). How schools do policy: Policy enactments in secondary schools. Routledge. <https://doi.org/10.4324/9780203153185>

Bernstein, B. (2000[1996]). Pedagogy, symbolic control and identity: theory, research, critique. Rev. ed Lanham, Md.: Rowman & Littlefield Publishers

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NETWORK 6

EDUCATIONAL LEADERSHIP NETWORK

Network: Educational Leadership Network

Title of paper: School leader education as driving force for principals' professional development and learning

First author/Presenter: Stina Jerdborg

Organisation: University of Gothenburg

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Co-author(s):

Abstract:

School leader education as driving force for principals' professional development and learning

Research on novice principals calls for better preparation based on identified weaknesses in how learning is led at schools. This study aims to create knowledge about how novice principals experience professional development and learning through participation in principal education. The study addresses the following research questions: 1) Which sorts of training elements do participants highlight and how do these contribute to their professional development and learning? And 2) How can the participants' professional learning be described and understood?

The study adopts a qualitative design and focuses on 14 novice compulsory-school principals participating in their final year of study within the mandatory Swedish National Principal Training Programme in parallel with work as principal. Each principal was interviewed three times, individually and in groups at the sites of education and individually in their school. In accordance with the aim of the study, the focus is set on the principals' experiences of their educational participation, i.e., in terms of training elements and content of education.

The social learning perspective of Wenger (1998) frames the study theoretically. Wenger views learning as ongoing, transforming participants' identities by including engagement, imagination and alignment. In the analysis, the educational experiences of participants are related to the aspects of orientation, reflection and exploration and their interaction as well as whether they constitute active or passive driving forces for participants. This theme, theoretical framing and methodology are highly relevant to Nordic educational research because there is a need for research on principals' professional learning in education and moreover, using consistent theoretical and methodological tools contributes to developing research on this theme. Although educational resources for principals vary between the Nordic countries, this study contributes by exploring how various training elements, common in any form of school leader education, might contribute to professional learning.

The findings highlight how training elements—in terms of traditional educational elements, elements of reflection, elements of exploration and experience, and these three forms of elements in interaction— are perceived to contribute to the participants'

professional development and learning. Further, participants learning is understood as depending on whether the education has functioned mainly as an active or passive driving force for the participant. As an active driving force, the education contributes to the participant's identity, driving and developing understanding and action. The result shows that as an active driving force, education connects participants' identity, engagement and experience, which thus are renegotiated, generating learning.

However, the study also shows that for some participants, education functions mainly as a passive driving force. Thus, the education instead becomes adapted to the participant's former ideas, which limits the development of their professional role. When education functions as a passive driving force, participants' identities are linked to adaptation and former experience, preserving those. Implications for experiential learning and pedagogical considerations based on these results are further discussed.

References

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

Network: Educational Leadership Network

Title of paper: School leaders' planning for curriculum reform in Norwegian schools: Something old, something new, something borrowed, something true?

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Organisation: University of Oslo

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Co-author(s): Jeffrey Hall

Abstract:

This paper aims to investigate how school principals Norway prepared for the realization of the curriculum reform (LK20). The importance of school principals as enactors of change efforts relies on their close tie to the teachers and their classroom practices. This suggests that without convincing change agents, reforms are unlikely to be realized coherently, and in turn, likely to fail. This paper concentrates on preliminary steps of planning for reform taken in schools. We investigate how the school principals dealt with this preparatory phase, how they interpreted the policy intention of the reform in the planning procedures and what tensions may have appeared in the planning processes. By applying two theoretical lenses, we examine how the school principals reflect on the initial stages of the LK20. First, we approach a framework from a typology of policy roles and policy actors in the micro policy making in schools (Ball et al., 2012). Second, we draw on institutional theory with particular focus on institutional work and strategies as practice (e.g., Lawrence & Suddaby, 2006). The three main research questions form the basis for the investigation:

(1) How did the school leaders interpret the policy intentions when planning for the realization of the reform intentions?

(2) What strategies and processes did the school leaders plan for in the preparatory phase of realizing the reform?

(3) What tensions appeared in the planning of the realization of the reform?

Interviews of school principals and video-observations from leader-team planning meetings form the data for the study. We focused on the planning experiences of four school principals and four leadership teams in four schools in different parts of Norway. Limiting the investigation to four school leaders allowed for the depth of inquiry necessary to capture the subtle and iterative process by which the school principals constructed and reconstructed messages from the external policy demands over time.

Findings show that the school principals interpret the policy intentions by enforcing meaning of the reform policy demands that connect to the schools' organizational context. The planning process includes recycling of previous plans, as well as the production of new ones. Tensions occur in the interplay between the «possible» strategies, the actors' attitudes, experiences and preferences, and the local contextual conditions. The tensions which occur when the school principals provide counter-discourses in the planning process represent possibilities for developing practices in the local school context that in a reform-perspective can be considered as something simultaneously old and new, and borrowed and true. The policy actor roles can be understood as a rational and necessary part of the strategic work in planning that involve analytical, formal, and shared routines for behavior (Jarzabkowski, 2004). Hence, knowledge of the policy actor roles in a Nordic education context is an important contribution to understanding strategic work seen

as an interplay between planning for reproduction and production, as well as pre-production and co-production of reformed school practices which is a contemporary demand in most national education policy systems.

Network: Educational Leadership Network

Title of paper: The Impact of the Swedish National Principal Training Programme on School Leaders' Actions

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Co-author(s): Åsa Söderström

Abstract:

School leaders' actions have become an important aspect of research into schools' ability to create high-quality learning and teaching. As expectations of school leaders are high and large resources are invested in principals' education, there is a need to study the effects of these educational initiatives within a Nordic context. In this article, we report on longitudinal research studying the national training programme for principals in Sweden. The empirical data is based on individual semi-structured interviews with principals, teachers and students at four Swedish schools. The aim is to examine various aspects of the programme's impacts on both school organisations and principals' leadership in practice. Using Giddens' theory of structuration (Giddens, 1984), we focus on the common meaning making—the so-called structuration process—in the participating schools. Structures are not; rather, they are created and recreated in a process constantly influenced by the agents. Furthermore they are manifested in rules and routines that can be understood as invisible, underlying codes that arise in everyday interactions and are expressed in actions. Giddens' theory of structuration enabled us to identify prominent changes that occurred in the participating schools during the study.

Our research questions are as follows:

1. How does the structuration process emerge based on principals', teachers' and students' views on the rules and routines that constitute the local school?
2. What connections are to be found between principals' participation in the programme and how they perform as leaders in the structuration process in their local school?

The results raise the questions of what content should form the foreground of the programme and how the general versus unique aspects of principals' assignments should be handled. Our findings show that leadership needs to be foregrounded throughout the training, focusing on principals' responsibility for developing an organisation that ensures an equal education consistent with the prevailing legislation. We conclude that the education of principals would benefit from an overarching view of the principal as a leader of a structuration process with the task of stimulating and securing a stimulating learning environment for all students.

Reference

Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration*. University of California Press

Network: Educational Leadership Network

Title of paper: The policy instruments of digitalized school leadership practice: a Swedish example

First author/Presenter: Josef Siljebo

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Co-author(s):

Abstract:

One work task that face Nordic school leaders, not least during the precarious time of the pandemic, is digitalization in schools. This task is related both to the work activities of organizational change and improvement traditionally associated with the school leader role (Harris et al., 2003), and to the changing work activities that “the digital age” imposes on schools (Fischer et al., 2020). Political responses to digitalization in schools include developing notions such as “school leaders’ digital competence” and policy instruments that put the notions to work. For example, Nordic countries regularly and increasingly see national strategies and action plans regarding digitalization in schools.

Present paper aims to contribute with a critical perspective regarding one Swedish policy instrument. The contribution may be particularly relevant for educational researchers interested in digitalized school leadership practice. The instrument is theoretically understood as (a) an active device (Lascoumes & Le Gales, 2007) that attempts to steer Swedish school leaders regarding digitalization in schools, and (b) a policy instrument in today’s digital education governance (Williamson, 2017).

The instrument can be described as a school improvement intervention, created by Swedish National Agency of Education (SNAE), and called Leading Digitalization (LD). SNAE describes LD as a step-wise process tool and guide to, for example, superintendents and principals in leading digitalization in Swedish schools. The outcome of LD is that school leaders and teachers together formulate a concrete development plan. However, given what research on public policy instruments has concluded for many years, LD is not simply a guiding tool, but an active socio-technological device. Moreover, a device that contains abstract notions and steering of school leaders thinking and actions.

However, working as a school leader, and relating the concrete work tasks of digitalization in schools to abstract political notions inscribed in policy instruments, leaves room for a process of translation. This translation process includes embodiment, agency and beliefs that impact the enactment (Freeman & Sturdy, 2015) of digitalized school leadership practice.

The unique contribution of the study is a synthesis of (a) analyses of LD documents as policy inscriptions, (b) analyses of Swedish school leaders’ beliefs in an interview

study regarding LD, and analyses of the new inscriptions that the same school leaders have created in their own policy instruments (i.e., their LD development plans).

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Freeman, R., & Sturdy, S. (2015). *Knowledge in policy: Embodied, inscribed, enacted*. Policy Press.

Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2003). *Effective Leadership for School Improvement* (Vol. 2003). Routledge.

Lascoumes, P., & Le Gales, P. (2007). Introduction: Understanding public policy through its instruments—From the nature of instruments to the sociology of public policy instrumentation. *Governance*, 20(1), 1–21. <https://doi.org/10.1111/j.1468-0491.2007.00342.x>

Williamson, B. (2017). *Big Data in Education: The digital future of learning, policy and practice*. Sage.

Network: Educational Leadership Network

Title of paper: Perceived positive or negative changes at work and principals' intention to stay or leave

First author/Presenter: Ulf Leo

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Co-author(s): Roger Persson, Carita Håkansson, Inger Arvidsson

Abstract:

Research topic/aim

Principal turnover is a concern in many countries and associated with poorer student performance (Betaille et al 2012) and impaired opportunities for students to achieve their goals. Moreover, a supportive management appear important for balancing work demands, achieving well-being, and the principals' will to stay in the organisation (Collie et al 2020).

The purpose of this study is to identify circumstances of importance for principals' intentions to stay or leave. Specifically, we explore how perceived positive or negative changes in the work environment relates to intentions to stay or leave the present workplace within the next two years.

Theoretical framework

This mixed methods study entails a content analysis of free-text answers from two questionnaires that employed open-ended responses as a supplement to forced-choice response alternatives. The data is analysed through known concepts such as expectations, trust and accountability.

Methodology/research design

Participants were 631 principals who had completed two web surveys (2018 and 2019), worked in compulsory schools, and had no intentions to retire within the next two years. Positive or negative changes was assessed with the question "Has your situation at work changed positively or negatively during the past twelve months?". The response alternatives were: 1) Yes, to a high extent/to some extent positive, 2) No, no significant change, or 3) Yes, to a high extent/to some extent negative. Principals responding "Yes" were encouraged to provide a free-text answer describing the changes. In 2018, 411 reported a change and 377 (92%) gave a free-text answer. In 2019, 388 principals reported a change and 350 (90 %) gave a free-text answer.

Finally, the free-text answers were stratified into two groups based on the principals' response of the question "Do you intend to change workplace within the coming two years?" with the response-alternative No vs. Yes, probably/Yes, definitely).

Expected results/findings

Based on the content analysis ten categories were identified:

- workload
- support from colleagues and management
- resources
- organizational conditions/reorganizations
- employees/ recruitment
- communication with parents
- psychosocial working conditions
- locations
- own development/challenges
- support from student health care

In the category workload, examples of negative comments (reasons to leave) from the group who intended to change workplace are; increased number of staff and students, more students with special needs, more administrative tasks, and sick colleagues.

Examples of positive comments (reasons to stay) in the group who didn't intend to leave are; increased possibility to delegate, clarity in roles and distribution of responsibilities of the principal.

Relevance to Nordic educational research

The research on principal turnover is limited and the consequences for schools are poorly illuminated. This article highlights factors that may support principals and help creating more stable conditions for school leadership.

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Béteille, T.; Kalogrides, D.; Loeb, S. Stepping stones: Principal career paths and school outcomes. *Soc. Sci. Res.* 2012, 41, 904–919.

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Network: Educational Leadership Network

Title of paper: Transitions in a school leader perspective

First author/Presenter: Lin Ramberg

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Co-author(s): Anne Grete Lindahl

Abstract:

Transitions in a school leader perspective

Research topic

At the age of 12 children in Norway change from primary school to lower secondary school. Studies of this transition in Norwegian and international context show that there is a need for closer collaboration between teachers and leaders in primary and lower secondary schools (Coffey, 2013; Hopwood et al., 2016; Strand, 2020). The studies highlights the importance of setting aside time for collaboration, building structures and ensuring a good psychosocial learning environment (Jindal-Snape & Foggie, 2008). This study examines how primary school headteachers experience the collaboration with lower secondary schools in connection with the transition from primary school to lower secondary school.

We ask: Which reflections do primary school headteachers have about the preparation and carrying out the transition from primary school to lower secondary school?

Theoretical framework

As a theoretical framework, we have chosen to use Aspfors, Jakhell and Sjøli (2021)'s Norwegian version of the theory of practice architectures originally launched by Kemmis and Grootenboer (2008).

Methodology

We have conducted five individual semi-structured interviews of primary school headteachers from four different municipalities. Due to Covid-19 and the infection situation, the interviews were conducted digitally in the spring of 2021.

Preliminary findings

Our preliminary analyzes show that most schools have routines that they follow in the transition process, but that these routines can be both oral and written, and that they can be valid for the whole municipality or for the individual school. Our data also tells us that the primary school headteachers experience that the relationship between primary school and lower secondary school is not perceived as equal. The primary school headteachers want more influence in the transition process so that it is

experienced as a more holistic educational process. Another finding that emerges from the data is that there is a lack of arenas for professional collaboration between teachers from primary and lower secondary school.

Relevance to Nordic educational research:

This shows that it is important that transitions are put on the agenda in the headteacher's forum at municipal and regional level and more research is called upon. This is based on the fact that our findings concerns areas in which school leaders normally have a great deal of influence.

Literature

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Network: Educational Leadership Network

Title of paper: Dealing with principal turnover: Insights from a Swedish research circle

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Abstract:

Research Topic/aim

Principal turnover has become an issue of concern among policymakers worldwide; particularly in countries where the level of turnover is considered high, as it is in Sweden. When high, it jeopardises stability of school management, which is crucial for school improvement. Since principals play an important, yet indirect, effect on student learning, high rates of turnover may also impact negatively on both student and school performance.

Awareness of these and other problems related to principal turnover has warranted researchers within the field of educational administration and leadership to conduct studies aiming at better understanding this area of concern. Thus, research on principal turnover “has begun to shed light on what helps explain patterns of turnover and the extent to which turnover is bad for schools and student achievement” (Snodgrass Rangel, 2018, p. 119). However, when it comes to dealing with issues related to principal turnover, current research is insufficient due to the relational and context-dependent nature of practice. Therefore, in order to understand principal turnover, it is necessary to investigate the sites and the landscapes in which it occurs.

The research inquiry aims to address two research questions: (1) What practices are affected by and affecting principal turnover and (2) How are issues related to principal turnover being addressed and dealt with in the local school context?

Theoretical framework

The inquiry is framed by the theory of practice architectures (Kemmis et al., 2014) according to which practices are seen as prefigured social activities constituted by specific sayings, doings and relatings that ‘hang together’ in a project. In addition to the concepts associated with this theory the concept ‘ecologies of practices’ (ibid.) is used to show how various practices are interrelated within the complex living system of education.

Methodology

The paper draws upon the work carried out in an ongoing research circle initiated and led by the authors of this paper. In the research circle superintendents, principals, and developmental leaders from five Swedish municipalities are included as

participants. Quantitative as well as qualitative data were collected and analysed in collaboration with the participants.

Expected findings

On the basis of the empirical data produced and analysed in the project we expect to be able to identify and describe various practices affected by, and possibly also affecting, principal turnover. We also expect to be able to present strategies for dealing with issues related to principal turnover, together with ideas on how the identified practices can be further developed, or transformed, to overcome eventual problems related to the matter.

Relevance to the Nordic educational research

Principal turnover is higher than in other Nordic countries (except Norway). It is also higher than and in many other OECD countries. Yet, research on the subject is scarce in the Swedish context.

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Network: Educational Leadership Network

Title of paper: Lessons learned about principal leadership during the Covid-19 pandemic: To be close at a distance

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Abstract:

The Covid-19 pandemic has been a time of a low intensive crisis and has changed conceptions of leadership and leadership practices (Harris, 2020). Principals' work across the globe has fundamentally altered (Pollock, 2020). In terms of implications for leadership, a study from 2020 have shown that to help transition to remote education provision, there has been a need for leadership to come from many and to prepare leaders to lead through crises. This might include being future focused, highly responsive, and with an emphasis on values-based and moral purpose leadership views (Gurr, 2020). During the pandemic, Sweden used a strategy built on trust, which also effected the work of the principals', thought trust is an important aspect of their leadership (Ahlström, Leo, Norqvist, Isling 2021). The aim of this study is to examine principals sense-making of how the Covid-19 pandemic has affected them as leaders.

In this study, the sensemaking theory presented by Weick (1995) is used to grasp principals' sensemaking of how the Covid-19 pandemic has affected them as leaders and managers at local school level.

The study used a qualitative research method and 193 principals studying the national school leadership training program in Sweden participated in this study. The principals got to discuss in small groups, based on a specific conversation model, how the Covid-19 pandemic affected their leadership and how they made sense about it together.

Preliminary findings show that problems related to the pandemic have created additional work and an increased workload with new tasks. To lead on a distance is a new situation for the principals. Relationship building becomes difficult with the digital distance and the "gaps" where physical meetings with employees on large and small issues disappear. The pandemic has also led to several positive effects, such as finding new ways of meet for collegial learning and communication, with the possibility of a higher presence of educators and guardians. For Nordic educational research, this paper provides a contribution to valuable knowledge about key factors for principal leadership during a low intensive crisis in a Nordic context, for both practitioners and policy makers.

Ahlström, B., Leo, U., Norqvist, L., & Isling, P. P. (2020). School Leadership as (Un)usual. Insights From Principals in Sweden During a Pandemic [Article]. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 48(2), 35-41.

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Network: Educational Leadership Network

Title of paper: The intermingling between data, leadership, and affect.

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Abstract:

Research aim: For decades an unwavering quest for more and better quality in education has prompted the political instruction of various Quality Assurance and Evaluation (QAE) programmes. In essence, these programmes order the production and deployment of data measuring and monitoring student learning and wellbeing as means of knowing the effects of education as well as allowing for (more) data-informed leadership. Ultimately, rendering data key to the kind of rational, knowledge-based leadership so widely sought after, especially in schools. Mindful of this trajectory, I have completed a PhD study that seeks detailed understanding of how leaders work with data, focusing specifically on how the intermingling between data, leadership, and affect is played out in practice.

Theoretical and methodological framework: Prompted by this research 'object', the study extrapolates from theoretical tenets of what is commonly known as the turn to affect as a way of grappling with how the presence of affect seems to mark the concrete task of 'putting data to work' in practice. Methodologically, the study extends from an affect-sensitive approach, geared to bring the more affective, sensorially informed modes of data-work into focus.

Research design: Based on fieldwork in two different municipalities, the study explores the actual appropriation of data related to one specific QAE programme: The Quality Report 2.0 – a national standard introduced to all Danish schools in 2014. In specific, it explores how ten schools and their leaders work with data as part of their overall efforts to promote quality. Meaning how they make sense of 'incoming' data, discuss them with official 'inspectors', and finally use them as grounds for assessing their own practice.

Results: In overview, the study claims that all efforts vested in 'putting data to work' stand out as imbued with affect, in the sense that the actual appropriation of data comes across as more than 'just' an intellectual (rational), technical 'manoeuvre'. Thus, arguing the need for disturbing, or expanding rather, more commonly campaigned notions of data and leadership as they typically leave out, and in some

instances de-legitimise, most sensorially aspects of the work 'applied' when using data in relation to QAE.

Relevance: In general, QAE programmes have become hegemonic in prescribing how quality should be produced and managed in education today – informed predominantly by data. And as such, they have become vital in marking the standard for modes of leading professionally. In seeking to discuss and question this standard, I propose to present the arguments for taking affect into account as a way of allowing for alternative ways of conceiving data-informed leadership and professionalism.

Network: Educational Leadership Network

Title of paper: Trust-based leadership in a low-intensity crisis.

-sensemaking of ten principals in preschool

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Abstract:

Research topic/aim

During the pandemic, the prerequisites for leading preschools have changed. In Sweden, there have been no lockdowns for preschools due to Covid-19, but each preschool has according to the restrictions and general guidelines been obligated to take precautionary measures for secure meetings. For example, all meetings with parents took place outdoors or in a digital form and most activities were conducted outside. Those changes have for example in several preschools lead to more advanced teaching in the outside environment. The leaders have mostly worked remotely which has had some negative and some positive effects on the activity. The aim of this paper is to illuminate and describe Swedish principals' perception of their leadership, management and how they are leading change during this time of crisis.

Theoretical framework

In this study, the sensemaking theory (Weick, 1995) is used to interpret principals' sensemaking of how Covid-19 has affected them as leaders and managers of their preschools.

Methodology/research design

In this study, we conducted 10 semi-structured interviews with principals in the Swedish preschools from Jämtland in the north to Skåne in the south. The participants were both from private and municipal preschools and from sparsely populated to larger cities. The interviews lasted about 30-50 minutes and were managed through an online platform (e.g., Zoom).

The key findings in this article are extracted from the analysis made by a thematic approach (Richards, 2009).

Expected results/findings

Our findings show, on one hand, that when leadership in the covid crises was performed at distance in the principal's home offices the autonomy within the staff grew and the leader could focus more on pedagogical issues for development rather than on small questions of an administrative kind. On the

other hand, conflicts sometimes grew within the staff when the leader was at a distance and not able to handle the conflict in time. Another key issue is that accurate information from municipalities due to covid regulations is essential and supports the ECEC leader and staffs manage their own and the parents' questions and worries. The result also shows that a lot of development work has been conducted despite the ongoing crisis.

Relevance to Nordic education research

For Nordic educational research, this paper provides a contribution to valuable knowledge about key factors for principals' leadership in preschools during a low intensive crisis in a Nordic context.

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Weick, Karl E. 1995. *Sensemaking in Organizations*. Thousand Oaks, CA: Sage.

Network: Educational Leadership Network

Title of paper: Making the remote area attractive for teachers and principals: Putting rural educational settings on the agenda

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Abstract:

1. Research topic/aim

The Nordic countries' curricula and educational research often adapt to urban environments, which can lead to national inequality (Bæck, 2016). Teachers' and principals' professional learning contribute not only to national equality of education, but also to retention of employee in remote and rural areas. Educating and supporting high quality teachers is in Finland seen as a guarantee for provision of equal basic education for all children regardless of their place or socioeconomic backgrounds. Finland and Sweden have different educational systems, affecting national equality in different ways. Therefore, Finland and Sweden are appropriate to study to understand different practice architectures in remote areas for teachers' and principals' professional learning. How do the architectures in Finland and Sweden prefigure teachers' and principals' professional learning in remote primary schools? What support would be appropriate for attracting teachers and principals to schools in remote areas?

2. Theoretical framework

The circumstances in which the teacher works are affecting not only his or her work experiences, wellbeing, and long-term endurance, but also teaching. The study takes support by the theory of practice architecture, as practice architecture deals with arrangements that prefigure and are prefigured by the practice. These arrangements are social, material, and discursive. The arrangements make prints in the practices in form of relatings, doings, and sayings (Kemmis & Mahon, 2017).

3. Methodology/research design

This study is a reanalyse of data from two qualitative research projects: An in-depth exploration of small schools in the remote Sweden (ethnographic approach), and a professional development project with teachers and principals in small schools in Finland (action research, narrative approach). New insights are highlighted when differences and similarities in arrangements between the countries will be identified.

4. Expected results/findings

Some preliminary findings discover the social arrangements within the closeness to the community. One main request from the community is to keep the school alive.

The social support from the village may promote cohesion and creative teaching, although the smallness of the community also implies vulnerability. One difference between Finland and Sweden is the leading arrangement, where Finnish principals are also employed as teachers, whilst Swedish principals are responsible for principal districts with many rural schools and do not teach.

5. Relevance to Nordic educational research

The 'Nordic model of education' has been characterised by common goals of equal opportunities in education (Frønes et al., 2020). These goals are however not easy to reach. Regional-spatial aspects of educational equality need to be identified and analysed to find new solutions.

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Network: Educational Leadership Network

Title of paper: Pedagogical Leadership Pipeline and Quality of Teaching

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Abstract:

Research topic/aim

The aim of this study was to explore how pedagogical leadership in higher education is perceived on different systemic levels and how pedagogical leadership is implemented in practice. The aim was also to investigate if, and how, the need for pedagogical leadership is accentuated during precarious circumstances such as the Covid-19 pandemic and if students, teaching staff and administrative staff have a common understanding of what quality teaching and learning entails.

Theoretical framework

The learning environment in higher education is complex and the demands for quality teaching, learning and research are high. Increased effectiveness, strengthened quality assurance requirements, administrative demands and financial struggles as well as the Covid-19 pandemic brings further challenges to higher education (e.g. Biggs, 2001, Evans et al., 2020). Higher education institutions need to find a balance between formal- and non-formal leadership, traditional and pedagogical leadership as well as management skills fostering a transparent, inclusive learning culture that focuses on collective rather than individual needs (Hofmeyer et al. 2015; Ekman et al., 2017; Erikson, 2018; Sahlin, 2020).

The study sheds light on the premises for pedagogical leadership and high quality teaching and learning from a multidisciplinary perspective. In order to analyse various aspects of pedagogical leadership within higher education, a theoretical framework based on Bryman's (2007) dimensions of pedagogical leadership (in the classroom, among colleagues, through management and in steering documents) was applied.

Methodology/research design

The study applies a qualitative approach (e.g. Bengtsson, 2016). The data collection consists of thirty semi-structured interviews with students, teaching staff, professors, heads of departments and pro-vice-chancellors representing social sciences, economics and business, medicine, natural sciences and educational sciences. The interviews were conducted in the spring of 2021. The interviews were audio recorded, transcribed verbatim and analysed with NVivo. In addition, we conducted a content

analysis of policy documents from the five scientific discipline represented in this study.

Expected results/findings

The results indicate that pedagogical leadership is perceived as a significant yet neglected phenomenon and that interviewees on different systemic levels have the same perspective on responsibilities and integrity concerning leadership and teaching. University lectures are more skeptical than the other groups when it comes to integrity and pedagogic leadership. More detailed results will be presented.

Relevance to Nordic educational research

This study offers relevance to Nordic educational research since the results provide good practices into different dimensions of pedagogical leadership during the pandemic that affected educational institutions worldwide. Our study also offer faculty leadership representatives in the Nordic countries insights on pedagogical leadership and quality teaching that can be applied in their departments.

Network: Educational Leadership Network

Title of paper: The vertical and horizontal coordination of the County Governor:

The art of the impossible?

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Co-author(s):

Abstract:

The vertical and horizontal coordination of the County Governor:

The art of the impossible?

Research topic/aim

The County governor of Norway is the state's representative in the counties and is responsible for ensuring that national decisions, goals and guidelines are implemented in the county. The County Governor has a coordinating role in the system. This creates an important link between municipalities and state authorities. The purpose of this paper is to present how the County Governor's coordination role is presented and how this role can be filled.

Theoretical framework

The society is constantly evolving and complex challenges are emerging. From a hierarchical system of government, New-Public management (NPM) was introduced to the public sector about 40 years ago. This led to strong specialization, strong control and sectorisation as an obstacle to holistic approaches to complex challenges. Today post-NPM and governance is central. Coordination is considered as "the wise stone" to deal with this challenges (Lægreid, Sarapuu, Rykkja & Randma-Liiv, 2016). The coordination role must be analyzed in light of the prevailing management trends, and various challenges must be addressed in order to achieve the desired effect. Fimreite and Lægreid describe the dimensions horizontal and vertical coordination, and they link coordination to specialization in the multi-level system (Fimreite & Lægreid, 2005).

Methodology/research design

This paper is based on a document analysis of policy and management documents of the County Governor. These are annual management documents, white papers, guidelines and legal documents. In document analysis, I have a hermeneutic approach in the analysis work. The aim is to define and understand the content in the documents and to understand what competence the County Governor need to have to fill the role.

Expected results/findings

The preliminary analyzes shows that there are at least two tensions associated with the coordination role. One is about the tension between vertical and horizontal coordination. The second is about the tension between specialization and coordination. In the post-NPM paradigm, networking and collaborative working methods is prevailed. This will take place along a vertical and a horizontal axis where both professional interests and bureaucratic structures are challenged. Preliminary analysis also show that forms of governance associated with the NPM paradigm conflict with the ideas associated with post-NPM.

Pedersen and Tangkjær argue that new expertise must be in place to be able to understand the challenges associated with involving network state, and they point to this competences (Pedersen & Tangkjær, 2013).

Relevance to Nordic educational research

- Leadership In the field of education in multilevel systems, opportunities and challenges.
- Public-sector complexity and educational research in this complexity

Referances:

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Pedersen, D. & Tangkjær, C. (2013). Building leadership capacity in the involving network state. *Teaching Public Administration*, 31(1), 29-41.
<https://doi.org/10.1177/0144739413478963>

Network: Educational Leadership Network

Title of paper: Live, struggle and develop - Relational leadership in Finnish private ECE

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Abstract:

This research draws from a relational leadership theory (Uhl-Bien, 2006) to address the question: what kinds of relations shape the leadership of private early childhood education in the leaders' stories? The importance of leadership has been identified in the realization of the basic mission and quality pedagogy of early childhood education (ECE) (Strehmel, 2016) and it is emphasised during precarious times. The context of leadership in this study lies in private ECE services. Even though the expansion of private ECE services is a globally debated issue, research on private ECE is scarce. Moreover, there is little empirical research on the perspectives of people involved in the private ECE field. In Nordic countries we tend to have a binary discussion on private or public services, viewing the private field as a homogeneous one (Mäntyjärvi & Puroila 2019; Haugset, 2019). However, private services have a history of heterogenic private providers where various providers with different interests to ECE manage their services. In recent years, corporate-based companies have been taking over the private ECE field in many Nordic countries (Dahle, 2020; Dýrfjörð & Magnúsdóttir, 2016).

The research was based on interviews with eight leaders in different leadership positions from private ECE. In this study, a dialogical analysis of narratives was utilized as a way of looking at leadership relationships from different perspectives, in an ethical way and avoiding dichotomies (Frank, 2012; Meretoja, 2018). As preliminary findings, five relations where leadership was shaped were identified from leaders' multifaceted stories: the relation with yourself, the substance, the work, the stakeholders and the society. These relations are described in three core stories: living, balancing and developing leadership. The core stories describe the leadership relations as well as provides views to the diverse field of private early childhood centres. This research brings insight into leadership as a dynamic, relational phenomenon in Finnish private ECE sector also offering perspectives on the expansion of discussion in other Nordic societies.

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Network: Educational Leadership Network

Title of paper: Pedagogic leadership in a non-affirmative light

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Abstract:

Research topic.

The leading of institutionalised education is a phenomenon occurring on and between several levels, ranging from the supranational level down to the teacher-student interaction, and is concerned with various tasks related to economy, law, school infrastructure, personnel, pedagogy etc. In research, educational leadership (EL) is approached from many different theoretical perspectives and with many different focus areas (Wang, 2018). EL therefore comes across as a rather scattered phenomenon, both concerning its object, as well as the theories used to approach it. One thing uniting all levels of EL is that part of it is focused on influencing and supporting the learning of others. We could therefore argue that pedagogic leadership (PL), defined as leadership aiming at supporting the learning of an Other, is an element common across all levels of EL. PL can be either direct, or mediated through several levels, actors, or artifacts. How to theoretically approach PL has however so far been somewhat of an open question. Our proposition is to use pedagogic theory, more specifically non-affirmative theory of education (NAT), to approach PL in a theoretically consistent manner across all levels. In addition, NAT can also provide a framework for understanding education as a societal phenomenon, in other words for understanding the object for EL. (Elo, 2021; Uljens, 2021)

Theoretical framework.

NAT maintains that different societal domains (e.g. education, economy, politics) as well as different levels of leadership are in a non-hierarchical relation, i.e. not totally sub-ordinate nor super-ordinate to each other. A pedagogic intervention (PL in this context) is understood as a direct or mediated summons to an already self-active Other to engage in activities that likely will result in the Other transcending its current way of understanding and relating to the world. The summons entails recognizing the Other as principally autonomous. Pedagogical summoning of the Other is based on the concept of *bildsamkeit*, denoting human plasticity and ability to transform in an active and open relationship to the surrounding world. (Benner, in press; Elo, 2021; Uljens, 2021)

Methodology/research design.

This is a conceptual paper.

Expected results/findings.

A deepened understanding of NAT:s possibilities to provide a language to approach pedagogic leadership within education in a consistent manner across levels.

Relevance to Nordic educational research.

How to theoretically approach pedagogic leadership is a relevant topic for all Nordic countries, as well as internationally.

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Network: Educational Leadership Network

Title of paper: Leading professional group discussions in leadership team – leading professional learning in school?

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Co-author(s):

Abstract:

Research topic/aim:

This project investigates school leadership change and transformation during times of reform renewal in a Norwegian context. Policy expectations show that school leaders are expected to both facilitate and make sure that the teacher profession within their schools develop their teaching through collective learning processes. By investigating how school leaders within leadership teams facilitate for discussions, reflections and learning through leading group discussions (Vennebo & Aas, 2021), the aim of the research project is to investigate how the leadership team can develop towards becoming a 'professional learning leadership team' and influence the teachers' collective professional learning through department heads modelling the professional learning-practice at department levels.

Theoretical framework:

Leaning on Leithwood & Louis (2012), describing leadership as providing directions and exercise influence, the school leaders are leading in a complex network of stability and change. This understanding builds on a distributed perspective on leadership focusing on activities exercised through reflections and dialogues and sensemaking.

Methodological design. A qualitative design, as a part of a larger research project we have investigated the leadership team in an upper secondary school through interviewing the principal, the assistant principal and two focus group interviews with the total of 8 department heads. A main focus was to inquire about leading leadership teams' processes of meetings.

Expected conclusions/findings:

The analysis is leaning on a conceptual model for leading professional group discussions developed by Vennebo & Aas (2019). Consisting of four stages: framing, create common understanding, inviting different views and arguments, develop a common understanding and summarize for decisions on action, the model can contribute to clarify the need for a critical gaze towards own leadership in the leadership team, something which can lay the grounds for developing as model for

teachers' professional learning. Preliminary findings show challenges in clarifying common understanding, to make sure that every voice in the leader group is heard and to discuss and make sure the discussion develops further into a common understanding and with decisions on action. Another finding is that it seems difficult for the leadership team to be critical in examining own opinions if the principal or one of the other leaders in the team already has made up his or her mind concerning an issue before the meeting begins.

Relevance to Nordic educational research:

School leadership research in the Nordic countries has often been connected the Nordic model of school leadership, and which historically has been situated within a social democratic welfare context. Investigating a Norwegian case can add valuable knowledge about leading professional group discussions both in leadership teams and in teachers' team. Developing activities as reflections and discussions as collective learning at all levels in the school can contribute to meet challenges in a social welfare state in uncertain and precarious times.

Literature:

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Vennebo, K.F. & Aas, M. (2019). Leading professional group discussions. A challenge for principals? *International Journal of Leadership in Education*. doi:10.1080/13603124.2018.1562099

Network: Educational Leadership Network

Title of paper: Development of confidence in the leadership role; examining the national school leadership education and other factors.

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Co-author(s):

Abstract:

Development of confidence in the leadership role; examining the national school leadership education and other factors.

Most people who have become school leaders in Norway are from the outset teachers, and few of these have formal leadership training. In 2009, the Ministry of Education and Research therefore implemented a national school leader education for newly appointed principals and principals who lacked such education. In the Directorate of Education's (Udir's) requirements specification, tenderers were asked to focus on five main areas, and in later tender rounds, the same five areas were continued.

From the start of the school leadership education, Udir has emphasized "confidence in the leadership role" as a central aim. A report from 2019 concludes that participants have become confident that they master the various tasks inherent in the leadership role. Compared with a control group of non-participants, no difference was apparent. So even though there is clear evidence to say that the principals' education has made a positive contribution to the development of confidence in the leadership role, good school management depends on many other factors that are not included in analyzes made by those who have evaluated the education.

Based on this, the goal of my project is to gain deeper insight into: what factors do school leaders highlight as important for the development of confidence in the leadership role from 1) the school leader education and 2) from other contexts?

In Udir's requirements specification from 2020, Huber's model (2011) is used to illustrate that adult learning takes place in the encounter between information via course formats in CPD, self-study, self-assessment and feedback, professional learning communities and networks, and practical experience/practice. Based on the categories in Huber's model, I will analyze what factors the school leaders highlight from the school leader education that lead to development of confidence in their leadership role. Methodologically, I use interviews, supported with relevant research articles and evaluation related to Norwegian school leader education (among others Aas et al. 2021).

As to the significance of factors from other contexts for the development of confidence, I use the pedagogical credo model as an analysis tool (Gilje 2015).

Based on the model, I will analyze which aspects the school leaders highlight from these contexts: upbringing and schooling, professional education and work experience, current school and private life.

Preliminary findings regarding the importance of the school leader education for my informants, indicate that reflection and interaction with other school leaders in base groups (professional learning communities), self-assessment and feedback are emphasized the strongest. Other contexts frequently pointed out by the school leaders are private and professional experiences and encounters with significant others when growing up. Thus my findings correspond with Korthagen's (2017) more broad-spectrum perspective on professional development, where he sees connections between the personal and the professional, the cognitive and the affective aspects.

This paper's relevance is that it will increase insight into different factors in the development of school leaders' confidence, and how these may be developed in school leader education.

Network: Educational Leadership Network

Title of paper: Teacher's experience of leadership in change processes

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Co-author(s):

Abstract:

Teacher's experience of leadership in change processes

When the new curriculum, known as Fagfornyelsen, was about to be implemented, I conducted a study on how a selection of teachers experienced this change process. To achieve permanent changes in schools, research related to school development and change processes within schools has been the established basis. This research has identified that change processes in schools are challenging, but also that the management of change is significant for achieving a successful implementation. The leadership related to MOC (management of change) was a key factor for the motivation and affiliation to the change.

In Fagfornyelsen there is a clear expectation that schools need to evolve their student's classroom experience and methodology. There is also an expectation that the schools need to develop professionalism within a common collaborative learning workspace (Senge, 2004). Furthermore, schools should have increased common learning practices and competence sharing, both schools internally and across the various schools. The individual school's developed competence should enable adjustments to school's domestic needs (requirements). Local competence development shall make the competence adapted to local needs and take place in a collaboration between the school owner, the school itself and the higher education sector (UH-sektor).

The theoretical context broadly embraces a theory of change, motivation and resistance, school development and leadership (Ertesvåg, 2014). The study is based upon a qualitative hermeneutic approach and includes interviews with 4 teachers in a school in Norway. The analysis is a combination of both narrative and a thematic analysis.

What the study revealed, and confirmed, in relation to other studies was:

Leadership is key, the interviewed teachers gave clear feedback on the importance of strong role models in management. Similarly, management being motivated for change, giving clear guidelines and expectations, was also noted. In relation to this, it is important to recognize the value of having change processes anchored at teacher's level. The interviews highlighted the importance of early involvement, in planning- and in the executing teams where the decision making was made. In change processes the participants experience time as a challenge. The teachers

interviewed clearly stated that being time efficient is particularly important. Moreover, the targets should be realistic, practical, and relevant for their work. Creating time slots, and recognizing the time needed, must be considered while recognizing the co-existence of the organisation's need for stability and simultaneously it's need for development.

This study is small, with limited resources, and can therefore not be generalised. However, shortly after it was finished, a national report nr. 2 (EVA2020) was published. The findings in this report correspond with the results of my study - for instance, time and prioritization between school development and day-to-day operations, as a challenge

In summary, this study examines teachers' experience of development work within a Norwegian context. Shedding light on different aspects from those involved in the process experience, and look at possible ways to address the challenges, might be of interest in other contexts as well.

Network: Educational Leadership Network

Title of paper: The school principal balancing deliberations within curriculum renewable and worldwide pandemic

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Abstract:

This paper seeks to discuss how school principals deliberate within, not only, curriculum renewable, but also a worldwide pandemic. Being a leader is permeated with deliberations such as: person and institution, sense and feeling, the unique and the regulated, instrumental and expressive, power and trust, destructive and constructive, central and marginal, particular and general (Sørhaug, 2004). Trying to define what being a leader is, is hard and devalues and put shadows over the complexity that encompasses the deliberation a leader has to deal with (Sørhaug, 2004). This makes leadership a boundary concept (Brunstad, 2009; Sørhaug, 2004). School principals, as a leader, balance these deliberations, but they also have to consider what demands leadership and what demands rules and regulations and where can the teachers, as a profession, use their autonomy (Alvesson et al., 2016). This leads to the following research question: Which reflections does school principals make of the complexity connected to curriculum renewable and pandemic? How can they manage this complexity as leaders?

The empirical data arise from lifeworld interviews (Dahlberg et al., 2008) with five principals in four different municipalities. Lifeworld interviews are about interpretation, understanding the others world (Kvale & Brinkmann, 2009). Knowledge and understanding for and about the topic make it possible to have open questions, that again can lead to follow up questions to go deeper into what the interview subject means (Dahlberg et al., 2008; Kvale & Brinkmann, 2009). The data will be used to seek a general description of the phenomenon through a hermeneutic phenomenological interpretation of the individual interviews and the similarities between them (Dahlberg et al., 2008).

The empirical data will be discussed from a phronetic point of view, where the art of being a leader lies within the ability of understanding the use of knowledge in the situation (Brunstad, 2009; Kemmis, 2012). Suspected findings are that principals do not manage to balance all they are expected to manage, but they still are aware of the decisions they handle on day-to-day actions. They have more reactive actions on curriculum renewal while struggling with handling the pandemic. From this the paper seeks to answer how school leaders can use practical rationality in deliberation over what to do and maneuver with good and ethical decisions in

meeting laws and regulations, a new curriculum and restrictions connected to the pandemic (Frederick S. Ellett, 2012).

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Network: Educational Leadership Network

Title of paper: Corporation between school administration and school leaders during the Covid 19 crisis.

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Abstract:

Title: Corporation between school administration and school leaders during the Covid 19 crisis.

Keywords: Covid 19, school administration, school leaders, strategies, experiences,

During Covid 19 all Danish schools shut down in two longer periods. In other periods they were only partly open on specific conditions.

An important part of the shutdown process was the cooperation between the school administration and the school leaders. The central research question is: How did the school administration and the school leaders corporate under the shutdown period. What strategies did they follow? What was the advantages and disadvantages? And is it possible to identity, specific experiences, and perspectives that school administration and school leadership can be inspired by if a similar crisis should show up again.

When a major crisis like Covid 19 develop you establish a temporary organization (Mintzberg, 1983). Power is centralized and concentrated and the responsibly and competences of decision making are distributed on fewer hands. The crisis had the effect that decisions had to be made fast, like the communication come from the top of the organization. Everybody had to know their roles, tasks, and responsibility. Under the Covid 19 crisis it happened in an atmosphere of great uncertainty.

Even if it has been the starting point for the way, the municipalities and school leaders have handled the crisis differently. The analyses which have been conducted so fare points to that the school administration and school leaders has used different strategies in a continuum from central to decentral strategies. Different degrees of bureaucratization and formalizations has characterized the corporation between school administration and school leaders. It is possible to identify sovereign strategies building on a rational reason and more autonomy strategies building on material reason. If e.g., decentral strategies were chosen school leaders and professionals had to deal with much of the complexity of the Covid 19 crisis and the many questions and challenges concerning the crisis

The explanations for the choice of strategy are many, but local cultures and traditions for corporation, present issues and challenges, politicians and medias involvement, and the amount of Covid 19 cases seems to be among the explanations.

Methodologically qualitative interview has been used. In six different municipalities school principals and school consultants has been interviewed. In each of the six municipalities three school leaders has been interviewed. The interviews have focused on the experiences with the Covid 19 crises and with the corporation between the school administration and school leaders. The interviews were conducted as semi-structured interview (Brinkmann and Kvale, 2015).

The theoretical perspectives build on theories of public organisations (Weber, 1971, Jespersen, 1996, Jørgensen og Melander (ed.), 1992; Andersen et al., 2020)), organizational theory and culture (Mintzberg, 1983, Schein, 1994), theory of crisis management (Person, 2010; Vedby Rasmussen, 2021) and school leadership (Moos et. al. 2020, Wiedemann, 2021)

The project is a part of a larger project named Building back better founded by the A.P. Moller Foundation running from May 2021 to August 2022.

Network: Educational Leadership Network

Title of paper: Developing a Participatory Methodological Toolbox for the Study of Local Understandings of School Governance, Management and Leadership

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Abstract:

Research topic/aim

One aspect of qualitative research concerns the researcher's pre-understandings or possible biases in the construction of empirical data. Even though it is impossible to eradicate all such influence the issue can be approached from a different perspective where the researcher is part of the organisation being studied.

This notion is inspired by action research from a Nordic perspective emphasizing collaboration (Rönnerman & Salo, 2012) and by participatory methods (Given, 2008). The collaborative aspects combines traditions of working in groups and moving beyond the theory – practice dichotomy. This is further developed here by including master students as co-researchers during their part-time education. Thus they participate in two systems, the academic university system and their own workplace where the data collection is performed.

The aim of this paper is to develop a participatory methodological toolbox through a pilot directed towards the study of school leaders' understandings of school governance, management and leadership.

Theoretical framework

This study is informed by post structural foucauldian perspectives on the social, change and knowledge construction (i.e. Bacchi & Goodwin, 2016; Ball, 2006; Fairclough, 2010; Laclau & Mouffe, 2014; Åkerstrøm Andersen, 2003).

Research design

The development of the methodological toolbox is based on a pilot study (2021) including 19 working students. All students carried out two interviews each, using a cognitive mind map interview method (Scherp, 2013) with informants occupying an educational leadership position. Data collection yielded 1051 statements in relation to understandings of school governance, management and leadership.

The material will be analysed through theoretical concepts such as problem representations (Bacchi & Goodwin, 2016), re-contextualisation (Ball, 2006),

hegemony and social fantasies (Laclau & Mouffe, 2014) and subject positions (Fairclough, 2010).

Expected results

The development of a participatory methodological toolbox (research design and analytical strategies) that allows for collaborative action research which is extended in time (longitudinal design) and scope (20-40 master student co-researchers/organisation participants).

Relevance

The development of a participatory methodological toolbox is of relevance to national and Nordic/international research with an interest in action research, organisational studies etcetera.

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Network: Educational Leadership Network

Title of paper: The formation of teachers' professional autonomy and its impact on the exercise of pedagogical leadership in vocational education in Finland.

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Co-author(s):

Abstract:

Research aim

The purpose of the study is to investigate factors that form teacher leaders' professional autonomy and analyse their impact on pedagogical leadership within the context of vocational education. The study is based on the following research question:

How is the vocational pedagogical leaders' professional autonomy formed within and outside the organisation?

Theoretical framework

The report "Siirtymien vaikutus koulutuspolun eheyteen" (Vehviläinen, 2019) shows that the changes caused by the vocational educational reform in Finland (2018) require new management structures to strengthen collegial processes, confidence and freedom among employees. Uljens and Ylimäki (2017) describe pedagogical leadership as a process, where the intention is to create professional working conditions and circumstances for colleagues to reconstruct their professional identities and capabilities. According to Pounder (2006), teacher leadership integrates both teaching and leadership and has values as influence, communication, inspiring others and raising expectation. It fosters a greater sense of teaching and collective work in a collaborative atmosphere.

Educational autonomy is strongly connected to teacher professionalism (Heikkinen, Wilkinson & Bristol, 2021), which practically signify "a large room for manoeuvring the curriculum and teaching methods based on one's own pedagogical basic view" (Elo & Nygren-Landgärs, 2020). Harris (2003) suggests that the new leaderships in schools should focus on teacher's autonomy and collective effort to support members to remain in the job.

Methodology/research design

The study is inspired by ethnography to explore how professional autonomy among vocational teacher leaders' is realized. The data material will be collected through

observations of vocational training and interviews (individual- and focus group interviews) with relevant teacher leaders' within different organisations.

Expected results/findings

The results will serve an important contribution for educational research in general, but especially for Finnish vocational educational research within (a) pedagogical leadership and development within educational organizations and (b) vocational education and training after the reform in 2018.

Relevance to Nordic educational research

The study can contribute to knowledge about the professional autonomy of teacher leaders' relevant to Nordic contexts in a time when neoliberal ideas of organisational control and measurements are considered and implemented.

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Network: Educational Leadership Network

Title of paper: Adapting to a changing environment: Leadership affordances of Virtual Schools

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Abstract:

In 2020, a global pandemic changed the educational landscape overnight and forced school leaders to run a virtual school overnight. Although the Nordic countries are frequently positioned as digital front-runners both in a European and a global context (Drotner, 2010; Randall & Berlina, 2019), the transformation was disruptive (Willermark, 2021) causing new working conditions for school personnel (Harris & Jones, 2020; Zhao, 2020). Although there is a stream of research that explores leadership in solely virtual communities, there is a gap in the literature regarding practices that transition from analog to virtual practices and the changes in the leadership in those types of work practices. This study aims to explore virtual leadership work within educational settings in the light of social disruption. The research questions explored are: i) How do school leaders perceive the transition to virtual school? And; ii) What characterizes virtual leadership work in the virtual school? The data includes 105 Swedish school leaders. An online questionnaire was developed containing a total of 13 questions covering both fixed and open questions based on three themes including 1) Working and learning environment in the virtual school 2) Opportunities, problems, and lessons learned and 3) Leadership in the virtual school. A strategic selection was applied, which meant a distribution of respondents across the country. The questionnaire was distributed via email to a total of 143 school leaders scattered around Sweden and received 105 answers, which means a response rate of 73 %. The data analysis was carried out to make a rich analysis possible and was iterative. To explore these research questions, and to further understand virtual leadership we apply affordances as an analytical lens. The results show that school leaders' general experiences of transition to virtual schools have worked relatively well, and our contributions include theorizing about leadership affordances in virtual schools and providing implications to practice. We summarize our main contribution in five affordances that characterize virtual leadership including: 1) focus on core activities; 2) trust-based government; 3) 1:1 communication with staff; 4) structure and clarity, and; 5) active outreach activities. Furthermore, we provide implications to practice.

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Network: Educational Leadership Network

Title of paper: School leaders' perspectives on pupil diversity and adapted education

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Abstract:

Equality is an important principle in Norwegian schools. To provide all pupil with equal access to education, adapted education has been a statutory principle since 1975. As an educational principal, adapted education can be portrayed as a successful political concept because its meaning has changed in line with shifting political control (Jenssen & Lillejord, 2009). At the same time, it is a difficult pedagogical concept because it lacks a common conceptual understanding, resulting in a variety of practices for adapted education across schools. In precarious times, such as the ongoing pandemic situation, adapted education seems more relevant than ever, as it seeks to secure the educational situation for vulnerable groups of pupils.

Previous research has found that school leaders can provide important influence on the development of pedagogical practises in schools (for example Emmanouil, Osia, & Paraskevi-loanna, 2014; Goddard, Neumerski, Goddard, & Salloum, 2010). This paper reports from an empirical study on school leaders view on adapted education. The study seeks to answer the following research questions: How do school leaders comprehend pupil diversity? How do school leaders describe and argue for practice for accommodate for diversity through adapted education?

The study is designed as a qualitative multi-case study at two lower secondary schools in Norway. The data consists of eight interviews: individual interviews with the two head teachers and the four department heads, and focus group interviews with both administrative groups. Analysis is based on Braun and Clarke's six phases for thematic analysis (Braun & Clarke, 2006).

Results from the study shows that school leaders' comprehension of pupil diversity, and hence the practice for adapted education, differs between schools, but corresponds within schools. In the one school, understanding diversity is related to the dichotomies "theoretical pupils versus practical pupils", and "high achievers versus low achievers". At the other school, diversity is about differences in socio-economic background and what opportunities the pupils experience that they have. How diversity is understood is closely linked to living conditions and characteristics in the schools' local environment. Even if the school leaders describe and argue for two very different perspectives on student diversity and practices for adapted education,

they all anchor their practice in the national educational framework. One school in the direction of individual goal achievement, and the other school in the direction of inclusive education and social equalization.

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Network: Educational Leadership Network

Title of paper: Governance to enhance inclusive education

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Abstract:

Research topic/aim

We study governance as leadership strategies for developing inclusive education, as municipality and school leaders express them: What strategies do leaders in the municipality and school levels use to promote inclusive education? How do structural and epistemic perspectives of these strategies interact, and how can leaders govern inclusive education?

Theoretical framework

The headline moral imperative could be referred to as Kant's categorical imperative, by which a distinction between autonomy (self-law-giving) and heteronomy (other-law-giving) is introduced. According to Kant, human beings occupy a special place in creation and morality can be an imperative demand for reasoning (Allison, 2004). Foucault (2008) questioned all these imperatives using the concept of governmentality. We may be helped by Foucault's ethical genealogy concern to governing inclusion understood as how 'to govern a learner,' or how governmentality could be to understand as the possible subject positioning (Knudsmoen & Simonsen, 2016). The research on educational governance point on governance rather than governmentality (Maroy & Pons, 2019). Governance as leadership means reasoning, strategies and actions in various professional ways (Carter & Abawi, 2018).

Methodological framework

The sample was composed of nine interviews conducted by one or two researchers, three with municipality leaders and six with school leaders. The analyses were performed in three steps. First, we looked at what characterises how municipality and school leaders describe inclusive education and their work related to governing inclusion and school development of inclusive education. Then, we took a closer look at descriptions of the actions of leaders and strategies in the municipality and how these became expressions of what we describe as governance or moral imperative to enhance inclusive education. Finally, we applied the analytical perspectives on discretion and inclusive education to understand better the strategies that the leaders emphasised.

Preliminary findings

Our leaders' inclusive strategies are linked to adapted education, contributing to the fact that structural and situated perspectives on inclusion come into the background. Strengthening these perspectives related to what inclusive education should and can be about is also associated with making inclusive education be about, in a greater extent. Inclusive education isn't the epistemic perspectives in leaders' strategies for school development.

Relevance to Nordic educational research

It is a great need to study governance perspective at the level of leadership in analytical and critical discussions to promote inclusive education.

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Network: Educational Leadership Network

Title of paper: Methodological issues aligned in The Theory of Practice Architectures

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Abstract:

This abstract is based on a review article which investigate methodological issues concerning the use of a practice architectural approach to leadership research, both within school and ECEC settings. The article is unpublished and not submitted, though it was completed in the spring of 2021. The searches need to be run again and the text needs revision.

The practice architectural framework is a theory based on ecological organizational principles and with roots in critical theory it holds the potential of empowered professional communities. The architectural approach is linked to a certain ontological stance, originating from Theodore Schatzki (in Kemmis et al., 2014, p. 33). This site-based ontology insists “on the reality of practices as things that are always situated in time and space, and that unfold and happen in site ontologies (Schatzki 2005)” (Kemmis et al., 2014, p. 33). A site based ontology calls for methods that can grasp the complexity of a practice at site. The purpose of this review is to shed lights on specific methodological issues concerning such an ontological stance and find out how researchers attend to it.

The coverage of the search is what Cooper (in Randolph, 2009) would call an exhaustive review with bounders. Inclusion and exultation criteria were set to narrow the results of the search. The criteria for inclusion were educational institutions from the age of 0-19 years. The search included projects that used the term “Leadership” in title, abstract and/or keywords. The same strategy was used for the term “the theory of practice architectures”. Only articles where both terms gave a match was included. At the end of the search, a collection of 20 articles were selected. The whole process has been well documented.

The categories for analyzing the data were chosen with support from a text written by the philosopher Steen Wackerhausen (2017), in which he emphasize the coheres between the research question, the methods and the epistemological stance chosen. According to Boots and Beile (2005) this should be a pivotal issue of an methodological literature review. As the “objects” of the research questions in this data material are practices, this issue raises critical questions on the use of interviews and surveys within this site-based approach, which to a certain extend was found. A category called analyzing strategy was also formed. The critic to the theory

of practice architecture is that it can be too prescriptive (Nicolini in Nehez & Blossing, 2020). As with any grand theories applied to an empirical field, this raises questions of where the sensibility and focus of the researcher should be located at what time in the process (Timmermans & Tavory, 2012; Vassenden, 2018). The finding shows both how some projects jump into the framework at an early analytical stage, but others contribute in a more creative manner with an open, more abductive strategy. These two issues, the method-research question alignment, and the analytical strategies, form the two research questions of the review. These are both pursued in the discussion section of the article.

The relevance for the Nordic educational research community should be high considering the increasing interest connected to the theory of practice architectural framework over the last years.

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NETWORK 7

VALUE ISSUES AND SOCIAL RELATIONS IN EDUCATION

Network: Value Issues and Social Relations in Education

Title of paper: Teachers' Color Blind Approach and Failing to Notice Polite Exclusion in the Classroom

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Abstract:

In present-day Western societies racism and discrimination are officially banned, making them both legally and morally prohibited. Thus, in most Western countries there is a belief that structural racism and structural discrimination no longer constitute a characteristic of the society and the state, and thus are relegated to the individual level (van Dijk, 1992: 95). The dominant discourse tends to interpret racism as violent and extreme acts or verbal manifestations, rather than subtle and pervasive features of current social structures.

According the Swedish school law, schools are obliged to teach and resolve issues of societal values (SFS, 210:800). But with no explicit guidance from law or societal mores, school staff are often unsure about how to address challenges concerning race, even though society views schools and their staff part of the solution, not the problem. To broaden this view, it is crucial that the term racism be associated not only with obvious, outward acts of hostility, but also the subtle and hidden operations of power, and hindrances experienced by minority groups (Gillborn, 2006).

However, minority-groups' feelings and experiences are often disregarded, since they contest with the dominant consensus of a racism-free society. Yet institutional racism is often multidimensional, non-obvious and often non-aggressive (Gillborn, 2005).

This makes subtle social exclusions problematic as they often remain unnoticed by school staff, impacting ethnic minority students' educational opportunities in negative, long-lasting ways. Added to this is a common taboo regarding race discussions due to the fact that many white teachers fear that talking about race or ethnicity will leave them open to accusations of racism.

Teachers thus face challenges in addressing evidence of racial inequality, which hinders productive classroom conversations. In response, they adopt a color-blind position, treating ethnicity and race as invisible and hence lacking meaning in the school context in which they operate.

The aim of this presentation is to focus on the complex discrepancies between school staff's perspective of an accepting, tolerant, and inclusive social climate, and minority students' perspective of exclusion.

Where ethnic and racial studies often turn their gaze toward vulnerable groups, this study focuses on those who educate them. The result point to how school staff's color-blind approach prevents them from noticing the polite exclusion experienced by students with migrant backgrounds.

The study is based on participant observation in a highly reputed secondary school in a Swedish middle-sized city, as well as interviews with minority and non-minority students, their teachers and their school leader.

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Network: Value Issues and Social Relations in Education

Title of paper: I think this gave us the courage to make ourselves heard. About the initiative of a few students in a compulsory school in Iceland

First author/Presenter: Anna Magnea Hreinsdóttir

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Abstract:

The aim of this study is to shed light on the a few 15 years old students call for changes in the content of the National Curriculum for Compulsory Schools in Iceland and what effect its proposals have. By examining the student's initiative, the research seeks to understand whether anyone listens to the views, actions, and activities and whether their opinions can lead to changes in the content of learning and teaching.

The research questions asked were what makes a few young students in a compulsory school in Iceland call for changes to the National Curriculum Guide for Compulsory Schools and what is the effect of their call for change?

The theoretical framework is based on theories and studies on children's social activism and the "Greta Thunberg Effect" and on children's voices, and agency in line with the United Nations Convention on the Rights of the Child. The impact of the student's initiative and the adultism that surfaces when children want to take matters in their own hands, in the form of knowing better and protecting them, is also investigated.

The research is based on available information about the initiative of the students, the association Our education system formed by the students and media coverage of its proposals and actions. Also, on a group interview with the students that formed the board of the association, interviews with the school administrator and the department head of education at the municipality where the compulsory school the students attended is located. Written permits were obtained from the participants and the parents of the students.

The results show that the students found that the initiative, to form the association and the proposals and to present them, had given them more courage to make themselves heard and increased their self-confidence. A great deal of learning had taken place and the students involved had, among other things, learned to seek information, form an opinion and to present their case in a matter-of-fact manner. The initiative was well received by most, the students got a lot of press coverage and met with authorities in the municipality, the state minister and the minister of education in Iceland. Everyone who spoke to the students considered it important to get their recommendations directly into the policy discussion. But even though many people

showed interest in their initiative and called for advice, the students were not sure that their actions would lead to change. The proposals were also met with negativity both from young people on social media, and from some teachers in the school.

Students in compulsory schools in the Nordic countries can and have taken social action in affairs that they feel adults are not addressing. This can increase adults' understanding of their views towards daily life and what is important to them.

Network: Value Issues and Social Relations in Education

Title of paper: "Don't Ever Wipe Tears Without Gloves": Educational discourses on HIV and sex/sexuality education in Iceland

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Abstract:

Since the beginning of the HIV pandemic in the 1980s, HIV educational discourses within the Nordic context have mainly focused on prevention and safe sex education while being framed by narratives of death and fear. Within most Nordic countries, HIV education is not approached from the point of view of personal stories, literature, films or as part of culture, society and human rights, rather as part of health education, thus as a topic which should be handled within discourse of the prevention of sex related diseases. A holistic approach to HIV, and for that matter, sexuality/sex education has been lacking in Icelandic and Nordic contexts. In other words, HIV and sex/sexuality education have been pursued from a heteronormative /cisgender perspective, lacking both queer and critical aspects. This trend has been reflected in textbooks and curriculum, where the focus is on prevention and information on safer sex rather than including the international/global perspective related to these issues, or intersecting critical factors such as class, sexuality, gender, ethnicity and social background. HIV education, as well general education on sexuality and sex, is constituted as a health issue and taught from a medical/biological perspective. However, other resources with regards to HIV, and sex/sexuality education in general, speak to the Nordic/Icelandic context and are culturally sensitive and inclusive. These could be used in HIV education and sex/sexuality education. One such resource is the book named in the title of this chapter (as well as a play and a film based on it). Jonas Gardell tells the story of HIV from a personal narrative within the Nordic context, Sweden. In this paper we draw on historical analysis of how HIV education and sexuality/sex education has evolved in Iceland. By focusing on HIV education, we draw attention to how the health and medical (biological) discourses have dominated the delivery and construction of sex/sexuality education, not only in Iceland but within the Nordic context in general. Moreover, the paper addresses how HIV education and for that matter sexuality/sex education can be taken further by focusing on different perspectives related to the HIV, sex, gender and sexuality, in order to nurture a critical awareness and deeper understanding of what it means to be a sexual subject today.

Network: Value Issues and Social Relations in Education

Title of paper: Education in precarious times - a study of the third generation survivors and their experiences of antisemitism in the Swedish school system

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Abstract:

Education in precarious times - a study of the third generation survivors and their experiences of antisemitism in the Swedish school system

The paper will focus on and explore two aspects, the first is to show how antisemitism has affected the group who identify themselves as third generation survivors of the Holocaust, the grandchildren of the survivors, while being students in the Swedish school system. The second aspect is to highlight the laws and regulations governing the work of discrimination and human rights for the public and private providers of education. The aim of the paper is to discuss the experiences of the third generation survivors in relation to the legislative obligations for the providers of education and what can be developed to safeguard the human rights.

Research has identified two different types of anti-Semitic expressions: "manifest anti-Semitism" and "latent anti-Semitism" (Benz 2004, p. 15). Antisemitism which is expressed through attacks on people, damage to property and malicious propaganda is something called manifest antisemitism. The latent form takes place in everyday life through subtle signals and opinions and can be measured in larger surveys. In Sweden, antisemitism has been present for a long time in both organized political form and by individuals (Tydén 1986, Berggren 1999, Andersson 2000, Bachner 2004, 2009, Lööv 2000, 2004, 2015, Åmark 2011).

During one year I conducted an ethnographic survey focusing on interviews with individuals who identify themselves as Third generation survivors. I also conducted observations in areas related to the Jewish community in Stockholm, Sweden. In addition, I have studied the legislation governing the Swedish schools.

The expected findings of the paper will be discussed focusing on what measures the Swedish school system, with its legislative obligations, should take and develop to safeguard its students.

The relevance of the paper is to show and discuss how individuals of the Jewish minority are affected by contemporary antisemitism while being students in the Swedish school system. The relevance of the paper is also to highlight the legislative obligations for the providers of education and what can be developed to safeguard the human rights.

Network: Value Issues and Social Relations in Education

Title of paper: Educational questions of student participation in Playful Learning

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Abstract:

Educational questions of student participation in Playful Learning

Research topic

In Denmark a national development program in higher education – Playful Learning(PL) – has been implemented at all university colleges since 2018 with the overall aim: “to investigate how learning through play can become a cornerstone in the education of future teachers and pedagogues, which eventually will enable them to lay the groundwork for more playful approaches to learning in Danish childcare and school settings” (UCN, 2019 p. 7). A key argument for PL is that a playful pedagogy will allow more inclusive and engaging student participation.

As researchers we have been investigating the practice of the PL-project since 2019. We have made the observation that educators working with PL are mainly concerned with what Biesta would call the how of playful learning (Biesta 2015). There is only little and often very implicit discussion about educational questions, the why of PL. A second observation is that there are notable tensions between implicit ideals of the good and competent student and the actual experiences with student participation in PL-activities.

In this paper we examine the complex relations between values and social relations in PL. Exploring how ideals of “the good and competent student” are (re)produced in PL-processes we investigate and discuss the implicit why, what the educational purpose in PL is and might be.

Methodology

We have conducted five so called reflection workshops with a group of PL-lectures. Each 1.5 hour workshop were recorded, coded and analyzed with a focus on “the good and competent student”.

Theoretical framework

With Nicolas Rose (Rose 1999), we see education as a practice where students are inevitably subjected to powerful and normative understandings of what a good student is and should be. Such subjectification processes are not necessarily explicit

or conscious, yet they form and shape students as future professionals in specific ways. Our data shows that although presumed to be more open-ended, PL is no exception, however, we find it educationally crucial to understand and discuss the ideals of the future professional that are produced and why.

Expected findings

Our analytic purpose is to understand processes of subjectification as a lens to understand and discuss the educational purpose of PL in the teacher and pedagogue education. Thereby we analytically tease out implied ideas of educational purpose, reason and meaning of PL in practice: the why of PL.

Relevance to Nordic educational research

We contribute to research in higher education with critical knowledge on the educational values and social relations implied when educating future professionals. Understanding education as a practice that involves selection, choice and judgement (Biesta 2015), we hope to support that teachers, researchers and managers openly discuss and address other ways of judging, other possible choices and other practices.

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Network: Value Issues and Social Relations in Education

Title of paper: Transformative Learning: Seeing Diversity as an Opportunity

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Abstract:

In educational research, it is undisputed that schools are multipliers of educational inequality in several respects and cumulatively (Winheller, 2019, S. 10), which is referred to as social selection. If schools want to take their public educational mandate (Becker & Schoch, 2018, S. 42) seriously, their goal must be to open up educational opportunities, to promote existing potential. The project "Intersectional Gender Competence" makes it its task to recognise the potentials, interests and abilities of children and young people that are buried by stereotypical expectations and to bring them into a positive course of development.

In this way, the project takes up the Swiss federal government's mandate to develop and implement sustainable strategies to combat sexism, racism and classism (EDK, 2020, S. 21) through awareness-raising campaigns in the education and training of teachers (Becker & Schoch, 2018, S. 74). The project addresses the issue of gender-based injustices from a decidedly intersectional perspective. The aim is to develop a teaching concept for dealing with intersectionality in schools with trainee teachers, to test it systematically and finally to make it available to different educational professionals. Based on the current state of research (Winheller, 2019, S. 478; Mezirow, 1997, S. 7), the aim is to achieve a sustainable improvement in teaching practice through the three steps of knowledge (intersectionality, social selection), willpower (pedagogical attitude) and ability (transfer into practice). A crucial part to secure the three steps is the pedagogical field-observation the teachers are performing. The idea to include observations in pedagogical institutions to raise teacher's awareness comes from a Norwegian pioneer study, which shows the Nordic dimension affecting other non-Nordic countries, as the gender perspective is already addressed in early education (in Switzerland this is not the case): The results of this Norwegian study show that, even in Norway, there were significantly more gender stereotype-promoting behaviours of teachers to be observed than gender stereotype-breaking ones.

This teaching concept is expected to enable transformations in pedagogical action through the acquisition of intersectional gender competence. These professionals learn to base pedagogical action on children's potentials, abilities and interests rather than on gender and origin characteristics. During the development phase of the teaching concept, feedback is taken on and adjustments are made, thus increasing

the acceptance of the teaching concept and ultimately the willingness to make pedagogical action more equal in terms of opportunities.

The pilot version of this project started in September 2021, and by June 2022 the first cycle will be over and qualitative data, on transformation processes will be presentable, as well as audio statements from the participants on their experiences.

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Network: Value Issues and Social Relations in Education

Title of paper: Teachers' perspectives on factors influencing their everyday efforts in facilitating and sustaining a positive school climate

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Abstract:

Teachers with their unique key position in school, their everyday influence on school climate, and their professional responsibility to establish a positive and healthy school climate, possess crucial information for facilitating and sustaining a positive school climate. Previous research commonly describes the multidimensional features acting as precondition for the school climate in four domains: academic climate, community, safety, and institutional environment. Each domain contributes individually but also jointly to the school climate and how it is collectively experienced both from inside and outside the school. While teachers have a significant impact on the school climate, less is known about teachers' perspectives on these matters. To better understand teachers' everyday efforts in influencing the school climate, the aim of this study was to explore and analyse a) teachers' perspectives on factors influencing the school climate and b) the teachers' apprehension of their possibility to influence these factors

Bronfenbrenner's social-ecological theory was adopted as a theoretical framework in the present study. Data were collected by means of 14 semi-structured focus groups interviews with 73 teachers from two compulsory schools in southeast Sweden. The analysis was guided by a constructivist grounded theory approach.

The results reveal that teachers experienced the school climate as both positively and negatively influenced by several internal and external factors perceived as either influenceable or uninfluenceable. According to how teachers reasoned, four types of factors affected the quality of the school climate and their everyday efforts in facilitating and sustaining a positive school climate: Social processes and values in school (i.e. influenceable internal factors), school premises and support structures (i.e. uninfluenceable internal factors impossible to influence), external relations (i.e. influenceable external factors) and external means of control (i.e. uninfluenceable external factors). The conclusion is that the teachers' talked about school climate as a multidimensional and malleable phenomenon, emanated by a complex interplay across multiple agents and contexts both within and outside the school aligning with all domains and features acting as precondition for the school climate.

The findings are relevant to Nordic educational research and suggest that teachers try to accommodate desired school climate and work with the conditions that exist in

a constructive way. Further, the findings shed light on a contemporary societal discussion about what characterises the responsibility of the school. Notwithstanding, highlighted in this study, there are factors outside the school influencing the school climate that are beyond the influence of the school and its teachers.

Network: Value Issues and Social Relations in Education

Title of paper: That's How We Are and That's How You Are: An Analysis of Letters Written from Lower-Secondary Schools to the Parents of Students in the Seventh Grade

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Abstract:

Topic and aim

There is much formal and informal communication between schools and home, such as weekly study plans, e-mails, phone calls and parent meetings. In this study, we focus on the letters written by schools to parents in relation to the students' transition from primary to lower-secondary school. The purpose of the study is to illuminate how school, parent and student identities are provided for in this sort of communication and how the identities establish expectations in the way language is used.

Analytical framework

The study is framed by a social-constructivist perspective on discourse theory. In this study, a discourse is defined as a collection of values, ideas, actions and norms that regulate how we think, speak and act in and about the world (Bjordal & Søreide, 2020). As such, discourses are considered to be significant in the construction of identity. An identity is constructed when an individual is assigned or (un)consciously choose from subject positions made available in a discourse (Bjordal & Søreide, 2020). Subject positions are patterns of thought, speech and practice, and when clustered in certain ways, they form identities. To explore how language is used to establish expectations, we draw on Gee's (2014) concept of 'building tools'.

Methodological design

The empirical base for this paper consists of three written letters of information from three different Norwegian lower-secondary schools.

The data material is analysed in the following stages:

1. identify descriptions of what parents, students and the school should know, do, be, feel and learn.
2. construct subject positions based on the above and use these to code the documents.
3. identify clusters of subject positions that construct student identities.
4. identify discourses that govern student identities.

5. investigate how language is used to position parents, students and the school in relation to each other.

Findings

28 subject positions were identified: 10 school positions, 11 student positions and 7 parent positions. These positions were clustered into 6 school identities, 5 student identities and 3 parent identities. The results suggest that the school identities are focused on being authoritative, the student identities on being compliant and the parent identities on being submissive. Additionally, we found that the information from the schools is often based on a number of assumptions about pupils and parents regarding their knowledge, their resources and what they hold as valuable.

Relevance

This paper provides an understanding of how written school information construct 'the school', 'the student' and 'the parent' and thus underlines the importance of being aware of possible implications of including and excluding identities in a vulnerable time of transition.

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Network: Value Issues and Social Relations in Education

Title of paper: Do students with better relationships with teachers get less bullied in school?

Reciprocal longitudinal associations between student-teacher relationship quality and bullying victimization

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Abstract:

Bullying is a universal phenomenon affecting students' all over the world. It is a socially complex phenomenon affected by a myriad of factors at different levels. One crucial level of analysis is the microsystem, which is constituted by people's immediate social relationships (Bronfenbrenner, 1979). In the classroom context, teachers are influential agents of students' social cognition and behaviors (e.g., Chang, 2003). Previous research has found that students who have more positive relationships with their teachers tend to be less bullied by their peers (e.g., Berchiatti et al., 2021; Chen et al., 2021). Positive student-teacher relationships are characterized by more caring, supportive, respectful, and warmer relationships and interaction patterns. However, there is a shortage of longitudinal studies that can shed light on the directionality of this association. The aim of the present study was to examine the longitudinal association between student-teacher relationship quality and bullying victimization. Specifically, we tested whether positive student-teacher relationships predicted less bullying victimization, whether less bullying victimization predicted positive student-teacher relationships, or whether the longitudinal association was bidirectional.

We collected self-report questionnaire data at one-year intervals at three time points, from fourth to sixth grade ($M_{age1} = 10.55$, $M_{age2} = 11.54$, $M_{age3} = 12.57$). Data from 1133 Swedish students in 63 schools were analyzed via a longitudinal structural equation modeling approach.

The results revealed several significant associations. Positive student-teacher relationships in grades 4 and 5 predicted less verbal victimization in grades 5 and 6, respectively. Moreover, positive student-teacher relationships in grade 5 predicted less relational victimization in grade 6. Student-teacher relationship quality was, in turn, predicted by the level of bullying victimization. Less relational victimization in grade 4 predicted more positive relationships in grade 5, and less verbal victimization in grade 5 predicted more positive relationships in grade 6.

This paper is of value for the Nordic educational research, Network 7: Value Issues and Social Relations in Education, as it contributes with important insights into the connection between bullying and social relations in school. Our findings suggests a reciprocal association between bullying victimization and student-teacher relationship quality, and thus lend support that enhancing relationships between students and teachers should constitute one component in anti-bullying work. Teachers need to be aware of their relationship quality with students are linked with bullying victimization over time.

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Network: Value Issues and Social Relations in Education

Title of paper: The school toilet as haven and hell: Narratives about bullying

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Abstract:

In this study, we analyze narratives that former victims of school bullying have shared in a variety of public internet fora. These narratives show that bullying experiences not only produce ineradicable memories, but also that many bullying victims, similar to numerous other types of victims, display an eager willingness to tell their side of the story. More specifically, we restrict our attention to narratives about bullying-related events that took place at the school toilet. Previous research has shown that schools are saturated with “tyrannical spaces,” but the school toilet has often been identified as the most intimidating area by students. It belongs to the unowned spaces that are less frequently monitored by school personnel, and it is often recognized as a “hot spot” of bullying. Our study fully confirms this picture and provides rich narrative evidence that the school toilet is an unsafe place within an unsafe institution. However, we will also highlight how the school toilet may also serve as a safe haven for victimized students. Indeed, quite paradoxically, the school toilet can offer more support than human substances. We believe that it is important to recognize this double nature of the school toilet, which as yet has not been recognized in previous research, and that we can learn more about possible bullying prevention by analyzing the narratives of former victims. In effecting the analytical work, we deploy a broad performative approach to bullying. Inspired by scholars such as Harold Garfinkel Judith Butler and Karen Barad this means that we study our material through an interdisciplinary lens, shaped by scientific programs such as ethnomethodology, poststructuralism, and posthumanism. Studies within these programs have repeatedly shown how various phenomena – cause of death, gender, light, etcetera – arise through a rich set of practices, actions, and doings. Thus, rather than existing as independent entities, all phenomena have to be “accomplished” in order to come into existence. It is this accomplished or produced nature of phenomena that we view as the central assumption of a performative approach. Thus, when we approach and analyze the narratives of our bullying victims, it is the recounting of various bullying practices that is of special interest to us. Together such practices produce the very phenomenon of bullying and show us its internal workings and mechanisms. Knowledge about the performative aspects of bullying is key for mental preparedness and intervention. The results show that there is a need for a multiplicity of intervention practices, for instance, explicit confronting of inherited bullying practices, design changes of school toilets, and safe areas in school.

Network: Value Issues and Social Relations in Education

Title of paper: Values, ontologies and epistemologies of young children: A technology-assisted multi-method autobiographical case study in ECEC

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Abstract:

This paper focuses on children's perspectives on their own learning, education as well as their construction of values and ontological and epistemological presuppositions. As regards theoretical framework, the paper draws from ecological and systems theories, as well as previous theoretical and conceptual insights into, and previous research on the underpinnings of ontologies, epistemologies and enchantment in children's thinking. The data were gathered through an empirical case study in a bilingual (Swedish-Finnish) Early Childhood Education and Care (ECEC) context in Finland, with 45 participating children of the ages 3-8, through a data gathering period (T1-T3) over a three-year period, during which the participants of the initial samples were followed over the transition to school. Each data gathering stage was two-fold: (1) children first received a tablet computer for a week, over which they were asked to construct data with the tools and methods of their choosing, on "What is important or valuable to you? Why", (2) after which the children were interviewed with a video-recorded life history approach interview. Research ethical considerations of conducting research with young children were taken into careful consideration, through for instance creating a visualized informed consent form for the ECEC age-group. As the research design gave the children a lot of freedom in the data construction, and the researcher wasn't on-site for longer periods of time before that, the imagined researcher perhaps remained an abstraction for some of the children. This, and the children's ownership of the data constructing means and the data itself may have altered their perceptions of the target audience. Still, the methodological stance here exemplifies not simply research 'on' or 'with' children but entirely depends on the child-deriving agency in the data and knowledge construction. The findings illustrate children's ontologies and epistemologies, the ways in which the children themselves perceive their learning processes, the influence of peers and important others in these, as well as their thoughts and perceptions of the supernatural, the beginning and the end of life and the Earth. As the Nordic countries are increasingly diverse in terms of values and traditions contributing to patterns of meaning-making present in the homes, ECEC, children's culture and the media, it is important to gain further insights into young children's values as well as their explanations to ontological and epistemological understandings and learning.

Network: Value Issues and Social Relations in Education

Title of paper: Among EPA tractors and Hijabs. An ethnographic study on controversial issues

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Abstract:

This empirical dissertation project follows teachers' strategies dealing with classroom conflicts in an upper secondary school in an industrial town in mid-Sweden. In the past 10 years the city has undergone important demographic changes leading to the existence of a rich variety of ethnical groups that convey values and views of life that sometimes oppose each other, occasionally leading to conflicts.

Due to a strong segregation many of these groups do not meet until the age of 13 when pupils are directed to one of two upper secondary schools offered by the municipality. Once there it is the role of the teacher to create fruitful conditions where different ways of thinking, living, and acting can coexist. The aim of the study is to examine different ways of being together in a plurality of opinions with a focus on controversial issues and teachers' ways of dealing with them through different strategies.

The research questions are:

- 1) How do conflicts and tensions manifest themselves in the field?
- 2) How do the students describe the good leadership in a classroom where sometimes extreme opinions are expressed?

The method is ethnographic and includes participatory observations in and outside school and interviews with students, teachers, principals, and student health.

Theoretically the purpose is to contribute to new knowledge about strategies to create a safe place for courageous conversations in a context characterized by plurality and, at times, controversial opinions.

The theoretical framework is based on an agonistic approach to conflict as a democratic enabler that can contribute to an understanding of the social dynamics of the classroom (Hannah Arendt 2004, 2016, Chantal Mouffe 2000, 2005, 2013). Through that theoretical lens conflict can be perceived as a possible mediator of knowledge and a starting point for in-depth understanding and exchange of knowledge rather than something that should be avoided at all costs. Another theoretical tool is Biesta's description of subjectivity and the emphasis on its role in the interaction with socialization and qualification (Gert Biesta 2014, 2019, 2020). Another conceptual tool is Eamon Callans distinction between a dignity safe space

and an intellectually safe space. The former is desirable while the latter is rather an obstacle to free speech (Eamon Callan 2016).

The result so far shows two main conflicts. One is loosely emanating from white supremacy thinking among a group of pupils and expresses itself as an everyday racism. The other conflict spins around culture of honor expressed by some pupils with a Middle East background. These two topics have appeared to cause conflicts and are also mentioned by teachers as conflicting topics they rather avoid talking about. Yet a recurring perception among the pupils is the desire to talk more about these issues, wishing teachers to create an environment where challenging subjects are discussed and where a diversity of opinions is accepted, approached, and cherished rather than avoided.

The important demographic changes described above is something that many Nordic countries has in common. Which means that teachers must be prepared to deal with conflicts emanating from different interpretations of Islam as well as expressions of racism in one and the same classroom; because, as a student puts it; “where else are we going to talk about it really?”

Network: Value Issues and Social Relations in Education

Title of paper:

A qualitative study on how pupils perceive their breaktimes

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Abstract:

School climate is crucial for understanding everyday school life. For pupils, the breaktime has been raised as significant for how they feel about their school climate. Research on pupils' perspectives on breaktime reveal positive views in general including looking forward to enjoying the breaktime, socializing with their friends, getting a break from work and time to play games, and being physically active and outside. However, studies also report negative views linked to pupils' experiences of breaktime as unsafe and connected to bullying and conflicts, which affect their sense of safety at school. Despite the impact of the breaktime on pupils' well-being, including their social relationships, perception of school climate and sense of school safety, breaktimes has not received much attention. To better understand school climate and what social processes pupils address, the aim of this study was to explore pupils' perspectives on school climate with attention on how they perceive their breaktimes.

The study was based on 29 focus groups interviews ($n = 164$) with pupils from two public schools. The first school was an elementary school including grades 1–6, while the other school was an elementary and lower secondary school including grades 1–9. Constructivist grounded theory guided the data and analysis.

Our findings suggest that the breaktime is an indicator of how pupils perceive their school climate. Pupils perceived their breaktimes through the lens of three interrelated concepts as they were considered to mutually influence each other: peer climate, levels of unsafe incidents, and availability of activities. Pupils' perceptions on the breaktime, and thus school climate, were therefore found to be dynamic and depending on different factors. We adopted a social-ecological perspective to conceptualise how pupils' perceptions on breaktimes (eg., peer climate, levels of unsafe incidents, and availability of activities) varied due to how breaktimes were nested within different social-ecological systems. Our findings suggest that aspects such as scheduling of pupils and teachers, breaktime location and length, school design and resources influenced how breaktimes, and thus school climate, were perceived. These factors were also related to various peer conflicts and victimization. This highlight how the breaktime interacted with a complex interplay of factors at different levels.

This paper is of value for the Nordic educational research, Network 7: Value Issues and Social Relations in Education, as it contributes with important insights into pupils' perspectives on school climate, with special attention on how breaktimes affect their perceptions of school climate. Our findings suggest that both peer climate, levels of unsafe incidents and involvement in activities shape the pupils' perceptions but also how these factors are related and nested within a complex interplay of factors.

Network: Value Issues and Social Relations in Education

Title of paper: A qualitative study on bodily exposure and bullying in the changing room

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Abstract:

Bullying can be viewed as a complex phenomenon, addressing how various factors such as teacher-pupil relationship, schools' efforts to prevent bullying and various school spaces influence bullying processes. Previous studies have shown that certain spaces in school, such as the playground, toilet and changing rooms, are related to more unsafe incidents such as bullying. Research has pointed to a number of reasons for why these spaces tend to hot-spots for bullying, including the unstructured nature of the activities taking place there, the lack of adult supervision, scheduling and issues of school design. However, there are still few studies investigating the importance of spatial, material, and organizational factors for understanding school bullying and associated processes in these spaces. The aim with the present study is to explore the relation between spatial, material and organizational factors and bullying in the changing room. We utilize a social-ecological framework to investigate these relationships.

The study is part of a larger, ongoing ethnographic research project into the relations between school bullying and the institutional context of schooling being conducted in schools in Sweden, focusing on the perspectives of teachers and students from pre-school class up to grade eight. The findings from this particular study are based on participant observations and semi-structured interviews with pupils and teachers from pre-school class to grade six (i.e. approx. ages 5-13) at three schools in Sweden. The data were collected and analyzed with constructivist grounded theory.

Our preliminary findings reveal how pupils experienced that their bodies were exposed in the changing room. Furthermore, they addressed incidents of bullying and a fear of experiencing gazes, getting negative comments or having things stolen in the changing room.

Pupils' fears and experiences interacted with a complex interplay of various social-ecological factors. We illuminate how spatial, material, and organizational factors such as having to get undressed, material construction of the space and scheduling affect the social relations among pupils and the bullying taking place in the changing room. This seems to suggest that it is necessary to address issues of school design, pay more attention to how physical space becomes social space, and looking at how spatiality and school design influence school bullying.

This paper should be of is value for the Nordic educational research, Network 7: Value Issues and Social Relations in Education, as it contributes with important insights into how one particular school space, the changing room, relates to bullying processes. This study highlights the complexity in school bullying processes and how various spatial, material and organizational factors are involved in shaping the processes taking place there. These insights should inform preventative work in schools.

Network: Value Issues and Social Relations in Education

Title of paper: A teacher-focused intervention based on motivational interviewing in Swedish elementary schools

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Research topic: Teachers' relational approach and teacher efficacy can greatly affect students' motivation, achievement and commitment in school. To help teachers develop and strengthen their relational competence and sense of efficacy, interest in applying motivational interviewing (MI) in schools has increased (Rollnick et al., 2016). MI is a collaborative communication style used to enhance behaviour change, and there is an increased support for using MI in schools. However, there is a lack of interventions where teachers have specifically been trained in MI in order to be more autonomy-supportive and to strengthen their teacher efficacy (i.e. teacher's own belief in his or her capability to organize and implement specific teaching tasks required to achieve desired outcomes of student engagement and learning; Bandura, 1997). Understanding what effects such an MI-based intervention may have on teachers' motivating style and sense of efficacy could provide valuable information for future school development and teacher education.

Aim: This study aimed to explore whether an intervention based on MI could help teachers to become more autonomy-supportive and strengthen their teacher efficacy.

Theoretical framework: Self-Determination Theory (SDT) is a motivational theory about human behaviour and personality. Autonomy is central in SDT, and autonomy support means that the teacher creates a social environment that promotes students' sense of freedom of choice and self-determination.

Methods: Using a pretest/posttest design, we designed and implemented a MI-based intervention to help teachers become more autonomy-supportive and to strengthen their teacher efficacy. Sixteen primary school teachers participated in the intervention and data were collected through a survey measuring teachers' perceptions of their autonomy support in the classroom and their sense of efficacy.

Preliminary findings: Findings in the current study indicate that an MI-based intervention may help teachers to become more autonomy-supportive towards their students. Preliminary results also show that the intervention increased teachers' sense of efficacy and perceived ability to motivate their students.

This study can be a valuable contribution to the field of Nordic educational research, as this research has a strong connection to the pedagogical practice. Findings in the present study reflect that an MI-based intervention may help teachers to become more autonomy-supportive, which can promote students' motivation for learning, as previous research has shown that students who receive autonomy support from their

teacher have reported increased intrinsic motivation and greater engagement in school. The results also show that the intervention increased the teachers' sense of efficacy, which previous research has shown influences teachers' commitment and teaching behaviours.

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Network: Value Issues and Social Relations in Education

Title of paper: TRANSITIONING INTO UPPER SECONDARY SCHOOL

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Abstract:

TRANSITIONING INTO UPPER SECONDARY SCHOOL

The presentation is based on a study investigating the students' experiences of their transition into upper secondary school and what, from their perspectives, is important to emphasize to support and ensure a positive transition experience.

The theory underpinning the presentation is Multiple and Multi-dimensional Transitions (MMT) theory (Jindal-Snape, 2016) which proposes that transitions are dynamic and ongoing processes. The concept of educational transitions is further understood as a process of psychological, cultural, social, and educational adaption over time due to moving between school contexts. This process contributes to changes in interpersonal relationships and identity, can be demanding, and requires ongoing support from a range of significant others.

The research is part of a longitudinal qualitative study using a case study as an approach, where the phenomenon has been explored in a bounded system over time (Creswell, 2013). A cohort of students was followed during their transition into both lower and upper secondary school. Findings from the latter transition are presented. The empirical material builds on letters written by approximately 150 students at one school at the end of lower secondary, and interviews of seven of these at the end of their first year at upper secondary school. The method of analysis is inspired by the constant comparative method (Strauss & Corbin, 1998).

The findings show that the students are concerned with many of the same aspects during the transition to upper- as to lower secondary school. Hence, a crucial prerequisite for experiencing a positive transition is social belonging and support from peers (Strand, 2019). The students' experienced to be well supported when choosing their field of study, but more awareness should be paid to how aspects like identity, friendships, and myths about different schools affect the student's choice of study and school. The students' stories also indicate a need to increase the attention to their need for social support in the process of adapting to the new school-context.

RELEVANCE

It is signaled that new measures will be implemented to ensure better transition processes to upper secondary school in Norway (Meld. St. 21 (2020-2021)). Such

measures must consider how the students experience the transition and their own need for support. However, this is something we have little knowledge about from the Norwegian context (Mjaavatn & Frostad, 2018). The presentation aims to contribute to and strengthen this knowledge.

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Network: Value Issues and Social Relations in Education

Title of paper: School diversity and adolescent friendships

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Abstract:

Cross-ethnic friendships are important as they have been found to decrease prejudice and increase empathy towards diversity (Pettigrew & Tropp, 2008). Homophily regarding gender, age, and ethnic origin, is, however, a recurrent theme in adolescent friendship relations. In samples of immigrant adolescents, studies find a strong tendency for same-ethnic friendships (Kao et. al., 2019). Preferences for cross-ethnic friendships are more pronounced in ethnically diverse than in ethnically homogenous schools but only to a certain level (Leszczensky & Stark, 2020). As found elsewhere, children and adolescents of foreign origin in Iceland find it difficult to befriend Icelandic-heritage peers although they would like to (Gunnthorsdottir and Aradottir, 2021).

The aim of this study was to explore adolescents' friendship relations by mapping the number of friends of Icelandic and foreign origin and the relationship between number of friends and the diversity (ratio of foreign origin students) at the school. Participants included 806 8th to 10th-grade students from nine compulsory schools from various geographic areas in Iceland. The participants answered an anonymous online questionnaire, administered by trained research assistants, in their schools. The response rate was 82%.

The findings indicate that most adolescents had many friends and their friends usually attended the same school. Friendships within ethnic groups were more likely than between adolescents of different origins but this varied by the school diversity. In schools with a higher share of foreign origin students, Icelandic origin students were more likely to have friends of foreign origin. However, the friendships reported by foreign origin adolescents were not similarly affected by the percentage of foreign origin students in the schools.

Ethnic homophily in friend selection puts children and adolescents at risk of limited social resources and social support. In schools where few foreign-origin students attend, their options for friendships may be more limited. Enlarging the social network of adolescents of foreign origin towards cross-ethnic relations increases social support available, it reduces the risk of marginalization, and promotes active participation in a democratic society. Cross-ethnic relationships in schools and after-school activities can be encouraged by providing context for interaction through collaborative tasks and activities.

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Network: Value Issues and Social Relations in Education

Title of paper: Ethical encountering in theses supervision relationships focusing on intertwined power and counterpower

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Abstract:

Ethical encountering in theses supervision relationships focusing on intertwined power and counterpower

Research topic: To consider supervision processes pointing out equality encountering between the participants. The research questions are:

1) What kind of critical situations for power and counterpower are recognized in thesis supervision relationships? 2) How can a supervisor enable an equal encountering in a thesis supervision relationship?

Theoretical framework: The theoretical basis is on Freire's (1970) critical pedagogy and hooks's (1994) feminist pedagogy. In theoretical basis the focus is on interaction, where a relationship connected to power is always present as well as a common understanding about a shared knowledge.

Methodology:

In this qualitative study, the researchers are using dialogical approach in their mutual discussion and features of an autobiographical research. According to Kent and Taylor (2002) dialogue recognizes the 'other' and sees communication partners as equal. Lejeune (1989) points out that in autobiographical view the data is produced by a real person concerning their own existence, where the focus is on their individual life. In current study, the 'person' is consisted of the two supervisors in tight dialogue. The researchers as also the studied supervisors in the present study, are collecting the data recording their mutual dialogue when they share their experiences concerning their previous supervision processes. One of the researchers has acted as a supervisor in different theses for about 20 years; another researcher has started as a supervisor about five years ago. Both supervisors work in the faculties of educational sciences.

The researchers are searching for situations in supervision processes where power and counterpower are obvious. The thought-provoking situations are the ones where the supervisor has to take care of the common limits including number of pages and references and the style of citations (APA etc.) as examples. Despite the common regulations, each thesis should be an independent production revealing the student's competence in the thesis process. Some questions have arisen: How is it possible to enable an equally participatory supervision relationship? Who is in a position with the better knowledge? Who can make the decision when the student is unsure? To what

extent the supervisor is supposed to instruct the student? What kind of counterpower situations may happen in a supervision relationship?

Expected findings:

The data has not yet been analyzed thoroughly, but the tentative analysis reveals some clear themes able to be shared in the conference.

Relevance to Nordic educational research:

The present study has been carried out in the Finnish university contexts. However, the ethical encountering in thesis supervision processes is an international issue and relevant also in every Nordic country.

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Network: Value Issues and Social Relations in Education

Title of paper: Play and Peer Culture in Children's Transition to School

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Abstract:

As part of my ongoing PhD-study about different perspectives on play in the transition from kindergarten to primary school, the purpose of this study is to explore children's perspectives on how they adapt to and construct a new peer culture through play and playful approaches, when they enter primary school.

Play has a central position in the Norwegian kindergarten tradition, but has not been emphasized as much in school. Nevertheless, there is broad agreement both politically and in research that it is important to let children play in school (Lillejord et.al., 2017; Becher, Bjørnstad & Hogsnes, 2019; Øksnes & Sundsdal, 2020). Despite a historically strong individual research focus on play, it can be understood as mainly a social activity (Henricks, 2015). When children get together, they establish and develop local peer cultures (Corsaro, 2017), which to a large extent happens through their joint play.

The study is grounded within a qualitative interpretative paradigm, applying a field research design. To explore my research question, I performed a total of eight semi structured group interviews with 6-year-old children in the first grade of a Norwegian primary school. In addition, I use my logs from two months of participatory observation in the same school. The material is interpreted through a thematic analysis (Braun & Clarke, 2006).

The main findings from the study indicate that play is closely connected to establishing and maintaining peer cultures in children's transition from kindergarten to school. Two central and intertwined themes are identified: belonging in peer culture through play, where children get to be part of the new peer culture and get friends through play, and second, creation of peer culture through play, where children (re)produce their new peer culture through play and playful approaches. Children adapt to and contribute to change and reshape their new school culture through play and playful approaches in their peer community. I introduce the term "playful (re)production" to describe and explore this, inspired by William Corsaros (2017) theory on interpretive reproduction.

Nordic and international research on the transition to school has shown that it is crucial to make children's perspectives visible, for the transition to school to be perceived as good and safe for children and to give them opportunities for involvement and participation (Hogsnes, 2016; Schanke, 2019; Dockett, Einarsdottir

& Perry, 2019; Christensen, 2020). In my study, children's perspectives on their own transition emphasize the importance of giving children time to play to make friends, enjoy school and take active part in contributing to their transition and everyday school life.

The Covid-19 pandemic may have opened up new opportunities in school, but at the same time strengthened the understanding of how vulnerable the transition can be, and how important the community between children is for their belonging and participation in school.

Network: Value Issues and Social Relations in Education

Title of paper: The relational social support system in primary school

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Abstract:

These precarious times have highlighted the importance of live interaction among the school community members in promoting and maintaining their well-being in studies and work. Previous research indicates that for students, socially supportive school environment is crucial resource not just for successful schoolwork but also for life course in general. Teachers, peers, and guardians have been found to be the essential sources of support for students in their studies. Teachers have been found to play a particularly essential role in constructing a supportive learning environment at school and thus, teachers' ability to support their students is crucial. However, there is a gap in the literature concerning the social support in primary school as a relational system and its complex relations to engaging and enjoying schoolwork and learning. This research explores the students' perceived relational social support system in primary school by combining the key results of three part-studies that will constitute a PhD dissertation.

The first study explores the interrelations between perceived social support from teachers, peers, and guardians in relation to the students' perceived study engagement. A cross-sectional survey data from fourth graders (N=2400) was analyzed with structural equation modelling. Social support from teachers was found to be particularly essential as it relates to study engagement as well as the social support students share among peers. The second study further explores the bidirectional relations between perceived study engagement, teacher support, peer support and guardian support over time. The fourth graders were followed until sixth grade and the three-wave longitudinal data was analyzed with a random-intercept cross lagged panel model (RI-CLPM). The results indicated that, over time, study engagement was a stronger and more consistent predictor of later social support than vice versa. Engaged students perceived more support than less engaged students did. Teacher support was again found to be essential as it was the only form of support that promoted study engagement over time. The results highlighted the importance to identify the factors that affect the teacher's abilities to provide social support for the students. However, also the student's willingness and ability to utilize the available support appeared to be essential to consider. In the third study, the students perceived social support from teachers was predicted with the student's individual characteristics (i.e. perceived study engagement and gender), the teacher's resources (i.e. perceived social resources in the professional community, work-related stress and teaching experience), and contextual factors (i.e. class size,

school size and neighborhood SES). A two-level latent growth curve model was used to analyze the three-year longitudinal survey data simultaneously collected from the students (n=1879) and their teachers (n=114). The results indicated again that study engagement was a strong predictor of the individual as well as the class differences in perceived support from the teacher. However, also the teacher's perceived professional recognition and support from colleagues was found to be a resource that facilitates the support students perceive from the teacher.

Network: Value Issues and Social Relations in Education

Title of paper: The Role of Teacher Perception of School Climate on Teacher Intervention into Bullying

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Abstract:

Bullying has been considered a complex and relational problem. Researchers agree that the development of a positive school climate is an important factor in reducing bullying, as it occurs within the school context (Yoon et al., 2016). Teachers have a prominent position within the school environment: they hold the key both to bullying prevention and intervention as well as to create a positive school climate (Bosworth & Judkins, 2014). Teachers may also be affected by the perceived school climate in their anti-bullying intervention (Kollerova et al. 2021), still this topic has been little studied, especially in Nordic countries.

This study investigates the relationship between teachers' intervention into bullying incidents and their perceived school climate in Lithuanian ($n = 1576$) and Norwegian ($n = 82$) teachers' samples. We hypothesized that teachers' perception of school climate is associated with the types of teachers' intervention into bullying incidents, but these associations differ across the two contexts. Teacher interventions were evaluated within a whole-school approach anti-bullying programme developed by Olweus (Olweus, 2001). School climate perception was measured by administering the School Climate Assessment Instrument, including eight subscales (Alliance for the Study of School Climate, 2014).

Data were collected through a standardised online self-administered survey questionnaire. In the data analysis, firstly, an Exploratory Factor Analysis (EFA; Principal Axis Factoring extraction method) was performed to individuate models of teacher intervention into bullying incidents for the Lithuanian sample (this study was part of a larger research project on OBPP in Lithuania, also in comparison to Norway, thus the Lithuanian sample provided the basis for the comparison). Next, the relationship between teacher interventions into bullying incidents and school climate was investigated by means of regression analyses. In the EFA two models for teacher intervention emerged, namely, teacher systemic intervention (related to collaborating with other school system components, mainly parents and other teachers) as well as teacher direct intervention (directly approaching the students involved in bullying). In total, these two models explained 56.12%. In the regression analyses, adopting systemic intervention was positively associated with climate perception of student learning assessment ($\beta .18^{***}$) and being female among

Lithuanian teachers (R^2 adjusted .165, $p < .001$), while it was not significantly associated with climate perception among Norwegian teachers (R^2 adjusted .153, $p = .103$). Teacher direct intervention was positively associated with climate perception of school's physical appearance (beta .10**), student interactions (beta .15***), leadership and decisions making in school (beta .04*), along with being females among Lithuanian teachers (R^2 adjusted .103, $p < .001$), but it was not significantly associated with climate perception among Norwegian teachers (R^2 adjusted .12, $p = .278$). Notwithstanding the limitation due to the different sample sizes, these results indicate that the school climate perception is influential on how teachers implement anti-bullying interventions in the Lithuanian but not in the Norwegian context, where other elements may be more relevant. This comparative study contributes to the Nordic educational research on teacher intervention into bullying incidents and school climate as a predictive factor of teachers' interventions.

Network: Value Issues and Social Relations in Education

Title of paper: How do teachers understand and practice caring in schools?

First author/Presenter: Lena Haller Buseth

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Co-author(s): Runa Rannov Bostad

Abstract:

How do teachers understand and practice caring in schools?

1. Research topic/aim

Newly trained teachers in upper secondary schools in Norway often start their career being a form teacher. Some schools use mentoring and guidance to support them in their role, and NTNU offer a special education program for form teachers. Evaluation of this program tells us that form teachers see caring for their students as one of the major tasks in their role as form teachers, but that guidelines in how to do caring relation-work are missing. Caring is mentioned but not defined in the Norwegian Education Act (1998). Our aim is therefore to explore how form teachers understand and practice caring in their classrooms. We draw on data from research on form teachers in vocational programs and introductory classes in upper secondary schools in Norway. Having worked as form teachers in upper secondary schools ourselves, we believe that our practical experience can add valuable reflections upon teacher's relation-work in general, and to elaborate on the concept of caring in this piece of work in particular.

2. Theoretical framework

Caring in education is often associated with the American feminist, educator and philosopher Nel Noddings (2005). She offers a comprehensive theory of caring, arguing that caring relations is ethically basic to human beings. Our work follows the relational strands, and is inspired by different theoretical traditions in the field of pedagogy of relation (Bingham & Sidorkin, 2004). Teachers caring practices are discussed in light of Martinsen's "omsorgsfilosofi" (caring philosophy) (Martinsen, 2003, 2005), and "pedagogical love" (Kaukko, Wilkinson & Kohli, 2021), as ethical relation-work in intercultural education.

3. Methodology/research design

This work draws from two different qualitative studies on teachers in upper secondary schools in Norway. One from interviews with form teachers in vocational programs, and the other from ethnographic fieldwork in introductory classes for newly arrived students.

4. Expected results/findings

Form teachers are profoundly concerned for the students' wellbeing, and they talk about caring ("omsorg") as a foundation for giving the students emotional and professional support. The teachers see caring as relation-work intentionally designed to meet students' struggles and strivings – an understanding of caring that goes beyond basic obligations on all educators.

5. Relevance to Nordic educational research

Education in uncertain and precarious times need to pay attention to "soft skills" as "omsorg"(caring) in teaching practices. Teachers relation-work is vital for students to feel safe and cared for if they are to succeed in schools.

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Network: Value Issues and Social Relations in Education

Title of paper: How do teachers understand and practice caring in schools?

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Abstract:

How do teachers understand and practice caring in schools?

1. Research topic/aim

Newly trained teachers in upper secondary schools in Norway often start their career being a form teacher. Some schools use mentoring and guidance to support them in their role, and NTNU offer a special education program for form teachers. Evaluation of this program tells us that form teachers see caring for their students as one of the major tasks in their role as form teachers, but that guidelines in how to do caring relation-work are missing. Caring is mentioned but not defined in the Norwegian Education Act (1998). Our aim is therefore to explore how form teachers understand and practice caring in their classrooms. We draw on data from research on form teachers in vocational programs and introductory classes in upper secondary schools in Norway. Having worked as form teachers in upper secondary schools ourselves, we believe that our practical experience can add valuable reflections upon teacher's relation-work in general, and to elaborate on the concept of caring in this piece of work in particular.

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Education in uncertain and precarious times need to pay attention to "soft skills" as "omsorg"(caring) in teaching practices. Teachers relation-work is vital for students to feel safe and cared for if they are to succeed in schools.

References:

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Network: Value Issues and Social Relations in Education

Title of paper: Experiences of Icelandic Adolescents with Government COVID-19 School Interventions.

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Co-author(s):

Abstract:

During the Covid-19 pandemic, the government interventions have impacted children and young people's daily routines, such as with sectioning of schools and largely moving education to online platforms, limiting activities of after-school programmes, sporting events, and other types of social gatherings.

This presentation will discuss the experiences of Icelandic adolescents aged 12-17 with the government interventions in the school system; how they engaged with online teaching, as well as their coping mechanisms. The presentation is a part of a doctoral project in anthropology which aims to describe, analyse, and synthesise Icelandic adolescent's experiences and perceptions of the government's interventions. The theoretical focus rests on a Singer's syndemic (x) which seeks to explore how structural elements of society, and individual health mechanisms, impact health and wellbeing and the approach is grounded in child-rights centred methods, and narrative-building. The study is a mixed-methods approach, using quantitative data analysis, and participants-observation on social media, and interviews. The methodology is reflexive and incorporates a collaborative approach to its participants and allows individual voices to be heard in terms minors being considered as right-bearing individuals. It further seeks to build rapport over time with the participants to engage them in the research process, and is an effective tool to examine power relations as well as empowering and giving voice to groups which otherwise would be marginalised.

The presentation will offer initial findings from semi-structured interviews conducted with adolescents between August 2021 to April 2022. The results will show a nuanced picture of the impact of school disruption where adolescents describe having had difficulty following their educational plan, managing peer relationships, and struggling with returning to normal full-time school routine. Those who transitioned to a college level describe "missing out" of an important years, as the matriculation degree in Iceland marks a certain rights-of-passage. However, stories of taking time to evaluate relationships, and taking time of the slower pace in society to engage with hobbies and creative projects will also be a popular theme.

Although rooted in anthropology, the study offers, as a longitudinal research in a country which sought to keep schools open, is an important contribution to Nordic

educational research as it gives valuable insights into how multifaceted long-term impact an emergency situation can have on this group.

Network: Value Issues and Social Relations in Education

Title of paper: Controversial issues education - "Making the classroom a safe place".

First author/Presenter: Rønnaug Sørensen

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Abstract:

Controversial issues education - "Making the classroom a safe place".

By Rønnaug Sørensen. Associated professor in social science. Faculty of Humanities, Sports and educational science. University of South-east Norway.

In this ongoing study I will examine how teaching Master suppression techniques (MST) can contribute as a pedagogic tool to make the classroom a safe place for Controversial issues education (CIE). The study identifies how teaching MST can help students to make safe classrooms for themselves at the universities. One goal of the study is to show how teaching the MST are tributing to make classrooms a safe place to learn CIE: sexual education, gender, racism, and political controversial themes. Another goal of the study is to show how these tools can help to bring about a greater degree of mutual understanding, to make a climate for free speech in the classroom through utterance norms.

My empirical material is from teaching MST for schoolteachers and early childhood teacher students. It's a qualitative approach that includes, cases, roleplay, and personal stories. This project is still in process but will end this spring. Some of the analyses will be presented at this conference in June.

Why Now? "There is a growing consensus that democratic citizenship, respect for human rights and intercultural understanding is learned more effectively through 'doing' than 'knowing', i.e., accumulating facts. As a result, curricula for democratic citizenship and human rights education across Europe have been opened to new, unpredictable and controversial types of teaching content." Teaching Controversial Issues_professional development pack for teachers_EN.pdf

What do Master suppression techniques means? - MST are strategies of social manipulation by which a dominant person or group maintains such a position in a hierarchy. The MST is a framework articulated in 1945 by Norwegian psychologist and philosopher Ingjald Nissen. He buildt his theory on sociologist Georg Simmels "Tecknik der Herrschens"(Simmel 1908 I:Flemmen 2010) and on Max Weber's domination. These suppression techniques identified by Nissen are ways to indirectly suppress others. Its legal and its invisible by the people who use it, and to the people that is their victim. It resembles what Bourdieu later called "symbolic violence". In the

late 1970s, the framework was popularized by Norwegian professor in psychology and politician Berit Ås. She reduced Nissen's original nine means to five and used the technique mostly in patriarchal domination by men on women. Later she added two more. MST are strategies people or groups of people can use to dominate or humiliate others in a subtle, indirect way. MST are exercised through speech, tone of voice, body language and other forms of interaction. The techniques are used in all arenas where people exercise power - in working life, family life, politics, education, and the public sphere. Today, the term master suppression techniques have become part of Norwegian everyday speech. (kjonnsforskning.no) However, few empirical analyses have been made; on how MST works, and on how the techniques can be used as pedagogical tools in teaching controversial issues.

Litteratur

Flemmen, Haakon (2009): Hersketeknikk-en begrepshistorie. ARR nr 1.

Network: Value Issues and Social Relations in Education

Title of paper: Improving student behavior and task engagement with a classroom management game

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Abstract

The Good Behaviour Game (GBG) is an evidence-based classroom management strategy based on applied behaviour analysis and has been shown to increase student on-task behaviour and decrease disruptive behaviour (e.g. Joslyn et al., 2019). Moreover, longitudinal studies have indicated that among students who are most at-risk, the GBG can reduce the likelihood of problems escalating into substance use, dependence disorders, and risky sexual behaviours later in life (Kellam et al., 2012). The aim of this study was to examine the effects of a token-based version of the GBG on the disruptive and on-task behaviour of students with persistent behaviour problems in three primary school classrooms in the capital region of Iceland. Participants were four students in each classroom, five girls and seven boys, aged 7 – 11 years, reported by their teacher to have persistent behaviour problems. After baseline assessment of target behaviour, teachers received brief training in a token-based version of the GBG. As part of the game, classroom rules and token boards were posted in the classroom. Then, students in each classroom were divided into four teams that could collect tokens for following classroom rules and engaging in academic tasks. Teachers regularly provided tokens and feedback in response to positive student behaviour. Teams could „win the game“ by collecting a specified number of tokens and earn activity-based rewards at the end of each game. Additionally, they could earn weekly tangible reinforcers by winning the game a specified number of times over the week. Partial interval recording was used to collect data on disruptive behaviour (out-of-seat, noise, negative words, and aggression) and task engagement. A multiple baseline across groups of participants and ABAB reversal design within one group, showed a clear reduction in disruptive behaviour and increase in task engagement when the GBG was implemented. During baseline, disruptive behaviour was observed in 0 to 73% of intervals (23% on average) but when the GBG was implemented, disruptive behaviour was observed in 0 to 2% of intervals (0.1% on average), decreasing by 100%. At the same time task engagement increased from 25 to 80% (57% on average) to 83 to 99% (94% on average), or by 64%. Initially, the GBG was applied for 10 minutes but later increased to 15 and 20 minutes, with disruptive behaviour remaining near 0% and task engagement above 90% of intervals. Social validity of the intervention was assessed with a student questionnaire, indicating that all participants considered the game fun, that it helped their class to learn and that they wanted to continue playing the game. Findings indicate that the token-based Good Behaviour Game could be a viable and effective classroom management strategy for teachers in Iceland, given its positive

effects on student behaviour and task engagement. However, further research, including systematic replication is called for.

Network: Value Issues and Social Relations in Education

Title of paper: Brief Teacher Training in a Classroom Management Game: Effects on Interactions and Classroom Noise

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Abstract:

The Good Behaviour Game (GBG) is a classroom management strategy where student teams earn points for following classroom rules. It has proven to be an effective way to decrease classroom disruption and undesirable student behaviour. The original version of the GBG involved response cost to reduce inappropriate student behaviour, but in this study a more positive version, involving the use of token reinforcement, was applied. The purpose of this study was to assess the effects of this positive token-based version of the GBG on teacher interactions with students, along with classroom noise levels. Participants were three teachers, two females and one male, aged 29-32 years, teaching students in grades 2 to 5, in a primary school in the capital region of Iceland. The impact of GBG on teachers' interactions with students was assessed through direct observation in math classes, using partial interval recording of reprimands and positive feedback to students. A multiple baseline and ABAB reversal design was applied to assess the effects of the GBG on teachers' interactions with students, as well as on classroom noise levels, assessed with the app SoundMeter. Following baseline, each teacher completed a short training in the token-based version of the GBG, covering the theoretical background of the GBG and how to best implement it. Teachers were given posters with classroom rules and token boards to keep track of tokens given to teams of students for appropriate behaviour and task engagement during math class. Teachers also received a small pamphlet containing instructions on how to implement the GBG along with a list of ideas for activity rewards for teams of students reaching set goals during class. The brief training and materials enabled teachers to implement the GBG with acceptable fidelity, ranging from 64 to 92%. After adding feedback and guidance in the implementation of the GBG, treatment fidelity increased to a range of 87 to 96%.

Network: Value Issues and Social Relations in Education

Title of paper: Navigating Dilemmas while Multiprofessionally Collaborating for Supporting Children 'at risk': A Coordinator Role

First author/Presenter: Maria Olsson

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Abstract:

Research topic and aim

Multiprofessional collaboration across organisational borders is beneficial when difficulties occur regarding children's development (Anderberg et al., 2020; Cross & Cheyne, 2017). To promote and solve problems in collaboration between professionals, for example in schools, social services and healthcare, a coordinator role is seen as important (Cole et al., 2016). This paper focuses on such a role and builds upon an interdisciplinary study in which a pilot project in a Swedish municipality was investigated. Its goal was to prevent children from getting into difficulties, so-called children at risk, through improved collaboration between preschool/school, social services and healthcare. The coordinator role, assigned to principals, was supposed to be a link between families and professionals. The aim of this paper is to describe and discuss how the coordinator role was perceived and experienced by principals and other professionals at different local organisational levels.

Theoretical framework

As theoretical framework Billig's (1991) concept of ideological dilemmas is used. Different sides of dilemmas may appear in various contexts, such as in people's everyday talk. Ideological dilemmas are fruitful for analysing opposing logics in participants' reasonings regarding a coordinator role and general dilemmas operating in educational contexts.

Research design

Data were collected via semi-structured interviews, which made it possible to examine in-depth the participants' experiences and perceptions of the coordinator role. The interviews were carried out at the end of the pilot project's first and second year and included professionals at different organisational levels, for example principals, pedagogues, social workers, nurses and heads of preschool/compulsory school, social services or healthcare.

This study was approved by the Regional Ethical Committee, Sweden. Participation was voluntary and the informants could withdraw from the study at any time.

The analysis followed procedures of a thematic analysis and ideological dilemmas were used as a methodological tool.

Findings

The coordinator role emerges as tense when dilemmas need to be addressed. These dilemmas are related to opposed overarching ideas, such as education for 'all' children versus treatment for specific children. Over time, the dilemmas concerning coordination of the pilot project with existing practices in preschools/schools and concerning initiatives for families, emerge in different ways. The position of the role appears to be changing to become more prominent regarding coordination of the project and more peripheral regarding initiatives for families. These motions can be understood as a way to navigate ideological dilemmas.

Relevance to Nordic educational research

There is a general interest in multiprofessional collaboration to promote children's development and prevent them from getting into difficulties. However, research of initiatives for prevention is still sparse. Exploring and contributing knowledge of a coordinator role can also contribute to increased knowledge and provide a basis for dialogues concerning multiprofessional collaboration.



NETWORK 8

GENDER AND EDUCATION

Network: Gender and Education

Title of paper: Queer reading of the Sagas: Deconstructing binary understanding of gender and sexuality in Icelandic literature courses in upper secondary schools

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Abstract:

Studies have shown that globally the dominant discourses within educational spaces are predominantly heteronormative and draw on binary construction of gender and sexuality. Queer students often experience marginalisation and discrimination. Textbooks and classroom curricula rarely address queer issues and topics and teachers often lack skills and knowledge of how to include LGBTQ+ themes in the classroom. Iceland is no exception. According to a recent survey by Samtökin 78 (the Icelandic queer organisation) queer students experience exclusion and find that their reality and issues are rarely incorporated in the classroom. This is in stark contrast to the progressive laws and regulations for the protection and rights of LGBTQ+ people that have been introduced in Iceland. However, there are potentials for teaching about and incorporating queer issues in the classroom as the National Curriculum (NC) Guide for Upper Secondary Schools (2011) mentions both queer and gender studies as possible subjects to be taught. It is, however, left open to individual schools and teachers to interpret these provisions in the NC and to decide whether and how queer topics should be incorporated. It is in this context that we want to explore how the Icelandic Sagas can open up a space for what we define as teachable queer moments. By drawing on Ahmed's queer phenomenology we will discuss how and whether teachers orientate towards queer moments in their teaching of classical Icelandic literary texts. Our aim is to understand in more details how teachers of classical literature can create a space within the classroom that disrupts heteronormativity and gender-binarism. Literary research of the last decades has resulted in various queer re-evaluations of older texts, including medieval Icelandic sagas and poems. These new research trends have not been reflected in textbooks or school curricula, leading to an increasing gap between researchers and the educational establishment. A case in point is the well-known *Njáls saga* which is taught in most Icelandic upper secondary schools. Among the issues examined in *Njáls saga* scholarship are (hetero)masculinity, (hetero)sexuality, and gender fluidity. All these issues emerge naturally from the text and can be examined using mainly close/queer reading. We interviewed eight upper secondary school teachers about their teaching of *Njáls saga* in which the focus was on concepts such as queer reading, queer moments, sexuality and gender diversity and how they engaged students in critical thinking about these issues. We also employed historical discourse analysis of textbooks and other educational material related to the

Icelandic classical literature to generate further data. Our preliminary findings indicate that teachers are open to the potentials of reading the classical literary texts queerly but often lack knowledge, skills, and resources to engage with the texts counter to the hegemonic/classical interpretation and involve their students in critical thinking about gender and sexuality.

Network: Gender and Education

Title of paper: Monopolising the interpretation of masculinity: Male sports fandom at Chinese secondary school

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Co-author(s): Fengshu Liu

Abstract:

Within China's secondary education system, heavy academic pressure determines that most students are unable to invest time to develop a variety of personal hobbies. Under this circumstance, it is popular among male secondary school students to attend to high-quality sports content provided by international professional leagues, such as the NBA. This constitutes an important aspect of many male students' daily online entertainment consumption. For these students, watching NBA games and engaging in discussions about elite plays on social media offer an important 'refuge', which allows them to release stress and manage friendships with peers that define aspects of who they are outside of their academic life. In particular, professional basketball tends to be male oriented in nature. As such, basketball fandom serves a useful window to understand to shed light on male students' gender construction.

In this article, we analyse Chinese secondary school students' self-reflective consumption of NBA games to uncover how sports consumption influences young male sports fans' understandings and practices of gender during their secondary school education. The research is based on focus groups of 23 male participants recruited from two secondary schools from eastern Chinese provinces. These participants were aged between 16 and 18 and came from a variety of family backgrounds. Common to all is that they describe themselves as loyal basketball fans, who not only watch NBA games regularly but also actively participate in discussions about NBA athletes on social media. In this way, they form an important part of the networks of basketball fans of their age in Chinese society.

The focus groups reveal that elite NBA athletes represent an important type of male ideals used by male young Chinese sports fans to define desirable masculinities. This showcases how the archetype role their fathers once played in young Chinese people's life journey starts being replaced by sports celebrities at the secondary school stage of education. Interestingly, when using elite athletes to define desirable masculinities, these male students often exhibit an attempt to monopolise the interpretation of manhood in sports fandom. This is reflected in how they contextually evoke a seemingly homosexual discourse to portray elite NBA athletes but simultaneously reject female fans' appropriation of such a discourse to portray sports athletes or effeminate entertainment celebrities. In this way, these male students'

double standard becomes apparent, pointing towards their endeavour to entrench the subjectivity of men in gender power relations.

The implication of the current research findings is twofold. On the one hand, the research findings suggest that, amid the rise of consumerism in post-reform Chinese society, sports media now plays a pivotal role in increasingly more young male Chinese people's negotiation and practice of gender identity during a key transitional period of young Chinese men's educational journey. On the other hand, the research findings also showcase how male chauvinism persists in young Chinese men's sports fandom participation, which reflects the perpetuation of patriarchy in wider Chinese society. The current research sheds new light on the intersection of sports consumption and gender identity in the context of China's secondary school education.

Network: Gender and Education

Title of paper: Masculinity in the Mirror: A Grounded Theory of Ableist Heteronormativity in Gendered High School Spaces

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Abstract:

The organization of space has been acknowledged as critical in promoting gender and sexuality diversity in Icelandic educational institutions. For example, schools are beginning to introduce gender neutral or inclusive bathrooms, and LGBT+ issues are increasingly being included within classroom settings. Yet, bathrooms and locker rooms remain highly gendered and sexualized spaces in most schools. According to ethnographic studies conducted in Icelandic upper secondary schools, heteronormativity is still (re)produced within educational spaces. There is an extensive body of research that have focused on how the workings of heteronormativity excludes and marginalized those students who do perform their gender or sexuality differently. However, limited research have explored how the organization of space and the discourse of heteronormativity influence and constitute heterosexual young males. It is in this context that this paper will focus on heterosexual young males and how they navigate different gender-segregated school spaces and how they view and police their body; i.e., how they experience these gendered spaces and how they “extend” into these particular spaces through bodily performances.

The paper draws on Foucault's theoretical perspectives and writings on surveillance, heterotopia and panopticon. Furthermore, it is inspired by Sara Ahmed's work on queer phenomenology, with regards to how institutions and spaces produce “straight bodies” and direct them towards heterosexuality and dominant gender performativity, functioning as “straightening devices.”

Based on constructivist grounded theory in the context of gender, sexuality, and space research, this study recruit a broad demography at an upper secondary school where heteronormative dyadism remains largely unchallenged and ableism is celebrated. Through fieldwork and semi-structured interviews, data is generated in order to explore how heterosexual male students experience gendered space and their bodily dwellings. Different masculinity theories and concepts will also be used in the data analysis.

The findings draw attention to how ableist heteronormative discourse is (re)produced within educational spaces. Furthermore, young heterosexual male feel the pressure

of heteronormativity and try to adapt their bodies to the hegemonic norms. The findings could benefit researchers, educators, and policy makers with regards to how educational spaces can be organized differently in order to include variety of bodies on the basis of sexuality and gender diversity.

Network: Gender and Education

Title of paper: Uncertainties in sexuality education

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Co-author(s):

Abstract:

Uncertainties in sexuality education

The Swedish curriculum, Lgr22, as well as different surveys emphasize the importance of teaching involving student participation with an aim to make it more relevant for the students (The Swedish schools inspectorate 2018). Even international research emphasizes how realities and challenges of young people need to be met in sexuality education (Cense 2018) as well as having sexuality education that address more physical pleasure and desire (McGreeney& Kehily 2016). Allen (2020) argues that instead of sensuality, sexuality education is full of instrumentalism, focusing on risk and danger and with an aim to micro-manage students' lives.

The empirical material comes from an ongoing, by Swedish Research Council financed, four-year study on sex education in four Swedish secondary schools. The study includes audio recorded data collection and field notes from research circles with teachers and our research team, classroom observations and interviews with students and teachers. The aim is to examine how sex education is taught, experienced and how it can be developed as part of a variety of school subjects.

'We want to know how to have sex', stated the students frank in an interview about sexuality education they just attended. 'Teaching could have been more about sex and not just what's around it', they went on explaining. The students found a lot of the teaching interesting, but something was missing. They had an interest in something more than what they experienced in school sexuality education. So, the students are longing for something else, a delicate subject and not quite an easy one to handle. An issue involving a lot of uncertainty.

This specific study draws on the concept of tensions, defined by Mol, as contradictions and frictions that are inevitable in the world we are obliged to share (Mol 2002). Working with tensions in the analysis means engaging with the paradoxes that partly create the practices. Paying attention to tensions that might bring alive something unexpected. So far, I'm working with a paradox, that the students experience as the teaching beat around the bush, namely how to have sex. But what that include is not at all obvious. With inspiration of Allen's (2020) thinking of change in the curriculum of sex education, I'm interested in to discuss possibilities to

open up for the unexpected and uncertainty, which sexuality education includes in relation to our sexuality and gender.

In this presentation, I provide a closer look at an ongoing study, which in June will be further developed.

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Network: Gender and Education

Title of paper: Examples from an anthology: Gender and Education in Politics, Policy and Practice -Transdisciplinary Perspectives in precarious times

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Co-author(s): Marie Carlson

Abstract:

Examples from an anthology: Gender and Education in Politics, Policy and Practice - Transdisciplinary Perspectives in precarious times

Recent global developments have shown how important issues regarding gender are as we continue to experience the effects of various social justice movement related to gender, gender identity and diversity and are evidenced in the precarity of the modern times. In this presentation we discuss the importance of gender as a transdisciplinary tool in education, both as a pedagogical tool and as well as within our research. Crossing disciplinary and methodological boundaries, and thus creating a transdisciplinary framework, the paper springs from our recent publication of Gender and Education in Politics, Policy and Practice: A Transdisciplinary Perspectives (2021). This book uses intersectional and transnational lenses to explore education in diverse contexts using empirical examples taken from Croatia, Indonesia, Mozambique, Tanzania, South Africa, Turkey, the UK and the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden). For our talk we will frame the various conceptions of gender in educational contexts to explore the use of gender and intersectionality in educational research at various educational levels and contexts, from formal and informal contexts, and ranging from early childhood to adult education. While transdisciplinary research is not a new concept in academia, such discussion is less common in educational research, perhaps because both educational research and gender theory are by nature transdisciplinary. While these two fields are interdisciplinary, our paper and the book work to combine the two fields and cross disciplinary boundaries in order to bring awareness to the importance of understanding education as a multilayered and multifaceted field where intersectional discussions of education can be constituted as transdisciplinary and as important in addressing pressing issues of a precarious nature in education. Gender studies in education require an interrogation of power relations, politics and policy in institutions and educational contexts, both formal and informal. They also deconstruct the social, economic and cultural processes implicit and explicit in local, regional, national and global structures. These processes include the racialization, ethnicization, and class-based divisions included in gender studies and allow research to highlight how and why it is necessary to understand them as intersecting forces, rather than separate

and discrete. Using the over-arching themes include in this book we focus on a critical discussion of policy, practice, cooperation by looking at such issues as action/agency; increased emphasis on theorization and neoliberalism and exploring issues of dualisms and the Anglophone and Western bias. In line with Woodard and Woodard (2015), we want really to emphasize that through an interdisciplinary approach, critiques and analysis of the connections between the political and personal can be interrogated, understood and engaged with and what the implications for education in a broad sense can be.

Keywords: gender and transdisciplinary research; international and intersectional education; gender research and inclusion, activism and civic education; gender in higher and lower education, policy and practice

Reference:

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Network: Gender and Education

Title of paper: Who is responsible?

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Abstract:

My research project is called boys' identity formation in diverse classrooms and is an ethnographic study of a 6th turned 7th-grade class in inland Norway. The aim of the research is to understand how identity formation takes place at school, with a special emphasis on gender, ethnicity, and social background/class. The main research question is how does gender, class and ethnicity play a part in identity formation on the social life of boys between 11 and 13 in school, and how does it form their understanding of the world and the future? The data for the project was gathered through a one-year fieldwork from January to December of 2020 where I did participant observation every day, and interviews with the pupils. I am currently writing my PhD thesis in the monograph format.

In the paper I wish to present I take a look at an especially unruly English lesson where a group of boys test the authority of their teacher. In the situation, the boys put the blame for their unruly behavior on the style of teaching and the teacher herself – hence the title of the paper, who is responsible? – which she not surprisingly rejects. In the paper I look at this situation through the lens of power and authority and analyze the ways in which the boys try to destabilize their teachers hold over the lesson, and the options they have available for exerting power over their surroundings. Additionally, I put this in a gender perspective, and show how the subject position of unruly boy at school is created and lived by these individuals. As a theoretical framework for this discussion, I will use Sherry B. Ortner's writing on ethnographic refusal (1995) and further incorporate perspectives of power and resistance, such as Michel Foucault's *Power/Knowledge* (1980), and Savannah Shange's magnificent book *Progressive Dystopia* (2019).

What I expect to find in this paper is more nuanced view of disruptive behavior and refusal at school. In my paper, as well as my research project as a whole, I will show how the power relations at play in the classroom holds more meaning for everyone involved than what is seen at first glance. There is much at stake, especially for the 'unruly' boys. In Norway there's an ongoing discussion about boys at school, where they often are painted as school losers falling behind the girls in grades, and where their behavior and ways of being routinely are problematized. Both rebutting and nuancing this view is one of the things that makes my research important for Nordic educational research.

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Network: Gender and Education

Title of paper: Constructing a 'Nordic Nativeness' in Swedish Sexuality Education

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Abstract:

The Nordic countries' progressive sexuality education (SE) has become synonymous with gender equality, sex-positive attitudes, and norm-critical awareness (Allen & Rasmussen, 2016; Bengtsson & Bolander, 2020; Zimmerman, 2015). In global comparison, Nordic SE is perceived to be a queer utopia regarding LGBTQ rights (Kjara, 2017). Despite the prominence, feminist scholars argue it to cultivate forms of sexuality through notions of secularism and progressive pedagogy (Scott, 2018). According to Scott (2018) has Western sexual freedom represented the "fulfilling of natural inclinations of all women" (p. 157) in which sexual desire becomes a defining attribute of the human and a form of "natural law outside of history" (ibid). Svendsen (2017) argues the secular logic within Norwegian SE to be an 'operating technology', constructing a secular native and a religious Other. Similar constructions have been found by Honkasalo (2018) in Finnish textbooks, where culture is assigned to non-Finnish Others in contrast to liberal and progressive "Finnish" sexuality.

When seemingly neutral and depoliticized notions of sexuality, the human body, health, and morality are addressed in SE, it becomes crucial to think about how these notions affect educational practices. In this paper we continue the path of critique and explore Swedish SE to understand how 'Nordic nativeness' is constructed through educational practices. Our data consists of observations, interviews, and textbooks in which we highlight how 'the native' and 'the Other' are represented. In our paper, we use a thematic analysis to flesh out how positions of 'nativeness' and 'otherness' are represented in SE. Our preliminary findings support previous research but also present a paradox in which attempts of widening perspectives simultaneously re-construct and re-position nativeness and otherness. Although the empirical example is from a Swedish context, the paper's results are of interest to a wider audience because it contributes to an understanding of how sexuality education is actively positions different ethical, social, political, and cultural values.

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Network: Gender and Education

Title of paper: Swedish natural science sexuality education

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Co-author(s):

Abstract:

In Sweden, sexuality education has long been part of civics, religion, Swedish, domestic science and Physical Education (Skolöverstyrelsen, 1977). Since it has an even longer tradition in biology education the physiological, natural scientific and secular outset is strong (Bredström, Bolander, & Bengtsson, 2018). Nordic sexuality education has further been attributed to produce a distinction between disciplinary knowledge. Knowledge in biology education is mostly treated as scientific facts, whereas knowledge situated in the social sciences and ethics curricula is treated as topics of discussion. Accordingly, there is a need to challenge the existing separation of natural science sexuality education from its political, moral and religious context (Svendsen, 2017). The view is also supported in a survey among Swedish youth (16-29-year old), where school is considered to provide reliable knowledge, but more knowledge about gender, relationships, gender equality, norms and LGBT perspectives is requested (Public Health Agency of Sweden, 2017).

This study therefore aims to contribute to the existing field of sexuality education research by an exploration of lower secondary biology teachers' views on teaching and how the school subject could contribute to the broader framing of sexuality education. This study also concerns how the dominant tradition of anatomical, contraceptive and reproductive perspectives could be challenged.

This study takes place within a broader research project partly financed by the Swedish Research Council and engages four lower secondary schools. The data was generated through a mix of methods including teacher-researcher meetings, participatory observations during lessons and student interviews and used audio-recordings and field notes. A posthumanist starting point (Barad 2007) was further used in the exploration of the phenomenon of natural science sexuality education and its material-discursive entanglements. The preliminary results enact a tension between the students' expectations on natural science sexuality education, the subject-specific syllabus, traditions within the natural science discipline and the teachers own interpretations of what the subject aims at. The results are further used to elaborate on how natural science sexuality education could open up for other than implicit heteronormative perspectives and topics, such as, identity, relations, consent and responsibility—also advocated in the subject specific syllabi.

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Network: Gender and Education

Title of paper: Is “keeping discipline” in the nature of novice male teachers?

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Abstract:

This paper reports an interview study with seven newly-graduated male teachers in Icelandic compulsory schools, who taught in grades 5–10. We interviewed them five times during their first two years. We set out with the general aim to study the experience of male novice teachers with two theoretical perspectives in mind: about gender and masculinity, and about novice teachers. The focus in this presentation is on gendered expectations experienced by the novice teachers, from within and outside of the school, and how these expectations interacted with the professional demands of being a teacher.

Our main theoretical point of departure is that the male-specific expectations, such as men as natural disciplinarians, tend to be strongly rooted in ideas of hegemonic masculinity (e.g., Connell, 1987, 1995), while ideas of inclusive (Anderson, 2009) and caring masculinity (Elliott, 2016, 2020), seem to be more consistent with the professional induction of learning from experience in becoming a teacher, for instance in the task of attending to detail. We also use several topics prevalent in research about male teachers. First, the persistent view that men are better at keeping discipline and order among the children (e.g., Francis, 2008). Second, in the discourse there is a floating view that male teachers can more easily allow themselves to be careless in jobs which require care and attention to detail. The third issue is “bodily resources” (e.g., Persson, 2021), such as men tend to be taller than women and have a deeper voice. The fourth of these issues is potential linguistic differences between men and women, in particular in relation to how teachers manage their classrooms.

The interviews revealed that hegemonic masculinity ideas seemed to influence our interviewees as they experienced various male-specific expectations. The findings also suggest a tension between the expectations of men as natural disciplinarians and the professional induction of learning to become a teacher. Male-specific expectations included that the school as well as parents expected that the students had respect for them on the grounds that they were men. While such expectations gave some of the interviewees a head start with positional authority, it laid a burden on them as novices. Not all of our interviewees fitted the male-specific expectations and images of disciplinarians, which suggests the importance of breaking down gendered stereotypes. In recruiting teachers, regardless of gender, we need

individuals who are able to perform professional practices of care and attention to detail in managing a classroom. In the discussion, we use several Nordic research findings, for instance Hjalmarsson & Löfdahl (2014) and Persson (2021). The findings can easily be relevant for schools in a similar system as the Icelandic one.

Network: Gender and Education

Title of paper: Other spaces for young people's identity work in physics: resources accessed through informal physics education in Sweden

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Abstract:

For students from minoritized backgrounds in physics, especially White and racialized women and students from working class backgrounds, inbound identity trajectories into physics are generally regarded as exceptional. In this study, we investigate the experiences that minoritized students have which may support their sustained interest and achievement in physics, and their ongoing inbound trajectories into post-secondary physics education. To understand these experiences, in this presentation we look to the role of informal physics education (IPE) programs as "other spaces" which can offer resources that support students' development of practice-linked identities. This study collected timeline interview data from 21 students enrolled in post-secondary physics programs in Sweden. In this presentation, we draw on data collected from 7 of these participants, all of them young women in their first year of physics at universities across Sweden. In the analysis we identify the various forms of resources made available through IPE learning contexts, and how these create possibilities for young people to engage in forms of identity work that contribute to the construction of new possible selves in physics. Findings suggest that students can access important relational and ideational resources through IPE programs. Relational resources included a) supportive social networks; b) enduring relationships; and c) relatability. Ideational resources emerged as: a) sources of information which possibilized physics for participants; b) information that provided possibilities to learn about the life of a physicist; and c) important sources of recognition for participants seeking membership in the field. We argue that these resources are critical to support participants' potential to disrupt the dominant narratives among young women that "physics is not for me" (Archer et al., 2020). Rather, IPE opportunities can support the imagination of "possible selves" in physics (Markus & Nurius, 1986). However, while we highlight the importance that IPE experiences play in the lives of young people in physics, we also discuss that these kinds of experiences remain inaccessible to most students, and thus reproduce a certain elitism in the field. This presentation will conclude with a discussion of how the relative inaccessibility of IPE experiences in Sweden can preserve dominant relations in physics, and may do more to obscure social inequalities than it does to repair them.

Keywords: Identity, informal physics education, equity, qualitative methods

Archer, L., Moote, J., and MacLeod, E. (2020). Learning That Physics Is 'Not for Me': Pedagogic Work and the Cultivation of Habitus among Advanced Level Physics Students, *Journal of the Learning Sciences*. 29, 3, 347-384.

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Network: Gender and Education

Title of paper: Possibilised by physics: Students' retrospective narratives about safe spaces, beautiful boundaries, and emancipation

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Abstract:

The paper aims to explore students' commitment to science, focusing three existential-orientated narrations about physics trajectories and well-being/ill-being. The paper draws from an on-going interview study with 'non-traditional' university physics education entrants, examining the conditions and encounters that made enrolment in selective higher education possible. Previous research on science identity contributes with insights into how interactions in everyday life – in schooling and beyond – promote and hinder young peoples' science aspirations, accomplishments and persistence. Indeed, the advancement of knowledge about social reproduction, social mobility and strategies for widening participation in higher science education is motivated, in the Nordic countries and elsewhere, by social justice and national economic arguments. While this paper is informed by research on young people's 'choice-narratives' (Holmegaard, 2015), it mainly draws on insights from research on well-being and, in particular, Sayer's sociological work on suffering and conditions for human flourishing. Hence, we look into experiences of physics as a mediator for self-realization and resilience in hardships, rather than examining the conditions for young people's physics commitments.

The data comprise twenty timeline interviews (60-120 minutes) with 1st and 2nd year students enrolled in university physics programmes in Sweden. The students were encouraged to give accounts and construct a visual timeline (Sheridan et al, 2011) of their personal trajectory into higher physics education, with special attention to persons, events and conditions that they recognized as important in retrospect. Their accounts covered science commitment and non-commitment from a life-history perspective, delineated supportive encounters and conditions as well as barriers. This paper uses narrative analysis to explore three life-histories that were characterized by an emphasized existential narrative. The interviewees, two men and one woman, were re-entry students with diverse age, ethnic and social backgrounds.

Findings comprise four elements that shaped the narratives: resilience, safe spaces, beautiful boundaries, and emancipation. 1) The trajectories were structured as stories about overcoming adversity (e.g. bullying, poverty and mental illness), in which attachment to Physics was narrated as vital for cultivating resilience. 2) Furthermore, Physics – not 'school physics' – was represented as a safe space in their overall

chaotic and distressing childhood and youth, in part related to 3) its universal laws and orientation towards nature instead of man. 4) Undertaking formal higher physics education was narrated as a turning-point in that they had accumulated the resources to choose 'oneself' in spite of difficulties and doubts. Concluding, the paper seeks to contribute with insights into 'under-represented' students' engagement in higher science education, bringing forward life-histories about physics as a mediator for well-being.

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Network: Gender and Education

Title of paper: Gender budgeting to promote gender+ equality through primary education

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Abstract:

At the primary school level there are many opportunities to promote gender + equality. Gender budgeting is a strategy to change policies, plans and financial decisions to meet gender equality commitments. Gender budgeting has been introduced at different levels of government in Iceland and abroad, but methodology has so far not been developed in the field of primary education (O'Hagan 2018). In order to do so, research was carried out in collaboration with the City of Reykjavík and three primary schools in the years 2019 and 2020. We draw on theoretical knowledge of equality issues in primary schools in Iceland and other Nordic countries; policy and decision-making documents from the Government Offices, City of Reykjavík and the partner schools, including data on financial decisions, organization and activities within the school community; and statistical data, including data on demographics and usage of support and services. In addition, eight semi-structured interviews were conducted with representatives of the City and employees of the collaborating schools. The multiple data collection methods and sources were for triangulation purposes (Denzin 1978), but also to gain comprehensive understanding of the policy and decision-making processes of the primary education organisations. The data analysed with a qualitative content analysis, where special emphasis was placed on gender and equality perspectives and opportunities to promote gender+ equality in decision making processes. The analysis revealed numerous opportunities to promote equality through the school community, that are organised into four themes: policy and decision-making processes, gendered culture, and inequity, accessibility, and unpaid care work. It is proposed that authorities, both in Iceland and other Nordic countries, implement policy-based gender budgeting to address these issues. In this way, resources and other qualities are prioritized in actions that promote equality, social justice, and equality (Klatzer et al. 2018).

Network: Gender and Education

Title of paper: Queer teachers' experiences with openness in the classroom

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Abstract:

This ongoing project provides an overview of the Nordic research on queer primary school teachers' experiences with and thoughts about openness in the classroom. The concept queer will in this context be used as an umbrella term for different forms of self-identified sexual orientation, gender identity and diversity (Giertsen, 2019). Earlier research show that queer teachers' experience of fear and harassment can make them hide their real identity, although the situation differs. Newer research has however found a more liberal attitude to queer teachers, but with some challenging aspects when meeting parents, students, and school leaders (Lundgren, 2008; Røthing, 2008). The view on gender and sexuality in society changes fast, and I am interested in how queer teachers experience the situation today, 50 years since the decriminalisation of homosexuality in Norway. I will discuss the question: "What do we know from contemporary research of queer teachers' experiences with openness in the classroom in a Nordic context?"

Through searches in Nordic and International research databases for relevant studies, I used different combinations of the words "gay", "lesbian", "queer" and "school"/"schools" in order to find studies that dealt with the subject in a Nordic context. And after that, chain search enquiry in the reference lists to find more studies. Per February I have ended up with 12 studies from the last 15 years. However, the searching process is not over, so more studies may appear. Some of the research projects are explicit on queer teachers' experiences, while other are more implicit through research on school, society, and education.

The findings are presented in three preliminary themes: (1) Experiences of coming out and being open, (2) Experiences of support from schools and school leaders, and (3) Experiences of harassment and bullying. The results are being discussed in relation to queer and norm critical theory.

Network: Gender and Education

Title of paper: Gender perspectives on interventions to combat gender differences in Nordic VET

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Abstract:

The Nordic education systems and labor markets are highly gender segregated. Vocational education and training (VET) is no exception. Although the Nordic VET systems look different, e.g. for possibilities of gaining university entrance qualifications and private sector involvement, the gender differences represent a striking similarity. In general, more boys than girls enter VET education. Also, boys dominate the energy, industry, building and construction programs whereas girls dominate the health and social care programs.

Gender differentiation within VET is apprehended as problematic for several reasons. One reason is the forecasted labor shortages in specific industries, which in turn may impact the national economy negatively. Another reason is that the gender division does not sit well with the overall national gender equality policies nor with equal rights ambitions. Stakeholders have therefore urged for change. During the past decades a number of interventions to combat these gender differences within Nordic VET have been implemented.

This study describes and analyzes thirteen recent interventions from a gender perspective. The guiding questions are:

- (1) what ideas about the problem with gender differences form the basis for and justify the intervention?
- (2) how do these ideas intersect with and reproduce notions of gender in the intervention and in the VET systems?

The aim is to develop a deeper understanding of how such interventions might reproduce notions of sex and gender, and how this intersects with VET systems at large and their explicit focus on employability in particular.

The theoretical concept of a gender system (e.g. Hirdman, 2001) is used as a point of departure; women as a group and men as a group are divided both horizontally and vertically within the education system. Bacchi's (2012) WPR framework is used to analyze what problems and practices the interventions represent, and how these reproduce gendered categories and perspectives within the interventions and the VET systems.

A total of 13 interventions have been selected, representing both general approaches, targeting across all sectors, and sector specific approaches. The interventions are situated in Iceland, Sweden, Norway, Denmark and Finland. The data consists of information and documents available on the interventions' webpages.

Preliminary results indicate that, primarily, the interventions foreground the economic consequences of the horizontal segregation as the main problem and justification for the interventions. The primary aims are thus to help alleviate challenges within the different sectors in matching people with jobs through VET. Binary notions of gender dominate and gendered pupils are the starting point of the interventions which mainly focus on recruiting more people from the "underrepresented gender". In effect, educational choice is foregrounded, as is a primary focus on girls as the targeted group who makes the "wrong" choices. Little effort goes into troubling the inherent gendering processes within the VET practices. Instead, the focus is on troubling and changing individuals generally, and girls particularly.

Hirdman, Y. (2001). *Genus – om det stabila föränderliga former*. Malmö: Liber.

Bacchi, C. (2012). Introducing the 'What's the Problem Represented to be?' approach. *Engaging with Carol Bacchi: Strategic interventions and exchanges*, 21-24.

Network: Gender and Education

Title of paper: Institutionalizing LGBTQ Rights in Swedish Regions - Professional Identity Narratives of Swedish Regional LGBTQ-certifiers

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Abstract:

This paper is part of a dissertation project with the overarching aim to explore the institutionalization of LGBTQ rights in Swedish regions and its organizations. As a result of rather extensive policy reforms during the last two decades in Sweden aiming to increase LGBTQ rights several practices have been birthed. These kinds of practices have been sparsely researched as most research on LGBTQ issues have been occupied with either LGBTQ people's experiences of injustices and discrimination in organizations or with discursive formations at policy to promote inclusion of LGBTQ issues and its consequences. The present study is instead focused on professionals enacting LGBTQ rights policies in Swedish regions through educational practices. This is explored through the case of LGBTQ-certifications which is understood as a kind of LGBTQ mainstreaming policy approach. I understand the certification as a mainstreaming policy approach conducted by regions as "doing the document" (Bacchi & Eveline, 2009). In this specific paper I explore professionals conducting these mainstreaming practices by analyzing the narrative identity construction of LGBTQ certifiers, this to further our understanding of how the practice of institutionalizing LGBTQ rights from public policy to regional organizations is made sense of.

The data consists from interviews with 8 certifiers. The interviews were informed by "the free association model" (Holloway & Jefferson, 2008), an approach that lets the interviews to be guided by what the participants themselves orient towards. In this paper the data is explored through a bambergian inspired positioning analysis (Bamberg, 2006; Watson, 2007) focusing on small stories appearing in the talk of their own practice as certifiers. Understanding interviews as socially situated actions where identity is constructed and co-constructed in interaction, the participants professional identity is analyzed by looking at small stories of "dilemmas" in the empirical material. The results so far show two identity positionings; pinioned savior and restrained activist. The different ways certifiers position themselves in their talk about their practice showcases distinctive educational transformative desires in order to bring about change aimed with the certification. These however, share being problematized in their stories with regards to the concept of accountability. Thus, drawing on an audit discourse the certifiers transformative desires for LGBTQ rights

which is founded in the public policy are held back in terms of possibilities of evoking change by the system it operates within. This indicates that working with promoting LGBTQ rights becomes problematic when within a neoliberal public system. Being a LGBTQ-certifier becomes more of an administrative task than an educational transformative task bringing about change to increase LGBTQ rights.

The case of LGBTQ-certification is a Swedish phenomenon. However, policies in the other Nordic countries targeting LGBTQ rights share similar ideas of including LGBTQ issues in public policy practices. Being it a unique case, this paper aims to further our understanding of practical implications for professionals working to implement LGBTQ rights policies and by that institutionalizing LGBTQ rights creating opportunities for interest groups in the Nordic as well as other countries sharing similar ideas.

Network: Gender and Education

Title of paper: Gender differences in reading and the selection of literature in L1 education

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Co-author(s):

Abstract:

This study seeks to examine the Nordic scholarly discourse on gender differences in reading, focusing in particular on the perceived problem of boys' habits and attitudes to reading fiction.

To what degree should we as L1 teachers be pleased if pupils read literature at all? To what degree should we work to make all pupils read texts with varied gender representation, as well as literature where the characters challenge traditional gender roles? In the field of Norwegian didactics, it is still commonplace to recommend the strategy of allowing boys to read primarily about male main characters and traditionally masculine topics in order to (Kverndokken, 2013).

It seems to be established that there exists a correlation between the gender of literary main characters and children of the respective genders' reading comprehension and attitudes to reading. Several studies have found that these correlations seem to be stronger for boys than for girls (Roe, 2013).

The paper will draw on relevant insights from Nussbaum regarding narrative fantasy (2006), as well as Felski (2008) and her arguments against representativity as the main criterion for selecting literature education. Moreover, the paper will draw on some of Klafki's ideas of selection of material for education and Bildung, as well as on gender theory.

The paper will consist of a review of the Nordic literature on gender differences in reading, and a discussion of the findings with insights from relevant theory.

Expected results/findings

The literature review will show that the discourse on gender differences in reading is dominated by a focus on the pupils' motivation. One hypothesis is that the research literature can be divided in two categories. (1) Those who argue that boys should be encouraged to read anything that might catch their attention and make them want to keep reading. (2) Those who argue that boys should be encouraged to read literature where traditional gender roles are challenged. I expect to find little support in the research literature for what we might imagine as a third stance: (3) That boys should be encouraged to read a rich selection of literature with female main characters,

whether these texts challenge traditional gender norms or not. If this hypothesis holds true, the paper will consider what the lack of such an argument implies, given that we know that girls are encouraged to read a rich selection of literature with male main characters.

Literature

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Network: Gender and Education

Title of paper: Exploring the Role of Attitudes Toward ICT in the Gender Digital Divide: An analysis with International Large-Scale Assessment Data

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Abstract:

Knowledge and skills in information and communication technology (ICT) can have long-term impacts on tangible educational outcomes (Jeong & Hmelo-Silver, 2016). In contrast, disparities in students' mastery of ICT can negatively affect students' learning and increase educational inequalities (Hinostroza, 2018). As a consequence, both researchers and policymakers have brought to attention the multiple digital divides in education and the need for clarifying which factors may explain their size, variation, and development over time (Van Dijk, 2020)—students' attitude toward ICT is one of these factors (Cooper, 2006).

This research examines whether attitudes toward ICT and gender are associated with different digital competence levels in secondary students. Specifically, we test whether ICT attitudes mediate the relationship between gender and digital competence. We use meta-analytic structural equational models to analyze student data from 21 countries participating in the International Computer and Information Literacy Study (ICILS) in 2013 and 2018. We expect to find a significant mediating effect of attitudes toward ICT on the gender gap in digital competence across countries. Furthermore, we expect wider gender gaps in digital competence for countries with low socioeconomic and ICT development after controlling for gaps in attitudes. Results from this research will help understand the magnitude of the gender gaps in digital competence across countries, the role of attitudes toward ICT for the relationship between gender and digital competence, and the degree to which variation in gender gaps is associated with socioeconomic and ICT development at the country level. Nordic educational researchers can use the findings of this research to understand how Nordic gender gaps in students' digital competence compare to gender gaps from other countries and how the gender gaps changed over the last four years. We hope that these findings may guide researchers and policymakers in the development of digital inclusion strategies aimed at reducing digital gender divides.

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NETWORK 9

GENERAL DIDACTICS

Network: General Didactics

Title of paper: Teachers' leadership in parents-teacher development dialogues in Primary school

First author/Presenter: Britt-Marie Bader

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Co-author(s):

Abstract:

Teachers' leadership in parents-teacher development dialogues in Primary school

Britt-Marie Bader, PhD in didactic, Mälardalens universitet

Research topic/aim

The focus of this paper is to consider teachers' complex work of leading parent-teacher development dialogues with the aim to describe and explore how teachers' leadership emerge by especially focusing on teachers' physical and verbal communication and meanings. The paper represents the initial findings of a PhD study.

Theoretical framework

I draw from an understanding that the world is a social, intersubjective, and historical world where people experience, act and intertwine in a private and a shared world. The study is phenomenological and inspired by a lifeworld approach and the data was analysed to consider people's context, their experiences and the complexity involved in leading parent-teacher development dialogues.

Methodology/research design

This paper is the result of the first and second phases of a project with the aim of study teacher's leadership in parent-teacher development dialogues and investigate teachers' and student's experience of teachers' leadership. The PhD study aims to describe and explore how the leadership emerges and takes shape and what meaning it is assigned. The empirical data is based on observations of parent-teacher development dialogues and interviews with teachers and students. Observations and interviews took place in a primary school, grades five and six. The analyses are done with support in the life-world phenomenological concepts attitude, as-seeing and pedagogical tact. These concepts include verbal and bodily communicative expressions and sensitive and intuitive actions, their meanings will be illuminated and explicated.

Expected results/findings

Initial analyses of the observations indicate that parent-teacher development dialogues are emotionally charged and that the teachers tend to balance and administer the dialogues and show consideration to the students. Teachers balance time between individual students and the class, and handle sensitive issues by maintaining a good atmosphere in the dialogue. Administration is about documenting before the development interview, during the time and afterwards. Consideration is about asking friendly questions, showing curiosity and creating a safe and positive atmosphere. The interviews indicate that meanings assigned to leadership are to guide students, to appreciate what comes from themselves and to show a willingness to be part of the development conversation. Guiding includes considering the student's self-esteem and self-confidence, showing care and starting from what is best for the student. These early findings confirm that teachers' leadership is complex and moves between didactic, relational and emotional dimensions and situations and depends on individuals' differences, relationships and situations.

Relevance to Nordic educational research

Leadership emerges and takes shape in a variation depending on individuals, relationships and situations. The result, supported by life-world phenomenological concepts, contributes to increased knowledge and in-depth understanding of teachers' leadership in development conversations and constitutes an asset for teachers to communicate and to lead development conversations. Research on development talks that primarily study teachers' leadership is scarce and assessment research demands studies from both teacher and student perspectives, which means that the study can contribute to Nordic educational research.

Network: General Didactics

Title of paper: Literature didactic in the transition from primary to secondary school

First author/Presenter: Camilla Häbler

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Abstract:

Literature didactic in the transition from primary to secondary school

Several research have been carried out in connection with fictional text practices in primary (e.g., Penne, 2006; Kjelen, 2013; Ottesen & Tysvær, 2017) and secondary school (Rødnes, 2014; Sønneland, 2019; Gabrielsen, Blikstad-Balas & Tengberg, 2019).

Previous research (Ewald, 2007; Penne, 2013; Ottesen & Tysvær, 2017) also show that the reading of fiction in primary is privatized and individualized. Findings indicate that the students read a lot of fiction, however they mostly read on their own, and there is little common attention and work with these texts (Ottesen & Tysvær, 2017).

Studies that address literature teaching in secondary school, such as the LISA-study (Linking Instruction and Student Achievement), show that secondary school, to a large extent, emphasizes learning about literature, by, for example, identifying periodic characteristics or literary means, rather than learning from literature through the exploration of texts (Gabrielsen, Blikstad-Balas & Tengberg, 2019).

Finding a balance between an experience-based approach to literature and an analytical approach to literature, can help to create coherence in literature work in the transition from primary to secondary school.

In this study, we investigate how work with fiction can create such a connection through shared reading experiences and conversations about literature.

The study is related to the interdisciplinary theme of public health and life skills, which is one of three interdisciplinary themes in the curricula for Norwegian schools.

The study is a theoretical work, where we make interpretations of a selection of texts in order to shed light on the problem. The text selection consists of theory about what characterizes readers in primary and lower secondary school (Appleyard, 1991), as well as theory about the significance of fiction for the development of empathy, ethical awareness and sense of community (Nussbaum, 2016; Andersen, 2019). For perspectives on literary conversations, we focus on, among others, Aase (2005) and Rødnes (2019).

In the paper, we will discuss reflections on literature didactics and literature reception in the transition from primary to secondary school. We will also discuss how the novel, *Lappjævel!* (Nedrejord, 2020), can form a relevant starting point for a literature didactics that balances an experiential approach against an analytical approach.

During kindergarten, primary- and secondary school and higher education students will encounter several transitions. In these transitions, students encounter both academic, pedagogical, and social changes. Such transitions in children's upbringing and education are, and should be, the subject of our attention, and therefore we find our study relevant to teacher educators in all Nordic countries.

Selected references

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Network: General Didactics

Title of paper: Intercultural Competence in Language Subjects in Norwegian Lower Secondary Schools: a Classroom Video Observation Study

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Abstract:

In precarious times, seeing each other and seeking to understand each other is a key competence. To deal with inequality and social injustice around the world, it is essential to acquire intercultural “knowledge”, “skills” and “attitudes”, and hence develop “critical cultural awareness” (Byram, 2020, p. 44). These elements are fundamental within the field of intercultural competence. Learning processes focusing on developing students’ intercultural competence are therefore central in making young people reflect on contemporary social challenges.

This paper presentation will give an account of the role of intercultural competence in Norwegian lower secondary English and French classrooms. Based on video-observations of 60 English lessons and 45 French lessons in 9th and 10th grades (ages 14-15)—collected by researchers between 2015 and 2017 and showing naturally occurring instruction over two school years at seven lower secondary schools in Norway—we will first quantify the amount of time allotted to work on intercultural competence in these classrooms, then investigate the types of instruction and strategy use that take place in the classrooms. In the analysis of instructional practices, we particularly build on the works of Michael Byram, Darla Deardorff (Deardorff, 2011) and Hild Elisabeth Hoff (Hoff, 2020).

Given that there are variations between the English and foreign language curricula in how explicitly they refer to intercultural competence, we expect to find variations between the two subjects when it comes to actual teaching and the extent to which intercultural awareness is an integrated part of classroom discourse. Questions we will explore are: To what degree is intercultural competence taught in French as a foreign language (L3) and English (L2) classes? What can we actually observe? Is intercultural competence an integrated part of foreign/second language teaching, or is it treated separately? Is the focus mainly on Great Britain, the USA, and France, or are other relevant language areas and/or minority cultures also included in the teaching? Are there any common characteristics across the subjects? Are there noticeable differences?

Although there is a considerable body of research literature on the concept of intercultural competence and different theoretical models, few studies provide

findings based on empirical observations of intercultural competence within second and foreign language classroom teaching. Even fewer studies have compared across different language subjects. Consequently, the findings from this study will contribute to filling a knowledge gap in Nordic educational research.

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Network: General Didactics

Title of paper: Effects of reciprocal peer tutoring on students' engagement and social relationships

First author/Presenter: Hilde Ulvseth

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Co-author(s): Neriman Tiftikci, Martin Storm-Andersen

Abstract:

Research topic/aim

Results from a brief systematic review reveal (Tiftikci, 2021), that previous research finds peer tutoring effective at increasing student learning and engagement (Thurston, 2020). This study investigate a combination of both the academic and social outcomes.

The overall purpose in the study is to investigate if and how reciprocal peer tutoring increases students' learning and strengthen their peer relationships and engagement. This presentation conveys how reciprocal peer tutoring affect student engagement in science/technology and mathematics in 4th grade.

Theoretical framework

Students' participation in academic activities is constantly affected by the social contexts they are part of. Socio-academically participation is therefore the starting point for working with reciprocal peer tutoring (Schmidt, 2017). It is a theoretical hypothesis that students' engagement increases as they attain positive experiences with peer relations when working systematically with reciprocal peer tutoring. Positive peer relations are seen as promoters for students' engagement (Veiga et al., 2014). Engagement is defined as a multidimensional concept. A crucial part of engagement is participation i.e., engagement requires students' participation in learning activities(Appleton et al., 2006).

Methodology/research design

The presentation focuses on an ongoing three-year study designed as a quasi-experiment. The sample consists of 25 teachers and 570 students. The interventions were carried out through 13-weeks. Students' engagement is measured in a pre and post questionnaire. Likewise, students' reflections are collected through video elicited interviews (Epstein, et al., 2006).

Expected results/findings

We will present quantitative and qualitative analyzes of students' self-reported engagement. The following questions are discussed: To what extent does reciprocal peer tutoring affect students' engagement? How do the students experience this kind of student collaboration in relation to their engagement and participation?

Relevance to Nordic educational research

In general, there is limited knowledge about the structured reciprocal peer tutoring in a Nordic educational research field. Our brief systematic review finds only a few studies (Tiftikci, 2021) that investigate a combination of academic and social outcomes in relation to structured reciprocal peer tutoring. From this view, this study is a new contribution to the research field of the dialogical classroom.

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Network: General Didactics

Title of paper: Exploring learning and teaching in interdisciplinary learning designs

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Co-author(s): Kenneth Silseth, Hans Christian Arnseth, Ole Andreas Kvamme, Andreas Lund, Ingvill Rasmussen, Kari Anne Rødnes, Elin Sæther, Kristin Vasbø

Abstract:

Exploring learning and teaching in interdisciplinary learning designs

Research topic

Central in the renewed national curriculum (LK20) in Norway is the topic of interdisciplinarity. LK20 describes three interdisciplinary themes that are embedded on all educational levels: (1) health and wellbeing, (2) sustainable development, and (3) democracy and citizenship. This shift in the renewed national curriculum implies that teachers need to develop novel practices and learning designs in order to meet the new requirements. In the project called EVA2020, we investigate how teachers and students participate in interdisciplinary learning designs at selected schools across Norway, following LK20.

Theoretical framework

By taking a sociocultural and interactional approach to learning and instruction (Lemke, 2001), this paper explores the opportunities and challenges that teachers and students experience in classroom settings involving interdisciplinary learning designs. More specifically, we focus on how teachers can facilitate learning activities that; allow students to participate in collaborative knowledge construction, foreground attention on students' experiences and ideas (often deriving from their everyday lives), and where students are positioned as authoritative and accountable participants (van de Sande & Greeno, 2012).

Methodology

The study is based on data from three case studies involving one higher and two lower secondary schools. The data were collected during three school projects involving interdisciplinary learning designs focused on the three interdisciplinary themes. The data material consists of video recordings of classroom interactions, structured observation notes, student products and interviews with students and teachers. Microanalyses of classroom interactions and thematic interview analyses constitute central analytical procedures (Hall & Stevens, 2016).

Expected results

By focusing on student-teacher interactions, we are able to investigate in detail how the members of classroom communities across different levels in the educational system experience the implementation of interdisciplinary learning designs during its different phases. Preliminary findings suggest both opportunities, challenges and tensions in the implementations. Such learning designs activate students' experiences from prior learning situations in and out of school in interesting ways. However, tensions regarding students' own ideas, perspectives and curricular demands also emerge.

Relevance to Nordic Educational context

The relevance and significance of the study is found in its examination of how teachers and students cope with interdisciplinary curricular requirements, reflecting major societal challenges of wellbeing, participation and sustainability. Such insights will generate knowledge that can guide teachers and teacher educators in their interdisciplinary work in future schools, and fostering citizenship for an increasingly complex and changing world.

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Network: General Didactics

Title of paper: Research on Bildung in education – a general overview

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Co-author(s): Elisabeth Rønningen, Anabel Corral Granados, Magnus Rom Jensen, Solvor Solhaug

Abstract:

1. Research topic/aim

The main aim of the paper is to provide a general overview of the initial findings of a larger project that seeks to complete a comprehensive systematic review of research on Bildung in education. The aim is to advance the knowledge base on Bildung and its use in and implications for educational theory, policy, and practice, including teacher education. Bildung is a central concept in education in Continental and Nordic Europe since German enlightenment era with past and present implications for education.

2. Theoretical framework

Theoretically, the paper draws on Bildung-based Didaktik to frame the discussion on Bildung more generally, but it will also build up from the conceptions and frames found in the articles included in the final pool for analysis.

3. Methodology/research design

This study is a systematic review that seeks to identify and analyse key issues related to research on Bildung from an educational research perspective. The search strategy relies on the preferred reporting items for systematic reviews and meta-analyses (PRISMA) framework (Liberati et al., 2009). “Bildung” was used as a search term in the following databases: Eric/ProQuest, Education Source/EBSCO, Web of Science, and Scopus. The inclusion criteria were: (1) Type of publication, including journal articles and books and book chapters accessible online; (2) Timeframe: 1990-2020; (3) Field of study: education (or social sciences) and teacher education; (4) Language: English; and (5) Peer-reviewed. Exclusion criteria were: (1) Grey literature and conference proceedings; (2) Languages other than English; (3) Literary-focused articles (Bildungsroman); (4) Non-education articles; (5) Published before January 1st, 1990; and (6) If article/publication is shorter than 5 pages. Initially 4702 hits were captured with Bildung either in Title, Abstract, or Keywords. 3884 hits remained after

removal of duplicates. Seven research group members participated in the first round of screening abstracts blindly, which resulted with 368 articles included. In the next screening phase with blind switched off, 368 articles will be cross-checked to decide on the final number of articles to be reviewed and analyzed thematically.

4. Expected results/findings

Initial screening and reading of articles show that a large number of peer-reviewed articles on Bildung come from philosophy of education journals, suggesting that Bildung has attracted the attention of philosophy-oriented education scholars dealing with theoretical problems, and less so of scholars dealing with education policy and practice.

5. Relevance to Nordic educational research

The paper is highly relevant for NERA and for the education field, since it contributes to consolidating the knowledge base on Bildung – which in the Norwegian context is a clearly stated policy goal as part of the dual mission of education – and problematizing past research in efforts to re-envision the implications of Bildung for education theory, policy and practice.

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<https://doi.org/10.1371/journal.pmed.1000100>.

Network: General Didactics

Title of paper: Use the students! to enhance quality of teaching and transfer to workplace

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Co-author(s): Rikke Lawsen

Abstract:

This study reports on a project aiming to enhance teaching quality, specifically enhancing transfer from further education to workplace (Stegeager, 2014). The context is further education across professions in Denmark. Theoretically the project draws from the concept of Scholarship of Teaching and Learning (SoTL) (Trigwell et al., 2000). The aim of scholarly teaching is to make transparent how we have made learning (and here also transfer) possible. The main idea of the project is to scaffold teachers in becoming scholarly teachers by exploring the effects of their teaching more systematically. We scaffold the teachers by supplying them with a set of questions about transfer that they may use. Teachers are asked to collect responses from students and reflect on the responses in writing. In a small pilot project with four teachers, the student responses and the reflective writing was collected by the project and analysed in terms of 1) drivers and barriers to transfer as experienced by the students, and 2) teachers' experienced value of the method. The aim is to share results among colleagues each semester to facilitate awareness of drivers and barriers to transfer.

The preliminary results on drivers and barriers to transfer can be categorized as a) individual, b) collective, c) teaching methods, and d) the organization. a) Individual drivers found were motivation and personal interest. b) collective drivers were social learning possibilities and that more colleagues from the same workplace attend an educational program together. c) Teaching for active learning supports students' learning, and reflection on own practice with the help of theory supports their ability to reflect on and make changes to their practice. d) Organizational drivers include the possibility (that few have) to get new tasks at their workplace and time to reflect on new practices. Also, possibilities to have dialogues with colleagues and leaders at the workplace supports transfer. As for the barriers, the pilot study mainly revealed organizational barriers: lack of time for reading and preparing for education, lack of time to experiment and reflect at their workplace, lack of possibilities to take on new tasks, lack of interest from their colleagues and leader.

The scaffolding questions suggested by the project worked well, but they also needed adjustment to the specific teaching context and students. From the pilot

experience it seems is very different to work with one's own students and one's own teaching rather than learning about transfer in general through literature.

The results and experiences from the project can inspire new ways of supporting further education of professionals and especially the issue of transfer in the public sector in the Nordic countries.

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Trigwell, K., Martin, E., Benjamin, J. & Prosser, M. (2000) Scholarship of teaching: A model. Higher Education Research and Development 19(2), 155-168.

Network: General Didactics

Title of paper: The Didactic Balance Model and the Threat Posed by Ideologies

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Abstract:

Research topic/aim

The premise of this paper is that ideologies can be an important condition of life for people and society even though history has shown that certain ideologies also can be destructive and oppressive. Our fundamental research question is thus: Is it possible to eradicate the threat element of ideologies to make them sustainable?

Theoretical framework

We are not looking to describe or discuss which kinds of ideologies may pose a threat to society, the environment and people. Nor do we want to depict how ideologies manifest themselves in various and particular forms of religion, beliefs, values and power systems, politics, economics, writings, arts, artefacts, rituals, myths, behaviours, languages or scientific disciplines. And we are not interested in discussing the content of the ideologies in relation to the truth based on theories of truth espoused by scientific theory or in light of comparative political approaches (cf. Ritsert, 1990; Fagerholm, 2016; Gerring, 1997) or indeed why such manifested ideologies, especially in their fundamentalist form, have led to disagreement, deterrence, threats, wars, terror and other kinds of destruction and death. Rather than start with specific ideologies, our analyses and investigations of the nature of ideologies will take their lead from general theories on ideology (Cassirer, 1944; Janowitz, 1983; Eagleton, 1991; Huntington, 1993; Gerring, 1997).

Methodology/research design

To address our fundamental research question, we will first establish a model for the nature of ideologies. Next, we will apply this model in order to develop a generic pedagogical model or didactic balance model.

Expected results/findings

Traditional didactic thinking and models for planning teaching and learning activities are often described as "Instructional Systems Development/Design" (ISD models) (Tennyson and Foshay, 2000). All of the models (e.g. the didactic relation model) require defined learning objectives while also advocating clear and unambiguous learning content in advance. Given these circumstances, traditional didactic planning

models will not be able to meet the challenges associated with ideologies and unforeseen events and can subsequently not be used as planning models for teaching these topics.

Relevance to Nordic educational research

The pedagogical model aims to provide a starting point for teaching about ideologies and their impact on developments in society without referencing one particular ideology. Children, young people and students—as well as their teachers or anyone else, in particular politicians and researchers—can use this model to further their learning and gain a deeper understanding of the ideologies' significance, content and causes for action, be they threatening or sustainable. The main objective is to acquire better insight, which can in turn help increase tolerance between different ideologies and world views, thus helping to bring about peace, solidarity and a sustainable world in every aspect.

Network: General Didactics

Title of paper: Young peoples' online science practices as a gateway to higher education STEM

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Abstract:

The purpose of this presentation is to explore how students perceive that online practices have enabled their participation in university physics programmes. The presentation is part of a larger project, exploring students' trajectories to higher education physics, with a particular focus on students from under-represented groups. In order to conceptualise how students bridge their science participation across physical and online spaces we make use of the learning ecology perspective (Barron 2006). This perspective is complemented with the notion of science capital (Archer et al. 2015), analysing how students have been able to strengthen different aspects of science capital through online participation.

Data has been generated through semi-structured interviews guided by a timeline, constructed in collaboration between the interviewer and the interviewee. 20 students enrolled in higher education physics have been interviewed, with a focus on their trajectories into higher education physics.

The findings focus on five students who in various ways all have struggled to access science learning resources and found ways to utilise online spaces as a complement to their physical learning ecologies. In the presentation we show how online practices have contributed to the students' learning ecologies, e.g. in terms of building networks and functioning as learning support, and how resources acquired through online science practices have both use and exchange value in the wider science community (Gonsalves et al. 2021). Online science participation is thus both curiosity driven and founded in instrumental reasons (using online tutoring to pass school science). Further, we argue that online spaces have the potential to offer opportunities for participation and network building for students who do not have access to science activities and science people in their everyday surroundings. However, this is not to say that online activities are equally and fairly accessible to all, and the potential gendering of online activities will be discussed in the presentation.

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Network: General Didactics

Title of paper: Covid-19 and students mental, social and academic well-being

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Co-author(s): Eva Lykkegaard

Abstract:

Covid-19 and students mental, social and academic well-being

Covid-19 has demonstrated how what is perceived as the most obvious aspects of our human existence in a split second can be torn away, leaving us in a space of unpredictability, uncertainty and contested social values (Braund, 2021; Trevors & Duffy, 2020). Krumsvik (2020) suggests that the “severe societal crisis as a consequence of the coronavirus has had an extreme existential impact, the likes of which we never have seen before” (p. 71), and he continues by suggesting that the “Nordic countries (as well as others) are confronted with the fact that some of the fundamentals of existence are ‘under attack’” (ibid.).

This paper examines, if and how the three fundamental values of Nordic schooling, mental, social and academic well-being, have been impacted. We argue that these three dimensions of well-being are fundamental to achieving the vision of lifelong learning, the roots of which are deep in the Nordic countries, and we discuss what tasks we face in the time after COVID-19. The research question is:

How do students' well-being change through two years of repeated school closures and re-openings due to COVID-19, and how can these changes risk affecting the Nordic vision of lifelong learning?

The paper is based on 5 surveys with students in Danish primary and secondary schools conducted from March 2020 (the beginning of the pandemic) to December 2021. We examine how the three dimensions of well-being develops, and how the well-being dimensions correlate with COVID-19 related stress factors (fear of getting sick) and perceived autonomy and coping.

With the three dimensions of well-being, we suggest that well-being in school is multifaceted in nature, incorporating not only mental or emotional wellbeing, but also whether the pupils are thriving socially and academically (Qvortrup, et al., 2022). We suggest that well-being refers to relational actions and attitudes in ongoing communicative processes in social and academic contexts of schools and classrooms (ibid.)

Preliminary analyzes show that the students' well-being has varied a lot through the period, and that academic well-being in particular has been challenged. In addition to

presenting these variations, the paper shows which student groups in terms of age and gender have been most challenged. We additionally relate the students' wellbeing to their perceived autonomy, since Deci, Vallerand, Pelletier & Ryan (1991) highlights that the degree to which students experience being controlled (eg. Covid-19 restrictions) influences their motivation.

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Network: General Didactics

Title of paper: Handling the complexity of environmental Wicked Problems in middle school through process drama

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Abstract:

This paper focuses on the teaching of environmental issues like climate change and the loss of biodiversity, which are referred to as wicked problems. Following (Block, Van Poeck and Östman 2019), one can illustrate their complexity along two dimensions: uncertainty in the science and a lack of agreement on what is at stake. Furthermore, as they are issues handled internationally, they feel outside our sphere of influence. However, the US vote for Trump affected the whole world once the country withdrew from the Paris Agreement, thus common vulnerability in the face of wicked problems is the flipside of a common responsibility. In order to act responsibly, citizens need to understand and come to term with the uncertainties, complexity of perspectives and lack of an ultimate solution of wicked problems. Previous research has therefore argued that educators have the responsibility to help citizens get equipped with these competences (Bazzul 2015; Feinstein and Kirchgasler 2015; Hauge and Barwell 2017).

In this paper, I want to contribute to this endeavor by investigating how students from Swedish middle schools deal with environmental wicked problems. Through a series of workshops, I introduce students from two different schools to specific environmental wicked problems. This is carried out in a transdisciplinary way, by presenting a diverse range of perspectives. Moreover, since one needs to respect the lived experiences of others, in order to handle this complexity in a context of global interdependency (Nussbaum 2010), I introduce in the workshops instances of process drama. This is a suitable tool to handle conflicting values, perspectives and emotions in the teaching of sustainability issues (Lehtonen, Österlind and Viirret 2020).

Trough the analysis of students' actions and conversations during the workshops, the aim of this paper is to shed light on how middle-school students cope with the uncertainty and complexity of environmental wicked problems. In particular, returning to the aforementioned two dimensions of complexity: how do students relate to the understandings and the experiences of others? How do they connect them to their own understanding and experience? How do students handle the intrinsic scientific uncertainty of environmental wicked problems?

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Network: General Didactics

Title of paper: Cognitively activating lessons in a Nordic context

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Abstract:

The aim of the study is to enrich empirical understandings of the enactment of cognitive activation in “high-quality” mathematics lessons in a Nordic context. Cognitive activation has been conceptualized as one of three basic dimensions of instructional quality (Praetorius et al., 2018). It involves both the selection and implementation of challenging tasks and facilitation of students’ cognitive activity (Praetorius & Charalambous, 2018). This paper presents results of an analysis of eight specifically chosen mathematics lessons from the LISA Nordic video database, comprising 140 mathematics lessons. This study considered two lessons from each country: Iceland, Norway, Sweden, and Denmark. All lessons in the database are coded according to the PLATO observation system (Grossman, 2019). The selection criteria were based on two PLATO elements that relate to cognitive activation: intellectual challenge and classroom discourse. Only lessons that contain the highest possible scores in these elements were considered, with two “top-scoring lessons” chosen from each country from two separate teachers.

The lessons were analyzed using reflexive thematic analysis (Braun & Clarke, 2022). Translation and transcription was carried out in cooperation with research associates within the QUINT research center. Themes were developed from open coding of teacher-student interactions, both as seen in the lesson recordings and the transcripts. Contextual data, such as photographs and tasks, were also considered in the analysis.

Preliminary findings showed both commonalities and differences between the lessons. Common instructional formats included group work and whole-class discussions, with student roles sometimes made explicit. The lessons included both conceptually rich tasks and more traditional procedural tasks selected by the teacher. In the latter case specifically, instead of the selected tasks being the source of cognitive activation, it was through the teacher’s implementation that higher-order cognitive activity was facilitated. Teacher strategies included, e.g., “think-pair-share” activities, and assigning students specific roles in discussions, such as “professor” and “secretary”. Differences were found in lesson content, that ranged from probability and percentages to fractions and algebra, as well as lesson structure. The results illuminate understandings of cognitive activation in a Nordic context, with

implications for teacher education, professional development, and continued development of mathematics teaching.

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Network: General Didactics

Title of paper: "We need to break free from narrow educational frames"

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Abstract:

"We need to break free from narrow educational frames"

Voicing teacher experiences with integrating aesthetic expressions in academic subjects in lower secondary school

In this article, which is a part of an ongoing PhD case-study on aesthetic expressions in teaching, the purpose is to explore teachers' experiences with integrating aesthetic expressions like role play, drawing or modelling in academic subjects in their everyday practice. A core value in Norwegian education and training is that pupils must learn and develop through sensory perceptions and thinking, aesthetic forms of expressions and practical activities (Kunnskapsdepartementet, 2020). However, research indicate that The Knowledge Promotion Reform from 2006 has led to a stronger orientation towards teacher-centered teaching among Norwegian teachers, focusing on knowledge transfer and leaving less attention to creative and student-oriented teaching practices (Eide, 2021; Imsen & Ramberg, 2014). Critics of this development have called for attention to the less measurable aspects of education, among others the aesthetic dimension of teaching and learning (Allern, 2011; Bamford, 2008). This study seeks to answer this call, and based on research showing that the gradual weakening of practical and aesthetic subjects and activities has been most evident in lower secondary school (Espeland, Allern, Carlsen & Kalsnes, 2011), the research question is: What characterizes teachers' narratives on integrating aesthetic expressions in academic subjects in lower secondary school?

To answer the question, qualitative in-depth interviews with three strategically selected teachers were conducted. The theoretical framework is founded on research on what guides teachers' reflections on teaching (Lauvås & Handal, 2014), combined with Eisner's (1994) theory on educational aims. Through thematic analysis (Braun & Clarke, 2006) of the interviews, the results show that the teachers are uneasy about what they experience as narrow educational frames in their school culture, and that integrating aesthetic expressions in their teaching expands the possibilities to teach according to their educational values, despite of frictions related to pre-defined competence aims, assessment and dominant cultures experienced in their daily practices. The teachers legitimize their practice in their long teacher experience and particular interest in and knowledge about aesthetic forms of expressions, something which they emphasize as decisive in handling the frictions they encounter. The

themes as thus labelled Narratives of purposes, Narratives of friction and Narratives of personal engagement.

This study highlights dilemmas that teachers could encounter in today's educational climate, where a strong focus is set on basic skills and improving test results. Novice teachers and teachers without aesthetic competence might find themselves facing the same dilemmas as these teachers, but lacking the same experience or knowledge, it might be safer to adhere to traditional teaching methods. As such, the voices of these experienced teachers contribute to discussions concerning the impact of aesthetic expressions in teaching, and to the impact of teachers' aesthetic competence, regardless of the subject taught. These are discussions which are relevant in other Nordic countries as well, considering the common development which can be found in the educational history of these countries (Blossing, Imsen & Moos, 2014).

Network: General Didactics

Title of paper: Facilitating social and emotional interaction and student participation in the classroom through an interdisciplinary teaching design

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Abstract:

Research topic

A growing body of research emphasizes that a social-emotional supportive environment influences student's engagement, interest and enjoyment in class, as well as their social and academic learning (Jennings & Greenberg, 2009). Furthermore, a social-emotional supportive environment might lead to a sense of community in class that is important for students' well-being and learning. In this article, we investigate how teachers support and conduct relational work in the classroom through an interdisciplinary teaching design about life skills and well-being.

Theoretical framework

By taking a sociocultural approach to learning and instruction (Lemke, 2001), the article explores the opportunities and challenges that may occur when teachers invite and support students to share emotional experiences in school. We have a particular focus on how teachers do relational work during instructional work and how students respond to a teaching design making their experiences and emotions relevant (Grams & Jurowetzki, 2015).

Methodology

The study is based on data from a case study involving a class of 39 students (aged 14-15) and two teachers in a lower secondary school in Norway. The data were produced during a school project involving interdisciplinary learning designs targeting the interdisciplinary theme "Public health and life skills" described in the national curriculum. The data material consist of video recordings of classroom interactions, structured observation notes, student products and interviews with students and teachers. Microanalyses of classroom interactions and thematic interview analyses constitute central analytical procedures (Hall & Stevens, 2016).

Expected results

By focusing on the interaction between teachers and students, and between students, we are able to investigate how emotional engagement come into existence

in an academic context. Preliminary findings suggest that learning activities aimed to activate emotional engagement and student's experiences contribute to student's sense of community in class. However, tensions regarding teachers balancing academic and emotional needs in the classroom and students desire to share feelings with the class also emerged.

Relevance to Nordic Educational context

Students in the Nordic countries who experience that they do not belong in school and their classroom community are increasing. Feelings of belonging in school is closely connected to students' relationships with their teachers and emotional engagement in learning activities. The relevance in this study is found in the examination of how teachers facilitate and how students experience learning activities aimed to support emotional engagement and student participation.

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Network: General Didactics

Title of paper: Didactic Choices and Sustainability issues in Geography

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Abstract:

Research topic/aim

This presentation is about geography teachers at middle schools and their didactic choices. Sustainability issues are complex, interconnected, and interdisciplinary offers a big challenge for the teachers. The teacher must decide the purpose, what content and which methods to use. When it comes to sustainability problems, the teacher's choices are more complex and trickier than usual. These issues are not only characterized by both uncertainty and controversy about the scientific facts about the problem but there is also disagreement on what values and norms that underlies the problem which complicates the didactic choices.

Geography is a subject with potential to contribute to education about sustainability issues. Its spans, like few other subjects, over both natural and human sciences and is interdisciplinary. It is also well connected with sustainability issues. But it is a subject with strong traditions concerning the content in education.

Middle school education can be a well-suited level for introducing pupils to sustainability issues but studies (Molin and Grubbström 2013, Barton 2016, Tväråna 2019) have shown that teachers at intermediate stages often choose not to teach about such complex issues.

With these three factors the complexity of sustainable issues, the geography subject potential and the characteristics of middle schools, making the didactic choices will be real challenge for teachers.

Theoretical framework

The study draws from theories of Nordic and German didactic theory by Klafki and Dewey's pragmatic theory on experience. Klafki's didactic perspective contributes to the study by its way of showing how the content of teaching becomes something in a learning situation and how students really learn it (Klafki 1997). This theory is close to Dewey and his term experience and the learning process (Dewey 1925).

Methodology/research design

The study will consist of interviews with middle school teachers about their didactic choices and motives behind them.

Expected results/findings

The expected results will be analyzed through a Öhman and Sunds didactic model (2021) of commitment which is inspired by Klafki and Dewey.

Relevance to Nordic educational research

The study's relevance to the Nordic Educational Research are twofold: it adds to the existing studies on teachers didactic in the Nordic countries; at the same time provide new insights into how teachers can design teaching practices for dealing with sustainability problems.

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Network: General Didactics

Title of paper: Images and resistance in teaching

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Abstract:

Research topic/aim

In this study, we aim to develop a pedagogical-existential method with an eye to image as resistance in teaching.

Theoretical framework

According to Biesta (2015), resistance may lead to three response possibilities. The first possibility is referred to as world-destruction, where the recipient consciously tries to overcome the resistance. The second response option is referred to as self-destruction, where the recipient simply resigns or withdraws from the resistance. In the third response option the recipient relates between world-destruction and self-destruction, i.e., a gray zone. Standing in such a gray zone may be confusing as one has to deal with a resistance where solutions and certainty are excluded.

Methodology/research design

These three response options are used as categories of analysis with regard to specific findings from a study in which selected young people were shown different types of images. In the study, the informants had to choose images that they wished to talk about.

Expected results/findings

A prominent finding was that the informants chose images they knew of, i.e., pictures with which they had a specific relationship. In other words, they chose something familiar and safe. Generally, the informants chose documentary images, images that they understood and were interested in. Equally prominent was the fact that they opted out art images. Several of the young people stated that art images were perceived as incomprehensible. In addition, the data material showed signs that most of them lacked both knowledge and a language in order to be able to express themselves competently about the art images.

The finding opens up for two possibilities when it comes to methodical use of images in teaching. On the one hand, teachers can resign and leave out images that are perceived as demanding for the students. On the other hand, teachers can give students resistance by way of images. This resistance can operate on both an epistemological and existential level. That is to say that the students are given resistance to reach different degrees of understanding of the image. At the same time, they can be given resistance so that they can enter the world, by responding to the image.

Relevance to Nordic educational research

According to our informants, images are mainly used as decorations for PowerPoint presentations or as illustrations for an explanatory text in teaching situations. Images rarely have an independent role in teaching, so our findings show. They are often used as an addition to something else, and strictly speaking, in such situations one would have done just fine without images. There is therefore a need for research that can show how images in teaching can contribute, both on an epistemological and existential level.

Network: General Didactics

Title of paper: Ethical and political moves. How university teachers can open up a space for articulating and experiencing the ethical and political dimension of controversial issues

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Abstract:

This paper presents an analytical framework for investigating teachers' influence on students' learning about the ethical and political dimension of controversial societal issues such as climate change, migration, inequality, etc.: 'Teacher Move Analysis' (Östman, Van Poeck & Öhman 2019). The analytical framework builds on a pragmatic teaching theory (Van Poeck & Östman 2020) and a well established analytical method: Practical epistemology analyses (Wickman & Östman 2002). Teacher moves are actions of a teacher that bring about a change or enforcement of the direction of students' learning. These actions affect what is taken into account and what is not and thereby govern the learning process in a certain direction. This process is called 'privileging' (Wertsch 1993). As a result of teacher moves, students consider certain meanings, questions, artefacts, etc. as reasonable, while others – although fully conceivable – are ignored or disregarded. We will describe and illustrate a variety of 'ethical moves' and 'political moves', thereby showing how university teachers can open-up a space for articulating moral reactions and deliberating on ethical opinions (ethical moves) or for a conflict-oriented political deliberation in which students raise and defend conflicting standpoints regarding how to organise society in the face of societal problems (political moves). By performing ethical moves, teachers can turn students' moral experiences into fruitful drivers for pluralistic forms of education by enabling students to express and share moral experiences and standpoints, to articulate ethical differences and controversies and to reflect and deliberate on moral reactions and dilemmas. Performing political moves creates opportunities for students to personally experience the judgements, prioritisations and decision-making about different and competing alternatives that are involved in the question how to organise society – and to learn from that experience. The developed analytical framework can be perceived as a tool for facilitating in situ analyses that can shed light on the potential of teachers to pursuit sustainability teaching where the emphasize is on the pluralistic and democratic aspect of sustainability. As such the framework will contribute to the research field in the Nordic countries that have focused on sustainability education, the political and ethical dimension of education and the teaching of controversial issues.

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Network: General Didactics

Title of paper: Understanding girls' choices of vocational education in Norway. A longitudinal, processual perspective

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Abstract:

The purpose of the study was to explore the relationship between students' perceived learning outcome from remote teaching and the use of web-cameras during online teaching. A phenomenon sometimes referred to as death by blank screen (Heaton, 2020).

The study was interpreted in light of self-determination theory (Deci & Ryan, 1985) and digital Bildung (e.g., Krumsvik, 2014). We applied an explanatory, quantitative driven sequential design (QUAN-qual), within a mixed research paradigm (Schoonenboom & Johnson, 2017). The main instrument was a survey with closed and open-ended questions. For the study, the quantitative data encompassed three closed-ended questions: (1) "How would you describe your learning outcome during the lockdown?" (i.e., learning outcome), (2) "Do you choose to attend classed with the camera turned off" (i.e., black screen) and (3) "Are you a full- or part-time student?". Learning outcome was measured on the scale: reduced, unchanged, improved. Black screen was measured as "no", "sometimes" and "yes". Qualitative data were gathered through an open-ended question asking the students why they turned their camera off. We analyzed quantitative data through chi-square tests and qualitative data through thematic analysis.

The results indicated that remote teaching affected part- (n = 131) and full-time (n = 118) students differently. The chi-square analysis ($\chi^2(10, N = 236) = 34.9, p < 0.001$) exhibited that part-time students that sometimes had the camera off were overrepresented among those reporting increased learning during the lockdown, whereas full-time students reporting that they had their camera off was overrepresented among those reporting decreased learning. The thematic analysis explored these differences, and unsurprisingly, many students replied that they choose to have the camera off because other students do it. However, many students, especially part-time students, replied that they actively choose when they had their camera on and off according to the nature (e.g., presentation versus seminar) of the lecture.

The COVID-19 pandemic resulted in a sudden and unforeseen shift in how we teach students. Though both students and educators now are returning to campuses,

remote teaching is likely to play an increased role in future teaching. Thus, it is important to improve our understanding of how to facilitate applicable student strategies during online teaching, and thereby increasing their perceived learning outcome and motivation. The present study contributes to our understanding of students' perceived learning outcome from remote teaching.

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NETWORK 10

HIGHER EDUCATION

Network: Higher Education

Title of paper: The meaning of difficulties in their career stories: the case of sport graduates

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Abstract:

Research aim. This study uses a case of sport degree graduates to investigate what meanings do difficulties, such as not being admitted to university, have in education and career themed life stories. The aim of the study is to widen our understanding of modern careers and their complexity. As a lot of emphasis have been given to success both in research and in everyday life, while difficulties and failure have been very understudied phenomena.

Theoretical framework. According to chaos theory of careers (CTC), reality is such a complex structure that people should expect to fail regularly. However, great majority of career research has focused on success. Previous studies on the data (Jama et al. 2021a; 2021b) have shown that difficult experiences are very common in the stories of sport graduates, but that people make sense of and cope with these experiences in various ways.

Research design. The data of this study consists of 54 career life stories written by Finnish sports graduates. Participants were asked to write their life story from the perspective of their career. There was no suggestion that participants should write about difficulties. Instead, as in life story research, this study leans on the idea that if people have on their own initiative written about difficulties, they are somehow meaningful for them. Reflexive thematic analysis is used to understand the shared meanings in the data.

Expected findings. Initial findings suggest that the difficulties shape the events in the story as well as the actions of the protagonist. Difficulties also force protagonists to confront difficult emotions and evaluations of one's situation, and spark learning and growth. In addition, difficulties are seen as crossroads in the past, offering windows to alternative, unrealized stories. It is noteworthy, that often the outcome of difficulties is seen as positive.

Relevance to Nordic educational research. Sport degrees are mainly generalist degrees with no clear professional profile, while, quite the opposite, in some sport professions degrees in sport are not seen as industry standard at all (Christensen, 2013). So far in the Nordic countries, little is known about how graduates navigate these difficulties. This paper offers a window for understanding how difficulties are a meaningful part of one's path. As during the pandemic many students and

professionals are facing new challenges, this study might provoke thoughts about how narrative thinking can help with coping with disappointments.

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Network: Higher Education

Title of paper: New Public Management (NPM) in Nordic universities: conceptual and comparative remarks

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Abstract:

New Public Management (NPM) in Nordic universities: conceptual and comparative remarks

The literature on 'academic capitalism' and the 'entrepreneurial university' has paid more attention to the commercialisation of knowledge, and little, if any, to the administrative systems and bureaucratic controls imposed on universities and their staff. This includes much of the writing on 'new managerialism' that considers New Public Management (NPM) a neoliberal 'ideology' or 'strategy' that merely emphasises performance. Contributions that applied the theories of Michel Foucault to university management highlighted, importantly, the function of surveillance techniques and recurrent evaluation of the academic staff. Yet, this approach has its limits, as after all Foucault's work was primarily concerned with the 'governmentality' of entire societies and with the 'disciplinary practices' in establishments such as prisons, hospitals, and psychiatric clinics. In contrast to such establishments, in bureaucratic organisations individuals are recruited voluntarily, as salaried functionaries, often in positions of social status, and they are associated through hierarchical relations.

This paper examines the introduction of NPM in the Nordic universities, with emphasis on Denmark, which was the first nation in the region to adopt it, in full-scale, two decades ago. The analysis is conducted in a comparative framework of different types of administration systems in Europe and as part of the history and theory of bureaucracy, to which NPM, in contrast to common perceptions and claims, belongs, rather than departed from.

In particular, the paper examines:

- The introduction of NPM into different administrative traditions in Europe (e.g. Anglo-Saxon, Germanic, Napoleonic, and Scandinavian).
- The introduction of NPM in the university system of the Nordic region in the framework of its administrative tradition and the history of bureaucracy.
- The repercussions of NPM for the tradition of academic freedom in Nordic universities, with particular reference to: the role and function of academic

staff, the knowledge produced, and the pedagogic relations between academicians and students.

Network: Higher Education

Title of paper:

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Abstract:

The COVID-19 pandemic has challenged educational institutions to reflect on their resilience (e.g., Nandy, Lodh, & Tang, 2020) as well as their third mission as more concrete aims and actions to contribute to societal development. This reflection can be done through critically analysing curricula that explicate and put into practice the intentions, values, and principles in relation to learning, knowledge, individuals' competencies, and society with cultural and political purposes of education (Annala & Mäkinen, 2011). The third mission of higher education, in turn, is a multidisciplinary, complex, and evolving phenomenon contextualised frequently through national and regional policies, and through commercial aspects (Compagnucci & Spigarelli, 2020; Schnurbus & Edvardsson, 2020). Meanwhile pedagogical research is active at higher education level, research focusing on higher education curricula especially from the perspective of societal impact would be centrally needed (see e.g., Tight, 2019).

Thus, we aim to construct a conceptual framework for research on curricula from the third mission perspective by reviewing the studies ($n = 150$) on the topic published since year 2010. From that data, the repeated research topics, issues, and concepts were identified. As a result, a conceptualisation of third mission in higher education curricula is presented. The framework offers three conceptual levels for analysing curricula: 1) value, 2) world of work and societal service, and 3) individual level. At the value level, curricula can be examined by asking what kind of wider change in society they intend to promote; sustainability, well-being, and multidisciplinary as examples of these aspired values. Related to world of work and societal service, curricula can be analysed through concrete ways of social engagement and contributions to workplace development; the attention will be taken, for example, to partnerships, innovations, and educational leadership. As for at the individual level, the development of domain-specific competencies, generic skills, agency, and life-wide (continuous) learning are the viewpoints through which the third mission can be evaluated. The proposed framework will provide a possibility to create connected curricula (see Fung, 2017) to higher education through which new forms of research-based education and connections between faculty, students, and society can be developed and the resilience of educational system promoted as well.

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Title of paper: Situational agency of business administration students in higher education: A mixed methods analysis of multidimensional agency

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Abstract.

Promoting agency as a core component of professionalism is a central challenge of higher education (HE). Conceptual models for assessing and supporting agency in HE settings are, however, scarce. Knowledge is also scant about students' experiences of their agency during HE studies and the extent of change/stability of student agency across time. Students' self-assessments of their agency using the validated Agency of University Students (AUS) scale, and complementary analyses of students' interviews, will be used to examine situational agency of Finnish business administration students during their course at the University of Applied Sciences (UAS).

The study is based on the person-/subject-centred approach adopted in the multidimensional conceptualisation of student agency (Jääskelä, Poikkeus, et al., 2020). Agency is conceptualised as a student's experience of having access to and being empowered to act through various resources which form the base for engagement in purposeful, intentional and meaningful action and learning in study contexts. The resources touch personal (e.g., competence beliefs), relational (e.g., power and support) and participatory (e.g., opportunities to influence) domains. Our view highlights the situationally and temporally constructed nature of agency which is subjectively and affectively experienced and is intertwined with knowledge and action-based learning and learning relations, and which carries both past experiences and future orientations. We argue that it is critical to gain insight on how empowered the students perceive themselves in terms of their agency and how they interpret their agency experiences in their study contexts. Both quantitative and qualitative research approaches sophisticated analyses fitted for these data are needed to generate research-based knowledge which also serves educational practice.

The data comprise students' repeated self-evaluations using the AUS questionnaire (n1=34; n2=16; n3=9) during their study course and interviews of five students chosen based on their individual agency profiles with respect to changes/stability on the AUS dimensions. Agency analytics (e.g., use of spatial median) validated in prior research were applied to the AUS data to examine the participants' group profiles as well as individual agency profiles (Jääskelä, Heilala, et al., 2021; Jääskelä, Poikkeus, et al., 2020). Psychometric structure of the AUS scale was confirmed using a broader data set from the UAS context. Interview data was analysed using qualitative content

analysis to examine students' interpretations of their individual agency profiles. The results show changes in the group level and individual agency profiles during a course. The preliminary analyses of interviews link these changes to self-efficacy beliefs, social support and growth as HE students. Agency experiences in the study course had also associations to previous study experiences.

This study provides a unique contribution to the on-going research on student agency in Nordic countries and calls for wider research collaboration.

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Network: Higher Education

Title of paper: Precarious Learning Communities in HE

Students in higher education suffering from psychosocial problems

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Abstract:

Precarious Learning Communities in HE

Students in higher education suffering from psychosocial problems

Lone Krogh & Annie Aarup Jensen

Worldwide the amount of young people developing problems like stress, anxiety, and depression have increased considerably. In the Nordic countries mental health has become the most important health concern with respect to young people (Kolouh-Söderlund et al. 2016). Empirical research shows that university students are a 'very high-risk population' for psychological distress and mental disorders with up to 1/3 of all students in higher education suffering from mental health issues during their studies. (Baik, Lacombe & Brooker, 2019). Furthermore, it is difficult to be a vulnerable student in times where higher education is under pressure by economy and political reforms in societies where focus is on effectiveness, performance and competition (Wulff-Andersen, Larsen, Aarup Jensen, Krogh, Stigemo & Kristiansen, 2022, in press).

The presentation takes its point of departure in qualitative data from a 3-year research project following 48 students in Higher Education, suffering from psychosocial problems (the Study Life Project). Looking into the students' experiences of their study life and their struggles for belonging to a learning community and gaining recognition as a student, the precariousness of learning communities in higher education becomes apparent, even in non-pandemic times. In our paper we specifically draw in empirical data from four students who each illustrates different aspects of the uncertainty related to gaining access to different learning communities and the consequences of membership, belonging and recognition – or the lack thereof - for the students' potential learning trajectories (Wenger, 1998) and educational future. The informants' experiences of teacher involvement and role in creating learning environments in higher education organizations constitutes another important aspect.

In our analyses and discussion, we draw on theories of collaborative learning communities (Tinto, 2015; Jensen og Krogh, 2017), communities of practice

(Wenger, 1998; Christensen, 2013; Christensen, Qvortrup, Lykkegaard & Rasmussen, 2018), good pedagogy (Ramsden, 2003; Biggs & Tang, 2007; Ulriksen, 2014) and teacher roles (Hattie, 2009; Clegg S. & S. Rowland, 2010; Bovill et al, 2016) and organizational learning (Engeström, 2007)

The paper presents work in progress.

Ref.

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Network: Higher Education

Title of paper: Experiences of WNGER II PhD fellows during the COVID-19 pandemic – a case study

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Abstract:

In many ways, the COVID-19 pandemic is a slow-motion disaster and an 'external intervention' that suddenly began in early 2020 and has maintained its grip on the world. The pandemic has influenced the education sector strongly as well, and PhD students enrolled in PhD programmes during COVID-19 at Western Norway Graduate School of Educational Research II (WNGER II) were examined in this case study. WNGER II is a research school consortium with seven universities and universities colleges, 97 PhD-candidates and 48 supervisors and was established in 2018 to complement the PhD-programs and strengthen the PhD education in Western Norway. A pilot phase (2016–2017) was used to identify and address specific challenges in PhD education as experienced in the seven universities and university colleges in Western Norway. The pandemic has presented an urgent need for a better knowledge base to understand the professional, social and existential conditions for doctoral fellows when society is shut down for a long time.

This explorative case study examined what the doctoral fellows experienced when home office, digital teaching and digital supervision suddenly replaced physical presence in the workplace (more or less) from 12 March 2020 to 30 November 2021 as a result of the COVID-19 pandemic. A mixed-methods research and case study design was applied to try to bridge the conceptual and contextual understanding of this phenomenon. The main data sources were a survey (N=62, 85% women, 15% men, response rate 70%) and semi-structured interviews (with six PhD fellows). Supplemental data collection was based on formative dialogue research and comprised field dialogue (13 seminars, eight PhD courses, three PhD supervision seminars and two PhD gatherings), one focus group (n=11), 21 online observations and document analysis of PhD policy documents and course evaluations.

The explorative case study found that the WNGER II PhD fellows are satisfied with the educational quality concerning digital teaching and supervision (micro-level), but have experienced several research-related and psycho-social challenges during the pandemic (meso-level). Even if the WNGER II PhD fellows experienced support during the pandemic, it seems like it entailed incremental measures (such as compensation for time loss) that have not been sufficient. The PhD regulations were created under normal conditions for normal conditions, but it seems that no

substantial adjustments have been made for these extraordinary pandemic conditions in which childcare responsibilities, publication delays, etc., are factors. This has been particularly critical for these PhD fellows, who have been in this slow-motion disaster for up to 20 months (55% of their three-year scholarship). Therefore, the case study found tendencies that indicate it is more important than ever to understand the distinction between incremental, semi-structural changes and fundamental changes in PhD regulations and guidelines when societal crises like pandemics occur. The case study also found that PhD guidelines, regulations and assessment norms seem to remain stable while a societal crisis occurs and that there appears to be room for improvement when it comes to crisis preparedness on a doctoral level.

Network: Higher Education

Title of paper: Internationalisation at Home: Priorities, practices and experiences in teacher education (TE) in Sweden

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Abstract:

Internationalisation at Home (IaH) is a commonly stated ambition for higher education students as an alternative to student mobility during their academic studies (Wächter, 2003). Sweden takes an active interest in IaH in policy terms (SOU 2018:3; 2018:78), but also with regard to the university curriculum (Svensson & Wihlborg, 2010) and to a lesser extent teacher education (Abraham & von Brömssen, 2018).

Internationalisation is seen to contribute to the students' citizenship formation, human capital and social development as well as professional education (Clifford, 2005; Soria & Troisi, 2014). Teacher education is a less studied aspect of IaH, but important because of the international and intercultural skills and knowledge it can contribute to future teachers (Alexiadou et al., 2021; Ogrodzka-Mazur & Gajdzica, 2015).

Within this policy and research context, our study is guided by the following research questions: (a) How does the TE curriculum approach internationalisation? (b) What are the perceptions and experiences of TE students in relation to internationalization in their studies? (c) How do students position themselves towards narratives of internationalisation from the perspective of their particular disciplinary background?

Theoretically, we draw on conceptualisations of IaH as a purposeful and systematic integration of intercultural and international dimensions to curricula and experiences of students (Beelen & Jones, 2015). Our fieldwork consists of in-depth interviews with 11 teacher education students in a major TE program, and the analysis of the complete curriculum program for primary teacher education (courses and syllabi).

Our preliminary analysis suggests that internationalisation themes are to a certain extent included in the curriculum (particularly visible within selected syllabi), but this is rather ad-hoc and depended on the pedagogical choices of individual lecturers. The students consider internationalisation as an important but distant concept regarding their education and professional formation. Where the curriculum entails international dimensions, there is a gap between learning about and from other contexts, and connecting this knowledge to their own teaching practice. In the 'English' parts of the TE curriculum, simplified conceptualisations of internationalisation see the presence of English language as both the necessary and

sufficient condition for internationalisation. In addition, both the pedagogical approaches followed in the courses and a strong belief in the contextual and localized nature of education as a discipline, lead students to adopt a rather parochial position towards discourses of internationalisation, even though they would welcome more attention to it in their studies. The findings of our research have relevance for the design of teacher education programs, both in Sweden and in other Nordic contexts where teacher education and teachers' beliefs and practices share significant similarities (Cameron et al., 2018; Frímannsson, 2006).

Network: Higher Education

Title of paper: Fieldwork culture and in(ex)clusion processes in Higher Education Geology

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Abstract:

In Nordic higher education geology programmes, fieldwork constitutes a significant part of the curriculum and learning in the field is perceived fundamental for understanding nature, its processes and in becoming a geologist. In several studies, we have explored what is at stake for university students when they engage in fieldwork practices, as they both learn disciplinary knowledge, negotiate belonging and perform identity work (Authors, 2020; Authors, 2021). The concept of science identity (Carlone & Johnson, 2007) renders possibilities for understanding how students are recognised, negotiate their competence and perform in learning situations. In geology, fieldwork is framed as a central cultural practice and that provides the practice with power, which is not questioned or problematized within the studied programmes (Authors, 2020). Cultural ideas about which practices are acknowledged and celebrated can be understood as 'culture of power' (Calabrese Barton & Yang, 2000; Carlone, 2004). The participants through engaging in the practice reproduce a specific culture around i.e. fieldwork and this defines what 'good' participation entails, which in turn excludes some students from participating (Brickhouse, 2001). This reproduction of culture and ways of being in higher education geology is crucial to understand when aiming to create a more inclusive science participation.

In order to explore the fieldwork culture, ethnographic observations were conducted in several fieldwork settings with students from the first year bachelor level to last year of master level. The observations were followed up by individual interviews with students, which are used to study the students learning processes and associated identity work. The studies show how performing a science identity within a discipline involves both visible acts and tacit knowing, and students relate to the dominant cultural discourse and perform in specific ways in order to be recognised as competent within the discipline. We demonstrate how analysis of learning situations can unfold students' identity work when establishing their disciplinary knowledge. The intersections between learning, sense of belonging, disciplinary culture, tacit knowledge and students' identity work create a valuable framework to study students' experiences in higher education. The research on geological identities provides examples of how educational fieldwork practices convey narrow ideas about how to

be and become a geologist. This is particularly troublesome in the light of equal participation and inclusiveness. As such, the work adds to the research field of higher education with a special focus on geology education and inclusion, based on studies in Denmark and Norway.

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Network: Higher Education

Title of paper: Guidelines in Norwegian policy documents about partnership in teacher education

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Abstract:

Research have suggested that the balance between practice and theory in teacher education needs to improve (Dahl et al, 2016, Trippestad, Swennen & Werler, 2017) In the Norwegian white paper 21 (2016-2017) a new model for competence development is presented. The intention is to create a closer type of partnership between schools and teacher education which will enhance the relevance for the practice field within the teacher education.

The new Norwegian curricula, Fagfornyelsen, gives guidelines on how the schools will gain from partnership with teacher education regarding school development. A central issue is whether teacher education is prepared for this expectation and how the teacher education as an institution and actors will benefit from this partnership.

On this backdrop this study will investigate what guidelines and instructions regarding partnership between teacher education and schools are depicted in policy documents.

To investigate the policy documents such as white papers, quality reports and strategy papers, the research project will make use of critical discourse analysis inspired of Fairclough`s framework with an emphasis on the dialectic relationship between language and social practice (1993). The theoretical framework rests on Shulman`s six universal features of professions (2004) and the different types of partnerships between teacher education and schools by Havnes (2008).

Preliminary findings suggest that there is less emphasis on how teacher education may contribute to institutional learning and individual actors may work to strengthen learning and contribute to reduce the gap between practice and theory. Norwegian white paper 21 (2016-2017) suggest that partnership with schools will bring teacher education closer to schools and vice versa, but they tell less on how the partnership will lead to a more relevance and nearness to practice or how teacher education should make use of knowledge and experience gained in partnership with the practice field. More insight on how actors in teacher education think about this issue and how they work to enhance partnership and learning is needed.

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Network: Higher Education

Title of paper: How do bachelor students experience the use of digital technologies in education? Results from a case study among Norwegian bachelor students

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Abstract:

How do bachelor students experience the use of digital technologies in education?
Results from a case study among Norwegian bachelor students

Research topic/aim

Digitalisation of higher education, together with the Covid-19 pandemic, has raised awareness of how to engage students more. Instead of focusing on either how to improve teaching and learning, or on negative effects from using technology, this paper suggests a more useful counterpoint by investigating how students make sense of media practices (Selwyn, 2016). Drawing on an ongoing research project among bachelor students, the following research questions are examined: 1) How do students view possible opportunities and challenges from using technologies? 2) How do their interpretations influence technology use and involvement?

A vital concern is how students' experiences of media practices might influence engagement and learning (Selwyn, 2016). This has also to do with matters of didactic facilitation. The overall purpose is to increase our understanding of students' meaning-making practices to help teachers facilitate academic involvement to a greater extent.

Theoretical framework

Adopting a socio-cultural approach (Säljö, 2010), learning is investigated in terms of experiences of meaning and as changed participation in media practices and contexts. We also draw on Goffman's (1986) frame analysis approach that suggests that frames cue us to act and interact in specific ways, which leads us to maintain and reproduce social practice. As students bring experiences to campus from leisure time media use, this might direct their understanding of using zoom, learning management systems, videos, powerpoints etc in education.

Methodology/research design

The paper draws on results from three focus group interviews with nine students and from an online survey among 400 students (N=207). The data gathering took place in the 2020 and 2021 academic years from students on five bachelor courses. Typical questions were how and for what purpose they used various technologies and how they considered different aspects of these. The survey analysis was conducted using software supplied by the University of Oslo. The interview data are analysed in accordance with a thematic-analysis approach.

Expected results/findings

Our preliminary results indicate that students' experiences of media practices range from relevant/helpful to irrelevant/unhelpful. Their media practices seem to be oriented towards being efficient to cope with course requirements. These findings show that using technology to enhance learning and to develop digital competence require more than technical skills and infrastructure.

Relevance to Nordic educational research

The paper is relevant by providing empirically based knowledge that improves our understanding of how individual framings influence participation and learning in media practices. The paper highlights that anticipated benefits from technology for educational purposes cannot be studied detached from specific participants and pedagogical contexts.

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Network: Higher Education

Title of paper: Need for Care During Precarious Times

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Abstract:

Student engagement in academic life has been identified as a significant factor influencing academic achievement even before the COVID-19 pandemic (Kahu, Nelson, 2018). After the COVID-19 outbreak, the change in education was rapid and massive, affecting students and teachers as they adjusted to a new reality (Cicha et al, 2021). Students, who were already adapting to university life in general, were burdened with the additional stress of a pandemic that impacted their overall engagement in academic life along with their social and private lives. Research results on the impact of pandemic indicate some common problems among university students, from general negative emotions to various levels of depression (Aristovnik et al, 2020; Islam et al, 2020). Also, social isolation was identified as a major impact of the pandemic (Asanov et al, 2021). As distance learning became the prevailing model, students faced new challenges. In order to help students to cope with uncertainty, to become more involved, and to prepare for being a student, an analysis of student needs and experiences was performed. The aim of the study was to examine how students experience entering university and what challenges they face during the pandemic. Focus group interviews were performed with students of three universities: Stavanger University (UiS, Norway), Kaunas University of Technology (KTU, Lithuania) and the University of Iceland (UI, Iceland). The method provided the students with the opportunity to openly share their experiences of the challenges they faced at the beginning of their studies. UiS organized 2 group interviews with 9 students: one with four first year students and one with five second year students. KTU organized 3 group interviews with 20 students: one group of first year students, one of second year students, and one of international students. UI organized 3 group interviews with 10 students, one group of first year students, one of second year students, and one of international students. The results of the research indicate that students who started their studies during the pandemic had different experiences and challenges as compared to the ones who started university before the pandemic. This paper presents and compares the results of the interviews.

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Network: Higher Education

Title of paper: Work life compromises: Gendered realities of academics in Iceland and Canada.

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Abstract:

The number of doctorate holders has been on the rise over the last decades in the Western world. Traditionally, more men than women have finished a PhD degree, but there are signs of this gender gap decreasing with growing female participation in higher education. Nevertheless, on average, women finish their PhD's later than men, particularly mothers, and their academic career progress is at a slower pace. This implies that men and women face different challenges as PhD students and their position of managing their scientific careers remains different. These trends seem to be quite universal in academic institutions despite different welfare regimes, family, and gender equality policies around the western world. However, it is in hand with the familiar gendered realities where women perform the greater share of family obligations and household chores.

The research introduced here has the aim of shed light on how male and female academics describe their gendered experiences in relation to work life compromises living their daily lives under different welfare state regimes. The findings are based on 26 interviews conducted among academics working at universities in Reykjavík, Iceland and in Victoria, Canada. The participants were 13 men and 13 women working full time in academic positions. The interview data collected in Iceland are based on Iceland's participation in inter-Nordic research, NORDICORE, with the participation of Iceland, Norway, and Sweden.

The findings indicate that despite Iceland's Nordic welfare and family policies the daily struggle of balancing academic work and family life is not all that different from what their Canadian colleagues experience under the liberal welfare and family policies. The gendered differences are also notable and in line with research suggesting that the universities are being gendered institutions. Both male and female academics talk about increased pressure on output when it comes to research and publishing, which increases experienced pressure when compromising work and family life.

Network: Higher Education

Title of paper: Seminars - student participation in the digital classroom.

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Abstract:

Seminars - student participation in the digital classroom.

Today's society is characterised by changes that place greater demands on the competence development of professionals. The white paper Kultur for kvalitet i høyere utdanning (Meld. St. 16 (2016-2017)) and Kompetansereformen (Meld. St. 14 (2019/2020)) points out that digitalisation and flexibility are a key to making education accessible to adult students. During the corona-pandemic, mainly teaching in higher education was done through digital learning platforms. Bern, Lorentzen and Noranger (2021) have examined the student's participation in digital teaching. The survey indicates that visibility, belonging and community have an impact on the students' participation in the digital lessons. Fosslund and Tømte (2019) have looked into the tension between active participation and passive acquisition in knowledge development. Findings from their survey show that affiliation in a group and the programme appear to be decisive for participation and collaborative learning in online studies. The purpose of our research is to study how the use of seminar can increase student participation in the digital classroom.

Theory basis: Sfärd (1998) makes a division into two metaphors, acquisitions and participation in a cognitive and cited/sociocultural learning perspective. Acquisitions refer to learning that occurs through concepts and cognitive structures. Participation points to a situated perspective on learning where interaction and activity are central. This metaphor has many similarities to Lave & Wenger's understanding of professional learning communities. Vygotsky's sociocultural perspective on learning, human thinking and action is that one takes an interest in how individuals and groups acquire and exploit physical and cognitive resources (Witteck, 2004). From a sociocultural perspective, the interaction between collective and individual is in focus.

Method and result: Our data is collected from a part-time study for students who either take the course as part of a BA-course or as a single course in further education. We conducted a survey (N69). In practice, this included completing a digital questionnaire where there were structured questions with an opening for supplementary comments. The purpose of the survey was to uncover factors that may have an impact on the student's experience of their own visibility, belonging and community in the digital classroom. Our study will provide knowledge about how we as teachers can arrange for the students to experience themselves as part of a community.

Relevance: The growing demand for flexible online studies, which will make education more accessible, requires new knowledge in this field. Our research can show the potential that will lie in online seminars as a form of teaching and contribute to the further development of flexible online studies.

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Network: Higher Education

Title of paper: Work-placements, Covid-19 and remote work-situations: Rethinking quality of work placement courses for discipline-oriented study programs in the age of home offices and digital working space?

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Abstract:

Work placement courses have gained increasing attention in higher education over the last decade. Several Norwegian universities have introduced such courses also for discipline-oriented study programs. During work placements students get the opportunity to try out their knowledge and skills in practical situations under the supervision of more experienced colleagues. However, many Norwegian organizations had to use remote working quite frequently during the last 2 years of the Covid-19 pandemic. That has led to a special situation for the students who had work placements in those organizations during that time. They had to spend a significant part of their placement period without physical contact with colleagues and supervisors. Though the topic of remote, virtual and online internships and placements during the pandemic has received some attention in the literature (Gill, 2020; Klein & Scott, 2021), it mostly focuses on positive outcomes of remote working, while potential adverse effects of it for quality of learning lack a more critical viewpoint. This paper takes a critical approach to the challenge of securing quality of work placements for discipline-oriented programmes during precarious times of lockdowns and remote working.

This paper builds on empirical material from a qualitative fieldwork conducted at one of Norwegian universities in the period from January 2020 to December 2021. It provides insight into how the sudden transition from at-site work to remote working influenced students' learning during their placement periods under the Covid-19 pandemic. The study is ontologically grounded on the ideas of Process philosophy (Helin, Hernes, Hjorth, & Holt, 2014) and particularly on Bakhtin's (1981) concepts of dialogism and alterity.

The findings indicate that periods of remote working during the pandemic had different impact on different students during their placement periods. For some of them it was practically impossible to continue with their working tasks under the lockdown, while others could work from home office. However, students' physical presence at the receiving organisations, at least during some parts of the placement period, appears to have significant value in itself, providing students with better opportunity to experience social and relational dimensions of working in an

organization. This might be more valuable for students of more academic programs than learning to perform certain practical tasks and cannot be fully replaced by digital tools during remote working.

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Network: Higher Education

Title of paper: Following or defying expectations – the choice narratives of “unexpected” physics students

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Abstract:

Higher education physics has long been a field with a disproportionately skewed representation in terms of gender, class, and ethnicity. Responding to this challenge, this study explores the trajectories into higher education physics, with a particular focus on “unexpected” physics students. Drawing on semi-structured timeline-guided interviews with 20 students enrolled in university physics programmes across Sweden, we analyze the students’ accounts of their trajectories into physics as “choice narratives” (Holmegaard, 2015) and as “narratives of location” (Anthias, 2005). We ask which choice narratives are used, and how these become (im)possible and legitimate in relation to narratives of location and wider societal discourses.

In line with earlier research, many of our interviewees describe a fascination for science and for understanding the world, often described as established already in childhood. When growing up in a supporting academically oriented family, cultivating an interest in physics often becomes an obvious and easy path, and this is the case for many of the women in our sample growing up in middle-class families. For others, being given an opportunity to express a passion for science despite family and society not expecting it is an important transformative experience.

Interviewees describe wanting to be challenged and recognized for their performance. Here, physics is seen as a difficult subject, bestowing prestige when mastered. Achieving this kind of recognition can be an expected attainment in middle-class families and striving migrant families, but also a way of proving oneself against all odds for those from a non-academic background.

The choice of physics is also described by some as a possibility to contribute to one’s community. In earlier research, this has not been highlighted as a common motivation for choosing physics, but we find that this is narrated in relation to marginalized class and ethnic positions, and still uncommon among the women with middle-class background. However, some of the women frame the choice of studying physics as a contribution simply because it breaks expectations and may provide a role model for other underrepresented students.

In contrast to the traditional picture of physics as a “pure”, “smart”, and “prestigious” field of study pursued by students interested in understanding how the world works, our results show that alternate ways of approaching physics studies are possible. However, these approaches are both limited and possibilized by the gendered, classed, and racialized locations of prospective students. An opportunity for reconceiving the role of physics for all students, both in and outside school, is given by considering these alternative approaches to the subject.

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Network: Higher Education

Title of paper: How are content and methods from continuing education translated into vocational bachelor's education programs? An example from a course on digital health and data for teachers in the health professions.

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Abstract:

Rapid developments in digitization and technology require consideration, adaptation, and changes at all educational levels. In addition to online learning and digital didactics, this includes how to prepare students in higher education for current and future changes and challenges, driven by technological development, in their coming professions. In this paper we report on a study on drivers and barriers involved in implementing new insights gained from a training course on Digital health and data for teachers in the health professions at University College Copenhagen. 13 teachers of nursing, biotechnology-laboratory-science and related educational programs participated in this training course, which is aimed at increasing their competences to teach topics related to digital and technological transformations in the health sciences.

The research involved analyzing evaluations of the modules in the training course and interviewing the participants about potential, barriers and drivers to use the knowledge gained in the course to inform their teaching of these topics.

The data were analyzed relative to reports of factors that help and hinder transfer of continued education into professional practice (Stegeager 2014; Wahlgren & Årkrog 2012) and relative to a model of technological literacy in the health sciences (the TECS model; Gars & Skov 2017).

We report on which content and methods the participants saw as most relevant to their teaching practice, as well as which personal, methodical, and organizational factors influence the potential for transfer.

In almost all professions technological development in practice (e.g., hospitals, social services, administration, schools) is resulting in a need for further training for teachers at the corresponding educational programs. As much research indicates that training courses for professionals often result in little or no change to their practice, due to barriers for transfer, such analyses identifying elements that support transfer are highly relevant.

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Network: Higher Education

Title of paper: Teachers' use of digital tools in higher education: relation to approaches to online teaching, pedagogical and ICT training

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Abstract:

This study aims to explore teachers' use of digital tools in online teaching during the COVID-19 pandemic in a large multidisciplinary university. We explored how teachers' use of digital tools and approaches to online teaching were interrelated. In addition, we analysed the relationship between teachers' use of digital tools, pedagogical and ICT training.

The current higher education teaching and learning environment is complex and teachers need to be able to implement versatile pedagogical practices and employ digital tools in their courses. In March 2020, this prerequisite was realised when the coronavirus pandemic forced university teachers to adapt their teaching fully to online. This required teachers to be aware of learning technologies and digital tools, and above all, how to make meaningful use of them to support student learning (Fernández-Batanero et al., 2020). Previous studies have shown that university teachers' approaches to teaching i.e., their thinking about teaching and the strategies they implement in teaching vary in face-to-face contexts (Postareff & Lindblom-Ylänne, 2008). Today, we still have little knowledge of how teachers' approaches to teaching vary in online teaching and when using digital tools.

Altogether 265 teachers responded to the survey. Participants represented teachers from different career stages. The use of digital tools was explored by a questionnaire designed for this study. Approaches to online teaching were measured by modified version of the ATI (approaches to teaching inventory). The data were analysed by using Pearson's correlations, regression analyses and one-way ANOVA.

This study showed that teachers used digital tools mainly for delivering information and less for learning tasks that activated students. The relation of pedagogical and ICT training showed that teachers with more than 25 ECTS credits of pedagogical training used significantly more often digital tools for both delivering information and activating students than teachers without pedagogical training. The surprising finding of our study was that teachers' ICT training was not related to the use of digital tools, although ICT training could be expected to support the use of digital tools and the development of digital skills.

The teachers reported applying more the content-focused approach than learning-focused approach in their online teaching. Furthermore, teachers with more than 25 ECTS study credits of pedagogical training adopted more often the learning-focused approach to online teaching than teachers without pedagogical training. Similarly, the amount of ICT training was related to the learning-focused approach. Our results indicate that pedagogical training has an impact on a teacher's "survival" in unexpected changes in teaching situations. Thus, it is important to identify what kind of pedagogical and technological expertise and training teachers need and provide training for them.

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Network: Higher Education

Title of paper: Emergence of educational development and research projects in precarious times - implications for student experiences

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Abstract:

Emergence of educational development and research projects in precarious times - implications for student experiences

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This paper will focus on precarious times in relation to the emergence of educational development and research projects and how new initiatives under these circumstances are experienced by students.

Funding is an on-going challenge to realize development and research projects. Apppliers must be capable of spotting sudden opportunities and take advantage of narrow windows of funding possibilities often in cooperation with relatively new partners.

This paper explores what kinds of interest can be identified among multiple enthusiastic partners, and how these interests are experienced by students. "Project Education Hospital" where so- called innovative educational initiatives are taken to enhance nurse students' practical education is used as case to study agents' interests and students' experiences.

Analysis is mainly based on Biesta's three domains of education: Qualification: "The ways in which, through education, students acquire knowledge, skills and dispositions that qualify them to do certain things". Socialization: "The ways in which, through education, students become part of and gain orientation within existing traditions, cultures and ways of being and doing". Subjectification: The process of becoming a subject of one's own life in responsible existence with the world of others, being open to transcendence, new possibilities, and otherness (Biesta, 2015, 2020).

Empirical material is based on interviews with 15 involved partners of interest. Furthermore, of two focus group interviews with 7 and 6 students exposed to the educational initiatives. The focus group interviews are conducted 5 and 17 weeks after a 20 weeks' education program after for the first time launching the new initiatives.

The analysis is ongoing. However, the preliminary findings shows multiple and divergent interests of both political, organizational and pedagogical interests mixed up with individual subjective preferences. The students' experiences show that being subject to a mixture of interests and the urge to getting started influence students' learning environment in ambiguous ways. Students experienced lack of cooperation and insecurity in teacher-student roles and substantial turn-over among both educational and nursing staff. However, also ambiguity in relation to the benefits of working more independently but on the other side struggling with insecurity of learning the legitimate learning goals.

More analysis is needed to evaluate how involvement of the teachers, staff and students was perceived.

The study is relevant to Nordic educational research since it shows the complexity of joint projects where cooperation among multiple agents is highly valued by fundraisers. It gives insight in the complex process of emergence and consequences for students involved in development and research projects.

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Network: Higher Education

Title of paper: The quest for best quality education?

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Abstract:

Research aim

The aim of this paper is to understand why some higher education students choose to study abroad, simply to attend a particular institution. An underlying assumption here is that students who are stating that they are focused on a particular institution are focused on 'quality' or at least on what constitutes a quality institution.

Theoretical framework

There are multiple ways of understanding quality. A common way of describing quality in higher education comes from Harvey and Green (1993). They argued that quality in higher education can be understood in at least five ways; as excellence, as a certain standard (perfection), as fitness-for-purpose, as value for money and as transformation. Quality in the form of being a reputable or 'good' institution can be seen as excellence – that is as something which is better than all other alternatives. Hence, by using this indicator we only focus on the excellence-perspective of quality in higher education.

Methodology

This paper builds on data from a survey of Norwegian full degree students abroad conducted in the schoolyear 2016-17. The survey was directed at all Norwegian students pursuing a full higher education degree abroad, and who had student support from the Norwegian State Educational Loan Fund (NSELF). The response rate was 39 percent, and the sample used in the analysis consist of 3225 students.

To measure quality as excellence, we use two different items: 1) 'Wanted to attend a specific higher education institution' and 2) 'The reputation of the institution', and a combined variable of the two is the dependent variable in the analyses. We use logistic regression analysis, and control for field of study, variables related to mobility and variables related to student background.

Expected results

Preliminary analyses indicate that there are relatively few significant differences between fields of study in who states that attending an excellent institution is important, while there are differences related to grades and age. Students with better grades and older students are more likely to study abroad due to excellence of institution.

Relevance to Nordic educational research

In a Nordic setting where there only to a limited extent is a hierarchy of higher education institutions, is it interesting to find out more about students who choose to study at a particular institution due to excellence.

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Network: Higher Education

Title of paper: Social inequality in doctoral education across Europe

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Abstract:

Doctoral education has gone through an unprecedented growth period over the last decades, and yet the degree to which family background shapes attainment at the top of educational distribution remains understudied. Examining the dependence between the individual's family background and PhD attainment is important because a strong dependence would not only run counter to fundamental principles of fairness, but it could also impede societies' economic prosperity and well-being. As decision makers are constantly seeking for best practices on how to increase social diversity in access to doctoral education, knowledge on which countries have actually managed to achieve such a goal would be valuable information.

Research on social inequality in doctoral education has however been carried out almost exclusively in a single-country context and with a variety of methodological approaches (Argentin & Triventi, 2011; Bachsleitner, Becker, Neumann, & Maaz, 2018; Helin, Koerselman, Nokkala, Tohmo, & Viinikainen, 2019; Mullen, Goyette, & Soares, 2003; Zimdars, 2007), thus making the comparison of these findings practically impossible. Moreover, the only available cross-country comparison is drawn from a survey sample of tertiary graduates (Triventi, 2013), and as such, fails to shed light on social inequalities in PhD attainment at the population level.

In this study, we examine social inequalities in doctoral education across Europe using cumulative data from the European Social Survey, the European Value Study, and the World Values Survey. These data consist of nationally representative samples of adult population in over 20 European countries. Furthermore, we use statistical methods that are robust to cross-country differences in the marginal distributions of educational attainment, and are thus able to produce more comparable estimates on social inequality in doctoral education than previous studies.

Our preliminary results show moderate to strong dependences between family background and attaining a PhD across all the countries studied, including the Nordics. Moreover, we show how cross-country differences in the strength of this relationship imply substantial differences in the representation of individuals from disadvantaged backgrounds among the pool of PhDs.

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Network: Higher Education

Title of paper: Mind maps in motion: A design study of student teachers' co-construction of a video-based mind map

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Abstract:

Mind maps in motion: A design study of student teachers' co-construction of a video-based mind map

Research topic and aim

This paper reports from a design study in which student teachers co-construct video-based mind maps. The study's main objective is to investigate the outcome of an instructional design where students are set to create video and give feedback, aiming to scaffold educational talk. This by analyzing video observations of students' negotiation and meaning making as they engage with a synchronized platform to create and share concept-driven group videos with fellow peers, before giving and receiving feedback on their work. Knowledge resources are carriers of professional knowledge and can take form as ideas, concepts and physical objects (Hermansen, 2018). Student-created group videos are specific types of knowledge resources which we find scarcely explored in prior research.

Research questions

- What characterized student teachers' collaboration during the co-construction of video-based mind maps?
- How did student teachers interact with fellow students' group-videos as knowledge resources?

Theoretical framework

The study is grounded in a sociocultural perspective on human activity and learning (Cole, 1996), where student teachers' construction of meaning is seen as an interactional achievement, mediated through the use of cultural tools. Here, through an evolving video-based mind map.

Methodology and research design

An interaction analytical stance is taken when analyzing the students' dialogs, their non-verbal interaction and use of artefacts and technologies (Jordan & Henderson, 1995). Through video recordings of both in-classroom and on-screen interaction, I

analyze how 5 groups collaborated, of in total 23 student teachers in year 1 of teacher education. Each group were assigned a conceptual frame of reference from their curricula, as well as given a shared digital device to use when co-creating the mind maps, all part of their pedagogy exam preparations.

Preliminary findings

The findings shed light on how student-created knowledge resources can create material as well as social structures for collaboration. Findings demonstrate how the co-construction of the mind map evolves through interaction and use of the teaching aids and resources for learning the student teachers have access to within the context. As the group videos affordances as knowledge resources are displayed, by how participants position themselves towards them in interaction when giving feedback, challenges that arise in the complex and exposed collaborative activity are also illustrated.

Relevance to Nordic educational research

It is essential to create learning environments in higher education which foster and nourish students' preconditions, interests, needs as well as institutional and professional demands (Damşa & de Lange, 2019). This study relates to how key challenges in teacher education in the Nordic region can be met, by exploring a novel pedagogical approach.

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Network: Higher Education

Title of paper: Bridging the gap - Working with problem-based cases to strengthen student teachers' professional identity

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Abstract:

Many student teachers (STs) experience a gap between theory and practice and find 'theories' irrelevant to professional development (Laurson 2014). Three digital problem-based cases related to main topics in pel 4 (mandatory course in Pedagogy and pupil knowledge, 15 ects) have been developed in collaboration between practice teachers in schools and teachers at campus. These cases are presented as an introduction to students' work at campus and are analyzed and discussed considering theoretical perspectives and research-based knowledge. Issues and questions raised when working with the cases are further discussed with practice teachers in digital meetings.

Research questions leading this study:

1. How can working with problem-based cases strengthen student teachers' professional identity?
2. How can problem-based cases bridge the gap between theory and practice?

A social constructivist perspective on learning together with a social identity approach (Haslam2017) are theoretical perspectives informing the study. We understand professional identity as constructed through social interaction in engagement with research-based literature and problem-based cases.

This is a mixed-method study, where qualitative and quantitative methods are applied. Quantitative surveys on STs experiences working with problem-based cases, together with qualitative focus-group interviews with STs and PTs in schools will be conducted. Focus -groups interviews have been chosen because they provide access to participants' own experiences and to observe the process of collective sensemaking. The research is conducted at one Norwegian teacher education institution spring 2022. Participants are STs (60) in their fourth year of a 5 yrs master program (1-7) and their PTs (14). Three teacher educators are teaching the course and responsible for the research project. The project is approved by NSD.

Our hypothesis is that working with problem-based cases at campus and discussing these with practice teachers in schools will bridge the gap between theory and

practice and strengthen ST's teachers' professional identity. Preliminary findings will be presented and discussed.

Thorsen (2016) argues for a need to involve practice teachers in joint processes to increase coherence between theoretical studies and school practice. Similarly, Jakhelln et al. (2019) find the way in which the field of practice perceives teachers' work does not correspond with how the teacher education presents teachers' work. This study addresses these challenges.

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Network: Higher Education

Title of paper: Digital transformation of higher education using video of students practice experiences

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Abstract:

This abstract reports on a study on developing student active learning designs in higher education using digital technology (video). Video recordings of students' own practice experiences are used in three different learning designs; in teacher education, a master program for school leadership and a mentor education program. The aim of the investigation is twofold; first to provide insight into how different learning designs using videos of students practice experiences can support student learning at campus, and second to explore how different learning designs can promote practice relevance. The study is part of the research and innovation project Digital Integration of Video Assessment in different Arenas (DIVA) at the University of Oslo, Norway.

The study is anchored in a socio-cultural perspective on learning, where learning is seen as a social meaning-making process between students, campus based educators, and resources at hand (Vygotsky, 1978). The mediating and potent role of cultural tools are central in this approach to understanding of interaction in learning designs. In the current study video recordings of students' own practice experience is seen as a tool that mediates students' reflection. Students interact with each other's practice experiences stored within the videos when they utilize videos in learning activities.

The current study draws on principles from design-based research (Collins, Joseph, & Bielaczyc, 2004). Students used the VIVA (Visual Vocal Application) recording application developed by the University of Oslo, which enables secure video recording in accordance with to the General Data Protection Regulation (GDPR). The data material consists of surveys on students' experiences with the learning designs, written task instructions from the three different programs, and individual interviews with the program leaders who were responsible for developing and enacting the educational designs in the different programs.

Preliminary findings indicate that learning designs using practice videos hold potential to support students' reflection on theory in relation to practice; and thus, to foster educational programs promoting practice relevance. However, the study also indicates the need for instructional support when utilizing practice videos. The study

targets the highly relevant research issue concerning relevance (Vossensteyn et al., 2018), student active learning (Lee, Morrone, and Siering, 2018), and digital transformation (Brevik et.al, 2019) in higher education.

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Network: Higher Education

Title of paper: Doctoral supervision, relations, and the fragility of identity

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Abstract:

1. Research topic

Doctoral supervision is a complex practice, involving issues of knowledge, identity, relations and power (Green 2005). Doctoral supervision can be understood as the socialization into communities of research and knowledge production, and that process involves identity development and change. The identity development of the PhD-candidates is mediated by the relational character of the supervising practice, and the different relations, particularly the relation between the student and the supervisor, involve issues of power (Hemer 2012). This paper discusses how PhD-students themselves experience the relational character of doctoral supervision, in particular how they experience and negotiate the academic and personal aspects. The context is Norwegian doctoral education.

2. Theoretical framework

The point in this paper is not to discuss the models and styles of doctoral supervision (Bastalich 2017), but analyzing supervision as a situational, relational and complex social practice – as experienced by PhD-candidates themselves. Green's (2005) understanding of supervision as a pedagogic practice producing subjects is used as a sensitizing device. According to Green the relational character of doctoral supervision should not be understood as a dyad between PhD-candidate and supervisor, but as ecosocial, and as involving identity formation and knowledge production by all actors. The tensions, uncertainties and ambivalence of doctoral supervision practice cannot be technically controlled and should be empirically analyzed in different situations and contexts.

3. Methodology/research design

The paper is based on 15 texts from previous and current doctoral candidates supervised by the author. The candidates were asked to write a short story or reflection about their own supervision process, including both professional and relational aspects. It was emphasized that the point with the texts was not evaluation, but experiences and reflections. The fact that the researcher also has been the supervisor is discussed in the full paper. The texts were made anonymous, manually coded and thematically analyzed.

4. Findings

A striking finding is that all 15 texts describe fundamental states of insecurity and uncertainty. These experiences are of different kinds, strengths and vary through the different stages, but framing and constituting the doctoral process and supervision. The process is described as existential and lonely, despite active participation in research communities. Related to this is the second finding, that the PhD-candidates search for belief and faith – both in their projects and in themselves. This search is directed both to the supervisor(s) and to the ecosocial research environment.

5. Relevance to Nordic educational research

Being Norwegian case of doctoral education, the research is relevant to other, quite similar Nordic educational and research contexts. Data from Nordic contexts may add to and nuance research on doctoral supervision based on for instance Anglo-American situations.

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Network: Higher Education

Title of paper: Consequences of data-mindset in higher education

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Abstract:

Digitalization and datafication are ongoing trends in higher education, and their prospects are constantly enhancing. Teachers and students utilize digital tools, and different learning management systems and software create possibilities for data collection. This data can be analysed for better understanding and to develop learning-related processes. However, digitalization is not just a question of tools and information. By applying Henri Schildt's framework, digitalization can be seen as a change in the way of thinking. Concerning digitalization of business, Schildt states that it "is best approached as a change in the mindsets and worldviews of managers" (2020, 2). One driver in digitalization is the way to see digital data processing as an accurate way to understand and optimize. Discussion about knowledge-based management often emphasizes this, and data-based development can even be seen as a moral responsibility towards stakeholders. This idea effects on how actions and elements are planned and executed in a digitally presentable manner. Taking this ideal in educational context, teachers are seen as managers of learning and the learning environment. Motivation to collect and analyse digital data to control and optimize the process affects how learning trajectories are scripted, relationships with students built, and learning indicators chosen. When focusing on the data on the learner and learning process, educational practices and decisions change significantly. Henri Schildt calls 'the data imperative' the mindset of prioritizing digital data, algorithms, and smart automation. In this paper we apply his framework to consider digitalization and datafication in higher education. The purpose is to interpret the higher education through the mindset of digitalization and data-based analytics, and to show the consequences there could be if teaching in higher education is designed and enacted with data-mindset.

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NETWORK 11

HISTORICAL RESEARCH

Network: Historical Research

Title of paper: High achievers and gifted students in Swedish compulsory schools curricula, the 1960's to the 1980's.

First author/Presenter: Glenn Svedin

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Abstract:

Paper: High achievers and gifted students in Swedish compulsory schools curricula, the 1960's to the 1980's.

During the 21th-century, the question of high achievers and gifted students' learning has received increased attention in both pedagogical research and educational debate in Sweden. This article analyzes how the so-called formulation arena reasoned about and viewed these students' educational- and school situation, and what opportunities for organizational and pedagogical differentiation the mandatory school's curricula specified and recommended during the 1960's to the 1980's.

The article uses a qualitative text analysis, and the theoretical framework is based on the concepts of curriculum, giftedness, high ability and organizational and pedagogical differentiation.

Previous pedagogical and psychological research has often claimed that high-achievers and particularly gifted students have been ignored by decision-makers and school curricula in Sweden. In the article, that image is problematized. Instead, it is demonstrated that Swedish curricula throughout the 20th-century, and especially during the first three decades of the cohesive compulsory school from the 1960s to the 1980s, provided good opportunities for, in fact demanded, organizational and pedagogical differentiation, based on – for example - students' achievements, interests and giftedness. Furthermore, it is demonstrated that those statements in the compulsory schools' curricula had roots in the two previous curricula of 1919 and 1955, and that those methods were strongly recommended by both contemporary pedagogical research and school commissions.

In conclusion, contemporary statements and views – from researchers, teachers, parents, media and so on – are nuanced. Instead, it is demonstrated that also in Sweden when the democratic, unifying compulsory school system was designed and developed, the authorities took severe consideration and interest in the learning process of gifted and highly able students. What happened in the actual schools is quite a different matter, and beyond the scope of the article.

The article connects well to a growing field of research in Sweden and the Nordic countries about giftedness and high achievers.

Keywords: high achievers/highly able students, giftedness, educational history, curriculums, organizational and pedagogical differentiation.

Network: Historical Research

Title of paper: Shifting boundaries between philosophy and educational sciences

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Abstract:

When teacher education became a university education in England, education studies were not considered to be a discipline with an independent theory. Instead, it was grounded on four different disciplines: philosophy, psychology, history, and sociology (Hirst 1983); unlike Germany where Pädagogik was based on a long tradition with an autonomous theoretical foundation (Biesta 2011; Ertl et al. 2013; Zapp et al. 2017). In the last few decades this German-English dichotomy has been losing importance following the increased transnational emphasis on practical and empirical education sciences (Buchhaas-Birkholz 2009) which undermines the role of humanistic philosophy of education and its identity.

After giving a thumbnail sketch of the international historical context our aim is to examine the development of the relationship between education sciences and philosophy (of education) in Iceland. Starting with the classic thinkers of education such as the philosopher and psychologist Guðmundur Finnþogason (1903) we analyse the development of how philosophers in Iceland have understood the boundaries between philosophy and science regarding education research.

In recent decades these boundaries have been influenced by several institutional factors. Philosophy was downgraded when the Faculty of Philosophy was renamed the School of Humanities; and a few years later the Icelandic College of Education improved its status when it merged with the University of Iceland and became the School of Education (2008). What effect have these changes had on the relationship between philosophy and education studies? Have the latter become a theoretically more independent discipline, or has increased proximity to its former basic disciplines such as philosophy had a rather interdisciplinary effect?

Instead of focusing on such “external” factors (institutions) the methodology used here is primarily “internal”, i.e., an in-depth analysis of text. Through analysis of texts from the philosophers involved – philosophers of education as well as general philosophers thematizing education – we analyse their explicit and implicit position concerning the boundary between philosophy and the educational sciences, and how the ideology behind the boundaries has shifted through the decades.

Academics in minor communities, like Iceland, are obviously influenced by the academic norms of larger European countries; at the same time the stance of each individual is more “personal” than for example in England and Germany, since the

actors in the academic field are relatively few. Consequently, it is expected that the changing boundaries in Iceland between philosophy (of education) and science of education do on the one hand have similarities to such boundaries and their development in the aforementioned countries; on the other hand, the limited number of actors involved is expected to yield more particular results than would be the case for countries with larger populations. Even so such particularities are expected to become food for thought in future research on larger communities, e.g., in Scandinavia. In addition to situating the development in Iceland on the scale between the former German autonomous theory and the English externally grounded theory, we shortly compare how other Nordic countries have situated themselves in this spectrum.

Network: Historical Research

Title of paper: Norms and standard language use in an educational context: Evidence from 19th-century Icelandic student essays (and beyond)

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Abstract:

Studies on the emergence and implementation of linguistic norms as a part of language standardisation often emphasise the role of formal education and, more specifically, the introduction of improved schooling systems in the 19th century onwards (Vandenbussche, 2007, Viðarsson, 2019). Much previous research into language standardisation focuses on the evidence of published works as the main sources of standard norms and the pillars of norm codification, ranging from textbooks, style guides and grammars. In this context, it has been pointed out that in order to better understand and document the steps taken in selecting and implementing standard language norms, we should investigate “the ‘black box’ of pedagogy” (Vandenbussche, 2007, p. 29). The present paper explores student essays from the Reykjavík Grammar School (1846-1904) and in doing so addresses the formation of standard norms in an educational context. A number of (on-going) case studies on distinct linguistic phenomena will be presented, ranging from lexis to grammatical features such as morphology and syntax, and contrasted with similar material preserved elsewhere.

In an Icelandic context, the relative scarcity of 19th-century Icelandic grammar books and near lack of style guides greatly obstructs our view of the emerging standard language during the period in question. Moreover, the selection of norms is typically seen as self-evident based on the fact that the standard language was partly modelled after (19th-century conceptions of) Old Norse and based on certain puristic ideals pertaining to that vision. The classic ‘showcase’ of the standard language is then through media that gradually adopt it, such as newspapers and wide-read novels (Bernharðsson, 2018).

19th-century student essays provide us with additional material that not only reflects the gradual adoption of standard norms through the students’ own language use, but are also revealing in that they provide overt negative evaluation by means of teachers’ corrections of sub-standard linguistic features. This material thus sheds new light on language variation, language ideology and educational objectives in 19th-century Iceland which, moreover, can be linked to individual authors (students and teachers).

Similar material is preserved elsewhere and is already providing valuable evidence of historical educational practices and the implementation of standard norms. 19th-century Swedish student essays are a case in point (Sahlée and Kalm, 2020) and will serve as a base for comparison. What these authors have shown, for instance, is that teacher-to-student feedback is always negative and this is similarly also the case in the Icelandic material. The essay topics, moreover, are often similar, which is suggestive of greater correspondences in terms of teaching practices, at least in Icelandic and in Sweden.

A number of linguistic traits in the Icelandic student essays will be explored through a corpus-based study and analysed quantitatively by means of a statistical mixed-effects model. Finally, this material will be contrasted briefly against more recent, 21st-century student essays, for some of the same linguistic variables. It will be shown that not only the observed language use has shifted over time but partly also the language norms themselves.



NETWORK 12

INCLUSIVE EDUCATION

Network: Inclusive Education

Title of paper: The role of the special needs educator in preschool - preschool teachers' descriptions of division of labor, claims and negotiations

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Abstract:

Research topic/Aim:

This paper focuses on the role of the special needs educator (SNE) from the perspective of preschool teachers, which can contribute new knowledge and elucidation regarding the role of the SNE. The study can also be seen as a contribution to research on special education in preschool, which is expressed as a shortcoming area in previous research studies (Palla, 2020). The purpose of this study is thus to increase knowledge about the SNE's role in preschool from the perspective of preschool teachers.

Theoretical framework:

A theory of professions, primarily based on Abbott (1988), is used to understand and interpret the preschool teachers' descriptions of the SNE's role in the preschool, especially in the light of Abbott's reasoning concerning division of labor.

Skrtic's (1991) reasoning about the role of special education in the school system has also been used to interpret, understand and discuss preschool teachers' descriptions of the role of SNE in preschool, also in the light of inclusion.

Methodological design:

A qualitative method has been used to shed light on how preschool teachers describe the SNE's role in preschool and 15 interviews with preschool teachers were conducted. The interview questions focused on preschool teachers' and SNEs' negotiation about the jurisdiction over the knowledge and tasks that concern the children who are perceived to be in need of special support and also the special educator's role in preschool. The data material was processed through a conventional content analysis (Hsieh & Shannon, 2005).

Conclusions/findings:

The following three themes emerged based on the preschool teachers' descriptions, the SNE as: 1) supervisor, 2) observer and 3) advisor. The results show that the preschool teachers describe the SNE's supervisory role based on the SNE being able to add an outside perspective and that the SNE can contribute with confirmation of the preschool teachers' work. The preschool teachers describe the SNE's role as

an observer of individual children and of activities. Finally, the SNE's role as an advisor is described, both in terms of advice to the work team and to guardians.

Relevance to Nordic educational research:

This study examines SNEs' work in Swedish preschools from the perspective of preschool teachers, which is sparsely studied before. Furthermore little is known about SNEs' work in preschools. Thus further studies on their role and mission are necessary, not the least in a Nordic context.

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Network: Inclusive Education

Title of paper: Finnish school assistants' experiences of belonging

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Abstract:

Removing learning barriers and providing quality education for all pupils with different support needs requires cooperation from members of the entire school community. One greatly increasing group of professionals working at school are school assistants. Nevertheless, only a little attention has been paid to the school assistants' role and status. (O'Connor et al., 2021). The school assistants face a wide range of challenges in their work, such as difficulties in cooperation and violent situations (Bruckert et al., 2021; Riitaoja, 2013). These challenges can affect the school assistants' sense of belonging, which has been recognised as one important aspect of working as a team member in school (Jardí et al., 2022).

This study explores the school assistants' role and belonging in the school using the theory of politics of belonging (Yuval-Davis, 2010) as a framework. Political values, social locations, identifications and emotional attachments affect the experienced belonging and the created belonging. Our primary focus is on school assistants' experiences of belonging, and the research question is: How is the belonging argued in the school assistants' narratives about their work? The data consists of two different materials: free writings (N=52) and interviews (N=9) of school assistants. The data was obtained via Finnish School Assistants closed Facebook's group in spring 2021. The writings and interviews are understood as narratives that describe aspects of individual experiences, emotions and thoughts (Holstein & Gubrium, 2012). The narratives have been analysed using categorical-content analysis (Lieblich et al., 1998). As a result of the analysis, we compiled three stories that describe the role and belonging of the school assistants: Stories of belonging, Stories of/about in-between belonging and non-belonging and Stories about non-belonging. The stories related closely to teachers and school assistants' cooperation. The importance of school staff belonging in an inclusive school has been discussed.

Network: Inclusive Education

Title of paper: Inclusion in the heat of the moment

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Abstract:

There are many arguments for understanding inclusion contextually and that inclusive practice must be developed on the unique school, and in relation to the unique students. The individual teacher must therefore deal with several dilemmas, and regarding challenging behaviour, the dilemmas come to the fore particularly. Inclusive practice can therefore never be developed as pure theoretical knowledge but must be complimented with pedagogical judgment in the "here and now" situation. Pedagogical judgment can be understood as what Aristotle describes as phronesis, a moral virtue or practical wisdom with disposition to act wisely, truthfully, and justly. Within a 45-minute lesson, teachers make up to 200 decisions, and many of these decisions will have a direct and indirect impact on inclusive practice. When the development of an inclusive practice is based on the teacher's judgment, it is also natural that the teachers' mental models become a critical factor. The research question for the paper is therefore: How can different mental models related to inclusion and challenging behaviour affect the work with an inclusive practice. The paper is based on a mixed method case design, where 10 teachers at 2 schools have been interviewed and then observed in both teaching and in collaboration with colleagues. The analysis of the qualitative data forms the basis for a qualitative survey in which a minimum of 200 teachers will participate in the spring of 2022.

Preliminary findings from the qualitative data point to several interesting issues. The teachers emphasize that one of the keys in the work with inclusive practice is that all children should experience professional and social mastery. At the same time, they must also be met with high expectations for learning and development. In this balancing act, there will always be a risk of imbalance, and sometimes this will lead to situations where challenging behaviour occurs. If high expectations of all students are a key in the work with inclusive practice, the risk of challenging behaviour must also be a natural part of this work. Facing challenging behaviour, teachers say that this evokes many emotions. They describe a feeling of powerlessness and can often be scared, angry, disappointed, and frustrated at the same time. They are also afraid of making decisions that damage the relationships to the students. A critical factor in the work of inclusive practice, seems to be the ability to show practical wisdom under very high stress levels. Despite the fact that this seems to be a large part of the teachers' everyday lives, little space is devoted to such competence development in

the teachers' basic education and additional education. For many decades, researchers and practitioners have discussed what inclusion entails and what an inclusive practice looks like. This paper introduces a new aspect and discusses what characterizes the competence for inclusive practice when challenging behaviour is to be understood and handled within an inclusive framework.

Network: Inclusive Education

Title of paper: How can students' experiences of inclusion be captured and promoted through the school's formal teacher-student conversation?

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Co-author(s): Hanne Kristin Aas

Abstract:

This paper focuses on the creation of inclusive practices as a result of a partnership between a primary school in Norway and the teacher education program at a Norwegian University, with special attention on how students' experiences of inclusion can be captured and supported through formal conversations between teachers and students.

Awareness of child-centered perspectives on inclusion has grown in the last years (Qvortrup & Qvortrup, 2018). As Prilleltensky points out, "Children can have powerful voices, but they will remain unheard until spaces for their expression are created and nurtured" (2010, p. 247). These spaces for expression have yet to receive much attention by researchers; as a result, we have so far neglected a potentially important means of advancing learning in this field.

The partner school in the project has a very diverse study body, so the staff gain valuable experiences with diversity every day, with both the opportunities and challenges this entails. Through reflection logs, the staff were asked to describe what inclusion meant to them. Considering that previous research leads us to expect large variations in terms of individual understanding of inclusion, even within Nordic countries (Kiuppis & Hausstätter, 2015), the staff in this study were surprisingly united in their perspectives. They described inclusion as a student-oriented and experience-based phenomenon, where students' feelings of belonging were most critical. Further the staff highlights that students' feelings of belonging consist of four mutually dependent dimensions of experience: social mastery, subject mastery, acceptance of diversity, and students' experience of their own agency (Uthus & Sivertsen, work in progress).

With the aim of following up on these findings, the idea arose to develop the formal teacher-student conversations which schools are required by the Education Act to conduct twice a year. With questions built on the four dimensions of feeling of belonging (Uthus & Sivertsen), the purpose was to explore 1) the students' experiences of inclusion, 2) how the teachers experienced the conversations, and 3) what teachers thought about adjusting their practice according to their new insights into students' experiences of inclusion.

Data consists of three teacher-student conversations and one interview with their teacher, all audio recorded, transcribed, and inductively analyzed. The preliminary findings show that the students, through very specific descriptions from their world (school life and life outside of school), experience inclusion and exclusion as unfolding simultaneously, in line with Qvortrup and Qvortrup (2018): “The point is that a child is not either completely included or excluded, but that he/she is included in or excluded from the different communities in different degrees” (p. 803). Further, the teacher-student conversation is experienced positively by the teacher in that it gives the teacher the opportunity to convey interest, care, and appreciation of the student’s views. The conversation also offers new and surprising insights into the student’s world which can then be used as a resource for work on inclusion. The findings seem to support that inclusion can be understood as a process that teachers create in their daily interactions with students.

Network: Inclusive Education

Title of paper: "We know who it is we're talking about": The 'weak pupil' as a social representation in compulsory school teachers' talk

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Abstract:

Classifications of pupils as 'weak' seem to be present within schools in several of the Nordic countries. It is a way of classifying pupils which is not only situated within the school system, but also in educational research (e.g., Janssen et al., 2006) and governmental texts in Sweden, Norway, and Denmark. Although there is a substantial body of research on specific classifications in educational contexts, there is a need for further research on how the school as an institution (re)produces classifications and understandings of pupils as 'weak'. Although classifications are a natural part of language and fulfill an important function for the human way of dealing with the outside world, 'weak pupil' is a negative classification that can contribute to stigmatization and exclusion of students (Larina & Markina, 2019) and therefore needs to be further studied. The aim of this study was to develop a deeper understanding of compulsory school teachers' social representations of 'weak pupils'.

The theory of social representations suggests the understanding of pupils as 'weak' to be socially (re)produced and shared, taking the shape of common-sense knowledge (Moscovici, 2001). Their common-sense nature means that they are largely taken for granted and therefore rarely questioned. Classifications are means to hierarchize and evaluate objects and either confirm or diverge them from the norm (Moscovici, 2001).

Compulsory school teachers' social representations of pupils as 'weak' were investigated by using focus group discussions. In total, 29 compulsory school teachers in six different Swedish compulsory schools participated. The analysis was performed using the theoretical concepts of theme, themata and discursive polyphasia.

The findings show that 'weak pupil' can be understood as an umbrella concept under which a variety of issues can be accommodated (Friberg, 2021). This highlights the diversity of meaning ascribed to pupils classified as 'weak'. Another important result in this study showed that the participating teachers, to a certain extent, questioned classifications of pupils as 'weak'. This is an important finding in relation to a body of literature that shows that perceived problems are often ascribed to individual pupils.

These results should be of interest to Nordic educational research, considering inclusion as one key feature for schools in the Nordic countries (Klette, 2018).

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Network: Inclusive Education

Title of paper: Socio-academic patterns of participation in reciprocal peer tutoring

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Abstract:

Socio-academic patterns of participation in reciprocal peer tutoring

1) Research topic

The purpose of the presentation is to convey the significance of reciprocal peer tutoring when trying to strengthen the communities in the classroom. The presentation is based on a three-year research project which investigates how an intervention with reciprocal peer tutoring in science/technology and mathematics in 4th grade, contributes to the students' interest, participation and learning outcomes.

2) Theoretical framework

The starting point is theory of communities of practice and inclusive forms of practice (Lave & Wenger 2003, Booth, 2011) as well as research on peer learning (Thurston et. al, 2020; Tiftikci, 2021). When we investigate school practices, it is characteristic of student participation that the academic is constantly intertwined in social contexts of significance. Participation in the student community implies learning together and in collaboration with others, where the students feel involved in the academic area and accepted for who they are. There is thus a close connection between acceptance, participation, and performance. When the intention is for more students to be included in the student community, research shows the importance of ensuring that students have something to be together about - not only socially, not only academically, but "socio-academically" (Schmidt, 2017).

3) Methodology

The research project reported investigates a 13 week intervention with reciprocal peer tutoring. It involves 25 teachers in the Danish primary and lower secondary school, 16 intervention classes and 10 test classes, a total of approx. 570 students. The total empirical data consists of pre- and post-tests, pre- and post-questionnaires, teacher and student interviews as well as video observations of 90 lessons. This paper will especially highlight results from observations and teacher interviews.

4) Expected results

We present analyzes of student dialogues and teacher's experiences, in which the following questions are discussed: How do social and academic aspects play together? What group dynamics does the student collaboration offer? What patterns of participation unfold, and what are the consequences for inclusion and exclusion processes in the classroom?

5) Relevance to Nordic educational research

In the Nordic countries, there is a tradition of creating dialogical classrooms and supporting student's conversations, but often no collaborative structures are used that are grounded in the subjects' didactics. The paper brings new knowledge to the dialogical tradition, which Dysthe (2004) has been pioneering in the Nordic region.

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Network: Inclusive Education

Title of paper: It is not easy to talk about traumatic experiences without a language

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Abstract:

Our research topic is communication with Magne, a 12-year-old deaf, mentally retarded boy with autism. He gained, several times as a patient in hospital during the past year, traumatic experiences.

Magne neither uses verbal nor sign language. Alternative Augmentative Communication (AAC) -symbols, organised thematically is the main tool when communicating. Based on these challenges our research question is "How to understand and develop the communication with Magne about his traumatic experiences?" Our perspective is didactic and closely related to goals in Magne`s home school.

A socio-cultural view on dialogue related to communication (Littleton & Mercer, 2010) is our theoretical perspective. In communication with Magne, AAC supplied with concretes, photos, body language and use of playmobil-figures constitute the "language".

Learning and development presuppose active participation (Wells & Arauz, 2006). Teaching Magne builds on a dialogic understanding of construction of meaning and communication (Dysthe, 2012). According to Alexander (2010) dialogues are 1) collective, 2) reciprocal, 3) supportive, 4) cumulative and 5) purposeful, these principles help us to understand whether the communication with Magne develops towards dialogues.

Methodology/design

The researchers and the staff taking care of Magne participate in this project where we develop and research on communication in parallel process following an action research strategy within the range of selfstudy.

In play-like activities the traumatic happenings and experiences from the hospital were recreated by drawing and moving Playmobil figures on a large sheet of paper (1,5m x 3m), with photos and AAC-symbols and by constructing a model of the hospital-ward. Data was gathered through observations, photos and interviews with the staff. This was analysed thematically and by use of constant comparative method. The findings were communicated to our field of practice for us as researchers and the staff to develop further.

Preliminary findings

- 1) Magne is not very active in communication, but he followed the play-like activities and the drawing intensely, concentrated and with focus for a long time -a basic step towards active participation in communication. Magne showed interest and engagement in selecting photos and symbols for the communication. Use of models and play-like activity seemed to scaffold mutual communication even though we can't describe this as dialogues.
- 2) Magne changed the positioning of the furniture in the model, it was not correct, he "told", when he for the first time ever, expressed his disagreement in active communication. Earlier disagreements were uttered by wrinkles, hard knocking towards his head, or acting out.
- 3) Magne initiated communication by use the models with staff, not present, at the hospital. He fetched the models and "invited" the staff to re-create the situation. To repeatedly talk about traumatic experiences is a known strategy.

Relevance to Nordic research

Development of communication about traumatic experiences is important in all the Nordic countries. Here disabled citizens often live in special institutions or homes, not with their family, communicating mainly with staff. In our case communication replaced acting-out and this will over time increase the well-being of Magne and maybe even decrease the need for more staff.

Network: Inclusive Education

Title of paper: Experiences of being the parent of a child with Down Syndrome in mainstream school

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Co-author(s):

Abstract:

Experiences of being the parent of a child with Down Syndrome in mainstream school

Anna Westin, Kim Wickman, Umea University, Marjatta Takala, University of Oulu

Background Inclusive education is a key policy in many countries, and the key premise is that every child has an equal right to attend mainstream schooling to obtain the support needed to reach their educational goals. It is academically and socially beneficial to educate pupils with disabilities and their peers together. The aim of this study is to examine how parents to children with Down Syndrome (DS) understand their child's future education and schooling, how they experience their own sense of belonging as a parent in a school context and their perception of their child's sense of belonging. These are some of the questions that this study asks the parents' perception of their child's sense of belonging in school.

Method Semi-structured interviews with both parents (n=10) of five children with DS in mainstream preschool classes were conducted to assess their experiences of belonging and explore how they understood their children's sense of belonging. The interviews were conducted via telephone due to the pandemic [covid-19] and lasted between 33-77 minutes. The interviews were transcribed verbatim and categorized. The study was inspired by three theoretical levels of the politics of belonging: (1) social location, (2) identification and emotional attachment and (3) ethical and political values, which were used in the analysis.

Result When talking about belonging, some of the participants expressed a sense of belonging to other parents in their child's preschool class. Even though the parents belonged to the same social location as the other parents of children in the preschool class, they did not automatically feel sense of belonging with them. The parents' overall perception was that their children felt a sense of belonging in their preschool class, this perspective was based on the combined feedback of the parents and the school staff. The stories collectively depicted a sense of belonging where the children were not able to express this themselves, due to the children's difficulties of communicating. Before their children started in preschool class, the parents were worried about how things would go for them. Most participants were treated well by

the principal and school staff; however, some reported poor dealings with principals who were sceptical of and had preconceived notions about their decision to place their child in a mainstream school instead of a special school.

Conclusion It is important to support parents to obtain a thorough understanding of their child's academic and social development so that they can make informed decisions about their children's future education, and not be influenced by school staff to choose the future schools for pupils with DS merely based on their children's diagnosis. The aim of the study is to contribute to an understanding of how to improve a sense of belonging in pupils with DS in preschool classes by focusing on the parents' perspectives.

Network: Inclusive Education

Title of paper: Education of deaf and hard-of-hearing pupils in inclusive settings in Norway

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Abstract:

In Norway, the traditional 'Deaf schools' are closed. Instead, deaf and hard-of-hearing pupils are educated in their local schools, or at one of the cluster-school for deaf and hard-of-hearing pupils. Some of those schools have 'sign language classes', while others have a hybrid organization where the pupils alternate between groups for deaf or classes with deaf and hearing pupils. At the primary level, to my knowledge, six schools have this responsibility. This organization offers possibilities, but also barriers, for achieving inclusive education. The research aim is to explore how the teachers adapt their teaching practices to facilitate deaf and hard-of-hearing pupils' access to subjective learning, and to experience social membership in their groups and classes. This lays the ground for establishing an inclusive learning environment (Antia, 2002). The data in this project is gathered from three of them. It is an ethnographic study (Hammersley & Atkinson, 2007), with classroom observation and interviews with teachers. The theoretical framework is socio-cultural, with the notion of 'language' and 'languaging' as the basis for learning, and adaption for the pupils' zone of proximal development (Vygotsky, 1978). Theories about translanguaging and bilingual resources (García & Wei, 2014), are also central for analyzing the teaching practices.

The result of the analysis indicates that the teachers in this study are concerned about 1) Translanguaging; using visual and multimodal resources to chain words and signs meaning, 2) Emotional support; establishing relationships and developing self-regulation, 3) Adapting material and activities for cognitive, linguistic, and cultural diversity. The fieldwork was done just before the pandemic. I will reflect on some pedagogical challenges with digital teaching and homeschooling for pupils with sign language. In the last decade, in the Nordic countries, the education system for deaf and hard-of-hearing pupils has changed dramatically. However, very few research studies have focused on this topic, and knowledge about effective teaching practices is lacking (Kermit, 2018). Therefore, this study is a contribution to the field of deaf education, and for bilingual education in general.

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Network: Inclusive Education

Title of paper: Intervention teams as a resource

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Abstract:

Research topic and aim

Many municipalities in Norway have so-called intervention teams that are intended to be a low threshold service that respond within one week, as an early intervention when there are concerns about a pupil's, or a group of pupils', subject matter or social development. The Norwegian government stated in St. Meld. Nr. 31 (2007-2008, p60) that although the situation had improved, there still was a «wait and see» mentality in Norwegian schools. Early intervention teams are one way to organize quick response support. The aim of this project is to describe and gain deeper and nuanced knowledge about an intervention team in a community who has shut down the intervention team. Firstly, a survey was sent out in the community to parents, teachers, school leaders, principals, Educational and Psychological Counselling Services (PPT). Secondly, follow-up interviews were conducted with eight professionals. This presentation aspires to present some initial findings to the scientific audience.

Theoretical framework

In Norway, the educational politics strives towards an inclusive school for all pupils in order to facilitate social equality, and adapt the teaching environment for all. This intention has always posed challenges and the principle early intervention (EA) has been utilized to address these challenges. EA means being proactive to prevent negative development (Lekang & Moen, 2020). We would like to see early intervention in the light of theories about prevention on systemic and individual levels. At the systemic level through universal design, and on the individual level through indicative prevention in both regular and special education (Ibid,2020).

Methodology and research design

This project utilizes a Triangulation mixed-methods design, with a convergence model (Creswell et al., 2006). This means our quantitative and qualitative data was collected separately but the results were converged during the interpretation (Creswell et al., 2006). This was done by conducting a survey completed by 69 individuals, and eight semi-structured interviews. These interviews were done with two from PPT, one school leader, one principal and four teachers. We chose this

model so that we could corroborate the quantitative results with the qualitative findings and create a more well-substantiated conclusion (Creswell et al., 2006).

Concluding remarks

In Nordic countries there is a growing interest in the EI perspective. However, some signs show that the idea of EI is contested. Summarizing conclusion that can be drawn from this study relates to the prerequisites for the further development of a quality education which relates to the Nordic educational research association, specifically to Network 12 Inclusive Education.

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Network: Network: Inclusive Education

Title of paper: Interprofessional collaboration work

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Abstract:

The purpose of interprofessional collaboration project is to get insight into the challenges that different professional organizations have, and what it takes to make interprofessional collaboration work. The framework conditions mean that this project is limited to kindergarten, school, child welfare service and educational-psychological service.

National Guidelines and research on value of interprofessional Collaboration are not new. The question is how to make the intentions work in the field of practice. The intention of the project is that findings will provide expanded knowledge, and contribution to how the municipalities can strengthen and facilitate that interprofessional collaboration could be implemented in the field of practice.

Our research question:

- What works in the various professions as kindergarten, school, child welfare services and educational-psychological service?
- Are there any common challenges across professions?
- Are there any common factors that make interprofessional collaboration work in the field of practice?

Our project has a theoretical perspective where the focus is on both the system in the municipality, various professions and the individual professional. Legislation and national guidelines have for a long time emphasized interprofessional cooperation such as Child Welfare act §3-2, Kindergarten Act §21 and 22, and Education Act § 15-3, 15-4, 15-8. Glavin og Erdal (2018) refers to value of holistic perspective, competence and good collaboration routines to strengthen children and young people's growing up environment. The project is based on a systems theory perspective where the different levels have an effect on each other. A good interaction with spotlight on the child's best interests will probably strengthen the interprofessional cooperation in the municipality (Bronfenbrenner, 2005).

Implementation and being able to translate theory into action are often complex processes (Roland & Westergård, 2015). Argyris and Schön (1978, 1996) points out that double- circuit learning where one asks questions with goals and values can provide a greater basis for change than a one- sided on routines and regulations. The individual professional's attitudes and competence play a role in what culture is

developed in the workplace. This can be seen in light of Bourdieu's theory of education system linked to socialization, cultural capital and habitus (Bourdieu, 1991, 1996, Almås 2016).

The starting point of this study is a phenomenological approach where we wanted to get insight into the informant's reflection and experiences from the field of practice (Tjora, 2021). We have completed eight individual interviews with kindergarten -and schoolteachers. Also two focus groups interviews with child welfare educators and educational-psychological service in municipality. All interviews are semi structured.

The analysis part is under construction. There seems to be a tendency to where there a good knowledge of each other, and clear clarifications of responsibilities and roles strengthen the quality of the collaboration.

In times of crisis such as the corona situation, interprofessional cooperation is especially important for following up children and young people who need support to master every day life.

Network: Inclusive Education

Title of paper: Inclusion in the light of competing educational ideals: Policy approaches to differentiation and their implications for inclusive education.

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Abstract:

Inclusive education is an educational ideal that advocates a school designed to meet the needs of all students, and that provides certain resolutions to the dilemma of how to teach the same curriculum to a diverse group of students with different needs and interests (Clark, Dyson & Millward, 1998). Differentiation is here defined as different resolutions to this dilemma, where some aspect of the organization/provision of education is made to differ between students. Because teachers and schools face multiple demands regarding how they should respond to student diversity, it is therefore important to study differentiation policies in order to understand their implications for inclusive education in practice.

Drawing theoretically on the works of Stephen Ball and Carol Bacchi, this paper presents an analysis of Swedish educational policy documents, focusing on how educational problems are represented in differentiation policies. The selection of documents includes the two most recent education acts: SFS 1985:1100 and SFS 2010:800, the school ordinance from 1994: SFS 1994:1194, and the three most recent curricula for compulsory school: Lgr80, Lpo94 and Lgr 11. The analytical approach is inspired by Carol Bacchi's method "What is the problem represented to be?" and consists of the following steps:

- 1) Identification of when differentiation becomes an issue in the policy documents, and what forms of differentiation that are proposed,
- 2) Analysis of which educational problems specific forms of differentiation are expected to solve,
- 3) Analysis of the different ideals and assumptions about education that frame these problems, and how they relate to inclusive ideals, and
- 4) Analysis of the conflicting demands that face schools and teachers that try to develop practice in a more inclusive direction.

In the paper, five different problem representations are described and discussed in relation to the ideal of inclusive education:

- Problem 1: Traditional teaching is not interesting and/or meaningful enough for students.
- Problem 2: The school limits students' opportunities to reach their full potential.
- Problem 3: The school reproduces inequalities in society by giving some students better opportunities than others to succeed in life.
- Problem 4: Some students have difficulties in school and need support.
- Problem 5: The school excludes students by not designing an education suited for all.

Using Sweden as an illustrative example, the paper illuminates how different problem representations can interact over time within the context of an educational system. Although the problem representations are based on the Swedish case, they can be understood as ideal types that can be used in analyses of other educational systems. Implications for inclusive education are addressed in the paper by discussing schools' and teachers' enactment of the conflicting policy demands in relation to theoretical notions from Stephen Ball.

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Network: Inclusive Education

Title of paper: Influence of COVID-19 pandemic in data collection on peer interaction in inclusive classrooms

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Abstract:

COVID-19 pandemic affected intensively daily activities in schools and research institutions. While many students have returned to face-to-face teaching after lockdowns, educational research and especially field work at schools has widely been more restricted because of limitations in entering to schools. In this presentation we will share our experiences on how COVID-19 pandemic transformed the research practices in Peer Interactions involving Children with Autism Spectrum disorder in inclusive classrooms (PEICAS) project. The purpose is to acknowledge the opportunities that the precarious times of COVID-19 pandemic addressed in the data collection phase of the research project.

Theoretically our research design approach relies on multimodality and social constructionism, emphasising the role of interaction in how our social worlds are constructed. In this study multimodality refers to the plurality of data collection procedures, devices, and mediums deployed to capture the richness of social interactions. Social constructionism, in turn, refers to micro-level focusing on the perspective of the individuals where people construct knowledge through social interactions.

The purpose of the PEICAS project is to study naturalistic peer interactions between children on the autism spectrum (AS) and neurotypical children in inclusive classrooms through multimodal data collection mechanisms: mobile eye tracking, wide-angle video cameras and video stimulated accounts (VSA). Due to COVID-19 pandemic, data collection at schools was suspended because of school lockdowns and later restrictions of visits in schools. Instead, our flexible research design allowed us to utilize this opportunity for 1) widening collaboration, e.g., consulting adults on the AS as voluntary experts-by-experience, 2) collecting data online, e.g., individual interviews with and essays from adults on the AS, 3) establishing closer collaboration with other disciplines in research, e.g., psychology, 4) bringing new aspects on research, e.g., new research topics and focus on analysis, 5) producing longer data collection process in schools that allowed, e.g., refining the data collection protocol. The challenges due to COVID-19 pandemic concerned expiring licenses of research

equipment, extra costs in hygiene products, and extra time in reorganizing the data collection protocol.

Our experiences showed that a flexible research design allowed new perspectives and opportunities to emerge during the COVID-19 pandemic that enriched the research project. Wider participation of voluntary experts-by-experience strengthened authenticity of research data as well as supported inclusive research practices with adults on the AS. In schools, data collected before lockdown was used as pilot study that helped the researchers restructure the data collection protocol and continue data collection process during COVID-19 pandemic. This led to more coherent and clear structure in later data collection practices. These findings can be used in Nordic educational research as well as wider in supporting inclusive, participatory research projects in (post)precarious times.

Network: Inclusive Education

Title of paper: Student's perceptions of co-teaching in the inclusive classroom

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Abstract:

Students' perceptions of co-teaching in the inclusive classroom

Co-teaching is a teaching model that gives all students an opportunity to receive instruction in the general education classroom. In this arrangement a special education teacher and a general education teacher plan, implement and evaluate the teaching together (Murawski, 2006). Co-teaching as a way to support students in the inclusive classroom is brought forth in Finnish educational policy documents and the use of co-teaching has increased during the last years (Sundqvist et al., 2020). In earlier research the students' perceptions have seldom been in focus and there is an obvious need for more research on students' perspectives. This study focuses on Finnish primary school students' assessments on how co-teaching impacts on their own learning and participation, on the environmental climate, and their perceptions of co-teachers roles during co-taught lessons. The following research questions have guided the study; 1. How do students with and without special educational needs assess their own participation and learning and the environmental climate in the co-taught classroom, and how do students' assessments vary according to the number of co-taught lessons weekly? 2. How do students with and without special educational needs perceive the special education teachers' and the general education teachers' roles and responsibilities during co-taught lessons? Data were collected through a web-based survey among elementary school students (grades 4-6) from Finnish schools (N=242) where Swedish is the medium of instruction and where co-teaching has been initiated. Students with and without special educational needs participated. The questionnaire consisted of closed statements with a five-point Likert scale from strongly disagree (1) to strongly agree (5). The statements were divided into three categories: environment, learning and participation. In addition, the questionnaire also contained nine statements regarding the co-teacher's roles, responsibilities and student interaction during co-taught lessons. The participants could choose from three alternatives (general education teacher, special education teacher or both teachers). SPSS was used as a tool for analysis of the quantitative data. The data were analyzed using descriptive analysis with focus on percentages and frequencies. In addition, two-way ANOVA was used to analyze group differences between students with and without special educational needs, and between students receiving different amount of co-teaching. Preliminary results show

that students without special educational needs are more positive to co-teaching the more co-taught lessons they receive weekly, while students with special educational needs are most positive when they receive 4-5 lessons weekly. The preliminary results also show that students perceive that it is mostly the general education teacher who are responsible for lesson planning and instruction but both teachers contribute to the students' learning in different ways.

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Network: Inclusive Education

Title of paper: Decision-making and Documentation on Special Educational Support in Finnish and Norwegian Early Childhood Education and Care

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Abstract:

Title: Decision-making and Documentation on Special Educational Support in Finnish and Norwegian Early Childhood Education and Care

Abstract:

When a child needs special educational support, decision-making and documentation are often implemented to secure a child's right to receive support. Even though these practices often go unquestioned, documentation and decisions related to special education are nevertheless consequential: they make the plans for child's special support permanent and become transferable over time (Ferraris, 2013). In this presentation, we investigate how values and discourses regarding decision-making and documentation construct the child's right for special support in Finnish and Norwegian early childhood education and care (ECEC) legislation. This question is topical as the special education systems in both countries are undergoing several significant changes after expert reports revealed serious flaws in the realization of a child's right to receive special support (Nordahl et al., 2018; Heiskanen et al., 2021). Although the countries have different legislation and documentation practices, the question of how to document and decide about a child's special support seem to be at the center of critiques and debates in both countries. In Finland, renewed legislation requires an administrative decision to be made and an individual ECEC plan to be drafted for a child. While Norway has a long history of administrative decisions based upon expert assessments by the education-psychology service.

In the study presented, we analyze discursively national guidelines and legislation documents as well as statements from public hearings regarding recent developments and discussions of ECEC legislation in these two Nordic countries. As a result, we show how seemingly similar educational and societal values and discourses are used as justifications to develop two different educational and administrative systems and differing practices considering decision-making and documentation in ECEC. Although the child's right to receive special educational support is established in both countries' legislation, this right becomes attained differently.

Network: Inclusive Education

Title of paper: A Survey of the Views of Graduates of Early Childhood Teacher Education in Norway on Special Needs Education

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Abstract:

In Norway there has been an increasing focus on the importance of quality of special educational needs (SEN) assistance in Early Childhood Education (ECEC) (Hanssen, 2019; Olsen, 2019 Åmot, 2018). An array of challenges has been specified, including the sparse special needs education (SNE) during Early Childhood Teacher Education (ECTE) (Olsen & Hanssen, 2021). The aim of the current study is to attain knowledge about how ECTE students are being prepared for supporting children with SEN in ECEC, guided by the following question: how much SNE have students received through their ECTE bachelor studies, and how do students assess their own SEN competence?

In line with the stated overall aim of this study, the concept of SEN competence is essential. Skau (2017) placed the concept within a broad point of view, arguing that professional teachers' competence incorporates 'solid professional knowledge, specific professional skills and well-developed personal characteristics' (p. 63). From this perspective, all four aspects help shape ECEC teachers' SEN competence, and all aspects must be emphasised as equally important (Hanssen, 2021). However, in practice, the application of SNE is logically dependent on specialised theoretical knowledge and cannot be exhaustively derived from general principles about teaching (Rusznyak, 2015). For this reason, we argue that specialised theoretical knowledge provides a legitimate epistemic basis for the professional acumen of ECEC teachers and is crucial for the development among ECEC teachers, leading to systematic, analytical and powerful ways of thinking about SEN assistance (Rusznyak, 2015).

An online survey was completed by graduate Preschool Teacher students (n=51), from 4 different campus at one university in Norway. A link to the online survey powered by Questback was posted on the students' digital learning platform: Canvas. Each student completed the survey individually. The survey took approximately 15 minutes to complete. In total, 51 (n = 51) of the 96 students responded to the survey, a response rate of 53%, which can be judged as satisfactory.

According to the result of this study the majority of the participants assess that they received few hours of SNE during ECTE. Their ratings are underpinned by the qualitative feedback where they express that SEN subjects are 'superficially treated' and 'infrequently mentioned by teachers'. Moreover, they judged their SEN

competence as low and expressed a great need for more SEN knowledge. Results imply that the participants experience that the SNE in ECTE is not sufficient to give them as future teachers the competence required to meet the heterogeneity of children in ECEC. Based on the results, we discuss possible reasons for why SNE in ECTE seems to be constrained and outlines some suggestions for how SNE could be promoted as a core part of the ECTE.

Network: Inclusive Education

Title of paper: Teachers' attitudes and beliefs regarding the use of an avatar-robot, AV1, for students with long-term illnesses

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Abstract:

Long-term illness and hospitalisation may affect not only children's health, but also their continued education, social development and emotional attachment. AV1 is a communication robot for children and young adults with long-term illnesses. AV1 is a telepresence robot, that gives the user the feeling of being present in another than their physical location,. AV1 is the child's eyes, ears and voice in the classroom. They can for instance follow the teaching that takes place in the classroom. 1500 Norwegian students used AV1 in 2020 (No Isolation, 2021).

Theoretical framework

As many as 6000 Norwegian children between 5-19 years of age are too ill to attend school for a longer period of time; i.e. long-term-illness. Long-term illness is an umbrella term covering a wide set of diseases, among them cancer, cerebral palsy and ME. long-term ill children are entitled to home schooling. When children are away from school over a longer period and cannot be physically present in class, academic learning as well as social development and emotional attachment may be affected.

In accordance with social constructivism, learning and knowledge is formed in interaction with other people. Thus, learning has a social context. The students construct their knowledge based on their own experiences, as well as the opinions and understandings of others. The learning takes place in a social and external context. That is, the social interaction that students are part of is central to the learning process, and the students' mental processes start as interactions with other people (Linell, 2009; Vygotsky, 1978).

Methodology/research design

We have conducted interviews with six teachers that have used AV1 in their classrooms for a minimum of six months. The teachers are aged between 30 and 50 and have between 10 and 20 years of experience as educators. All are qualified teachers. In the interviews, the teachers focused on both pedagogical and technological opportunities and challenges when using the avatar.

Findings

In each of the six classrooms, AV1 was placed on the long-term ill student's desks. Because the robot can communicate with light and sound, the teachers found it easy to integrate AV1 into the different learning situations that took place in the classrooms. All teachers reported that the key factor for successful use of AV1 is a strong cooperation between home and school.

The teachers recognized the ambiguity and ethical considerations regarding the use of AV1. However, they viewed the benefits of AV1 as a tool to keep in contact and to include the child in classroom activities as more important than privacy concerns.

All the teachers regarded AV1 as a good substitute for face-to-face interactions and an important tool for the long-term ill student to keep in touch with their peers during periods of absence from school.

Relevance

Long-term illness and hospitalisation may affect not only children's health, but also their continued education, social development and emotional attachment. The purpose for AV1 is to help children with long-term illnesses out of social isolation and loneliness and help them return to school.

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Network: Inclusive Education

Title of paper: Identity construction among pupils diagnosed with autism spectrum disorder: a study from an interactionist point of view

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Abstract:

This presentation builds on an ongoing dissertation, that explores how the diagnosis of autism spectrum disorder (ASD) is used among teachers, pupil health team members, caregivers and, most importantly, the pupils themselves. Previous research has shown the risks of having diagnoses in school, such as pupils being labelled and limited as to who they can be and what they can do (Hjörne & Evaldsson, 2016; Mehan et al., 1986). Also the Ombudsman for Children in Sweden has reported that children with impairments encounter stereotypes that hinders them in their right to their own identity (Barnombudsmannen, 2016). While much research on ASD and identity has emphasized individual attitudes toward the diagnosis, this research considers the voices of pupils, education professionals and caregivers taken together. The research subscribes to a broader constructivist perspective (Bruner, 2004) and uses the theory of dialogical identity (Turchi & Orrù, 2014). In this perspective, the identity of a pupil is influenced by the interactions carried out daily with other figures in the educational setting. The dissertation aims to understand what interactions open up for possibilities for the pupils- in terms of how the pupils can understand themselves and what they can do.

The empirical material consists of interviews with 23 pupils and questionnaires with open-ended questions with 19 education professionals and 22 caregivers. Two Swedish schools are involved in the study: an upper secondary school high school for pupils considered in need of special education, especially with neuropsychiatric diagnoses, and two special education classes integrated in an ordinary lower secondary school.

An interesting finding from the preliminary results is that the pupils, when imagining the future, do not view the diagnosis as a central dimension of their lives. The narratives also deal with the question of what inclusive education means, especially from the point of view of the pupils. This issue is today very urgent due to the rising numbers of Swedish pupils who receive a neuropsychiatric diagnosis and considering the current debates about the diffusion and the need for special schools and special classes in Swedish education. The results also suggest that it is time to discuss if education professionals need more knowledge on the diagnoses or if what is actually needed are more educational strategies in general, to be able to cope with diversity.

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Network: Inclusive Education

Title of paper: Bullied pupils at risk of developing serious emotional and mental problems in critical times in school-life.

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Co-author(s): Jorun Buli-Holmberg

Abstract:

In this article, we present a case study focusing on the emotional experiences of pupils who have been bullied in Norwegian schools. The research question was: How do bullied pupils' experiences their emotional reactions and the support from their teachers?

Emotional reactions to bullying can manifest themselves through, for example, physical activation in the form of fatigue and poor quality of sleep, anxiety disorders, depression and eating disorders (Idsøe & Idsøe, 2011). A study of adult psychiatric patients who had been bullied at school found a link between the degree of bullying and the psychiatric issues in about half of these patients (Fosse, 2006). Recent studies have shown that bullying can also lead to post-traumatic stress symptoms (Nielsen et al., 2015). Being bullied can create painful emotional experiences and lasting memories, and some events can trigger the emotional memory (Stiegler et al., 2018). Emotional memories from bullying can be evoked in certain situations response (Aas and Holmberg, 2021).

The methodology research design we used to collect data was qualitative interviews to get insight to three pupils' life stories of emotional experiences during and after the bullying. The aim was to capture emotional aspects of pupils' experiences under and after the bullying had stopped, and the emotional support they needed from the teachers. We used a phenomenological approach to bring out each pupil's subjective experience in order to gain a deeper understanding of the experiences as the pupils themselves described them (Thagaard, 2013). Approval was granted by NSD before the pupils were contacted. The research ethics guidelines on confidentiality were complied with informed content.

The findings shows that the pupils had been in diverse bullying situations that was emotionally challenging for them. They described their sensitiveness in interactions with other pupils and explained different emotional reactions. Four emotional reactions emerge fear and anxiety, protection of themselves, lower self-esteem and self-confidence and devaluation of themselves. The pupils' experienced needs of teacher support to deal with emotional challenges, and they highlighted the need of help to develop faith in themselves and feel valued by the teachers and fellow pupils.

The results show that it is crucial that pupils feel they are treated with respect by the teacher (Bru, 2011), and positive emotional bonds with the teacher are essential in the development of mental health (Barber, 1997). It is vital that pupils who are under emotional stress and struggling to cope with their life situation due to bullying have a safe relationship with the teacher and receive support to deal with emotional stress (Lazarus, 2009).

The paper has relevance to the Nordic educational research, because the study highlight Pupils' emotional reactions and need for emotional support. Pupil's experiences of how teachers deal with their emotional reactions has relevance for teachers, schools and researchers in the Nordic countries.

Network: Inclusive Education

Title of paper: The Impact of COVID-19 on the Well-being of Adolescents on the Autism Spectrum

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Abstract:

The COVID-19 pandemic has caused significant uncertainty around the world. Adolescents with autism spectrum (AS) disorder are vulnerable to the effects of various restrictions such as non-essential services closures, social distancing, and prolonged isolation or quarantine. There may be difficulties adapting to these changes, especially as inflexibility and insistence on sameness are typical characteristics of AS.

There are a few studies concerning COVID-19 and adolescents on the AS. There are also papers that discuss on a general level the possible consequences of COVID-19 pandemic on the lives of adolescents on the AS and their parents. Some other studies have focused on reporting the impact of COVID-19 on the everyday life of adolescents with AS. One common finding of these studies is that COVID-19 had caused difficulties and challenges to adolescents on the AS. Yet, more research is needed on the impact of the COVID-19 on the lives of adolescents on the AS. This presentation gives additional information on the topic by introducing Finnish parents' views on the impact of COVID-19 to the well-being of their adolescents on the AS.

The participants of the study were 323 parents who had an adolescent on the AS. The convenience sample of parents were recruited through national associations of autism and social media and were asked to complete an online questionnaire. To be eligible for the study, the age of their child must be between 10 to 22 years old. The questionnaire included many questions regarding the impact of COVID-19, but this presentation focuses only on one open-ended question concerning the impact of COVID-19 on the well-being of adolescents on the AS. The length of the descriptions varied from one to several sentences. Thus, the descriptions could include only one aspect or several effects of pandemic. Each aspect mentioned was used as the unit of analysis. The data was analyzed by using data-based content analysis.

The findings revealed that COVID-19 had impacted well-being through multiple ways among adolescents on the AS. According to the parents, COVID-19 had positive, negative, or no impact on the well-being of their adolescents on the AS.

Approximately half of the aspects mentioned described the negative impact of COVID-19 on well-being, a quarter described positive effects, and another quarter of

responses indicated that pandemic did not impact on adolescents' well-being. The negative and positive impact were related to interaction (e.g., limited interaction with other people increased or decreased well-being), studying (studying remotely was difficult or supported learning), everyday routines (e.g., difficulties to cope with changes to everyday routines or staying home supported well-being), and personal well-being (e.g., difficulties to cope with the limitation of physical activities or staying at home increased the feelings of safety). The findings reveal the complexity of the impact of COVID-19 on the well-being of adolescents on the AS and can be used to provide more personalized support for them.

Network: Inclusive Education

Title of paper: Rhetoric and reality of inclusive practice in international schooling

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Abstract:

Within the discourse of inclusive education, international schooling may seem to escape consideration of issues such as whether students with special education needs should be admitted provided that the parents can afford the tuition fees. In this study, inclusion is interpreted as an unending process towards ever slightly more participation in schools(1), where the educational policy guarantees that the focus is broadened not only to reach children with disabilities(2), but also to include all children who are regarded as being at educational risk due to marginalisation(3). The risk may emerge as a result of minority group status, such as ability, ethnicity, religion, socio-economic background, and/or psychological factors. Inclusive practice as one dimension of inclusive school development(4) is regarded as pertaining to activities that are responsive to the diversity of students and young people in the particular context and in the surrounding community.

With that in mind, this study is aimed to elucidate how the practitioners of international schooling interpret inclusion, explore the approaches to evolving inclusive practice based on the indicators in the Index for Inclusion(4), and investigate to what extent inclusive school policies support inclusive practice. It was conducted in one international school in each of the UK and the Netherlands over a period of three months, during which time I lived in each country in order to study how inclusive education and special education needs were interpreted and implemented. Document analysis, interviews, and field observations were used to provide a rich description of inclusive practice in both schools.

Although the underlying principles and the founding history of international schools supposedly advocate the notions of providing equal opportunities, catering for diversity, and promoting global citizenship, the dimensions of inclusive education might not be self-evident. Findings from this qualitative case study show that the understanding of inclusion in the context of international schools goes beyond disabilities and special education needs(5). Several approaches to evolving inclusive practice are highlighted, i.e. regarding curriculum development, understanding of cultural and linguistic diversity, and students with special education needs. However, there are tensions between different stakeholders of international schools in defining inclusion; between the rhetoric of inclusion found in school documents and the

reality, and between the original philosophy of international education and schools' admission policies.

The study is relevant for Nordic educational research particularly in the field of international education. There are currently no fewer than 128 international schools across Nordic countries offering various curricula, mainly International Baccalaureate(6). With the increasing internationalisation of Nordic universities, some insight could also be relevant for the discussion of inclusion and equity in higher education.

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Network: Inclusive Education

Title of paper: A cross case analysis of special education legacy: international experience applicable for Nordic educational research (South Africa and Russia)

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Abstract:

The pursuit of inclusive education in different countries is shaped by the extent and the nature of existing special educational provisions. The presentation focuses on two authoritarian regimes in the previous century: Soviet Russia (USSR) with its ideology of class (proletarian humanism and egalitarian universalism) and South Africa with its ideology of race (apartheid and discrimination). The research formulated two assertions on the basis of a cross-case analysis based on a policy historiography. First, state ideology is visible, explicit and prominent in the shaping of special education. Second, the challenges of transitioning to a more inclusive education system are compounded by the ideological legacy of these regimes. Current moves towards inclusive education in both countries must contend with these ideological legacies and pay attention to a greater recognition of the role of state ideologies in international and comparative studies of special and inclusive education. The argumentation of the current research application to the Nordic countries could be supported by sharing methodology research experience and building knowledge about societies in change within post-modern challenges in education.

Network: Inclusive Education

Title of paper: What inhibits and promotes high school completion when students have undiagnosed ADHD?

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Abstract:

Research topic and Theoretical framework

The paper will present a project that examines the thematic life history of two women who were diagnosed with ADHD as adults. Girls receive such diagnoses later than boys (Klefsjøl et al. 2020), and many girls find that school is not adapted to their specific needs. Mental ill-health is a common comorbidity linked to ADHD (Yoshimasu et al., 2012). The project explored the women's narratives of their own experiences of upper secondary education.

Methodology/research design

The project adopts a multi-method approach, using a questionnaire and later individual in-depth interviews. Following analysis of this material, the two women were invited to take part in a shared conversation. First of all they carried out a diamond ranking activity (Clark, 2012) and then took part in a group interview where shared characteristics identified in the individual interviews were explored in greater depth. The paper will mainly present data from the diamond ranking activity. While sorting the photographs, the women carried on a conversation. The interesting aspect here is how they reflected on the photographs and thereby together established a narrative linked to their own school experiences.

Expected results/findings

The patterns that appeared in the individual conversations with the women were strengthened in their discussions of the photographs. Inhibitory factors appear to be related to both individual and structural conditions. The women use words like 'invisible' and 'lonely' and they call for teachers to intervene. Promoting factors are largely related to support in the environment, but also the possibility of withdrawing. Structure in everyday school life appears to be an important element in promoting throughput. We wish to examine this more closely in our work on the data material. An interesting effect of this method is how the women comment on the pictures and how they support each other's reflections. We want to take a closer look at this interaction.

Relevance to Nordic educational research

The research question related to the girls and ADHD is relevant for Nordic educational research. We want to highlight the challenges faced by the girls, but also to present positive aspects that will encourage further work in schools.

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Network: Inclusive Education

Title of paper: The question of diagnosis - a be or not be in school?

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Abstract:

Theme and purpose

The aim of the study is to elicit knowledge about the school situation of pupils with learning difficulties and the interplay between factors that both impede and promote their completion of upper secondary education. The study is based on the life histories of two pupils with ADHD.

Theoretical framework

In our presentation, we intend to build the theory on the association between diagnosis and self-understanding. We want to discuss whether the diagnosis can contribute as a tool for dealing with own reactions in the face of challenges in life and whether it is possible to facilitate that diagnoses should not be a stigma, but rather a starting point for facilitation and understanding of people. Theories related to self-understanding, stigma and life skills will be relevant.

Methodology

Based on interviews and conversations with two young women who both were diagnosed with ADHD as adults, we will shed light on different perspectives for understanding diagnosis. We ask the following research questions: In what way can getting a diagnosis help to increase self-understanding and be a tool for better dealing with one's own reactions in the face of challenges in life?

The project is designed as a case study (Yin, 2014) comprising both qualitative and quantitative data. The informants' stories are structured along their lifelines that are interpreted, discussed and examined in the context of relevant research. The context in this case is the pupils themselves, and the information they share about their experiences of upper secondary education.

Findings

The women did not have a noticeable hyperactivity, but they struggled to find peace and structure in everyday school life. A key finding is that the pupils report extensive mental health challenges during the period of upper secondary education. Despite the challenges being the same, they are dealt with differently, and the pupils'

histories diverge dramatically when their mental health state becomes so challenging that it becomes impossible for them to complete their education as anticipated. Both women reported high levels of stigma and lower learning expectations from teachers. Both believed that the diagnosis helped them to show themselves, be more sincere and show emotion. They wished they had been diagnosed as children, but they also reflected on whether it was right to diagnose early.

Relevance for Nordic research

School and education are important factors in how young people understand themselves and master their life. The dividing line between completing and dropping out of upper secondary education is regarded as posing a risk of marginalisation. Knowledge about this theme may result in schools meeting pupils in ways that enable them to complete their education despite such challenges. Consequently, knowledge of the opportunities available in the school system can be a relevant tool in enabling education to genuinely even out differences, provide equal opportunities and be the beacon of hope it is intended to be.

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Network: Inclusive Education

Title of paper: SENCOs' experiences of working through a pandemic

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Abstract:

Research topic/aim

The topic of this paper is Special Educational Needs Coordinators' (SENCOs') experiences of working through the lock-down during the COVID-19 pandemic in Swedish Upper Secondary schools. The point of departure is to use the lock-down as a disruptive incident making that which is ubiquitous and taken for granted during normal circumstances, visible and tangible, and, therefore, possible to study, in order to better understand the SENCOs' everyday work-life and profession. Thus, the study aims to understand (i) how the SENCOs' everyday work-life changed during the lock-down; (ii) what obstacles challenged the SENCOs in their everyday work-life during the lock-down; (iii) how the SENCOs dealt with the obstacles that arose in their everyday work-life during the lock-down.

Theoretical framework

The study is performed within a lifeworld-phenomenological approach, mobilizing concepts and ideas formulated by Jaspers (1963) Husserl (2020), Merleau-Ponty (2014) and Schütz (1967).

Methodology/Research design

Data is generated through semi-structured lifeworld interviews (Kvale, Brinkmann, & Torhell, 2014) and reflective open-ended diary notations (Wildemuth, 2017). The participants have been interviewed three times each and they have written diary notations inter-spaced between the three interviews. The number of participants in the study are ten and they were chosen through purposive sampling to create a heterogeneous group of participants.

Expected results

Preliminary results show that the strategic aspect of the SENCOs' mission often have had to succumb to a more operational one during the lock-down. The tasks performed have been reactive and aimed at problem solving rather than proactive, i.e., aimed at creating inclusive learning environments for special educational needs students. The reason this change has occurred are, according to the SENCOs, that more students and new categories of students have become in need of special educational solutions during the lock-down. This added workload seem to have

amplified old problems associated with the SENCOs profession and work-life, and further, also added new ones as well.

Relevance to Nordic educational research

Research on how schools have fared during the pandemic and dealt with the circumstances of lock-down is of importance to the Nordic research community as well as to educational research communities globally. The specific topic of this paper is of importance to all within the Nordic research community who are interested in research on special education, inclusive education, and questions regarding the professions within the field of inclusive and special education.

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Network: Inclusive Education

Title of paper: Participating in the school community? Girls with Asperger syndromes' experiences of inclusion in Norwegian school.

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Co-author(s):

Abstract:

The aim of this paper is to gain insight in inclusion in education from the perspective of girls with Asperger syndrome (AS). Early intervention and inclusion are common priority areas in educational policy, both internationally and in Norway. The overall intention is to facilitate good and equal opportunities for all children and adolescents, by ensuring that they early in life experience a good learning environment, and experience that they are included in school..

In the Norwegian educational system, an important principle is that all children, regardless of differences or difficulties, are regarded as belonging to a common learning community. In spite of the strong political commitment to early intervention and inclusion, the understanding of these principles, and how they are practiced, seem to vary greatly.

Common traits found in children with AS are difficulties with social communication and social interaction. Despite their often advanced intellectual skills, most people with AS experience difficulties coping with practical tasks in their daily life. Without assistance to compensate for these difficulties, children with AS are at high risk of not being included in school. Kopp (2010) found that the syndrome manifests itself differently in girls than in boys, and that the girls struggle more in the educational system.

The aim of this paper is to gain insight into different understandings of inclusion, and compensate for the lack of knowledge about girls with AS` s experiences with inclusion in school. The empirical foundation is material collected through life-story interviews with six girls in lower and higher secondary school, exploring the participants' opinions, self-understanding, self-image and attitudes.

The paper presents what factors the girls experience as giving opportunities for inclusion and factors leading to experiences of exclusion. Factors identified in the analysis are related to organization of teaching-activities, teachers-attitudes and knowledge about AS, and the girls' and others' views on inclusion. A key finding emerging is that the girls understand inclusion and how inclusion should be

operationalized, differently than how they experience that teachers and peers understand and operationalize inclusion. Thus, the findings challenge a strong metanarrative in the national public debate, portraying girls with AS as passive and not able to define what they need to experience inclusion. The girls are usually portrayed as very different from others, and simultaneously, they are regarded as needing exactly the same as others in order to experience inclusion. Thus, we need to ask whether the mainstream understanding of what inclusion is and what experiencing inclusion entails, leads schools and teachers to fail miserably in how they meet girls with AS.

The findings are considered in light of the current Norwegian educational policy toward the pupils with special needs. Particularly, the article addresses how the girls' experiences demonstrate a need to challenge current understandings of the concept of inclusion. It argues that inclusion as it is understood and practiced within the Norwegian educational system, entails a high degree of assimilation.

Kopp, S. (2010). Girls with social and/or attention deficits: a descriptive study of 100 clinic attenders. *Journal of Attention Disorders*, 14(2), 167-181.

Network: Inclusive Education

Title of paper: What is meant by 'community' in different theoretical traditions? An analysis of influential educational research

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Abstract:

Community is a concept of central importance in educational research. However, the word community can carry a variety of meanings. There is thus a need to disentangle those meanings and relate them to a theoretical context. The aim of this presentation is to provide an analysis of the meanings of the word 'community' in research about K-12 schooling, in relation to the different theoretical traditions that inform it.

The meanings are analyzed through a reading of the 50 most highly cited educational research papers in the database Web of Science, concerned with communities in schools and classrooms. Our theoretical and epistemological points of departure derive from pragmatism (Danforth, 2006; Rorty & Richard, 1989), in the sense that the explicit or implicit societal goals to which research intends to contribute are seen as central for the evaluation of the theories developed in a pluralistic field where several scientific traditions co-exist (Nilholm, 2017). The research questions guiding the analysis are: how is 'community' defined or described in influential educational research in which classrooms and schools are referred to as communities? What theoretical traditions can be discerned? In what ways can research on school and classroom community contribute to the development of an education more inclusive and responsive to diversity? Through a thematic analysis of the definitions and descriptions of community in the 50 papers, three themes of meaning emerge: community pictured as the idealized Home, the idealized Academia, and the idealized Polis. Those different meanings are thus discussed in relation to the theoretical traditions discerned. Furthermore, the discussion focuses on the potential consequences certain meanings may have for inclusive practice, by paying attention to what is emphasized and what is neglected in the definitions and descriptions of school and classroom community. The more general contribution to the field of education is to the on-going dialogue on the relationship between education and democracy, in an era where research concerned with more technical aspects of schooling seems to dominate the field (Nilholm et al., 2021) and education systems become increasingly competitive and individualized (Alexiadou et al., 2016).

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Network: Inclusive Education

Title of paper: Doing Inclusive Rural Education Right in Iceland and Norway

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Co-author(s): Anne-Mette Bjørn, Edda Óskarsdóttir, Hermína Gunnþórsdóttir

Abstract:

The Arctic region has small populations, cultural diversity, minority languages, differing socio-economic conditions and long distances. Equal access to good education opens doors to learning trades and to higher education, to finding a place in working life and to being an active and engaged community member. This paper presents findings from a pilot study of inclusive education practices in remote and rural schools in Iceland and Norway with a view to presenting success stories.

Norway and Iceland having similar school systems. The project explores how remote and/or rural schools address issues relating to inclusion. Schools are central to a community and can thus be directly linked to sustainability if rural communities are to prosper. The additional challenges presented to rural communities by an Arctic/circumpolar context make it important to investigate how these rural schools fulfill their obligations with regard to inclusion.

Rural schools are those found in the countryside, villages, and small towns located a considerable distance from larger populated areas. Community size is not especially relevant, and the definition does not focus on poverty and other socio-economic factors. Community involvement is however significant given the proximity of the school and its staff. Rural schools' working environments are often characterized by multi-age classes, out-of-field teaching and diverse students in terms of additional needs, inadequate support from professionals requiring that teachers show additional flexibility and professional agency.

Case studies have been built in each country to understand what contributes to successful inclusive rural schools at different levels and to learn from sustainable and successful inclusive practice in rural schools. The focus on success does not look for results from standardized tests. Our interest is to explore success in terms of inclusive practices and how students benefit from inclusive education. We will explore teachers' professional competencies in rural schools and the challenges involved in inclusive approaches. Theoretically we use Bronfenbrenner's ecological model (Bronfenbrenner, 1979) to realise and represent the different levels of interaction in the two local contexts. The working criteria for success stories follows how Black-Hawkins (2017) would describe an inclusive school, where staff work with an inclusive perspective and where results are good not only in terms of performance

but also students' and teachers' social interactions, enjoyment, and experience of meaningfulness.

The project contributes to a better understanding of the contextual and cultural issues in education via engagement with local communities through institutional and research collaboration. It focuses on knowledge exchange and collaboration development around inclusive and effective teaching practices. Inclusion is ever more important post-pandemic relating to how the sudden introduction of novel approaches has a lasting impact on communities, their schools, and education systems.

The work is part of the University of the Arctic and UNITWIN Thematic Network on Teacher Education for Social Justice and Equality. This network also supports the Nordic Generation 2030 program towards UN sustainable development goals. The TN hosts a number of projects and builds on the university networks and successfully funded projects.

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Network: Inclusive Education

Title of paper: The Good Behavior Game for children with Special Educational Needs in mainstream education settings: A scoping review

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Abstract:

The Good Behavior Game (GBG) is an extensively studied classroom management model repeatedly shown to promote prosociality and decrease disruptive behavior with both immediate and long term benefits. The PAX version of the GBG, where the original game is supplemented by socio-emotional learning tools, is currently being implemented in several Nordic countries, including Sweden, Norway and Iceland. Previous reviews have shown the GBG effective across different settings and with diverse student populations. However, no review to date has looked specifically at the outcomes and experiences of the GBG for children with Special Educational Needs in mainstream education settings.

The aim of this scoping review was to map and synthesize the available peer reviewed research on the GBG for children with SEN in mainstream education settings. Specifically, we were interested in which versions of the GBG have been used in research, which SEN subpopulations have been addressed, which qualitative and quantitative outcomes have been measured and what, if any conclusions could be reliably drawn about the effectiveness and meaningfulness of the GBG for this group.

Following a systematic search and selection procedure, a total of 30 studies, including 13 RCTs, 13 Single-subject experimental designs (SED), 2 qualitative-case studies and two Mixed-Methods research designs were reviewed. Included studies used three main versions (PAX, Dutch, AIR) and several variations of the GBG. Only three of the included studies looked at children with an a priori defined difficulty or diagnosis, such as eligibly for special educational needs or disabilities (SEND) or ADHD. The vast majority reported on subgroups of children with a baseline assessment of either emotional-behavioral risk (20 studies) or academic risk (3 studies). Between these studies, there was substantial variability regarding the versions of the GBG adopted, the assessment instruments and analytical methods uses, the levels of risk assessed and the outcomes measured.

Most included studies reported positive effects on measures of behavior, peer relations or academics of children with some variety of SEN. Benefits to peer relations were specifically raised also in teachers' interviews. However, schools implementing the model should be aware that some studies indicate that a small percentage of children may struggle to participate or to respond fully to the GBG and

need additional support. Also, we identified a paucity of research on the perceived meaningfulness of the GBG for SEN children and their teachers. Only 6 of the studies, all SEDs, include some measure of acceptability for teachers, with mixed results, and only 2 SEDs have briefly measured children's perspectives.

Future research could benefit from addressing children with clinically meaningful types and levels of risk, such as children with ASD or ADHD. Also, there is a need for more research on the perceptions of SEN children and their teachers regarding the GBG. Future research should also look closer at the outcome and acceptability for different versions of the GBG, such as the PAX GBG mainly used in the Nordic countries, and for low or non-responders to the model.

Network: Inclusive Education

Title of paper: "That is when I felt acknowledged" – Young people's narratives on their opportunities, prospects, and limitations in the context of Vocational Education and Training in upper-secondary education

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Co-author(s): Vegard Moen, Stein Erik Ohna, Tarja Tikkanen

Abstract:

Research topic and purpose: This study explores the narratives of young people at risk for social exclusion about their experiences concerning Vocational Education and Training (VET) in upper-secondary education in Norway. The Nordic commitment to the notion of a School for All has long lasting origins and is at the core of the Norwegian comprehensive school, emphasising inclusion as a fundamental concept; students have equal rights to 13 years of equitable education. However, in the Western world, many young people leave upper-secondary school with no worthwhile qualifications (Ainscow, 2020), leading to long-term unemployment and social exclusion. Counteracting upper-secondary dropouts is therefore high on Western political agendas. Norwegian statistics, after a long-time decrease, indicate a clear increase of people under the age of 30 who are not in education, employment, or training, concerning primarily former students in VET. The paper explores students' and former students' narratives on how they understand factors that support and/or hinder completion and qualification in VET. The purpose is to develop knowledge about how school cultures, including institutional and systemic factors, may become more responsive toward diverse student populations, thus sustaining completion and qualification in VET.

Methods and theoretical framework: The paper is drawn from a 3-year EEA-funded international research project Vocational education and workplace training enhancing social inclusion of at-risk young people (EmpowerVET), 2021-23. The paper reports from the Norwegian interview data, consisting of individual interviews with 20 current and previous VET students. The analysis follows a narrative approach (Riessman, 2008) and is based on a hermeneutical, data-driven approach, guided by a socio-ecological framework (Evans et al., 2011). With reference to Allan (2009), the young people's narratives embody an expertise that from an inclusive perspective requires to be acknowledged as such. Drawing on a narrative analytical approach enables viewing the young people's statements as an account of how they understand and negotiate their opportunities, prospects, and limitations in the context of VET, and the contextual factors influencing these issues.

Findings: Preliminary findings indicate, in line with Ainscow (2020), that supporting students' learning trajectories in VET in ways that enable qualification, requires new thinking that focusses on the barriers experienced by young people and how these barriers induce marginalisation due to contextual factors.

Relevance Nordic context: Based on data from Norway, the study is relevant to Nordic educational VET research, considering Nordic commitments to the notion of a School for All.

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Network: Inclusive Education

Title of paper: Social Inclusion through Pupil's Participation (SIPP)

– developing cross-national strategies for the enhancement of participation and well-being in schools

and after-school programs

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Co-author(s): Helene Elvstrand, Lina Lago, Lea Ringskou

Abstract:

Research topic/aim

The Erasmus+ and Movetia (for the Swiss Partners in the project) funded project 'Social Inclusion through Pupil's Participation' is a collaboration between practitioners and researchers in 5 European countries, respectively Sweden, Estonia, Italy, Switzerland and Denmark. In the project, we try out and further develop activities and strategies that enhance social inclusion and participation in schools and leisure centers (non-formal after school programs). We do so by focusing on children's perspectives (Corsaro, 2002; Gulløv & Højlund, 2010; Stanek, 2011; Meynert, 2013) in all aspects of the project. Positioning children as agents in their own lives (Morrow & Richards, 1996; Clark & Moss, 2001; Clark & Statham, 2005; James, 2007; Alderson & Morrow, 2011) is a crucial element when we seek to learn about their experiences and their understandings of friendships, inclusion and well-being in both formal and non-formal pedagogical arenas. Social inclusion is a process of improving the terms for individuals and groups to participate in societal arenas, and in this project, the project partners share thoughts and activities in a cross-cultural exchange.

Theoretical framework

The theoretical framework for the project lies within childhood sociology (Corsaro, 2002, James & Prout, 2015) and the UN convention that emphasizes the understanding of children as social actors in society and children's right to be heard and have a say in matters, that are important in their everyday lives. Social inclusion related to presence, participation and achievement for all students (Allen & Bowles, 2012; Wang & Eccies, 2012) is also a crucial theoretical aspect in our analysis.

Methodology/research design

The methodology promoted in this project is participatory research (Duus, Husted, Kildedal, Laursen & Tofteng 2012; Jensen 2017; Brydon-Miller et al. 2003) with teachers and social educators working with

researchers and children to jointly scrutinize aspects of social inclusion and develop strategies and practical solutions that can enhance children's voice and sense of belonging in formal and non-formal pedagogical settings. Along with the participatory approach, the researchers also use observations and interviews to follow the processes.

Expected results/findings

In the presentation, we will focus on examples from the large bulk of empirical materials that have been collected in all five countries. We will reveal tentative analysis based on children's drawings on friendships,

photographs with favorite places taken by children, animated films about belonging made by children and a variety of other materials that all relate to the question of participation, and how professionals can

promote social inclusion in pedagogical settings.

Relevance to Nordic educational research

With this presentation we hope to inspire Nordic researchers on social inclusion to strengthen dialogue and critique and discuss national differences and similarities. We believe that the cross-cultural perspective in the project fuels our ambition to do just that, and we look forward to discuss the potentials and pitfalls of social inclusion and involving methods with Nordic colleagues. Finally, we also hope that our mutual dialogue will touch upon some of the ethical dilemmas that are related to working with pedagogy and research in a participatory perspective.

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NETWORK 13

ICT & EDUCATION

Network: ICT & Education

Title of paper: Digital technologies in Nordic teacher education: A scoping review

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Co-author(s): Ruben Vanderlinde, Rune Johan Krumsvik

Abstract:

There is a growing interest in the use of digital technologies for teaching and learning in teacher education (TE) among the Nordic countries because of curricular reforms, technology-rich schools, and high levels of digital competence. However, little is known about how digital technologies are used in TE for developing professional digital competence (PDC), and there is a lack reviews that systematically organize the empirical research. Therefore, the current study is a scoping review of the literature on digital technologies in Nordic TE.

PDC in TE can be understood as the “individual TE’s proficiency in using ICT in teacher education with good pedagogical judgement and his/her awareness of its implications for learning strategies and the digital Bildung of student teachers” (Krumsvik, 2014, pp. 273-274).

The research design of the current study is scoping review following a five-stage process Arksey and O'Malley (2005) including 1) identifying the research question, 2) identifying relevant studies, 3) study selection, 4) charting the data, and 5) collating, summarizing, and reporting the results.

1. Identifying the research questions

The research questions for the review are:

- 1) What are the trends in the research literature on the use of digital technologies in Nordic teacher education?
- 2) What are the findings from the research literature on the use of digital technologies in Nordic teacher education?

The overall aim is to systematically organize, map, and compare the existing research literature to identify research trends, focus areas, and knowledge gaps in the field.

2. Identifying relevant studies

Search terms were developed based on two main concepts: 1) digital technology, and 2) teacher education. Boolean operators were used to combine search terms (OR) and concepts (AND) resulting in the following search string:

“digital technology” OR “ICT” OR “information and communications technology” OR
“digital device” OR “digital competence” OR “professional digital competence” OR
“digital literacy” OR “media literacy”

AND

“aspiring teacher” OR “future teacher” OR “novice teacher” OR “pre-service teacher”
OR “prospective teacher” OR “student teacher” OR “teacher education” OR “teacher
educator”

A set of inclusion and exclusion criteria were developed to narrow the scope of the review. Based on the relevance and actuality of the field, the timeframe for the review was set to the last 10 years prior to Covid-19 (01.01.2010 – 12.03.2020). Other criteria include peer-reviewed articles in Nordic languages and focus on empirical studies in teacher education. The databases ERIC, Scopus, and Web of Science will be searched.

3. Study selection

PRISMA-ScR will show the study selection process, including database searches, screening of results, and application of criteria for inclusion and exclusion (Tricco et al., 2018).

4. Charting the data

Summaries of each study and basic numerical analysis will be undertaken. A thematic analysis will be conducted across the retrieved studies.

5. Collating, summarizing, and reporting the findings

Expected findings include a growing number of studies within the last five years and an increased focus on developing PDC in pre-service teachers and teacher educators. The study can help inform further Nordic educational research in the field.

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Network: ICT & Education

Title of paper: Professional Digital Competency – What is the problem with teachers?

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Co-author(s):

Abstract:

Digital competence is regarded as an important 21st century skill. Consequently, an increasing focus is put on teachers' role and ability to help pupils achieve digital competence in order to be prepared for the future digital society. This has put a spotlight on teachers' qualifications to meet such expectations within a professional context (Starkey 2020; Freeman et al., 2017). Teachers' professional digital competence (PDC) is a relatively new concept both within the research community and among policy makers that accentuate that digital competence is more than generic instrumental skills, and need to encompass the both teachers' professional skills and subject specific requirements (Gudmundsdottir & Hatlevik, 2018; Engen, 2019; McDonagh et al., 2021).

Within the Norwegian context, the discourse concerning teachers' digital competence led to the development of the framework 'Professional Digital Competence Framework for Teachers' (Kelentrić et al., 2017). This paper explores how this framework legitimates and constructs the importance of digital competence through content analysis and examines the underlying assumptions and that underpin how the concept of teachers' digital competence is constructed. The empirical analysis is based on 41 policy documents that the framework uses as reference. The analysis is guided by Bacchi's (2012) 'what's the problem represented to be?' approach. The problem representation of the PDC framework represents teachers as inept at preparing themselves for the 21st century, and therefore a new set of competencies are required. Consequently, in the studied policy documents, the 'problem' is an issue of creating governable teacher identity for the 21st century

Preliminary findings suggest that the concept of a professionally digital competent teacher is a construction that has taken place outside the teacher profession itself with little, if any, involvement of professional teachers. The concept of PDC is shaped by political ideas and assumptions about the future knowledge society. This paper contributes to shed light on the legitimacy of such frameworks and strategies and highlights the extent to which such frameworks are recognised and accepted by professionals. This paper also questions the power such strategies have to accomplish such desired transformation without involving the professional teacher.

Litteratur

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Network: ICT & Education

Title of paper: Didaktik for distance education in upper secondary schools and adult education

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Co-author(s): Anna Åkerfeldt

Abstract:

This paper presentation discusses a recent study where upper secondary school and adult education teachers from six schools developed distance teaching in Sweden. The teachers participated in a professional development program (2019–2022). A Didaktik theory was used to analyse factors for distance teaching on a structural level (e.g., content, intentions, methods, media, students, sociocultural contexts) and on a professional and systemic (organisational, curriculum) level. The primary data were group interviews with teachers and coordinators three times during the three years long Design-Based research process. The teacher groups developed teaching practices in close collaboration with the researchers who provided relevant research and helped focus the processes. The researchers analysed the materials produced and shared their insights throughout the project. The analysis suggests that the teacher groups developed professionally as distance teachers by reflecting on and testing different ways to communicate (synchronously, asynchronously) and teach online. However, several conditional factors were also highlighted in the interviews. The presentation introduces Didaktik principles for distance education. For example, introductions to students, frequent interactions between students-content, teacher-student, student-student and relevant digital content and assessment methods suitable for digital learning environments. Conditional factors include faculty support, professional training specific for distance teaching, organisational factors (legal restrictions, curriculum) and sociocultural factors related to the school and the course participants that influence the teaching practice.

As there is a growing interest in distance education in the Nordic countries it is relevant to consider Didaktik in online settings. The teachers in the project also expressed a need for frameworks of Didaktik to structure and reflect on their online teaching practices as they had not taken part in specific courses or education on distance teaching.

Network: ICT & Education

Title of paper: Co-developing Immersive Learning Experiences in Interdisciplinary Projects in Upper Secondary Education

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Co-author(s): Kenneth Silseth, Rolf Steier

Abstract:

Co-developing Immersive Learning Experiences in Interdisciplinary Projects in Upper Secondary Education

Research topic

This paper reports on a research and innovation project where researchers, teachers and students are developing and experimenting with immersive learning designs including virtual and augmented reality – learning designs that target the new interdisciplinary theme of “health and wellbeing” in the Norwegian curriculum. Our focus is on understanding the potentials and pitfalls of introducing immersive experiences, pursuing a dialogic and participatory “bricolage” approach to design practices (Richter & Allert, 2017).

Theoretical framework

To study how participants develop and test learning designs, we draw on sociocultural approaches emphasizing a comprehensive understanding of learning as inextricably bound up with motivation, identities and features of learning ecologies (Silseth & Arnseth, 2022). In addition, we use Enyedy & Yoon’s (2021) recent work with emancipatory immersion to analyse how “health and wellbeing” become part of learning designs that includes immersive experiences.

Methodology: Design based research

To innovate we draw on design-based research, where the strategy is to engage in mutual development (Sandoval & Bell, 2004). School ownership has important implications for design-based research. In the past decade, an increased emphasis has been put on the contributions and status of stakeholders in design-based methodologies (Coburn & Penuel, 2016).

Expected results

Rather than engaging in design iterations, where these processes are clearly distinguishable, we pursued a dialogic design practice. We show how certain design concepts emerge dialogically from participants’ everyday experiences with

technology, and how learners make sense of and orient themselves in immersive learning environments.

Relevance to Nordic Educational context

In the Nordic countries, there is a long tradition for participatory design practices. In the same vein, we have been concerned with organizing the design work dialogically, and our suggestions have been sensitive to teachers' voices in the emerging design work. Interdisciplinary topics such as health and wellbeing are important topics in the new Norwegian curriculum. The teachers every day experiences of immersive technologies and of "health and wellbeing" concepts are transformed into new pedagogies through dialogic design processes.

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Analyzing the emergence of a hybrid educational chronotope connecting everyday experiences and school science. *Mind, Culture, and Activity*.

Network: ICT & Education

Title of paper: EMERGING TACTICS FOR DEALING WITH REMOTE VOCATIONAL EDUCATION IN THE AGE OF COVID-19

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Abstract:

EMERGING TACTICS FOR DEALING WITH REMOTE VOCATIONAL EDUCATION IN THE AGE OF COVID-19

Due to the global outbreak of covid-19, Swedish teachers in upper secondary education were forced to conduct emergency remote teaching. As of today, there is a stream of research that addresses the digitalization in education in the light of the pandemic. For example, an interview study with Swedish principals shows that a majority of the principals consider that the quality of teaching has been maintained. However, they lack the interaction that normally takes place in a classroom and identify techno pedagogical challenges (Grönlund, 2020). According to Willermark (2021) teaching in a virtual classroom influenced interaction fundamentally but also in multifaceted ways, since time and space no longer framed the teaching situation as before. The Swedish upper secondary education is divided in to 18 national programmes whereas 12 of those are vocational and 6 are programmes preparing for university studies (The Swedish National Agency for Education, 2021). In vocational education students are educated and prepared for work as carpenters, electricians, assistant nurses etc. The programmes are often described as close to practice because of their connection to working life and practical knowledge is often emphasized. Teachers and students at vocational programmes experienced an immediate switch from one way to interact to a complete other way. The research question is as follows: What disruptions did vocational teachers experience during the Vocational Emergency Remote Teaching caused by Covid-19 and what emergent tactics can be identified in the vocational teaching practice? The empirical data consists of interviews with two vocational teachers working on a Swedish upper secondary school at the Electrical energy programme. Also, a workshop with 34 preservice teachers from different vocational programmes that adressed vocational teaching during the covid-19 crisis was carried out. Sociomateriality is used as an analytical lens. Early results indicate that the Vocational Emergency Remote Teaching faces disruptions connected to the lack of a shared social and physical environment. The oscillation between theory and practice is disrupted and the power of the vocational classroom as a working area including social interaction, working

routines, and learning material (such as tools and working clothes) is suddenly put out of play.

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Keywords: vocational teaching, digitalization, COVID-19

Network: ICT & Education

Title of paper: School organizer's digitalization work – an equality perspective

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Co-author(s):

Abstract:

Introduction

The access and use of digital technologies increase worldwide, requiring steering, organization, and leadership. It may increase or decrease equality in and between schools. According to Gu and Lindberg (2021), access and use of digital technologies are connected to equality in schools, affecting the school system's role in society. School organizers are responsible for creating possibilities and conditions for educators and school leaders to access and use digital technologies in teaching. In Sweden, three municipalities co-operate by sharing knowledge, experiences, methods, and examples to digitalize their schools.

The paper aims to describe and analyse how school organizers work to expand the access and use of digital technologies focusing on increasing equality in and between schools.

- How do school organizers describe work to expand the access and use of digital technologies in and between schools from an equality perspective?

Theoretical framework

The theory used in this study is practice architecture (Kemmis et al., 2014). The researchers mean that a practice is constituted by what sayings, doings, and relatings between what sayings and doings in this practice. The researchers also point out that sayings, doings, and relatings influence and become influenced by discursive, material, and social arrangements around the practice.

Method

The method used in this study is participant observation (Cohen et al., 2011). Three municipalities in Sweden meet eight times, between November 2018 and September 2021, to discuss their digitalization work. This paper defines the municipalities as AM, BM, and CM. Due to the pandemic, four participant observations were conducted via video conferencing service Zoom.

Preliminary findings

The preliminary findings show that the school organizers' leadership should be categorized by a holistic perspective. They should be able to understand the challenges and limits digital technologies bring in teaching. Further, the findings show that educators', school leaders', and school organizers' digital competence affect how digital technologies expand in schools and how they are used in teaching, affecting equality in and between schools. Also, using a system where interfaces are difficult to use or not adapted for schools may increase inequality in and between schools since the system maybe not be used as is intended making or not be used at all. Educators' and school leaders' understanding of the concepts used to document in these systems may also influence equality in and between schools.

Relevance to Nordic educational research

There is a relation between the access and use of digital technologies and equality in and between schools. By understanding this relationship, the school organizers may increase students' possibilities to achieve good results.

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Network: ICT & Education

Title of paper: From tool to transformation? Primary school teachers' perceptions of pedagogical approaches when employing digital technologies in a leading-edge school

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Abstract:

From tool to transformation? Primary school teachers' perceptions of pedagogical approaches when employing digital technologies in a leading-edge school

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Digitalization of schools has evolved rapidly during the past years, and digital technologies have become standard equipment in education from primary to upper secondary education. In Norway, the digital infrastructure is good, and both students and teachers have access to 1:1 technology, among other technology, in most schools. According to many experts, ICT should no longer be only integrated in existing pedagogical approaches, nor should it merely enhance old pedagogical approaches. Instead, ICT should be viewed as artifacts that require a new conceptual approach to pedagogy. Nevertheless, research reveals that after more than 15 years of national ambition and research that highlights the potential found in digital technologies, ICT is still often employed in a way that highlights the traditional, transmissive aspect of teaching. Lack of time and competence, as well as teachers' personal beliefs and attitudes, have been found to be the main causes for the lack of development. This study seeks to find out what happens when teachers get both access to professional development and variety of technologies, and time to get acquainted with new technology and its applications. In this paper, the main research question is 'how do teachers in a leading-edge school employ digital technologies in their pedagogical practices?'.

The data draws from a larger intrinsic case study, as defined by Stake (1995). Seven teachers ('frontrunners' – a result of purposeful sampling) were interviewed and observed to find out how they perceive their role in a technology-rich classroom and how they employ digital technologies in their pedagogical work. A whole-school survey was administered in the same leading-edge school after a tentative data analysis of the qualitative data, to seek to validate the previous results, as well as to gain nuances and data that were not available through qualitative methods. The current stage of knowledge, and particularly results from the national Monitor-studies (2013; 2016; 2019) have defined and advised the approach and contents. A

synthesis of 21st century frameworks (Voogt & Roblin, 2012) has offered relevant conceptual framings for this paper, while the theoretical framework relies on the views of sociocultural learning (Vygotsky, 1978; Wertsch, 1998).

The tentative analysis of the results implies that while teachers' intentions and actual practices did not always meet, they demonstrated positive attitudes, personal interest, and professional ambition regarding the use of digital technologies in their pedagogical work. This led to many encouraging examples of more exploratory and student-centred learning processes, as well as individual and collective reflection over their own role in a contemporary 21st century classroom. As many schools in the Nordic countries have similar challenges, ambitions and resources to the Norwegian context, the topic is considered to have relevance in regard to NERA.

Network: ICT & Education

Title of paper: The quick change in teaching and learning!

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Abstract:

The purpose of this paper is to contribute to the knowledge of how the pandemic has affected teaching and learning at the university level. The point of departure for this paper is the following research question: How has the change from teaching on campus to on-line teaching affected the students' learning during the autumn term of 2020 and until present time? To answer this question a quantitative survey was conducted among 350 graduate students attending different courses. When the data had been analysed it was decided to interview 18 of the students, randomly chosen among the respondents. The purpose of the interviews was to get a deeper understanding of some of the results from the survey. The study shows among other things that the pandemic triggered unforeseen results regarding more general changes in the pedagogy used in the courses with a switch to a more flexible teaching approach, both in terms of adaptability to sudden changes and in terms of receptivity to the needs of students.

Network: ICT & Education

Title of paper: Upper Secondary School teachers' didactic purpose and use of digital learning resources: Why, how, and which resources?

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Abstract:

The aim of this study is to investigate how upper secondary school teachers' didactic purposes and use of digital learning resources can be characterized and categorized, and whether there is a correlation between purpose and use. In a digitalized school, teachers are constantly faced with didactic questions such as why, how and with the help of what the teaching is designed (Hudson, 2011). Understandings of teachers' didactic purposes and their use of digital learning resources is important because it can lead to improved opportunities for student learning (Agéll Genlott & Grönlund, 2016). Previous research indicates there's a relationship between teachers' pedagogical beliefs or purpose and their uses of digital learning resources (Sundqvist, Korhonen, & Eklund, 2020; Tondeur, van Braak, Ertmer, & Ottenbreit-Leftwich, 2016; Viberg, Mavroudi, Khalil, & Bälter, 2020).

This study has a theoretic perspective based on Hudson's (2011) theories of didactical design and new technology, that often emphasized why, how and which digital resources are used. An online questionnaire survey was used with statistics analyses using SPSS. Data was collected from a sample of 74 teachers at an upper secondary school in Sweden and analysed using exploratory factor, cluster, and correlation analysis. The findings are two factors regarding teachers' purposes, (1) the knowledge feedback purpose and (2) student motivating purpose. Three factors are given regarding how the teachers use digital learning resources in teaching situations, (1) the student-communicating use, (2) the teaching-oriented use, and (3) the assessment-oriented use. The analysis provides five cluster groups of teachers, three of these teacher groups have strong purposes with their use of digital learning resources. Two groups of teachers have weaker purposes. Ten factors are given regarding the teacher's evaluation about their skills and use of digital learning resources. The findings from the correlation analysis indicates that teachers who know why they use digital learning resources also know how to use them in teaching.

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Network: ICT & Education

Title of paper: Teachers' Sense of Professional Agency in Digitalised Teaching Environments

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Abstract:

Topic and aim

The rapid development of digitalisation is changing teachers' professionalism by creating new ways of teaching, learning and gaining knowledge. In this paper, I link teacher professionalism to teachers' professional agency. A vast number of studies focus on how digitalisation impacts both students and teachers. The purpose of this paper is to supplement this vein of research by studying how teachers sense their agency as professionals in an increasingly digitalised teaching environment, and the implications that digitalisation of the educational environment might have on teachers' sense of professional agency.

Theoretical framework

I draw on discussions about the sense of agency to identify the modalities that teachers employ when reflecting on their experiences from teaching in digitalised environments. Six modalities (Hilppö, Lipponen, Kumpulainen, & Virlander, 2016) are used as points of departure: (1) to want, (2) to know, (3) to be able to, (4) to have to, (5) to feel, experience or appreciate and (6) to have the possibility of. The six modalities are explored in light of discussions about teachers' professional agency (Biesta, Priestley, & Robinson, 2015; Eteläpelto, Vähäsantanen, & Hökkä, 2015; Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013).

Methodological design

The empirical basis of this paper consists of individual, semi-structured interviews with 15 Norwegian lower-secondary school teachers. The data material is analysed in the following stages:

1. identify descriptions of what teachers should know, do, feel and think as professionals in digitalised teaching environments.
2. identify modalities that teachers draw on in the reflections from stage one of the analysis.

Preliminary findings

In this paper, which is the second of three papers that constitute my PhD project, I intend to provide deeper insight into how teachers experience being professionals in an increasingly digitalised teaching environment. More specifically, it is expected to provide an understanding of how teachers experience themselves as professional agents in digitalised teaching environments and what implications teachers' sense of professional agency might have for teacher professionalism.

Relevance

This paper underscores the importance of understanding how the digitalisation of schools and society in a Nordic context might influence teachers' professionalism in terms of how it forms their sense of professional agency in digitalised teaching environments.

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Network: ICT & Education

Title of paper: Young people as co-researchers on digital technology in education

What are they concerned about?

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Abstract:

The recent digital acceleration in education across the globe due to the Covid-19 pandemic has resulted in both frustrations as well as hope for a better future. Schools have had to re-organize teaching and learning and students and teachers have been spending long hours in front of the screen (Guðmundsdóttir & Hathaway, 2020). The ability to use digital technology during school closures has helped to show how important this has become in our everyday lives and the possibilities that are available especially in uncertain times (Eickelmann et al. 2021; Kapella & Sisask, 2021). Against this background, we present tentative results from qualitative research focusing on children and young people as co-researchers and their use and attitudes towards ICT in education. We believe our approach engages with the conference theme focusing on Education and involvement in precarious times in which we attempt to include and highlight the voices of students involved in education during Covid-19.

The study is a part of a large-scale European Horizon 2020 research project focusing on understanding the impact of technological transformations on the Digital Generation (DigiGen). The data in this paper includes interviews conducted by children and young people in a workshop in November 2021. Groups of a) teenagers and b) student teachers developed and conducted interviews with peers. The interviews were supposed to explore the research question “How do children and young people regard their education in terms of preparing them for future life in a digital age?” Central themes addressed in the interviews were: (1) The use of ICT in education as well as (2) challenges in terms of ICT use and (3) the future of ICT in educational contexts.

To involve young people as co-researchers and experts in our research provides a participatory and explorative approach on the topic (Bradbury-Jones, 2014). Thus, the findings from the workshop give important input on the research items, future research and policy recommendations from the DigiGen project. In our presentation, we will present insights into children’s and young people’s emphasis when serving as co-researchers, their experiences and reflections, and how they view the questions involved.

Overall, the study revealed that children and young people face different challenges in terms of ICT use in education. One of the challenges is the diminished boundaries between school and leisure. The participants also voiced their wishes among other things for schools to provide courses in the use of technology and to have teachers that are competent in terms of using digital tools in their teaching. An interesting point that was brought out was how different schools are prepared in terms of access to technology and to what extent technology is integrated into their education (how often it is used and in what way). The co-researchers also provided a nuanced view of what the future brings and how technology will influence their education in the years to come.

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Network: ICT & Education

Title of paper: Digital skills critical for education: Video analysis of students' use of technology in English secondary classrooms in Norway

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Abstract:

The aim of this study is to investigate the level of digital skills used in English classrooms with high technological infrastructure in Norway. In the educational context and national curriculum, digital competence is emphasized. Students are expected to become users of technology, and technological solutions are expected to be part of teachers' everyday instruction (Blikstad-Balas & Klette, 2020). The dependence of modern societies on digital technology has opened up for new and evolving learning methods and processes (Norwegian Directorate of Education and Research, 2012, 2013).

This study analysed video recordings from 60 English lessons in seven lower secondary classrooms in Norway, following 186 students across 9th and 10th grade. Adapting a national Framework for Digital Skills provided by The Norwegian Directorate for Education and Training (2012) into an observation protocol, employed four digital skills on five levels. The video-recordings allowed for observing natural teaching in natural settings. Little research has been conducted on investigating the use of digital skills inside Norwegian classrooms, whether it is generic or subject-related use, and a focus on the use of digital skills will be an issue of general Nordic interest.

Findings show that students used digital skills critical for education in half of the video-recorded lessons. Findings indicate students' use of basic rather than advanced skills. Students most frequently demonstrate digital skills on the lower levels (levels 1 and 2). Second, when using digital skills, the main repertoire involved practical and technical skills such as searching for and processing information online, and using digital technology to produce written texts. Third, the observations showed an increase in the use of digital skills over time.

This study offers input on the challenges for incorporating digital skills in the English school subject, and discusses the role of digital competence in the English classroom.

Keywords: digital skills, digital competence, English

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Network: ICT & Education

Title of paper: Integration of computational thinking and programming into primary and lower secondary teacher education in Norway: A content analysis of course descriptions and reading lists

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Abstract:

Computational thinking (CT) and programming have been introduced into primary and secondary education in Norway through the latest education reform–The Knowledge Promotion 2020 (LK20). Several Nordic countries have implemented CT in their curricula, and the rationale for introducing it is to foster 21st century skills enabling pupils to fully participate in the digital world (Bocconi, Chiocciariello, Dettori, Ferrari, Engelhardt, 2016). Incorporating CT and programming into several compulsory subjects like mathematics and science demands both in-service and pre-service teachers to acquire required CT and programming skills. Thus, the aim of this study is to investigate how CT and programming are integrated into mathematics and science courses in primary and lower secondary teacher education programmes (PLSTE) in Norway.

The Technological Pedagogical Content Knowledge (TPACK) framework serves as the theoretical framework in this study (Mishra & Koehler, 2006). It enables us to shed light on how CT and programming are incorporated into PLSTE to facilitate pre-service teachers' development of TPACK on programming and CT with relevance to LK20.

A list of keywords was developed based on "The Computational Thinker" framework (NDET, 2019) and the 1-10 mathematics and science curricula in LK20. First, we used the list of keywords to conduct a summative content analysis on course descriptions and reading lists of mathematics and science courses offered during the first cycle of 1-7 and 5-10 PLSTE at eleven teacher education institutions in Norway. Second, we used Social Network Analysis (Scott, 2000) to identify and focus on the course descriptions with the most frequent use of CT keywords. In this second step of the analysis, the courses into which CT and programming are integrated will be scrutinized to investigate how CT and programming are integrated to develop pre-service teachers' TPACK on programming and CT with relevance to LK20.

Preliminary findings indicate that the level of integration of CT and programming varies across the type of PLSTE, and between the subject: CT and programming concepts are more visible in the mathematics course descriptions than in the science

course descriptions. Moreover, CT and programming are mostly integrated into 5-10 mathematics and less into 1-7 science. This is consistent with the complexity of programming related competence aims in LK20 for these respective grades and subjects.

This study can provide valuable insight into future planning of teacher education programmes, both in Norway and in other Nordic countries.

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Network: ICT & Education

Title of paper: On the definition of Computational Thinking

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Abstract:

On the definition of Computational Thinking

With the establishment of several centers related to Computational Thinking (CT) across Scandinavia, this approach to education, coined by Papert in the 80'ies and gaining wide currency in the last 15 years (Wing, 2006), is increasingly influential in K-12 education as well as higher education. With the aim of defining computational thinking – asking what it is – this paper is intended as one guide among several when asking how to integrate computational thinking into different forms of education. After briefly arguing for the importance of definitional work and outlining different kinds of definition and their purpose (Gupta, 2014), this paper opts for a largely normative approach to definition that complements existing definitions of CT offered by Denning & Tedre (2019, 2021).

Based on the original, theoretical setting as well as different kinds of concerns presented in Papert's original work (1980), the paper explores two aspects of CT that are insufficiently highlighted in existing definitions, as they tend to focus on the computational aspects. Firstly, the setting in a branch of educational science that was gaining momentum in the 70'ies and 80'ies, called thinking frameworks (Moseley et al., 2005; Wegerif et al., 2015). While the concept of thinking framework is quite vague, I argue that the taxonomic work done by Moseley et al allow for raising key questions about CT: what kind of framework is it? And if not an all-embracing framework, what are its limitations? The second aspect I call philosophy of technology. Papert's (1980) strand of thought and expressions reverberate with earlier expressions of tool-user inversion (i.e. "the computer uses the child") found in e.g. McMahan and prevalent in particularly Marxist inspired philosophy of technology (Hansen, 2020).

The paper concludes by showing how understanding CT as an approach to education informed by these two areas of theory, along with the computer science emphasized by Denning & Tedre, is better suited to address recent Scandinavian developments in CT. While this is otherwise predominantly a concern with descriptive definitions, it is also a virtue of the present definition. Further, the paper points to a strength, and a weakness, respectively, in what I propose to be CT properly defined.

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Network: ICT & Education

Title of paper: A collaborative effort to foster makerspaces at three compulsory schools

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Abstract:

Our contemporary society needs a paradigm shift in education. We want our students to have the agency to shape their own learning. This research project monitors a collaborative effort to support such a shift by introducing makerspaces at three compulsory schools in Reykjavík: Ingunnarskóli, Selásskóli and Vesturbæjarskóli. Our study aims to map how participants experience the project, as well as reveal what is needed for innovation, design thinking, and pedagogies underlying “making” to set roots in compulsory school practice of a Nordic tradition manifested in democratic approaches and emphasis on art and crafts.

Theoretical background

We build our interpretation of the findings on theories and research on school development (Fullan, 2019; Óskarsdóttir, 2014; Þórsdóttir and Sigurðardóttir, 2020; Mason, 2008), digital technology and development of makerspaces (Blikstein, 2013; Halverson and Sheridan, 2014; Litts, 2015; Lahmar et al., 2017; Blum-Ross et al., 2019; Dýrfjörð et al., 2019; Rowsell and Shillitoe, 2019; Kjartansdóttir et al., 2020; Kumpulainen and Kajamaa, 2021), creativity (Eisner, 2002), agency (Emirbayer and Mische, 1998; Moore, 2016), and emancipatory pedagogy (Jónsdóttir, 2012; Jónsdóttir and Gunnarsdóttir, 2017).

Method

Our research is grounded in qualitative methodology. We seek to gain insight into participants’ attitudes and connect their experiences to the focus of the research (Creswell, 2013). Research data consists of field notes, interviews with principals, project managers, and teams of teachers at all three schools, a survey among the teaching staff, as well as selected documentation, a project website and a Facebook site, where staff members share their efforts and experiences in making.

Findings

The findings reflect how we interpret coherent and contradictory factors affecting the process of introduction and initial implementation. Many influential factors make a difference in that respect: Support and interest of principals, proactive efforts of

project managers, attitudes and skills of individual teachers, how the project is understood, organization of time and space, collective efficacy and collaboration. We consider the all-female team of school leaders and project managers, as well as educamps, arranged for all the teaching staff, of fundamental importance.

Principals and project managers share a genuine belief in the potential of the developmental project to change instructional methods towards the needs of modern education by enhancing creativity, supporting technological literacy, integrating subjects, encouraging teamwork and student agency. Some of the teacher teams show readiness to embrace the affordances of makerspaces, while others prove more reluctant and may see the flow of information and conversations among staff members as a top-down venture. We have nevertheless identified many small examples of integrative projects built on the makerspace approach, both digital productions and hands-on constructions from recyclable or other tangible materials. Pedagogical modes emerging in such projects vary from being teacher controlled to being more progressive, allowing at times for ample student agency and emancipatory creativity. Positive steps taken in the first years of implementation need to be followed up with regular and constructive exchanges between all stakeholders to give the project the momentum needed for makerspaces to become firmly rooted in daily school practice.

Network: ICT & Education

Title of paper: Incorporating intercultural competence in the classroom with digital Exchange

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Abstract:

1 Introduction

Research into virtual exchange, defined as a sustained intercultural collaboration (O'Dowd, 2018), has developed through the last decade (Helm, 2018). This paper reports on a feasibility study for a larger study on virtual exchange and intercultural competence. The key question is whether it's possible to develop intercultural competence through virtual exchange situated in the classroom. And if so, what kind of competence?

2 Theory

Within the field of intercultural competence the most used models for analyzing intercultural competence is one from (Deardorff, 2006). The Deardorff model is an intersubjective understanding between scholars within the field internationalization, of what intercultural competence is and how it can be assessed. I have used this model for categorization of intercultural competence in the analysis of the selected articles. In order to elaborate on the categories from Deardorff's model, I have chosen to use the framework that Byram (1997) developed. The research question is: In which parts of Deardorff's models for intercultural competence does the students in virtual exchanges initialized by educational institution or the teachers, show competence? In this paper I have tried to identify in which of the categories in Deardorff's` (Deardorff, 2006) model for categorizing intercultural competence, the students develop competence in.

3 Methods

The research method used in this paper is a methodological inclusive research synthesis (Suri, 2018). The literature is analysed in a hermeneutic process. The literature is analyzed though Deardorff's (2006) models and Byram's (1997) framework of intercultural competence.

4 Findings

In the majority of the studies analysed, the students show tendencies towards developing competence in several of the components of the model. This indicates

that developing intercultural competence through virtual exchanges between classes in school or university is possible.

5 Relevance to the field

Research into virtual exchanges and intercultural competence and how they relate to other learning theories may give more answers to how intercultural competence is developed, and how digital exchange can be used in the classroom for developing intercultural competence as a part of the curriculum.

6 Litterature

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Network: ICT & Education

Title of paper: Understanding esports teamplay as an emergent choreography - An ethnomethodological analysis

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Co-author(s): Sofia Jusslin, Fredrik Rusk

Abstract:

This study investigates the video game play of a multiplayer first-person shooter, Counter-Strike: Global Offensive (CS:GO), as part of an esports programme at a Finnish vocational school. Parts of the school programme has been broadened to encompass playing, in teams, online multiplayer games outside the school. Thereby expanding the concept of 'classroom' to encompass a multilingual online game environment and beyond the physical borders of physical 'classrooms'.

Esports and commercially released games have been shown to be social learning platforms that students find authentic and motivating, which may improve collaboration skills. There is, nonetheless, a need to better understand the social organisation of the interaction in online game environments from a participant's perspective. Most ethnomethodological game studies focus on aspects around the screen and how the interplay between physically present players and how they draw upon resources both on- and off-screen. However, there are studies that have taken the participant perspective further and blur out the on-/off-screen dichotomy to better understand on-screen actions as social actions worthy of studying per se. These studies have found out that actions on-screen are organised and sequential in a similar manner as actions in everyday social settings are.

This paper presents preliminary results of analyses of several CS:GO matches being played by esports teams, in an attempt to understand how different forms of orderly actions, on-screen, are interwoven and interdependent as they coordinate the teamplay as part of situationally emergent tactics. The aim is to analyse how these actions are part of larger implicitly coordinated emergent sequences of choreography.

Central to this coordination are callouts, which are English, known-in-common, words that refer to specific locations in the game map. Providing callouts is a context-dependent and situated practice that is also dependent on in-game on-screen actions, not only verbal communication. They are used to coordinate moving as a team and, in this paper, we explore how the emergent choreography of coordinating the team is enacted in-and-through situated strategic actions, which callouts are part of.

The analysis focuses on the ways participants deal with the projectability and contingencies of upcoming team and opponent actions. When players make their actions recognisable to others and achieve a mutual understanding of what is going on in a fast-paced FPS online multiplayer game, they employ collaborative practices, including callouts, to achieve success for their team. To be able to follow the emergent choreography, players appear to orient towards a collaborative and holistic perspective on the game. One needs to be able to read and understand the situations from the entire team's perspective to be able to effectively provide and employ callouts. This requires analytic abilities to determine what and when to call something out to benefit the entire team. The investigated game play involves expertise on both an individual and distributed level. This expertise includes, among other, analytical abilities (reading the in-game situations), communication and collaboration (which information to provide when), languages (knowing and understanding English game-specific terminology), and problem solving (what to do with the information you receive).

Network: ICT & Education

Title of paper: Teachers' perspectives on the digital transition from upper primary to lower secondary school

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Co-author(s): Marianne Hagelia

Abstract:

The aim of this study in-progress is to explore lower secondary teachers' perspectives of the 'digital transition' from upper primary to lower secondary school. In Norway most pupils transfer from primary schools to a new lower secondary school around the age of 13. Internationally, this transition is recognized as a challenging period, in which school professionals play an important role (Strand, 2020). The ubiquitous digitalization of schools also impact these transitions. Today, 8 of 10 Norwegian pupils from levels 1-10 have access to a personal device. Schools have, however, bought different devices and pupils often use iPads in primary and PCs at lower secondary levels (Tømte et al., 2019).

There is a call for research concerning teachers' perspectives on the transition process (Strand, 2020) and, although we have research addressing digitalization in schools, little attention has been given to the digital aspect of school transitions. We aim to contribute by asking: How do lower secondary teachers working at a 1:1 PC school, view the digital transition process when receiving pupils from 1:1 iPad schools?

The study is a case study and has a qualitative approach. Data is collected through five in-depth interviews of lower secondary teachers working at a 1:1 PC school. Thematic analysis (Braun & Clarke, 2006) of the data is performed by taking an inductive approach to develop themes. We will then draw on the Pedagogical, Ethical, Attitudinal and Technical (PEAT) model (McDonagh et al., 2021) as the analytical lens.

Initially, three themes have been developed: 1) Fragmented school management, 2) The autonomous teacher and 3) The 'inadequate' pupil. The preliminary findings indicate that there is little collaboration and exchange of digital pedagogical knowledge between upper primary and lower secondary teachers. The teachers know little about digital practices across levels and have little knowledge of iPads. The teachers experience a lot of autonomy and focus mostly on teaching the pupils' technical PC skills. The teachers' attitude towards pupils' iPad knowledge is that it is irrelevant at lower secondary level. The lack of an overall strategy to transfer teachers' knowledge and practices across school levels, and the teachers' individual

degree of autonomy and professional digital competence, could impact pupils' learning.

Thus, findings might have implications for the way municipalities, schools and teachers facilitate pupils' digital transition, but also provide knowledge for teacher educators and other stake holders. The study's focus on school transitions and digitalization is relevant across Nordic countries.

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Network: ICT & Education

Title of paper: DigSchool - A co created development project about use of digital technology in learning and teaching

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Abstract:

1. Research topic/aim

DigSchool is an ongoing development/research-project where 70 Norwegian schools, together with a university and school owner, create a common digital online resource which is then tailored to the individual school. The aim of the project is to develop teachers' professional digital competence. One of our research question is therefore: How to design a co-created development project between schools, school owners, university and other actors, which aims to increase teachers' professional digital competence? A review of previous national competence development measures such as "Ungdomsskole i utvikling" [Yout Stages in Development] (UiU, 2012-2017) shows that local room for maneuver, time for implementation, good communication about goals and content of the measure and the involvement of teachers and school leaders in decision-making processes are important factors for the success of development work. School-based and collective competence development, where several teachers from the same school are involved, affects the practice to a greater extent than individual measures and short courses. Therefore, competence development should be planned locally so that it is best adapted to local needs. In order to create the necessary anchoring, decisions and priorities on competence development have been moved closer to those who will implement the measure.

2. Theoretical framework

In socio-cultural approaches to learning, learning is seen as a social activity where communication is a key element in learning. With this, learning takes place through interaction and collaboration. "Designs for learning has been elaborated at the crossroad between social semiotics and Vygotskian inspired socio-cultural theories. In this paper we use educational design theories to provide lenses for experience sharing that was carried out during and after the development project. The participants have done both reflection-in-action and reflection-over-action (Schön 1995). Co-Created learning were used as a theoretical framework with the purpose of designing a development project and the main goal were to create tailor-made projects. With co-created learning as framework, democratic values and school ownership during the whole process is lifted in the foreground.

3. Methodology/research design The project is based on principles from interactive action research (Coghlan and Brydon-Miller (2014). Interactive action research includes both research on various actions as well as experience and learning of these actions. In this way, research functions as a dynamic process between research participants and researchers in our joint meetings in the field of practice. Our data collection strategies are multimodal reflection logs, survey, research logs, meeting minutes, video recordings of planning meetings and observation

4. Expected results/findings

Increased knowledge about organizational learning and Co-created knowledge development.

5. Relevance to Nordic educational research

The relevance to Nordic educational research is to provide with knowledge of the current trends and possible impacts and opportunities from a Co-created development project on teacher's professional digital competence and students digital literacy.

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Network: ICT & Education

Title of paper: Between education and work: Students learning with digital technology

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Abstract:

Research topic/aim

In dual vocational education, learning takes place in several arenas. Research has shown that it is often complicated for pupils to integrate learning from these different arenas, since there is a perceived gap they are supposed to bridge. In previous research, we have studied how teachers use digital technology as boundary objects to bridge the gaps and to facilitate the learning process for the pupils when they are at workplaces. The aim of this study is to gain more knowledge about how pupils experience their teachers' efforts to facilitate their learning across arenas when using digital multi-modal logbook as a boundary object between school and workplaces in vocational education.

Theoretical framework

The study builds on theories of boundary crossing, which is based in cultural-historical activity theory (CHAT) (Tuomi-Gröhn & Engeström, 2003). The specific theoretical framework used as a complement to the CHAT framework, is a Multilevel Boundary Crossing framework developed by Akkerman and Bruining (2016). The levels in this framework are intrapersonal, interpersonal and institutional respectively. The combined analysis will enable the degree and kind of boundary crossing that facilitate student learning or may cause contradictions. This will give a more nuanced view of pupils' learning when moving between learning arenas in their vocational education.

Methodology/research design

As participants, we selected 4 teachers from the same vocational programme working with animal care. They all worked with digital logbooks in order to bridge the gap between school and workplaces in a Swedish upper secondary vocational school. The teachers were interviewed individually. Fourteen pupils from one of their classes were interviewed groupwise in six groups about their experiences. The teachers as well as the pupils had been trained specifically in the use of the digital tools. The assignments in the logbook were created to relate to the course content.

Expected results/findings

Preliminary results show that the pupils understood the aim with the digital logbook differently than the teachers, and did not see the connection to learning course goals/outcomes. When confronted with this aim at the end of the interviews, the pupils presented their own ideas how to develop the logbook. During spring semester 2022, a small intervention will be carried out and studied further.

Relevance to Nordic educational research

The results from this study are relevant for understanding how digital technology can contribute to teaching and learning in vocational education which take place in two different learning arenas.

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Network: ICT & Education

Title of paper: Enhancing Digital Literacy via Ideation, Playful Learning and Making in a Minecraft Virtual Learning Makerspace (MVLM).

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Co-author(s): Skulina Kjartansdottir

Abstract:

This presentation reports a research grounded in a Making in a Minecraft Virtual Learning Makerspace (MVLM) and a rural school in a fishing village in western Iceland. The research examined the use of a MVLM to support students learning in an online gaming context. The multiple data were collected and analysed using grounded theory. The main aim was to establish an understanding of pedagogy using a MVLM, with focus on learners' ability to ideate, generate ideas and making of meaning. Using the MVLM in a playful learning context enabled students to manifest their experiences and to ideate, generate ideas and designs, creating student-generated content. The learning design by their teacher and the affordances of the Minecraft game world, also framed the learning activities. The multiple roles and teacher awareness of students' need for space to act and take agency was observed in the learning situation. Making and tinkering provided the conditions for experimentation and honing of digital literacies. The content generated by students in collaboration and design activities enhanced their social skills. Students often shared their stories with peers as distinct from instructor-supplied content. This Icelandic-Nordic study contributes to research in the area of playful learning, virtual learning environments and role of ideation in the acquisition of digital literacies.

Network: ICT & Education

Title of paper: Virtual laboratories in a microworld perspective

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Abstract:

In the article I investigate which learning practices are constructed when virtual laboratories become a part of science teaching in the school. Virtual laboratories are increasingly used in science teaching, especially with the COVID-19 epidemic and online teaching. In the latest OECD report, Digital Education Outlook (2021), game-based simulations such as virtual laboratories are described as a promising teaching and assessment tool. The field of virtual laboratories in education is primarily concerned with quantitative measurement of the learning effect when using virtual laboratories in teaching. But there are not many qualitative studies focusing on which socio-material learning practices that are constructed with virtual laboratories in the classroom and in relation to a Nordic school context. This is the aim of this study.

Methodologically the study is based on ethnographic fieldwork at three lower secondary schools. The methods used are video observation, screen recordings and qualitative interviews with teachers and pupils. Based on Seymour Papert's concept of microworlds, I show how two different kinds of virtual laboratories are used in science teaching. One of the laboratories is designed for a more open-ended and explorative learning practice and the simulation becomes an object-to-think-with (Papert, 1980) and is used to combine abstract and concrete thinking. In the article I argue that the learning practices with virtual laboratories must be understood in a broader socio-material context. The virtual laboratory becomes an object-to-think-with-together (Stevens et. al., 2013) where the dialog with the teacher and other pupils become central to the learning process. Moreover, the virtual laboratory is used in a broader material context with other analog and digital teaching aids. In the concrete teaching situation, the pupils and teacher make connections between the different teaching activities and materials to decode the virtual laboratory. The other virtual laboratory is more instructive where the pupils are guided by step-by-step instructions and reminds more of what Papert calls a tutorial (Papert, 1979). This kind of laboratory is to a greater degree used to train pupils in following a protocol or as an interactive textbook. Finally, I argue that a paradox exists in that the virtual laboratory offers a secure learning space, but at the same time becomes a risk-free learning space.

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Network: ICT & Education

Title of paper: Design and development of computational thinking teaching materials for secondary school – applying collaborative problem solving

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Co-author(s): Fazilat Siddiq, Ellen Åsgård, Tonje Karolissen Berg

Abstract:

Introduction

Across the last years, Computational thinking (CT) has been included into the compulsory K-12 curricula in many Western countries. Collaborative problem solving (ColPS) on the other hand is a pedagogical approach that has proven effective for teaching CT as shown in a recent meta-analysis (Scherer et al., 2020), and is considered a vital 21st-century skill which has also been acknowledged in the K-12 education in the Nordic countries. However, the access to CT teaching materials which apply ColPS is limited. The TEACH21st-project aims at contributing with knowledge, teaching materials and practices to bridge this gap. This study aims at developing teaching materials and resources for grade 9 students, focusing on developing their CT and ColPS competences.

Theoretical framework

We apply the “Computational thinker” as the underlying framework which suggests different sub-competences and approaches for working with CT in classrooms (Csizmadia et al., 2015). This framework is also used in the new national Norwegian curriculum, implemented from schoolyear 2020/2021. In the curriculum programming has been emphasized as the way to teach CT in four subject domains.

Methodology

Teacher-design-team approach (Becuwe et al., 2016) was employed to develop teaching materials and approaches for teaching programming/CT as an integrated part of mathematics. The team includes two in-service teachers, one student teacher, and one teacher educator, and was supported by a group of researchers. The requirements for developing the teaching resources were:

- Relevance to curriculum
- Duration of maximum 3 weeks
- Feasibility and relevance for the Norwegian classrooms

An iterative process resulted in seven modules of programming and CT applying both practical (un-plugged) and theoretical activities.

This was piloted during autumn 2020, and the data include: student assignments, reflections, observations and meeting notes.

Results

The pilot was conducted in a grade 9 class (n= 22), including students at varying levels of competence and school motivation. The observations and student assignments showed that the students were more engaged in the mere practical sessions and working together in those activities that required collaboration – in particular, this was the case for the low-achieving students. Hence, in addition to some smaller adjustments and refinements, some of the theoretical activities were replaced with more practical activities. The activities were designed in such a way that they could not be conducted without the students interacting with each other and solving problems (e.g., commanding each other as robot). Moreover, from the student assignments the connection between the practical and theoretical activities seemed to enhance their CT knowledge.

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Network: ICT & Education

Title of paper: Extramural English Learning and Digital Media Use

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Co-author(s):

Abstract:

The purpose of the research was to explore children's extramural English learning and their digital media use. Research has shown that increased exposure to English through the media has had an impact on the English learning of children in Northern Europe. Studies carried out in the Netherlands, Belgium, Sweden and Iceland (Kuppens, 2010; Sundqvist & Sylven, 2012) have documented how exposure to English through media sources is contributing to children's extramural English learning (learning that takes place outside a classroom environment).

This paper will present findings from two studies conducted in Iceland which explore the English media use of children and the impact it may have on their English learning. One study focused on the communicative English skills of 8 year-old children. Data was collected through mixed methods including listening and speaking activities and parent interviews. The findings showed that, although the children had received no formal instruction in English, a large percentage of them could understand and communicate in basic English, which their parents primarily attributed to the children's English media use.

In another study, 96 students (age 12 years) were surveyed about their digital English media use during free-time. In addition, they were given two vocabulary tests to measure their English vocabulary knowledge. Findings provided rich data on the amount and type of English media use by the students. Watching videos, gaming, and reading English online were most frequently reported. Gender differences found that boys spent more time on gaming while girls listened more to music. The study showed a positive connection between reading and listening to English through digital media and outcomes on the vocabulary tests.

The results from these studies shed light on the online lives of Icelandic children and lend strength to the interdependence between English language exposure and extramural English learning. The ever-increasing access to English language materials of many types is impacting how children in Iceland, as in other Nordic countries, learn English and use it in their daily lives. It also calls for a greater awareness of how young people use popular media sources and how teachers can bridge the gap between learning English in and outside the classroom.

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Network: ICT & Education

Title of paper: Interactive simulations in teacher education for a sustainable teachership

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Abstract:

Interactive Simulation Training in Teacher Education for a Sustainable Teachership.

Kerstin Hansson, Department of Didactics and Teachers' Practice, Faculty of Social Sciences, Linnaeus University, Sweden.

This contribution will introduce a tool for authentic simulation training of basic competences in teacher education and discuss some preliminary results from interventions and follow-up evaluations/research from the past two semesters at Linnaeus University (LNU) .

The method aims at providing authentic training in mixed-reality contexts via interactive simulations supported by a human operator. Vital teaching competences such as leadership, communication, social relations and conflict management are trained in a safe and permitting context without the risk of harming anybody, and where mistakes are conceived of as a basis for (self-)reflection, learning and development. The guiding hypothesis is that such training might enhance the self-efficacy of the students as leaders in the classroom, what, in turn, might contribute to a more sustainable teachership at work (Bandura 1994, 1997; Gundel et al. 2019; Samuelsson et al. 2022).

Bandura (1997) advances that teachers with a high level of self-efficacy provide a higher quality in teaching, have a better job satisfaction and are less prone to burnout. Gundel et al. (2019) report a significant increase in self-efficacy after training in an interactive semi-virtual context and a correlation between the time of training and the amount of the increased self-efficacy.

During fall semester 2021 and spring term 2022 interactive simulations are implemented in teacher education programs and in courses for future teacher assistants at LNU,

focusing leadership, conflict management and the teaching of fundamental values at school. Feed-back from observing fellow students and an expert is provided directly after the simulations and followed-up in seminars. Research will evaluate the self-efficacy of the students before and after the simulation training by self-evaluation forms and interviews.

The outcome is expected to be a higher level of self-efficacy after simulation training and immediate feed-back as outlined above. Interventions so far show that the students conceive of the training as a useful tool, combining theory and practice in a fruitful way.

The training tool can be implemented in other vocational education (nurse and police education). Moreover, the model is independent of cultural context and language, and could be extended to other (Nordic) countries.

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Network: ICT & Education

Title of paper: Virtual collaboration tools in online teacher education course

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Abstract:

Interactive online whiteboards and collaborative online notice boards with recording abilities can provide learning spaces that go beyond what recordings of slides and collaborative text documents can offer by making collaborative learning more visual and make it easier to document results. But what is the best way to initiate education student use of such tools in distance education?

This paper describes a design-based case study where the collaboration tool Padlet was used in online course (n=30) in School of Education in University of Iceland in autumn 2021 as the main collaboration tool. The tool was chosen because of the simplicity og accessibility. The course was entirely online in the Canvas learning management system with weekly Zoom classroom meetings.

The instructor assigned empty padlets for group work and padlets with content for collections about current issues relevant to the course content. Students were not required to use padlets and had the option to use other tools but majority chose to use padlets. Students both created padlets to collaborate and present and were also encouraged to add content to the content collection padlets. Padlets were also used in administrative tasks in the course. This case study was initiated as part of one partner contribution in the Nordplus project Dicomten (Digital Competence in Teacher Training in the Nordic Countries) where TPACK model (Technological Pedagogical Content Knowledge) and the European framework for the Digital Competence of Educators (DigCompEdu) guide the network activities and partners do EdTech pilot with students.

In this project 24 padlets were created and initiated by the instructor for content collection and 34 were assigned for student work. Most students seem confident with the tool and put considerable amount of work, collaboration and experimentation in their assigned padlets that also were part of their presentation to peers but rarely added content to class content collection padlets. Assumption is made that students perceived ownership of content and the task to present for peers may have affected their work in a positive way. Also, that students focus on graded assignments can be barrier to their willingness to experiment with collaboration technology that is not directly affecting their assignments.

Network: ICT & Education

Title of paper: Preliminary findings from a scoping review of systematic reviews on the use of digital technology in compulsory education

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Co-author(s): Morten Bergsten Njå

Abstract:

Preliminary findings from a scoping review of systematic reviews on the use of digital technology in compulsory education

The use of digital technologies in education is an extensive research field encompassing a wide range of research designs, contexts, educational levels, and perspectives (Lai & Bower, 2019). Current systematic reviews (e.g., Lai & Bower, 2019) typically focus on e.g., specific topics or brief time horizons, or they target specific journals. As part of an ongoing project named “the digitalization of compulsory education”, commissioned by the Norwegian Directorate of Education, we ask what is known about digitalization in compulsory education. We aim to scope the field as broadly as possible. The preliminary scoping review presented here is based on three main topics of interest: One-to-one computing in the classroom, the use of digital resources and learning tools, and teachers’ and students’ digital competencies. We conducted systematic searches using search strings developed through an iterative approach for each individual topic. We conducted searches in two databases (ERIC, Scopus). For the screening process, we developed systematic inclusion/exclusion criteria: In addition to being topically relevant, publications had to be systematic reviews written in English and published between 2010 and 2021. The screening process is ongoing. When the screening processes is completed, the articles will be coded by subject, theme and study design. At present we have 13 systematic reviews on the topic of one-to-one computing, approximately 500 systematic reviews examining the use of digital resources and learning tools in primary and secondary education, and about 70 on teachers’ digital competencies are included. During our presentation, we will lay out preliminary findings based on the current progress. This scoping review, and the overarching research project, will provide valuable insights into the digitalization of compulsory education that may prove valuable for educators, researchers and decision makers in the educational sector.

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Network: ICT & Education

Title of paper: Kindergarten teacher students' experiences with the use of digital applications in the work on children's understanding of biodiversity

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Abstract:

Kindergarten teacher students' experiences with the use of digital applications in the work on children's understanding of biodiversity

Previous research shows that children and youngers have low knowledge of the topic of biodiversity, which is a prerequisite if we should be able to meet some of the challenges related to sustainable development. If kindergarten employees are to succeed in increasing the joy of nature and species competence, as required by the management plan for kindergartens, employees must have a certain level of knowledge in these topics. If kindergarten employees themselves have little knowledge of species diversity, it may be more difficult to talk about the animal-, plant- and fungal realm with children, than if kindergarten employees have a good knowledge of species diversity in various realms. The consequence of this may be that it becomes random to what extent the kindergarten focuses on the topic of sustainable development.

The main purpose of the study was to investigate how digital technology can help in kindergarten teachers' work on education/training in sustainable development. This project has been completed in the kindergarten-teacher education and may also be relevant in primary and lower secondary school.

In the project, we mainly used an application developed by a Norwegian register for species diversity, called 'Artsdatabanken'. The application can recognize species by taking pictures of these with a mobile and tablets. We discuss how digital applications can be a support in the learning process on biodiversity so that more employees could have the opportunity to teach this topic, even if they have low knowledge in the field.

In this survey, we have asked how kindergarten students experience the use of digital applications in species determination and what potentials they see in these tools in their future work as a kindergarten teacher. The findings indicate that digital species determination applications can provide good support for educators in their work with biodiversity, although there are also challenges with this method of determination.

An advantage highlighted by the students is easy accessibility and that the application is easy to use. Easy access to extensive nature databases through the application on their mobile phones and tablets can be good support in their teaching profession. If the application should be able to show the correct species name, it seems to be necessary that the photo show important and specific details. A certain level of knowledge about systematics in biology seems therefore to be necessary to bring out important morphological features in images, and to be able to assess whether the name that the application show is correct or not. In addition, this could mean that using digital technology in a good way requires a need for digital competence, which entails, among other things, being able to critically assess information provided via digital technology,



NETWORK 14

MULTICULTURAL EDUCATIONAL RESEARCH

Network: Multi Cultural Educational Research

Title of paper: Fiction's contribution to multicultural teacher education

First author/Presenter: Camilla Häbler

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Abstract:

Fiction's contribution to multicultural teacher education

Research shows that teachers find it difficult to meet the challenges of cultural differences (Zembylas & Papamichael, 2017), and to prepare student teachers the challenges they probably will face. We examined how a novel that thematises multiculturalism, may have increased student teachers' awareness of cultural diversity.

The purpose of our study is to investigate how the use of fiction in teacher education can make student teachers aware of their competence acquired through the course Intercultural Education.

Our study is based on an assignment in teacher education designed to give student teachers a greater understanding of cultural diversity. The student teachers were divided into groups where everyone read the same novel. The student teachers first wrote an individual text in which they formulated the central thematic approaches to the novel. Furthermore, they discussed their views to their fellow students with the same novel, and then all the groups presented to each other the novel's thematic content and how the theoretical approaches could provide valuable insight for future teachers.

We have followed Castleberry and Nolen's (2018) recommendations related to thematic analysis, and we have divided our preliminary findings into three categories. The student teachers' (1) attitudes and views, (2) generalisation and stereotyping, and (3) their use of terms and way of expression.

Our findings are seen in the light of Kumashiro's (2000; 2002a, b) approaches to anti-oppressive education: Education about the Other and Education that is Critical of Privileging and Othering, and Olsbu's (2014) approach to fiction: The intercultural approach: Literature as intercultural encounter. The student teachers bring their 'thoughts, beliefs, and desires' into encounter with teacher education, and even if it is difficult to change their way of thinking and their 'worldviews' (Kumashiro 2002b, 82) this must be a goal in teacher education.

We live in multicultural societies and school must face challenges related to diversity, and therefore we find our study relevant to teacher educators in all Nordic countries.

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Network: Multi Cultural Educational Research

Title of paper: Representation of diversity in mathematics exams in Norway 1962-2020

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Abstract:

Research topic/aim

Increasingly, mathematics educators see the importance of representation of diversity in pedagogical texts. Seeing oneself depicted is important to make the subject seem relevant, and seeing others represented may help getting used to the diversity in society.

Exam tasks have a special interest in mathematics, being the most important mathematics tasks published by the government. Earlier exams are also used in teaching.

Our research question is: How has different diversity dimensions been treated in Norwegian mathematics exams in Grunnskolen in the period 1962-2020?

We will examine if, how and when exam changes when society changes. We have included the diversity dimensions gender, ethnicity, religion, functionality, sexuality and geography.

Theoretical framework, methodology and research design

As part of this project, Smestad (2021) discussed theoretical and methodological considerations when designing a project on diversity in pedagogical texts. In the theoretical framework, important issues such as rationales for contextualization of mathematics, diversity dimensions, tokenism, stereotypes and intersectionality are included.

We did a simple analysis of the full corpus of mathematics exams given at the end of Grunnskolen 1962-2020, coding for certain diversity markers, with the goal of both providing some valuable quantifications and material for further analysis.

Expected results/findings

We can point at some preliminary quantitative results and indicate some ideas for further analyses. For instance, the percentage of girls (counted based on appearance, name or pronoun) in tasks were below 30 % in both the 1960s and 1970s, before being above 50 % for the rest of the century. The percentage of persons with names or appearances that did not seem typically Norwegian were in

single digits until the 2000s (based on names) or 2010s (based on appearance). On the other hand, the percentage of disabled people has been stable – at 0 – all through the period. While many tasks include families in different ways, there are no clear examples of homosexuality.

Thus, one preliminary conclusion is that Norwegian, straight, non-disabled boys could recognize themselves in the exam tasks in the 1960s more than immigrant, gay, disabled girls. As we approach the present, the situation is still that non-disabled people are overrepresented, but there has been a development in some of the other diversity dimensions.

Now that we have analysed the whole corpus, we can do further qualitative analysis on particular issues. For instance: how are girls positioned as opposed to boys in the exams over time? What are the roles assigned to people of colour when they gradually are included in tasks? Answers to such questions contribute to an understanding of how diversity has been treated in mathematics over time.

Relevance to Nordic educational research

While the exams analysed are Norwegian, the findings on how representation of different groups have changed over time are of general interest.

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Network: Multi Cultural Educational Research

Title of paper: Shape sorters and intuitive dances – professional enactments of a national early childhood curriculum

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Abstract:

In 2004, Denmark introduced the first early childhood education (ECE) curriculum, the so-call 'learning plan', sparking much debate in and around the field. The debate centered mainly around 2 issues, namely whether the learning plan would strengthen or weaken pedagogues' professionalism, and whether the learning plan would raise the quality of ECE centers or contribute to a schoolification that undermined Danish traditions for play and child-centeredness. The learning plan has been revised a number of times since, and the most recent version has been generally interpreted as giving more space for children's play and pedagogues' professional discretion (Togsverd & Stanek 2021). This paper challenges that analysis and investigates the different ways the learning plan is implemented and interpreted in different ECE practices.

The paper builds on empirical material from a research project on pedagogues' work with equality in Danish ECE centers. Qualitative group interviews (Kvale & Brinkmann 2015) were carried out with professionals from 13 centers, and ethnographic field work (Hammersley & Atkinson 2019, Emerson et al. 2011, Pink & Morgan 2013) was carried out in 5 of the ECE centers. Combining these methods, we aimed to gain knowledge about pedagogues' understandings and practices of equality (Fischer 2010, Padovan-Özedmir & Hamilton 2020) and how their work and pedagogical ambitions was shaped by other pedagogical ambitions and by the conditions of their work (Hellman 2010). Our findings show that the learning plan seems to play a key role in legitimizing pedagogues' understanding of their work and their definition of equality, but that the learning plan is interpreted and performed in very different ways in different ECE practices.

In our paper, we present findings from 2 ECE centers that represent very different understandings and performances of the learning plan. One ECE center (in a deprived area) presented very structured, restricted, adult-controlled practices, metaphorically resembling a shape sorter; another ECE center (in a privileged area) presented more open, playful, child-controlled practices, metaphorically resembling an intuitive dance. Our findings contribute to the understanding of curriculum as negotiated and pedagogues' professionalism as complex policy-production rather than passive implementers of curriculum (Evetts 2010, Lipsky 1980, Aabro 2021,

Apple 2006). Also, our findings suggest that interpretations of the learning plan differ depending on the ECE centers demographic composition, resulting in more restricted curriculum and equality work for children from deprived areas (cf. Thingstrup 2015, Gillborn 2002). This raises important questions to the Nordic pedagogical field about the role of ECE centers in creating societal equality and about the critical potential of the professionalism of pedagogues.

Network: Multi Cultural Educational Research

Title of paper: Expectations of Norwegian school leaders regarding multilingual mathematics classrooms”

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Co-author(s): Beth Herbel-Eisenmann, Hilja Lisa Huru, David Wagner

Abstract:

Expectations of Norwegian school leaders regarding multilingual mathematics classrooms”

School leaders play an important role in shaping, encouraging and supporting mathematics teachers in their daily work. School leaders also have the responsibility for teachers and students’ welfare. Bound with, or with support of, regulating schooling laws and steering documents they move their school life forward day by day, being responsible for students’ possibilities for reaching learning goals in all subjects, including mathematics. Conversations and deep interviews with school leaders gave us opportunities to learn about the complexities of storylines (see Davies & Harré, 1990, Herbel-Eisenmann et al., 2015) about organising mathematics education for all students in Norwegian schools. This abstract address the storylines about minoritised youth, mathematics and languages.

Our research goal is to understand prevalent storylines to inform our longitudinal, participatory NFR-funded research project with teachers, administrators, community members and youth (see <https://www.usn.no/mim>). We plan to develop strengthening pedagogies based on asset-based storylines for Indigenous and (rather) newly migrated students in Norway. We are motivated by the fact that the opportunities that students from minoritized groups have for learning mathematics are often diminished as compared to their majority group peers, due to systemic and institutional issues (i.e. Meaney et al., 2011).

At the NERA conference, we will share initial results about the complex storylines focusing minoritised student groups, their languages and their learning of mathematics found in interviews and conversations with school leaders from different parts of in Norway. We will present and discuss three larger intertwining storylines, with both supporting and contradicting “smaller” storylines in the conversations. These storylines are “Storylines about wanting to have mother tongue teachers”, “They don’t (yet) have the basic language skills to build their mathematics language” and “The language doesn’t have the words for talking about mathematical concepts”.

We found that these three storylines were similar from schools in different geographical and socioeconomic areas in Norway. However, how the school leaders

developed and talked about the storylines differed geographically. School leaders in the north are expected to provide education in mathematics in Sami, and sometimes in endangered languages such as Kven. In some of the northern communities, and in the school leaders' schools in the south, there are a high number of migrated youth who have arrived in Norway the last decade and hence are not (yet) proficient in the main language of instruction, Norwegian. For the school leaders, the impact and complexities of these storylines sometimes becomes an ethical dilemma.

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Network: Multi Cultural Educational Research

Title of paper: A comparative study of representations of indigenous Sámi and traditional Irish cultures in educational books used in Northern Ireland and in Norway

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Co-author(s):

Abstract:

This presentation will discuss the preliminary findings of a research project started spring 2022. This project considers the representations of indigenous Sámi and traditional Irish cultures in educational books used in primary schools in Ireland and Norway. The completed project will consist of four main elements. These will be analysis of eight different educational books used in primary schools in English language schools in Northern Ireland, Irish language schools in Northern Ireland, Norwegian language schools in Norway and South Sámi language schools in Norway. The project builds on earlier published research into representations of indigenous cultures in educational books used in Norway (Murray 2021; Murray 2022). In analysing the books, techniques from discourse analysis and specifically critical discourse analysis (Fairclough 2003; Gee 2014) and multimodal theory (Kress & van Leeuwen 2006) are used. Analysis is linked to theory on the teaching of minority cultures and decolonization in educational settings, including representations in texts and tasks, indigenous perspectives and teaching module development and design (Battiste 2013; Olsen 2017; Smith 2021). Results expect to find differences in the representations of indigenous Sámi and traditional Irish cultures in the books in South Sámi and Irish languages, compared to those in Norwegian and English languages. These differences will reflect the perspectives and knowledge basis of these groups. This presentation will include the preliminary findings of this project, discussing the representations of cultures in two South Sámi and two Irish language educational books widely used in primary schools in their respective nations. Similarities and differences in representations will be discussed. This project is relevant to all Nordic nations that have indigenous populations, as it considers the representations of indigenous peoples in teaching materials used widely in education settings and how these representations can both strengthen and weaken teaching practices. Through comparison of educational materials and consideration of similarities and differences can encourage better practices across nations.

Network: Multi Cultural Educational Research

Title of paper: Language training for linguistic minority students during teacher training: experiences from a Norwegian setting

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Co-author(s): Bjørghild Kjelsvik, Cornelia Egge, Erik Andvik, Hanna Henriksen

Abstract:

Research aim:

The aim of the study is to adapt a language course in the majority language (Norwegian) for minority-language teacher-training students at NLA University College (Norway) who are at risk of dropping out due to lack of language skills, a problem which was exacerbated by the pandemic.

Background and theoretical framework:

Social restrictions during COVID 19 have led to the abandonment of the language-promoting interaction and linguistic arena normally offered by the instructional setting (Mahon & Mahon, 2021). This is noticeable when professional language needs to be mastered in order to satisfy the requirements of the study program (Beschorner, 2021). After almost two years of restrictions, this situation is now perceived as precarious (Goth et al. 2020; Choi and Chiu, 2021). To prevent dropout of minority-language students, we developed and established a pilot project with the aim of preventing dropout in teacher- and kindergarten-teacher education.

The pilot project, consisting of adapted online language courses, was offered to students with a minority background in kindergarten and primary school teacher education, who were at risk of dropping out of the educational process.

Methodology

Using an Action Research approach, data was collected by observation, semi-structured interviews and logbooks. In order to be able to evaluate the course outcome, the 30 participants were required to take a language test at the beginning and end of the project.

Results/findings

Our preliminary results show that a language course, adapted to the needs of the students, will ensure improvement on an individual level. Further we found that the topics taught must be perceived by the student as necessary. It was especially the one-to-one teaching situations, involving real writing projects, which were experienced as most successful by both the teachers and the students.

Relevance to Nordic educational research

Adapted online language courses for pedagogic students can be offered on a national level, and in that way can meet the needs of minority students living in areas without equivalent opportunities at local universities or university colleges.

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Network: Multi Cultural Educational Research

Title of paper: Education for the Other in examination essays in teacher education.

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Co-author(s): Eva M. Dyrnes

Abstract:

One stated aim in the post-war period in the Nordic countries has been inclusive education for all pupils. However, our starting point is one of concern that pupil diversity might be a neglected topic in teacher education. Our aim is to contribute to the discussion on how teacher education can meet the changing needs that arise in a society in which inequality is on the rise.

We analysed 110 examination essays at teacher education programmes at two universities (X and Y). More specifically, we investigated the characteristics of reflections in the face of pupil diversity in the examination essays.

We draw on norm-critical perspectives, emphasising critical exploration of processes that contribute to and maintain privileges in given situations and contexts. Kumashiro (2000) differentiates between four types of anti-oppressive education. Two of these, education about and for the Other, emphasise knowledge of different ways of living, as well as preparing pupils who are labelled as “others” for outside society.

The other two anti-oppressive approaches are education that is critical of privileging and “othering” and education that changes students and society, both of which methods emphasise norm awareness that may help challenge the norms contributing to exclusion, othering and oppression.

In the analysis, we also apply a distinction between a narrow and a broad approach to inclusive education. A narrow approach involves individual solutions to the problems faced by individual pupils in school. A broad approach, on the other hand, places greater emphasis on the community and collective aspects of school.

At both universities, students are requested to highlight their competence and development and link this to the descriptors in the course plans as well as academic literature. The guidelines differ in expected affiliation to the curriculum for primary education. At X University, students are asked to “relate to”, while Y University asks students to “anchor the text in” the curriculum.

We draw on Lawless and Chen's (2018) critical thematic analysis, in two steps. Step One involves open coding. Step Two involves closed coding aimed at identifying the prominence of ideologies, power relations and status-based hierarchies. Our lens into

Step Two is the four types of anti-oppressive education, as well as the distinction between a narrow and a broad approach to inclusive education.

Preliminary findings

In the essays, students follow and relate to the wording of the examination guidelines.

We found that most of the essays exclusively referred to pupils as a group: “the pupil group” or “the class”, while others emphasised descriptions of the pupils’ preconditions.

Most reflections were characterised by an individual focus, education for the Other and a narrow approach to inclusive education. Students referenced the overall formal objectives of the school, without any reflections on the latent functions of the education system.

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Network: Multi Cultural Educational Research

Title of paper: A common future for all in an urban classroom

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Abstract:

We explored how Mia and Shara, two girls, in their first year of upper secondary school drew on different funds of knowledge in a conversation about Sustainable Development (SD) goals. The empirical material originates from a nine-month ethnographic classroom study in an upper secondary urban classroom in Norway. Our aim is to provide awareness of how plurality and diversity aspects of a sustainable future might widen pedagogical approaches to education. We used critical thematic analysis, theories of dialogic space and the concept of othering to examine the dialogue (Bhabha, 1994; Moje et al. 2004). Further, SD being a vague concept with several possible interpretations, we presented Hopwood et al.'s (2005) three wide interpretations of SD: status quo, reformatory and transformative. These interpretations diverge concerning what types of changes are considered necessary in societies to realise SD.

Our analysis indicated that Mia and Shara, by drawing on alternative funds of knowledge, had capabilities to challenge the Norwegian ESD Discourse. Hence, they potentially gave space for alternative Discourses. Their insight deepened during the conversation and tended to move in a direction of the transition perspectives (Hopwood et al., 2005). In the opening of their conversation, the girls seemed to draw on a reformatory approach to SD. Their focus was mainly on local solutions and individual private actions. Research on science education in Norway as well as ESD practices in Norwegian schools, draw mainly on the UN's definition of sustainable development, positioned in the paradigm of economic growth, classified by Hopwood et al. (2005) as a reformatory approach to SD. Political, social, and economic mobilisation may be omitted.

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Network: Multi Cultural Educational Research

Title of paper: The new flâneur in a multicultural school festival in Norway

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Co-author(s):

Abstract:

Abstract

In this article, I present a theoretical discussion of multicultural school festivals in Norway, defined as a pedagogical practice whose purpose is to increase inclusion and prevent prejudice and negative attitudes between groups at a multicultural school in Norway. The school events are arranged in connection with the schools' UN Day and aim to contribute to the schools' goal of inclusion. Often, however, such school festival have been criticized (Øzerk, 2008; Hoffman, 1996) by researchers. The main argument of the critics is that multicultural school festivals in Norway are based on essential cultural concepts and that these events can lead to exclusion. In this article, I will discuss a more nuanced way of perceiving such pedagogical practices using Stuart Hall's (1996), Michael Bakhtin's (1981) and Gayatri Spivak's (1988) thoughts on cultural identities and the relationship between majority and minority culture in the school festival.

The purpose of that article is, in the light of the early critical literature, to discuss the multiculturalism (Kymlicka, 2010) and argue for a cultural identity that does not maintain the notion of a stable core of the self, but for something that is dynamic and complex (Hall, 1996).

As part of my previous ethnographic research project, the article will show the different ways in which the new flâneurs (Triggs, 2014, Ibrahim, 2008) construct their identities.

The article presents the concepts of cultural identity (Hall, 1996; Bakhtin, 1981), flâneurs (Benjamin, Triggs); strategic essentialism (Spivak) to provide a nuanced understanding of these pedagogical practices in the school festival. Using the term flâneur, the article will present, how minority parents construct their cultural identities in school festival.

I will draw on my previous ethnographic study (2016, 2019) and partly on autoethnography where, by inspiration from Ibrahim (2008) and Hooks (1994), will illustrate with examples from my personal life as a political refugee for the better understanding of the cultural identity process.

The project's ambition is to contribute to inspiration, reflection and debate among students, schoolteachers, teachers and headteachers about how Nordic schools can develop good pedagogical practices for an inclusive schools.

Litteratur

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Network: Multi Cultural Educational Research

Title of paper: The property functions of whiteness and Swedishness – a case study of race reputation and status in urban education

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Co-author(s):

Abstract:

This paper examines the property functions of whiteness in urban educational practices in Sweden. Whiteness can be understood as racial privilege and racialized knowledge. Cheryl Harris' theory on whiteness as property is applied in order to discuss critical incidences in the pedagogical discourse in which whiteness functions as a form of property in terms of reputation and status related to Swedishness and the right to use and enjoy public spaces. The analysis is drawn from ethnographic data from a study of ninth grade students and teachers at an urban compulsory school in Sweden. The results show that the status of Swedish is racialized and remains elusive to students of colour, whereby entitlements to take part in, use and enjoy Swedish society are truncated by the premise of white normativity.

Network: Multi Cultural Educational Research

Title of paper: Newly arrived students – Trapped between state intentions and municipalities realization. A textual analysis of transformation processes in Swedish steering documents, a pilot study.

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Co-author(s): Monica Eklund, Linnéa Rosengren

Abstract:

Research topic

The aim of this paper is to describe and discuss discourses, and their transformation, in governmental steering documents dealing with education of newly arrived in Sweden between 2014 and 2022. During these years the legislation has been revised and publicly discussed, we therefore want to investigate which differences can be detected. Steering documents give a hint measuring inclusivity and cohesion of the educational system on the one hand, and a linkage to the societal discussion on the other. The paper is part of a pilot study within a project focusing on newly arrived students' learning and assessment processes. We are analyzing transformations and differences over time and in organizational hierarchy from governmental objectives to municipality realizations. Previous research shows that newly arrived students in Swedish schools encounter structural obstacles, as teachers' lower expectations, otherising, and a deficiency perspective. The success of young migrants' education could be seen as a litmus test for an equal society, and intrinsic for the possibility for employment in the Swedish society.

Theoretical framework and research design

The empiric material of this study consists of a strategical sampling of steering documents; law documents, governmental inquiries and bills, and agreements between governmental agencies, and municipalities. Our method is inspired by Fairclough's critical discourse analysis and based on our theoretical frame on education which is imbedded in Bourdieu's praxeology. We conceptualize the documents as specific historical discourses within fields of power, looking for intertextuality, and differences between different levels; governmental, municipality and public discourse on immigration and responsibilities of school education which would be interesting to compare to other countries further on. As a point of departure, we have applied content analysis continuing with coding of keywords which allow us to detect temporal changes in phrasing and articulation during 2014 and 2022. The keywords are highlighting the level of mandates and organization strategies, which

allow us to compare differences of connotations on textual, text producing and societal level.

Expected results/findings

We expect to find explicitly different discourses on governmental and municipality level. Variations, we assume, are to be found on both the textual level, e.g., from newcomer to newly arrived, and the content level. Whereas the governmental objectives seemed to concentrate on integration in 2014, the focus moves to language education and organization questions later. The changes may show a somehow shifting educational discourse emphasizing assessment outcomes while at the same time organizational conditions concentrating on language impede the student's success. It seems to evolve an increasing shortcoming, and towards 2021, a problem discourse.

Relevance to Nordic educational research

Despite similarities in models of welfare, the educational systems have diverged in the Nordic countries during the recent years due to changes in, among others, education politics. In all Nordic countries the education systems have been adjusted to newly arrived children as a result of global migration. Our paper contributes to the theme with updated material which would be very interesting for a comparison further on looking for impacts on education in the Nordic countries.

Network: Multi Cultural Educational Research

Title of paper: Multicultural preschools in Sweden: A dilemmatic space

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Abstract:

A quarter of all preschool children in Sweden have migrant backgrounds. This study aims to explore how recent societal and cultural changes have affected the demands on staff in multicultural preschools in Sweden. The research questions addressed was: What challenges and opportunities are preschool teachers facing in multicultural preschools?

Sixteen principals were interviewed in focus groups to identify professional representations (Piasek & Bataille, 2011), ie., principals meaning-making, shared knowledge and views on multicultural preschools. To analyse the results in the study "Dilemmatic space" was used as a conceptual framework. The concept was introduced by Honig (1996), who defined dilemmas as "situations in which values, obligations, or commitments conflict and there is no right thing to do" (p. 258). Dilemmas may occur as events, yet, according to Honig, they are outbursts of value conflicts and incommensurability that are already there. Dilemmatic spaces have, according to Fransson and Grannäs (2013), "a potential to elucidate and deepen the understanding of the complexity of teachers' everyday work practices" (p. 5).

The principals confirmed that Swedish preschools are meeting places for ethnic, linguistic, and religious diversity, even though differences between preschools in urban and rural areas may be considerable, as well as differences between city districts. Yet, multiculturalism did not seem to be recognised as a difficulty by the principals. Several comments were made about the potential and richness of cultural and linguistic diversity in preschool.

In the analysis, some dilemmatic axes (Menning, 2018) were identified, such as preschool teachers' efforts to show respect for other cultures, versus upholding Swedish culture, and to consider immigrant parents' expectations versus communicating Swedish values, policies and routines.

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Network: Multi Cultural Educational Research

Title of paper: What do we know about how race, racism and whiteness are part of (or not) teacher education curriculums in Norway? Pushing the field further in precarious times

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Co-author(s): Prisca Bruno Massao, Camilla Eline Andersen

Abstract:

The ongoing pandemic have fuelled racism, both on a global scale and in the Nordic context, in unforeseen and complex ways. The Asian community in different European countries, for example, has reported an increase in racist happenings on public transport and in social media. Moreover, Covid-19 has intensified already existing structural racism in many societies and hence been productive of spreading more than disease. Education has long been understood as a field where societies should both engage with and work against racism in all its forms and the pandemic has not made this task less relevant. For teachers, from preschool to higher education, to have knowledge of and a language that support them both to understand how race, racism and whiteness might be part of educational institutions on a structural level, and to address the workings of race, racism and whiteness in everyday pedagogical practices, matters. This implies that the issues of race, racism and whiteness should be part of the curriculum in teacher education programs. However, some studies have shown that this is not the case.

In this presentation we present preliminary results from a literature review focusing on existing empirical research on race, racism and whiteness in Norwegian teacher education curriculums. We ask: What do we know about how race, racism and whiteness are part of (or not) teacher education curriculums in Norway? The literature review is part of a larger research project; Critical Examination of Race and Racism in Teacher Education (CERiTE). The main aim of the literature review is not only to provide a “state of the art” overview of the empirical studies that exists in Norway, but also to push the existing theoretisations, discussions and lines of argument about race, racism and whiteness in teacher education further. Hence, it can be regarded as providing a base for critical future-oriented thinking on ways that the educational field can involve with race, racism and whiteness in sustainable ways.

Preliminary findings concerning race, racism and whiteness in a Norwegian teacher education context shows that the concept of race persist taboo in teacher education curriculum, and that this obfuscates the possibilities to understand racism as something more than explicit and intended actions. Such uncomplex thinking makes

it difficult for becoming teachers to understand how race, race and whiteness are part of mundane everyday practices in kindergartens and schools is, which again affect possibilities for change. Despite that the review is conducted on Norwegian studies, it relates to current discussions on these issues in the broader Nordic teacher education research field.

Network: Multi Cultural Educational Research

Title of paper: Teachers for Refugees –Experience and Thoughts working with Refugees

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Co-author(s): Tone Brendlokken

Abstract:

Today, it is around 80 million refugees in the world. Millions of children and young people are living parts of their childhood and youth in refugee camps. This reality has urgent implications for education.

Pupils with a refugee background often have different challenges than other pupils and if schools are to succeed with their assignment, it is necessary that the schools and teachers have competence in refugees and their special situation.

One of the aims of our research- and development project is to obtain more knowledge about refugees and their educational situation, establishing student practices in educational schools for children and youth still living in refugee camps.

The research question for this study is: how can experiences from teaching refugees expand our own understanding in working with pupils with a refugee background in the Norwegian school? The purpose of investigating and discussing this question is to enrich the fundamental thinking in the education of teachers.

The theoretical background is Austrang and Sørensen and their theorization of different learning methods, framed in embodied learning. Dewey, Illeris and Merleau-Ponty see bodily processes as fundamental to learning. Empowerment is described, among other things, as a strategy for power. Key theorists include Arendt and Aksenfeldt which discusses empowerment and how to meet people in a position of powerlessness.

The data in this study is generated from meetings with refugees staying in refugee camps, interviews teachers and social workers working with refugees. In addition, we have used podcasts as secondary sources. The study has a narrative approach, which is well suited to tell the stories of someone who stands outside society. This may be marginalized groups that do not have their voices heard or that do not fit into the existing or prevailing perception of groups in society.

This study shows three findings: 1)embodied learning, 2)proximity and distance, and 3)empowerment. The importance of the bodily experiences in the encounters with the refugees is seen as a necessity to be a professional teacher. To balance between proximity and distance is necessity. As a result of empowerment, students are helped

to find their own challenges and solutions that suit them in the context in which they find themselves.

The findings from this study illuminates the significance for teacher students and teacher educators to have knowledge about refugees in an educational setting. We claim that the study also has aspects that make it relevant for other Nordic countries.

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Network: Multi Cultural Educational Research

Title of paper: Multilingualism and Identity Shift Among Immigrant Students in Iceland

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Abstract:

The purpose of this study was to explore how language knowledge, especially English, affects the self-identities of immigrant students in Iceland. Due to the recent increase in immigration, the numbers of students of immigrant background entering upper-secondary schools in Iceland has increased dramatically. At the same time, we have seen a dramatic change in the presence and role of English in the country. Exposure to English has steadily increased in Iceland, resulting in what can be called a process of Englishisation (Phillipson and Skutnabb-Kangas, 1999). This is characterized by widespread use of English in daily and professional life and is noticeable in various spheres of society: such as mass media, popular culture and entertainment, education, science and research, tourism and the business world.

Semi-structured interviews were used with upper-secondary students and recent graduates of immigrant background (n = 44). The individuals were asked about their language learning and use in order to better understand the interplay between their heritage language, Icelandic and English in their lives.

Results of the research draw attention to the prominence of English in the students' daily lives. Although a third language for many of them, it is the language they frequently use at school, work and in social contexts. Upon arrival in Iceland many students relied on English for communication, and to some extent for learning at school. In addition, many of the students had part-time jobs, often in the service industry, and spoke English with both coworkers and customers. For some of the students, knowing English increased their social status in their interaction with peers. In some cases, students actually leapfrogged the official language, Icelandic, using it only infrequently in comparison with English.

The findings of this qualitative study indicate that multilingualism is an integral part of these students' lives and their self-identities. Knowing a number of languages increases their self-esteem and benefits them in a variety of ways, from building self-confidence to giving them a new outlook on life. Students talked about how their identity shifts between languages, and in some cases they use their languages to 'mask' their identity. They reject the notion of 'national identity' and prefer to be seen as individuals rather than being judged according to origin or heritage language. In

this way they are becoming 'transcultural' and, in the words of Slimbach, "allowing for a chameleon sense of self without losing one's cultural center" (2005).

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Network: Multi Cultural Educational Research

Title of paper: Pedagogy of discomfort in precarious times

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Abstract:

The Covid-19 pandemic has demonstrated the precarious of our humanity, revealing that some of us are more vulnerable than others, depending on social class, ethnicity, race, gender, need for special support and psychological strength. In education, covid -19 has both increased and unveiled inequality, not only in material terms, but also unequal distribution of knowledge, well-being, and care.

This presentation is about Boler's (1999) pedagogy of discomfort, a pedagogy that facilitates critical awareness of inequalities, consisting of pedagogical practices that stimulate discomfort, providing a powerful framework to identify and explain student's discomfort and troubled emotions.

To improve the realization and consciousness of human interconnectedness, social justice, privileges and inequalities, the pedagogy of discomfort is used as a process of self-examination, requiring students to critically engage in their (often unconscious) ideological assumptions and frames of reference that often reproduce inequalities and status quo, even with the best intentions of inclusion and tolerance.

This paper is an examination of a pedagogical exercise conducted in a digital and adult educational MA class, where students take a master's degree as part time study, working parallel as school professionals and pedagogical practitioners. The procedural exercise lasted throughout autumn 2021, with teaching activities using Zoom as digital platform. 35 adult students carried out an exercise in which they were encouraged to write a text about a challenge. This study emphasizes emotions of discomfort with professionals' intercultural challenges in classroom teaching and interaction.

As a starting point, a personal intercultural challenge at work was written down, and students worked with the text individually. Second, students were encouraged to share their texts in pairs. In the third step, student pairs met digitally in breakout rooms to share with each other their understanding and interpretation of each other's text and work challenge. At the end of the semester, 12 students were interviewed about their experiences with the exercise.

A contemplative method is used as didactical tool, consisting of the above-mentioned practice of inner awareness through 'first-person' investigation. By examining

students' experiences with the exercise and the intercultural challenge they wrote about, this study shows how some students came in touch with unpleasant emotions of intercultural challenges in classrooms, with the framework of the pedagogy of discomfort (Zembylas 2017).

Preliminary analysis reveals that students, mainly school professionals with Norwegian and middle-class background, went through an intensive learning process, gaining consciousness about their own social positionality. This new knowledge enhanced a deeper understanding of their working intercultural context, and more consciousness of their interconnection with pupil's diverse backgrounds in a more empathetic and compassionate way (Mills 2021).

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Network: Multi Cultural Educational Research

Title of paper: Integration, separation, silence, and imagination. Minority children's navigation of Christmas preparations in a Norwegian Kindergarten

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Abstract:

What constitutes precarious times? This presentation examines a season many will describe as cozy and warm, but who is also described as characterized by "aggressive inclusivity and seasonal ubiquity" (Klassen & Scheer, 2019, p. 1). While for some, it's a time for belonging, for others it's a time for longing. In this presentation, I will analyze how children with cultural minority background navigates Christmas preparation in a Norwegian kindergarten. The presentation aims to give an empirically based contribution to discussions about diversity in Early Childhood Education, informed by theories of conviviality (Gilroy, 2004) and acculturation (Berry, 1997). Specifically, the presentation investigates different ways children navigate their positions in situations where their family life and the life in early childhood education constitute different cultural contexts.

The analysis is based on ethnographic material collected through 20 days of observation in a Norwegian Kindergarten in the pre-Christmas period of 2019. During fieldwork, the staff arranged numerous activities related to Christmas. On these occasions, staff often invited children to share their experiences from Christmas preparations at home. However, several children were from families who did not celebrate Christmas. I particularly observed their way of navigating the Kindergarten's Christmas preparations.

According to a well-established model by Berry (1997), individuals and groups may apply or be pushed to use different strategies in their process of acculturation. In my observations, I identified four overlapping ways children with minority background navigated differences related to the celebration of Christmas: Integration, separation, silence, and imagination. While Berry's categories of acculturation make a distinction between strategies of separation and integration, I discuss whether the children's way of navigating may be viewed as different expressions for the need to belong. All ways of navigation show that children from an early age are faced with independent acculturation challenges and choices. My study also shows how the context of kindergarten makes it necessary for children with minority background to do such navigation work.

Several studies from Nordic countries shows how staff in kindergarten to a limited degree reflects upon the dominance of majority culture or the risk of marginalizing children and parents from minority backgrounds (For overview, see Giæver, 2020). While the existing research on religion in Nordic early childhood education mainly focuses on the reflections or actions of the staff, I emphasize the children's responses to the Christmas activities, contributing to a more child-centered perspective on consequences of pedagogical contexts.

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Network: Multi Cultural Educational Research

Title of paper: Using Virtual Reality (VR) as a Tool to create Knowledge and Reflection about Race and Racism in Norwegian Teacher Education (NTE). Project in progress.

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Co-author(s): Siri Wieberg Clausen, Inger Mokkelbost Haug

Abstract:

Using Virtual Reality (VR) as a Tool to create Knowledge and Reflection about Race and Racism in Norwegian Teacher Education (NTE).

1. Research question

Our project is part of CERiTE (Critical Examination of Race and Racism in teacher Education), funded by the Norwegian Research Council. We will develop VR scenarios as a didactical tool to engage teacher students and teacher educators in CERiTE themes. The goal is to explore the potential of VR scenarios in teaching and learning about processes of race and racism in educational settings and develop professional strategies to counter them. Our research question is:

How can the systematic use of VR in learning situations influence preservice teachers' awareness of racialization and racism and promote social justice in pedagogical practices?

2 Theoretical framework

Critical Race Theory and Whiteness theory constitutes the core theoretical framework for our understanding and discussion of racism and racialization. Our development of VR scenarios draws mainly on Jeremy Bailenson's understanding of VR and empathy but also Dalgarno and Lee's framework of learning in three-dimensional (3-D) virtual learning environments (VLEs).

3. Methodology/research design

Our work combines developing, testing and analyzing use of VR scenarios in challenging educational situations. Our project has five phases:

1. Developing and testing VR scenarios with an external VR company, FYND.

2. Recruiting and preparing fifteen students and three teacher educators through presentation of project and voluntary recruitment from the five teacher programs at INN.

3. Participants interact with VR scenarios followed by individual reflections and debrief in focus groups.
4. All VR interactions are observed by researchers but also captured video camera and VR screen capture to secure quality of notes taken by researchers. Participants and researchers will debrief experience through semi-structured individual interviews and debrief in focus groups.
5. Analysis of the data gathered through interviews and observations, using CRT and other relevant theories to map potential transformative practices with the use of VR.

4. Results/findings

CERITE's overall goal is to develop languages and methods to increase awareness and stimulate preservice teachers' critical reflection on how e.g. color evasiveness approaches and practices implicit and explicit disadvantage the racialized others. Our findings will contribute to developing VR scenarios that might be used in Teacher education, at INN but also by others.

Relevance to Nordic educational research

Internationally, studies from different educational fields have documented that VR has a high potential for raising awareness and initiate change in intentional as well as unintentional social and relational practices. Our research focus and eventual experiences might potentially be of high relevance for most educational research Nordic countries.

Network: Multi Cultural Educational Research

Title of paper: How does acculturation affect migrant-background youth's aspirations in Finland?

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Abstract:

Research topic/aim: My interest lies in the relationship between acculturation and education. The proposed paper aims to give an insight into the correlation between immigrant-origin youth's aspirations and the acculturation context in Finland. The study will focus on upper secondary education students, and will investigate the relationship between their future plans and the societal fields they experience on a regular basis, particularly the education one. The article aims to answer the following research questions:

Do young people in Finland tend to separate, assimilate or integrate? What does this depend on - ie. Migration generation, age, gender, etc.

How does the acculturation process affect their aspirations?

What happens to young people who may be marginalised?

Theoretical framework: According to Berry's model, acculturation strategies can be categorised into four main groups: assimilation, separation, integration and marginalisation (1980). The host society's policies and attitudes towards multiculturalism may influence migrants' adaptation. In addition, perceived discrimination might also play an important role in shaping individuals' acculturation process by acting as a stressor element and harming their wellbeing.

Methodology/ research design: Qualitative mixed methods combining ethnographic observations and semi-structured interviews will provide an in-depth view of individuals' mechanisms of acculturation in the school context.

Expected results/ findings: The relationship between migrants' acculturation and adaptation to the host society is seen as a dynamic process, whereby individuals are active and exercise their agency. On the other hand, structural elements such as negative attitudes, racism and discrimination might interfere with this.

Young people who retain their ethnic culture while at the same time acquiring elements of the host society are seen as integrated and may benefit from this biculturalism. According to previous studies in Finland, integration may lead to better

adaptation; however, earlier research also showed examples of successful assimilation and separation in the Finnish context.

Relevance to Nordic educational research:

The number of migrants in Finland has been increasing steadily since 2000, and recent statistics suggest that around 8% of the population is of foreign background (Official Statistics of Finland, 2022). This paper aims to provide a psycho-sociological perspective into the relationship between young people's sense of belonging, their vision of themselves as Finnish citizens and their future plans.

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Network: Multi Cultural Educational Research

Title of paper: Minority language students- an area of special educational focus?

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Abstract:

Inclusion of minority language students and how to improve their position in the educational system, is a concern in all the Nordic countries. In Norway, research indicates that students with a minority background are overrepresented in special education. During the pandemic, there has also been established that not only students with special educational needs, but also students with Norwegian language training (særskilt språkopplæring), have had their education reduced (Kunnskapsdepartementet, 2021). Groups of students that we know are vulnerable in an ordinary situation, have been proven to be more vulnerable during these uncertain times.

In Norway there is limited research around minority language students and special educational needs. It is recognized that schools have challenges in adapting the education to the student diversity in general, and specifically to those students that have another linguistic and cultural background than the majority.

The project that I wish to conduct aims to gain insight as to how to improve the conditions of education for students from a minority background and to increase the participation in Norwegian education and society. It aims to increase the competence and understanding of this specific group of students in the educational system and amongst teachers. A preliminary research question for this project is, What competence and practice do Norwegian teachers have towards minority language students who struggle, and what conditions are needed for this group of students to be more successful in school?

The research project lies within three different pedagogical disciplines that of general pedagogy, special pedagogy, and multicultural pedagogy. In Banks' (2009) model of multicultural pedagogy, the complexity of the concept is illustrated in different dimensions that call for an increased awareness in a multicultural school. Special pedagogy and multicultural pedagogy are both focused on the inclusion of marginalised groups into society and developing an including pedagogy in kindergartens and schools (Børhaug & Reindal, 2016). I am interested in the intersection between these disciplines where students with a minority background

meet various challenges in schools and where special pedagogical competence might be required.

The preliminary research methodology will be a case study between schools that are similar in their demographics, but which differ in their need of special pedagogical help. The project is expected to find factors contributing to successful practices towards minority language students and that perspectives from several pedagogical disciplines have an influence on these practices. A possible scenario could be that a greater degree of collaboration between different disciplines would benefit the students diversity in classes and schools generally.

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Network: Multi Cultural Educational Research

Title of paper: Teachers who create learning spaces for everyone in multicultural student groups

First author/Presenter: Jóhanna Karlsdóttir

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Abstract:

In times of great migration between countries, there is a great need to know more about how teachers in primary schools respond to teaching and learning in multicultural student groups.

The aim of the study was to examine and define how responsive teachers respond to diverse groups of students. The study examines the teaching methods of teachers in six primary schools in Iceland, which apply a variety of teaching and learning methods to meet the needs of all students. The research question is: What characterizes the organization of teaching and learning for teachers who create learning space for everyone in multicultural education?

Human rights, respect and diversity are components that characterises teaching practices that build on multicultural and inclusive education (UNESCO, 2008). Responsive teachers apply a variety of teaching methods in education for all, where students are given suitable subjects, based on their interest and abilities (Guðjónsdóttir, Óskarsdóttir and Karlsdóttir, 2019).

In the study, qualitative research methods were used because they were suitable since the goal was to try to understand a certain issue from the perspective of the participants instead of assessing and judging reality and creating universal principles.

The study was conducted by one researcher from the School of Education at the University of Iceland. Six primary schools were selected all in municipalities that have welcomed refugees and people in search of international protection. The school offices were contacted for participation, approval and to identify teachers willing to participate in the study. Participants were 41 teachers selected in municipalities that have received refugees in recent years.

Data were collected through on-site observations and semi-open interviews. Emphasis was placed on collecting data on the experiences and methods of teachers. Data collection took place in the spring and autumn 2021. Processing of the data from the field observations was done immediately. A questionnaire framework was created, but the interviews were also developed based on each

participant. The interviews were all recorded and transcribed. Data was analysed through thematic analyses.

Preliminary indicate that teachers are both creative and responsive. As an example they place a strong emphasis on the visual aspect of teaching and learning so that students understand and remember the subjects and concepts related to them. They do this with an increased emphasis on practical teaching and a variety of subjects. It is also stated that teachers who participated in the study place increased emphasis on student cooperation and communication.

The results will be useful to teachers and schools to work on school development and the organization of teaching and learning with the interests of all students in mind, especially students who have had a challenging experience, Icelandic as a second language and multicultural background.

This study is relevant to the Nordic countries because they are all dealing with more diverse learners in all aspects, and still learning how to respond to these changes and developments. Especially is this relevant to teacher education as new teachers need to be prepared for more diverse students in more aspects.

Network: Multi Cultural Educational Research

Title of paper: Introduction classes - multicultural adaptive education and inclusion?

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Co-author(s): Sara Brøvig Østby

Abstract:

An increasing group of pupils within the education system are those who have newly arrived in the country, very little research has been carried out regarding how schools, as an inclusive environment, are adapted for this group (Dewilde & Kulbrandstad, 2016). Norway is becoming a more multicultural/ multilingual society and with this comes an added challenge for all teachers who have to provide an education for all within the confines of the education system. International research has indicated that there is a disproportionate representation of pupils from culturally and linguistically diverse populations who require special educational support (Umasky et.al., 2017). In principle these pupils do not in fact require special educational support, but they often need a special adaption of the curriculum later in their schooling. There are different types of provision for these newly arrived pupils, one of these is to offer pupils 1-2 years in an introductory classroom (IC), where they receive a grounding in Norwegian as a second language and an introduction to Norwegian culture. These pupils are taught by specialized teachers until they are deemed to have a 'sufficient proficiency' in the Norwegian language to handle teaching in mainstream classes.

The aim of our project is to look at the practices in these ICs and schools, at an organizational level. As alluded to in Deilottes report 2020, where they call for "an establishing of systems to facilitate the sharing of competence related to the teaching of minority language pupils internally in the individual schools" (p.7).

Our research questions are:

'What are the advantages and possibilities of being part of an introductory school?'

'In which way is the professional knowledge gained in these introductory classrooms used at the level of the whole school?'

These teachers have a lot of experience adapting the curriculum within linguistically diverse classrooms, which could be transferred via internal professional development to other teachers within the same schools. We wish to investigate the attitudes, experiences, and thoughts of both the leaders and teachers in these schools with an IC.

Theoretically we wish to use a resource orientated approach to cultural diversity within a school setting by using Hauge's model which illustrates the resource

orientated approach against the problem orientated approach to a multicultural school (Hauge, 2014). The new teaching plans, LK20, have also an emphasis upon this 'resource' perspective and how this should be applied to this group of pupils.

We wish to interview teachers both in the ICs and in the school, along with the leaders. To gain insight into their experiences and thoughts about the possibilities this type of organisation can offer to increase professional development for all the staff within the school.

This research will also hopefully give us insight into the variety of organizational possibilities of both multicultural and adaptive education, in a Nordic context.

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Network: Multi Cultural Educational Research

Title of paper: Mapping the social and academic hierarchies in an ethnically and economically diverse school in urban Iceland

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Abstract:

Inclusive education in Iceland has outgrown the traditional focus on students with special needs to one that also emphasizes social justice by ensuring social and academic well-being for every student, a naturally compatible perspective with the country's long-time priority on public education and common Nordic values. At the same time, student diversity is increasing in the historically homogenous nation. This has become more pressing partly due to escalating globalization and immigration patterns in the last decades. Using ethnographic research methods, we examine the power structures constructed through social, cultural, and academic relationships occurring in the everyday experiences of students in mixed learning settings, which will provide insight into how inclusive education practices can be more responsive to inclusive education policy. Because the school space comprises multiple and overlapping sources of social inequalities, this study utilizes an intersectional approach to broaden Bourdieu's work regarding social space, habitus, and class to include gender and ethnicity and perceived academic abilities. Applying an intersectional lens to overlapping social constructions allows us to address how multiple domains of power, advantage, and identities are carried out in what appears to be a functioning inclusive educational setting. The school chosen is one of the most ethnically and economically diverse in the capital city. Our rich multi-layered data includes ethnographic fieldwork that yielded 91 hours of participant observations throughout the course of one school year with this group of 38 students and their teachers, sociograms from students' surveys, and in-depth interviews with 13 teachers and 7 parents. We first constructed sociograms, or visual representations, of the students' social relationships based on who they admired as social friends and as academic peers, an effective tool to discuss hierarchical structures and power dynamics of a defined social space. Interviews from teachers and parents provided narrative accounts and direct information on how students' differences are perceived to advantage or disadvantage their place in the school. The students appear to benefit from a 'good ethnic mix', as described by the most active parents, White middle-class, who hope that the diversity of the group teaches their children to be more "open-minded." Re/constructions of social class was observed across all data but especially via interviews with parents. The most socially popular students were both of immigrant background, a component of the low stratification found among social groupings, where immigrant and native student friendships were more

equalized. However, there was steep stratification among the academic achievers which was dominated by three White middle-class students. Interviews with teachers indicate a propensity towards a “lower-order thinking” approach to inclusivity that allow normative white middle-class discourse to dominate the narrative. Despite achieving a good mix or visible diversity there remains the risk of covert dismissal of non-dominant cultures, or promotion of integration rather than inclusion. We argue that the social space and pro-inclusive environment of this diverse classroom does indeed contribute to social inclusion, but has limited impact on academic inclusion, where there remains concern for increasing segregation as long as systematic inequalities are not confronted and invalidated.

Network: Multi Cultural Educational Research

Title of paper: Inclusive society, exclusive schools: Migrant parents' positions and participation within Icelandic schools

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Abstract:

Icelandic schools, much like other educational institutions, are impacted by global processes such as increased cultural diversity and marketized ideologies that emphasize individual responsibility and parent involvement. Although the education system in Iceland is considered comparatively inclusive, with less disaggregating trends in terms of social class, disabilities, and special needs than other Nordic and European countries, this study explores how migrant parents experience their positions and participation within the context of Icelandic schools. Previous Icelandic studies point towards lack of communication between migrant parents and teachers, but the inherent partiality of parent involvement has not been analyzed critically, particularly when inclusion in Icelandic schools is normatively perceived and reconstructed within the space of schools. We aim to build on a critical understanding of parent involvement and education as spaces of power and citizenry formation, where participation and belonging is determined by dominant actors such as native Icelandic teachers and parents. Fourteen immigrant and refugee parents were interviewed about their positions and challenges with regards to their children's education. We included parents with a range of socio-cultural and educational backgrounds, as well as length of residence in the country, to investigate how those factors may influence their level of involvement. Our findings indicate that migrant parents, regardless of economic or educational background, do experience marginalization or exclusion within Icelandic schools, based on a perceived lack of specific knowledge or experiences. Some parents felt immediately excluded while others had tried for years to become involved without success. Even parents who possessed the "right type" of educational capital, considered important to generate resources within the field of education, and adhered to "ideal" parent practices, for example by paying close attention to their children's homework, attending meetings, and engaging with teachers, also felt excluded due to their knowledge or ideas being less valued than others. Parents described this internal exclusion in the school space in contrast with finding inclusion and belonging in other social spaces and places, either at the workplace, amongst friends or in their neighborhoods. This reflects how the school is perceived as a static place, where normative ideals about parent

involvement and inclusion strengthen the notion of insiders and outsiders, in stark contrast to the global goal of inclusive education based on global citizenship and cultural diversity. Furthermore, while all the parents in the study prioritized their children's education for different reasons, many chose not to engage according to normative standards of parent involvement, instead giving recognition to the plurality of experiences and identities in the school space. In order to work towards global citizenry within national education systems, we argue that involvement and inclusion must be approached from a decentered and transformative perspective, where the uniqueness of every person, idea and experience is considered valid and important for the continuous making of a shared school community.

Network: Multi Cultural Educational Research

Title of paper: Teacher perspectives on collaboration with newly arrived migrant parents

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Co-author(s):

Abstract:

Teacher perspectives on collaboration with newly arrived migrant parents

Parents' knowledge of the child and their involvement in education are recognized as important for the child's learning. At the same time, it is emphasized that it is the responsibility of the school and the teachers to ensure that collaboration takes place and that

the parents gain influence. Teachers often feel unprepared and insecure when confronted with students from different cultural and linguistic backgrounds (Nilsson & Axelsson, 2013). In this paper, I report from an ongoing PhD project on newly arrived families. The purpose of

the paper is to explore how a group of teachers reflects on their meetings with newly arrived migrant parents, and how they have experienced their needs and expectations.

The teachers' experiences and reflections are discussed in light of the overall aim of creating equal arenas of home-school collaboration, leaning on Haug's (2003) dimensions of inclusion and teacher's professional identities. My research lies in the crossroads of these research traditions.

Based on interview data, the paper investigates prominent perspectives on home-school cooperation. A preliminary analysis of interviews with 16 teachers working in the same municipality is presented. The teachers represent the entire educational system, from kindergarten to adult education. The project is inspired by participatory research by inviting

the teachers to participate through several faces of the analysis, from reading the transcriptions to discussing preliminary findings in focus groups.

The preliminary analysis shows that all the teachers use a variant of the word "gratitude" when they describe what they experience as the newly arrived migrant parents' expectations to the school and the teachers. None of the teachers have met parents who make demands or

question whether their children`s rights to learning and education are fulfilled. This supports Olivos` (2020) findings on how the concept of “parental satisfaction» silenced Latinx parents’ voices (concerns, opinions, input, etc.) in US schools. The teachers see this in great contrast to the majority parents, who very quickly make demands about what their child is entitled to. As one teacher comments: “I wish they were not so humble ... that they would say: this is what I

really wish I hope you do this for my child”. Based on these results, this paper discusses who are most suited to follow up the interests of newly arrived children.

The relevance to Nordic educational research is the thematic focus on home – school cooperation, newly arrived migrant students and teachers’ roles and responsibilities.

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NETWORK 15

LITERACY RESEARCH NETWORK

Network: Literacy Research Network

Title of paper: Academic writing workshop-ing in hybrid learning spaces to support students' thesis writing

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Abstract:

Previous research has shown that students experience challenges with thesis writing in terms of procedural and technical aspects as well as emotional aspects, suggesting that students need support in their writing processes. The need for support can be even higher when students are away from the campus, because the solitary aspect of thesis writing can increase. These issues became even more prominent due to how the Covid-19 pandemic moved teaching online and affected teaching practices worldwide.

This study built on a participatory action research project that developed academic writing workshops to support bachelor's and master's students' thesis writing processes. In the spring of 2020, several aspects of the workshops became altered when the Covid-19 pandemic moved the workshops into hybrid learning spaces (e.g., Zoom, Padlet, and Moodle), blurring the boundaries between individual/collaborative efforts and synchronous/asynchronous communication. Consequently, this study addressed the fourth and fifth research cycles in the project (2020–2021) to explore how academic writing workshop-ing in hybrid learning spaces can support students' thesis writing processes. Academic writing workshop-ing recognizes the workshops as an enacted practice and doings with students and tutors in social and material realities (Jusslin & Widlund, 2021), whereas hybrid learning spaces cut across digital and physical spaces, dissolving dichotomies of synchronous/asynchronous communication and individual/collaborative efforts (Nørgård, 2021). The writing workshops were arranged in Zoom and have been offered as university courses for students in different disciplines (mostly educational, social, and health sciences). Course participation was voluntary, and 77 students gave informed consent to participate in this study.

Theoretically, the study was inspired by a Deleuzo-Guattarian approach to analyze the students' desirings when participating in the workshops. Desire is about production and not the lack of something; it happens through forces, intensities, and actions that are actively becoming (Deleuze, 1995; Deleuze & Guattari, 1987/2013). A rhizoanalysis produced several hybrid thresholds with multiple, (un)predictable potentialities in the hybrid learning spaces. The hybrid thresholds encompassed sharing screens... and thesis writing through sharing texts-and-screens; on/off with the camera... and personal relationships; with the padlets... and rhizomatic

questions-with(out)-answers; in the chat and breakout rooms... and individual and peer support; and on Moodle... and availability in-workshop and outside-workshop. The hybrid workshop-ing counteracted the solitariness of thesis writing when being away from campus and provided a collaborative close-ness to the texts in-becoming, demonstrating how hybrid learning spaces can be effective in supporting students' thesis writing processes.

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Network: Literacy Research Network

Title of paper: Digital tools as a pedagogical way of working in Norwegian kindergartens.

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Abstract:

Digital tools as a pedagogical way of working in Norwegian kindergartens.

Digital competence has become a prerequisite for participating in various forms of learning and education, and for participating actively in society and working life. This has been noted by the European Union, which in 2016 launched “digital competence” as a necessary “21st century skill.” The importance of developing digital competence has also been highlighted in the official Norwegian kindergarten curriculum (called framework plans), which states that it is mandatory for kindergartens to use digital tools as a working method in their pedagogical work with children (Norwegian Directorate for Education and Training, 2017). Little is known, however, about how kindergarten teachers implement and understand the use of digital tools.

The purpose of this study was to contribute to increase knowledge in this area, with the following research questions guiding our work: What characterizes the digital practice in the kindergarten, and how do the participants themselves perceive their own practice?

Participants for this study were 12 teachers, and 5 managers at 4 kindergartens. We employed a purposeful sampling strategy to recruit participants. Based on our extensive network, we approached kindergartens that were known to work with digital tools in their educational work with the children.

Data consists of 17 interviews, of which 12 were with teachers and 5 with managers. Participants were asked to describe and reflect on the work they do with the children, how they collaborate with the parents, how they motivate their colleagues and why they choose to focus on digital tools in kindergarten.

The preliminary analyses showed that participants highlighted the importance of key people as driving forces to implement working with digital tools in a pedagogical context, the management’s role to structure and facilitate work with digital tools, the need for competence and security in the staff group and the need for opportunities for an exploratory approach to learning and wonder for the children. The preliminary analyses further indicated that digital tools added a new dimension to the work with early literacy, where children were perceived to be more linguistically active and creative participants in a literacy culture. The findings also showed that the children in

these kindergartens participated in meaningful text events or “literacy events” where they were creative producers of multimodal texts (Smidt, 2013). Digital tools are also highlighted as a tool to include all children in the community and support the work of leveling out differences in society.

In the presentation, we will outline the investigation and its findings as well as implications and need for future research.

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Network: Literacy Research Network

Title of paper: To experience and represent the world through photography

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Co-author(s):

Abstract:

What is power? How can liberty be portrayed? What and why would you like to change in the classroom? How does it feel to be photographed? What is going on in this photograph?

The digitization of society has made a range of different modes more accessible for meaning making and has had a major impact on how we communicate and learn (Erixon (Ed.), 2014; Jewitt (Ed.), 2016; Kress & Selander, 2017; Kress, & van Leeuwen, 2021). But while young people today gain a lot of their experiences in multimodal environments, schools provide learning environments dominated by verbal modes (Kress, 2000:159).

In Sweden, a lot of schools provide their students with computers or tablets as resources, showing the impact of digitization in society today. The technical devices are used for writing, searching information and to some extent making presentations (SOU 2014:13), but the new possibilities for using different modes as tools for meaning making are poorly explored (Erixon (Ed.), 2014). And in situations where pupils represent their understanding using other modes, for example visually or audibly in a multimodal text, teachers assess only the oral or written parts (Godhe, 2014; Åkerfeldt, 2014; Hernwall m fl 2016; Borgfelt, 2017).

With my phd project I want to contribute to a deeper understanding of how different modes can be used as tools for meaning making and learning, in order to widen the possibilities for teachers to let their pupils use multimodal experiences and computers/tablets as resources in school. The aim of the study is to explore how pupils make meaning and learn when they experience and represent the world through one of the new possibilities: photography.

As 'the photographic mode' has mainly been shaped outside a school context and not used as a tool for meaning making and assessment in schools, I have chosen to work closely with a group of teachers and their 10-year-old pupils in an EDR-inspired study. The study has a multimodal and social semiotic perspective. Video documentation of lessons is an important material category together with the children's photographs.

At NERA I will use the preliminary results to describe how the pupils use different resources in their meaning making when they photograph and interact around each other's photographs. I will also explore the potential for meaning making and learning focusing on the high degree of involvement and interaction between the children, especially when they edit their photographs.

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Network: Literacy Research Network

Title of paper: Deconstructing literacy in the Norwegian context: Moving towards the pedagogy of multiliteracies

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Abstract:

As a result of globalization and digitalization, there has been a call for a broader understanding of literacy and an extension of literacy pedagogy beyond the traditional language skill-based approaches (e.g., NLG, 1996, 2014). Motivated by the recent change of the Norwegian National curriculum from the older (LK06) to the latest version (LK20) (Norwegian Directorate of Education and Training, 2020), this study aims to examine the contextualization of literacy and the differences in the two English subject curricula and to investigate an English subject teacher's beliefs about literacy and her literacy practices in the classroom. The theoretical background comprises three domains: the four conceptual perspectives of literacy proposed by the UNESCO (2006), the framework of the multiliteracies pedagogy (NLG, 1996; Cope & Kalantzis, 2009), and previous studies conducted in the Norwegian context (e.g., Blikstad-Balas, 2016; Gundem, Karseth, & Sivesind, 2003). The study employs a qualitative methodology with data consisting of the two English subject curricula (LK06 and LK20), classroom observations, and a semi-structured teacher interview. A content analysis revealed three main findings. First, there is a conceptual shift from a traditional skills-based view of literacy in LK06 towards a much broader understanding of literacy in LK20. This movement exhibits the trend towards interpreting literacy in a wider sense in order to address new literacy needs shaped by globalization and digitalization. Second, the participating teacher's literacy practices display, to a considerable extent, characteristics of the pedagogy of multiliteracies, although challenges become visible in critical and transformative practices. Further, the teacher's perceptions of literacy as abilities to communicate reinforce her literacy practices of utilizing multimodal texts. In an era that calls for new literacy pedagogies to address the influence of technology and diversity on literacy teaching and learning, these main findings provide support for the employment of the transformative literacy-focused approach: the pedagogy of multiliteracies.

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Network: Literacy Research Network

Title of paper: Learning from the Covid-19 pandemic: What is the role of digital resources and multimodal literacy in virtual teaching?

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Abstract:

Research topic/aim

The Covid-19 pandemic has entailed challenges as well as opportunities for education in Sweden. During the spring of 2020, teachers in Swedish upper secondary schools had less than a week to make the change from face-to-face to virtual teaching. In December 2020, they once again had to switch to virtual teaching. For teachers and pupils, these changes in teaching modality involved new uses of digital resources. The purpose of this study is therefore to highlight Swedish upper secondary school teachers' practices and perspectives on modifying their teaching with respect to the use of digital resources and multimodal literacy in the virtual classroom.

Theoretical framework

This study takes a multimodal approach to learning as its theoretical point of departure. Based on the notion of multimodal literacy (Jewitt & Kress, 2003), the study analyses how digital resources in a range of modes contribute to the shaping of knowledge and what it means to be a teacher in the virtual classroom. In accordance with Jewitt and Kress (2003), four aspects for representing meaning are considered: materiality, framing, design, and production.

Methodology/research design

Data for the study were collected in 2020-2021. The analysis is based on 19 video-recorded interviews with three focus groups involving a total of 13 teachers, as well as audio-recorded observations of 16 lessons in virtual classrooms involving three different classes. The focus group constellations being based on teachers being from three different schools.

Expected results/findings

The results indicate that all teachers in the three focus groups emphasise the importance of the written text in the virtual classroom, while in the traditional classroom, written texts function more as a form of support. Access to digital pedagogical resources has been uneven among the three groups. Focus group 1 has

limited access to digital resources and believes that the digital resources have functions as a storage place for making documents available and checking data on a platform. Focus group 2 has access to extensive digital resources and describes that this enables individualisations in the digital classroom. Focus group 3 has gained access to digital breakout rooms and argues that these were a pedagogical and didactic breakthrough for virtual teaching. The digital breakout rooms contribute to support learning in interaction between the participants in the multimodal literacy practice.

Relevance to Nordic educational research

In Nordic countries, there is ample research on literacy studies in digitally rich environments. This study can contribute with a broader picture of how digital literacies are situated in ordinary and naturally occurring virtual classrooms. Due to the Covid-19 pandemic, teachers have been faced with new challenges for instruction and teaching virtually. This study thus provides additional insights into the important role of focusing on pedagogical and didactical ways of involving teachers and pupils in the use of multimodal literacy and digital resources.

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Network: Literacy Research Network

Title of paper: Pre-pandemic and pandemic language and literacy education of adult migrants with little or no first language schooling: What do in-service teachers in Finland think about the role of technology?

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Abstract:

Adult migrants with limited or interrupted educational backgrounds, also referred to as LESLLA learners (see www.leslla.org), are at the heart of the current study, examining adult late literacy education in their second language Finnish. The international LESLLA research community has contributed to a growing body of international research on literacy education and second language learning of immigrant and refugee-background adults and adolescents with little or no first language schooling. Similarly, an emerging research tradition focusing on second language literacy practices of adults and adolescents in the Nordic countries is particularly welcome news (Dewilde, 2022; Eilola & Lilja, 2021; Wedin & Norlund Shaswar, 2021) as Nordic countries have traditionally been highly literate societies but are due to humanitarian crises and displacement encountering a population of adult and adolescent learners with a diverging educational background.

My current study focuses on the role of technology in adult second language and literacy training and is particularly interested in digital literacy support with serious games (Malessa, 2021). This exploratory study's objectives include the investigation of LESLLA teachers' views and experiences of technology-enhanced learning expressed and aims to provide an insight into LESLLA teachers' beliefs as well as an account of the current practice, problems, and potential of technology-enhanced learning in adult basic education in Finland.

This paper presents qualitative findings of a mixed data set consisting of a) teachers' pre-pandemic written responses to an online questionnaire conducted in late 2019 and b) interviews conducted with in-service teachers in late 2020, during the first pandemic autumn. Preliminary findings indicate that existing problems were aggravated by the onset of the unprecedented health crisis that also led to a significant modification of this study's initial research design. Further challenges and solutions regarding e.g., devices, accessibility, digital skill needs, and necessities are voiced.

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Network: Literacy Research Network

Title of paper: The Complex Relationship between Teachers' Instructional Practices and Students' Reading Activities

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Abstract:

During the past decade we have seen a clear trend of decreasing amounts of leisure-time as well as school-related reading among adolescents, in Sweden (Statens medieråd, 2021; Vinterek et al., 2020) and in other parts of the western world (Clark & Travainen-Goff, 2020; Twenge et al., 2018). From previous studies we also know that, whereas students' leisure-time reading is mainly driven by their intrinsic or autonomous motivation (Cox & Guthrie, 2001; Troyer et al., 2018; Wigfield & Guthrie, 1997), their school-related reading amount is dependent on more external, instruction-related factors such as scheduled reading time and access to a wider selection of texts (Ivey & Broddus, 2001), factors which, in turn, have the potential to increase students' more autonomous motivation as they develop a stronger reading self-concept (Tegmark et al., 2022).

However, what types of reading activities that actually take place in Swedish compulsory school and how they relate to different types of instructional practices are still largely unexplored areas of research. Hence, the main objective of the present study is to better understand the relation between teachers' instructional practice and students' reading activities. Is it possible to find patterns in teachers' instructional practice that can help us understand why more reading is done in some classrooms compared to others? The goal is not to find the best instructional practice that makes students read the most, but to identify common denominators (instruction related factors) among those teachers who manage to make their students read more than one whole page of connected text per class. Similarly, we seek to find out what characterizes those instructional practices where students do not read at all. What do the students do to learn instead of reading, and what is it in the teacher's instructional practice that seems to be missing in order for reading of connected text to take place?

The study is theoretically framed by Self-determination theory (SDT; Ryan & Deci, 2020) and its differentiation between different types of autonomous (self-determined) and controlled motivation, which, in turn, are dependent on the degree to which the social environment (such as the classroom) manages to fulfill the basic psychological needs of competence, relatedness, and autonomy.

The study is conducted through a mixed-methods design including large-scale classroom observations in Grades 6 and 9 (59 lessons, 14 schools), which have been analyzed both qualitatively and quantitatively. Our results suggest that even though the relationship between teachers' instructional practice and students' reading activities is complex and context dependent, it is possible to identify certain key features that cannot be ignored if the current trend of decreased school reading is to be turned around. The results are discussed in relation to recent developments in both policy and practice in the Nordic countries.

Network: Literacy Research Network

Title of paper: Text based instruction in Language Art and Social Science

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Abstract:

Currently, there is an international emphasis on literacy which UNESCO claim to be at the heart of basic education. Consequently, national governments in many countries, including Iceland, have made literacy initiatives at the heart of their education policy and curriculum development processes. According to the Icelandic National curriculum the main objective of literacy is “for pupils to become active participants in transforming and rewriting the world by creating their own meaning and responding in a personal and creative manner to what they read with the aid of the media and technology that is available” (p.17).

The aim of this study is to shed light on the use of texts in Language Arts (LA) and Social Science (SO) lessons in Icelandic lower secondary schools as sources of literacy education. The main research questions include what kind of texts 8th graders read and write, what teaching methods are used and how likely are they to enhance students’ comprehension and oral expression. The study is conducted in association with the QUINT (Center for Quality in Nordic Teaching) centre of excellence. <https://www.uv.uio.no/quint/english/>

The analyses involves both categorisation of the type of texts and teaching methods used in the lessons. It is based on video recordings in Icelandic 8th grade classrooms in LA and SO. Four consecutive lessons in each subject were recorded in nine/ten schools, a total of 40 lessons in LA and 36 in SO). The video recordings were coded by the PLATO observation protocol (Grossman, 2019) in 15 minutes segments. In this paper only segments that involve student use of texts, including reading, oral expression or production of text, are analysed. In LA this involved 46 out of 103 segments and in SO 53 segments out of 78.

Preliminary results indicate that mainly three types of text were used, literary texts, educational texts (e.g. in textbooks) and media texts (on paper or online). Most often the teaching methods and students’ tasks did not require them to engage deeply in the comprehension of the texts. There were, however, interesting exceptions that are introduced in the presentation. This study is relevant for teachers in all Nordic countries as the results will draw their attention to this aspect of their practice.

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Network: Literacy Research Network

Title of paper: Norse gods on Instagram

- Imitating social media as a method for practicing critical literacy

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Abstract:

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Norse gods on Instagram

- Imitating social media as a method for practicing critical literacy

In this paper, we will present findings from an analysis of 31 multimodal texts made by lower secondary school students in Norway. We will explore how the students reproduce practices and meaning potentials from social media, and discuss how this could be used in the classroom to improve their critical literacy.

The study is part of the Norwegian research project, Critical Literacy in a Digital and Global Textual World (www.usn.no/critlit). The CritLit project is an intervention study where teaching methods for critical literacy in lower secondary school are explored.

The research question for this study is Which types of identity are constructed and which discourses are reproduced in student's redesign of texts from social media? The aim of the study is to explore how the redesigning of texts from social media can contribute to enhancing critical literacy among young students.

The research draws on theories from Critical Literacy and Social Semiotics (Janks, 2010; Janks et al., 2014; van Leeuwen, 2021). In our digital world, the competence of understanding how texts are constructed and how they affect us, is crucial (Mills, 2015). One approach to practicing this competence is the method of redesign, which consists of letting students make their own version of existing texts. This allows students to become aware of how texts are designed to affect the reader (Janks, 2010, s. 183). In this study, a method that resembles the method of redesign, is presented. It was developed by teachers that participate in the CritLit project. The teachers gave their students the assignment to imagine how gods from Norse mythology would represent themselves on the social media platform Instagram. What

was redesigned in this case, was in other words not existing texts, but rather a format or a genre of text.

The students' texts are imitating Instagram posts, where gods such as Thor and Odin are representing themselves through verbal and visual resources. The findings show that practices and meaning potentials from social media, are reproduced in the student's texts. The types of identities that are constructed and the discourses that are reproduced, show that the students are familiar with practices that take place in social media.

The study is of relevance to Nordic educational research because it addresses the need for critical approaches to a genre of text that youths often are presented to. It suggests a method for teaching students to think critically concerning social media, and to become more aware of the way that they are representing themselves.

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Network: Literacy Research Network

Title of paper: The development of Icelandic children's letter-knowledge between ages four and six

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Abstract:

Letter-knowledge is an important foundation skill for children's literacy development and preschool children's letter-knowledge has been found to predict reading performance in the first years of schooling. Formal reading instruction begins at different ages in different countries. In the UK and USA, the starting age is around age four while in many European countries, including Iceland, formal reading instruction starts in first grade, at age six. However, children do not only learn letters in school, they also learn about letters from their parents and in their daily life.

The aim of this study was to explore the development of Icelandic children's letter-knowledge. The main research questions were the following: How does children's letter knowledge develop between ages four and six? Do they learn some letters before others? Is Icelandic children's letter-knowledge influenced by parents' SES, literacy environment in their homes and/or by their language skills? Do children who still know few letters at the end of first grade have common characteristics in terms of SES, home literacy environment or language skills?

144 children were followed up for three years from age four. Letter-knowledge and language skills were assessed every year. At age four, the language skills assessed included vocabulary, grammar and phonological awareness. Information about families' SES and the children's home literacy environment was obtained with a questionnaire answered by the parents at the beginning of the study.

Results confirm that Icelandic children's letter-knowledge develops well before formal schooling. At age four, the children knew on average 12 letter names out of 28, and 20 letters at age five. At ages four and five, the three letters most children knew were also the most common first letter in the names of their family members. At the end of first grade, most of the children knew all or almost all letter names and the corresponding sounds.

Letter-knowledge significantly correlated with parents' education, and family income. Furthermore, it significantly correlated with measures of children's phonological awareness, vocabulary and grammar. As for the children's home literacy

environment, results showed that most Icelandic homes are rich in children's books and over 90% of parents read to their children more than twice a week. Interestingly, children's letter knowledge significantly correlated with the frequency with which parents reported drawing their attention to letters and print during shared book reading at home.

Most children who knew few letters at ages four and five had caught up with their peers by the end of first grade. Those who still knew the sounds of fewer than 20 letters at age six came from lower socioeconomic backgrounds and scored significantly lower on all language measures than did children who knew 20 or more letters.

These results confirm that although there is no formal letter instruction in Icelandic preschools, children develop their letter-knowledge through daily routines and informal instruction in their homes and in preschool. The results indicate that children who have not mastered letter knowledge at the age of six need support in language development as well as in letter-knowledge.

Network: Literacy Research Network

Title of paper: Female Students' Experiences of Reading Literature in Upper Secondary School – in the Search of Radical Aesthetics

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Abstract:

Literature has often played the role of instigator, mediator, and mirror for discussions on pressing issues in society. Many researchers in Literary Didactics have emphasized the democratic potential of literature reading in and out of school (Author 1, 2019; Author 2, 2005; Alkenstrand, 2016; Thavenius, 2003). Still, there is a need for more empirically informed scientific knowledge about the conditions for students' identity formation and agency when reading literature, as well as on the students' engagement with critically informed dialogue where concerns of the current state of the world and awareness of power structures in society might be addressed.

Our aim with the paper is to investigate, from a female students' perspective, in what ways literature reading can be realized in literary encounters in line with the principles of radical aesthetics (RA) (Thavenius, 2003) as a way for students to reason, problematize, and reflect on pressing topics. The study's empirical material consists of a group interview with four eighteen-year-old female students from a Swedish upper secondary school selected because they have chosen Literature as an extra-curricular subject. The results show that the students experience their literature education as being managed, controlled, and even restrained. These students do comply with educational expectations, and they do well in school. The students experience that they are seldom invited into more overarching discussions about the literature they read in school or about the choices of books; they express frustration over the fact that they are not allowed to discuss burning societal issues in relation to the literature they read at school. Finally, these results are discussed in relation to the complexity involved in literature teaching, for instance institutional factors as curricula demands and teaching traditions, as well as in relation to the possibilities for change that the students' wishes for engagement and agency hold.

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Network: Literacy Research Network

Title of paper: Writing in the Covid context

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Abstract:

In this paper we explore how changes due to the Covid-pandemic affected writing practices in Upper secondary Swedish L1 and L2-education, in Sweden. The aim is to investigate how teachers and pupils in the school subjects Swedish and Swedish as a second language handle the role of writing for learning and communication in the online and extended classroom. Questions asked are: What writing practices emerge in the shift to online teaching? How does the writing practices change?

This study is threaded through with an essentially sociocultural perspective and a specific interest in literacy practices associated with larger contemporary changes due to electronic digital technologies (Lankshear & Knobel, 2011). The concept of text is also central. From a social semiotic perspective, text is a meaning making expression regardless of mode: in writing, orally or figuratively (Halliday 2014). For this paper, data are twofold: daily teacher logs and pupils' logs. In total, 4 teachers and 5 pupils participated, generating 149 daily teacher log entries, and 37 pupil log entries. The data was analyzed using thematic analysis (Braun & Clarke, 2006) and discourse analysis to capture themes, opinions, and reflections.

A preliminary analysis of the data indicates that shifting into online classrooms resulted in major changes. The lesson content mostly followed teachers' previous plans, but the practices changed. The pupils report that they use their time with more flexibility. Teachers report how they changed assessment from oral to written, and from classroom exams to home exams. Teachers also express a feeling of insufficiency in not being able to interact with their students, and not being able to scaffold their writing. Hence, in the distance-based writing education, the dynamic scaffolding is replaced by a more static support – teaching becoming more monologic than dialogic. The study is relevant in a Nordic context exploring writing in a new (online) school context where possibilities for change and transformation need to be discussed continuously.

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Key words: writing, secondary school, Swedish L1 and L2, online classroom

Network: Literacy Research Network

Title of paper: Involving patients in learning practices on pain management in telehealth

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Abstract:

Across the developed world, including the Nordic countries, health policies encourage patients to take greater responsibility for their healthcare (Armstrong 2014). Patient participation involves being engaged in the planning of care and exchanging knowledge, setting own goals and carrying out self-management activities. As for digital health technologies, they also increasingly reconstitute patients as rational and reflexive agents that weigh up available knowledge, make choices about their healthcare needs, and competently engage in the digital management of their health (Lupton 2014). However, patients may find themselves in a precarious situation with the responsibilities delegated to them.

In this paper, we focus on how patients learn new practices of understanding and handling a mobile application (app) for pain management. The app offers surgical patients opportunities to participate in the production of pain-related knowledge post-surgery. With the app, they are asked to report e.g. pain intensity, pain location, pain quality, and pain's impacts on daily life directly into the e-health platform of the hospitals.

Based on the writings of Kemmis et al (2013), we understand learning as a process of initiation into new practices, that are related to other practices in 'practice ecologies'. These practice ecologies enable or constrain what happens in practices of learning. In the project, we conduct observation of the formal teaching sessions pre-surgery at hospitals, where patients learn to manage the app - or in Kemmis' terms are being 'stirred into practice'. More precisely, we focus on the way in which various patients position and locate themselves in relation to other patients and to the healthcare professionals in patterns of doings, sayings and relatings and how 'practice architectures' support and provide resources for these practices. This is followed by interviews with the patients one-week post-surgery, where we inquire their new practices with the pain app and their new role as co-creators of health-related data and how traces of previous experiences are being taken up in new practices after discharge.

This knowledge contributes to the Nordic educational research in how patients learn to become 'digitally engaged' in their own medical care practices. Moreover, it adds to the use of practice theory in new educational contexts. In particular, our research provides new insight into the way in which patient education practices may or may

not create affordances that enable them to be “translated” or “transferred” into new sites (such as patients homes) where they can be integrated with rather than competing with other practices.

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Network: Literacy Research Network

Title of paper: The literature students meet in school - a study of texts used in 178 Norwegian L1-lessons

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Abstract:

The literature students meet in school - a study of texts used in 178 Norwegian L1-lessons

A key ambition for the L1 subject is to provide meaningful arenas for children and young people to experience literature. The benefits of reading literature—be they imaginative potential, critical power, or ability to relate to other people, cultures, or times (e.g. Nussbaum 1997; 2016)—certainly require socialization into the ways of making sense of literary meaning and values. The extent and degree of children's opportunities to engage with literary texts at home vary greatly (e.g., Heath, 1982; Wazik & Van Horn, 2012). Therefore, meetings between students and literary texts orchestrated by competent schoolteachers have become ever more important.

The choice of texts is central in literature didactics. What students read is naturally related to why they read (Wolk 2010). What is the reasoning for choosing that text for that particular lesson? What is the purpose of reading this work of fiction? What do we want the student to gain knowledge about? What kind of human aspects do we want them to gain more insight into? (Hennig 2017). In *A Case for Teaching Literature in the Secondary School. Why Reading Fiction Matters in an Age of Scientific Objectivity and Standardization* (2015) Janet Alsup presents a categorization of literatures potential in school, identifying four aspects of its capacity for developing (1) identity, (2) empathy, (3) social engagement and (4) critical thinking.

In this paper, we explore which literary texts students from 47 different classrooms read in four consecutive lessons. Drawing on 178 videotaped L1 lessons from 47 Norwegian lower-secondary classrooms, the study captures what has been labeled “naturally occurring” instruction (e.g. Hassan et al., 2005; Magnusson et al., 2019) in the sense that teachers are not asked to do or refrain from doing or reading anything in particular; rather, the recorded lessons attempt to capture the logic of ordinary instruction, and teachers choices of texts for their instruction.

Our major findings are that the repertoire of literature made available to students is limited and stems from subject-specific textbooks. Further, we find extensive use of literary excerpts, and that when students read entire novels, these are self-chosen and intended for individual reading, not shared literary experiences. The literary texts are all typical of their literary genre, e.g. typical short stories – and never challenge typical genre features; rather, they are framed within a strong genre discourse, where the shared features of texts within the same genre are emphasized to a degree that outshadows the actual literary texts. An approach like this may systematically exclude contemporary texts that challenge conventional genre rules as well as older texts that are not in harmony with these criteria. The paper can be read as an argument for reevaluating the role of literature in the classroom.

Network: Literacy Research Network

Title of paper: Wikipedia as a knowledge platform when working with critical thinking

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Abstract:

Research topic

Wikipedia is a knowledge platform that is widely used by students both in Norway and internationally. In the new policy documents in LK20 (Kunnskapsdepartementet, 2017) much emphasis is placed on training students for critical thinking and democratic citizenship. The knowledge of both the school (Apple, 2000) and the textbooks (Børhaug & Christophersen, 2021; Haavelsrud, 1979) is often linked to dominant ideologies. Wikipedia as a knowledge platform has the potential to challenge the established through being a user-driven platform, where everyone should potentially have a say. Wikipedia's guidelines emphasize that different views must be expressed, while at the same time knowledge must strive for objectivity and neutrality («Wikipedia: Nøytralt ståsted», 2019).

Theoretical framework / Methodology

With critical discourse analysis as a theoretical and methodological framework, this project seeks to investigate the relationship between power and language rooted in Fairclough's three-dimensional discourse model (Fairclough, 2008). More specifically it treats what characterizes the construction of knowledge and what characterizes the qualities of knowledge regarding neutrality and objectivity.

The data material is a Wikipedia article on a controversial topic where there is a clear power struggle over knowledge. First, the Wikipedia article is analyzed to look at the formal properties of the text (Fairclough, 2008, 2015). The negotiations between the actors are then analyzed in the article's discussion forum to look at the process of production (Fairclough, 2015). The results of these analyzes show how Wikipedia's guidelines are recontextualised (Bernstein, 2000), and can reveal whether there is potential for actors to take control of this «room for maneuver». In the third level the project looks at what characterizes the negotiated knowledge in a Wikipedia article on a controversial topic, and how such knowledge fits into the school's view of knowledge in the light of critical thinking and democratic citizenship.

Expected results / findings

Central findings are that the recontextualisation of the guidelines for Wikipedia, rather than giving different actors a voice, silences their voices by emptying the knowledge of ideological content and perspectives. By emptying knowledge of ideological content and perspectives, actors, meaning and diversity of perspective disappear. This makes the knowledge unsuitable for the school's goals of critical thinking and democratic citizenship.

Relevance to Nordic educational research

The ongoing debate about alternative knowledge platforms such as Wikipedia is relevant internationally. What consequences this has for the knowledge in the school is a relevant question both from a political perspective and with regard to didactic challenges and opportunities in educating the students to be critical.

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Network: Literacy Research Network

Title of paper: Professional development as a tool to improve writing instruction in primary grades

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Abstract:

Writing is a complex skill that requires instruction and confident and knowledgeable writing teachers. This is especially critical in the primary grades to ensure that students get off with a good start and to prevent students to fall behind. Yet, few primary grade teachers feel well prepared to effectively teach writing after preservice preparation (Graham et al 2021). Competence development programs can be seen as a way to foster in-service teachers' development as writing teachers.

This study is part of the research project FUS - Functional Writing in Primary School (Skar et al 2020). FUS is an intervention study that relies on teachers to mediate externally devised resources for instruction and as such it involves professional development (Borko, 2004). The purpose of this study is to examine teachers' perceived development as writing teachers during their participation in the two-year intervention program.

The study builds on two data set: a) pre and post surveys with grade 1-2 teachers (n=105), b) pre and post semi-structured interviews with a limited number of the teachers (n=10). The data collection followed a convergent parallel design (Creswell & Plano Clark 2011).

Preliminary findings indicate that the teachers' perceived development as writing teachers is rather limited, but at the same time it is found that their self efficacy to teach writing is rather high. Details and possible explanations are discussed.

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NETWORK 16

THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

Network: The Nordic Society for Philosophy of Education

Title of paper: Helping students understand their personal lives with experiments

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Abstract:

Helping students understand their personal lives with experiments

by Róbert Jack and Ragnheiður Eiríksdóttir

1. Research topic and aim

Experiments in living are experiments that students do in their personal lives with the aim of understanding their lived experience. In the presentation we describe the method and the effect of experiments in living in upper secondary and university teaching.

2. Theoretical framework

Exercises that are meant to change a person's life can be found in ancient philosophy (Hadot, 1995; Foucault, 1988). In positive psychology similar exercises are called interventions (Seligman, Steen, Park, Peterson, 2005; Boniwell, 2012). Experiments in living are inspired by the ancient philosophy tradition (Jack, 2006, 2009) but can be said to be a type of intervention. Interventions usually come with instructions but the procedures of experiments in living are created by the student themselves under the supervision of the teacher.

3. Methodology

We review the initial description of the method and describe how we have changed or adapted it to different educational themes and groups of students. We also use interviews with students and samples of assignments handed in by students.

4. Expected findings

The research is ongoing but the results so far are that experiments in living is a good method for connecting students to things in their own lives, which they want to look at. The experiments also encourage reflections on how things are and how they could be changed.

5. Relevance to Nordic educational research

Experiments in living aim at connecting students to their own personal and social reality. We believe that in a world of constant change and unforeseen events, like the Covid-19 pandemic, there is more need than ever of giving students tools to reflect

on their lived experience. Thus experiments in living have served us well to help students reflect on things that they see value in understanding or improving in their lives.

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Network: The Nordic Society for Philosophy of Education

Title of paper: The value of play in education

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Abstract:

The Value of Play in Education

Play has been in the interest of philosophers and educationalists since the first academies and a field of scholarly interest for over hundred years. There is no memorandum of understanding of what is common to all forms of play, within neither a philosophical or an educational context. Regardless this lack of a common understanding of play, philosophers of education have had high expectations for play's contributions to human life. In troubling times when philosophers and educationalists assume that freedom is compromised, the future uncertain and bleak, and there is not much hope for freedom and progress, play is considered a valuable problem-solving apparatus. Bold claims are expressed on the behalf of play: Play is 'the absolute primary category of life', 'the purest, most spiritual activity of man' and not least that man is 'only fully a human being when he plays'. In this paper we analyze and discuss how play is and has been valued for its alleged contributions in the education and upbringing of children.

The assumption that play has certain educational and developmental benefits – both individually and socially – raises important questions about both play and educational practice. When formal schooling has become a central part of children's lives, educationalists often ask how play can contribute to the best academic education. Thus, the central question has been to figure out how play can be put into use as a means for reaching certain educational curriculum goals, and how play can be organized to best prepare children for further education and development of skills. Most researchers do not deny that play may contribute to a child's development, but some argue that we have gone too far in assuming the contributions of play to development and learning. They question whether it is possible to make play work for academic education and suggest that we risk replacing the spontaneous experience of play with a more instrumental version of play where it becomes a skill or literacy.

Network: The Nordic Society for Philosophy of Education

Title of paper: Universities, Intellectual Virtues and Citizen Engagement

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Abstract:

Universities, Intellectual Virtues and Citizen Engagement

Research Topic: Civic education is usually considered a part of moral education and that primary and secondary schools are expected to contribute to it. Hence, civic education is most often investigated in the context of primary and secondary schools and early moral development. The question I want to investigate is: Can universities have a role in civic education? If one accepts that universities have a role, then what kind of a role is it? It is not unanimously accepted that universities should have a role in forming citizens.

Theoretical Framework: It seems reasonable to assume that universities should have as one of their aims to develop the intellectual virtues of their students. Among the intellectual virtues we count curiosity, love of knowledge, open-mindedness, critical thinking and intellectual honesty. There has been an increasing and ever deeper research into intellectual virtues. Are these virtues related to a possible civic role of universities? Does the citizen require these virtues to function in his role in a democratic society? An important instance of civic participation in a democracy is voting. I want to examine voting and see what it requires of the citizen. Are the intellectual virtues necessary for voting rationally?

Method: Philosophical analysis. It means that the relevant concepts will be analysed and relevant arguments for the topic.

Expected Results: I expect that the intellectual virtues are necessary for a rational voter and that universities can be expected to contribute to the acquisition of these virtues by the citizens.

Relevance to Nordic Educational Research: Universities in the Nordic countries are all supposed to contribute to civic development of their students in democratic societies.

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Network: The Nordic Society for Philosophy of Education

Title of paper: The locus of attention as a spatial and ethical encounter in (blended) learning settings

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Abstract:

Empirical studies capture well the use of technology in a wide variety of interactions between students, or between students and teachers. They offer valuable overviews of the multilayered diversity in how digital technology enters today's classrooms. However, empirical methods prove lacking when the question is what this diversity actually means with respect to the basic intentions of our educational endeavors: enabling learning. The multi-layered and simultaneous uses of the individual visual screens in class show the risk of losing overview over what happens in classrooms and to distinguish between attentive and distractive use of technology. Here, it is important to not only empirically report what happens in classrooms, but to engage in more philosophical questions about our educational purposes.

Drawing on the recent work of Nordic scholars about attention, Ljungdalh 2018, Rytzler 2017 and Torrkulla 2014, this paper introduces and describes "the locus of attention" in different blended classroom settings in order to discuss an analytical term for didactical research. "Attention" is philosophically used to describe the embodied, physical presence of a person as an essential part of our mutual relations. The locus of attention is used in this double sense; as a i) bodily, spatial and ii) relational, ethical endeavour and commitment in classrooms.

Against this background, I analyse two didactical methods; i) The oral lecture and ii) collaborative mind-mapping exercises. I compare how the "locus of attention" is actualised when these methods are used with or without digital support. Leading questions are: How does the "locus of attention" emerge in the spatial, physical classroom, both as a) the embodied attitudes of the teacher and students towards teaching and learning and their mutual relations, and b) as the ethical attitudes of the teacher and students towards the importance of the subject matter?

In blended learning settings, the locus of attention is often multiplied across several screens. The consequences of bodily turning to focus in different directions in class and of not seeing others engage with the content of the lesson should be didactically analyzed more closely. The paper argues for a recollection of education as a relational, ethical encounter; an encounter that has to take place somewhere together with each other.

Network: The Nordic Society for Philosophy of Education

Title of paper: Bildung as an Empty Signifier: A Framework for the Philosophical Analysis of Curricula

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Abstract:

This paper is about an ongoing project that aims to develop a framework for the analysis of the concept of Bildung in curricula. How and why should one investigate discourses on Bildung in curriculum studies? To answer these questions, I will use the case of Norway as an example.

One characteristic of Bildung is the lack of consensus on what Bildung is. On a philosophical level, some claim that the concept must be understood solely in the terms of the German, neo-humanist tradition, while others perceive it as metaconcept, present in multiple cultures and schools of thought. In education policy, similar disagreements take place. Although Bildung has been a central aspect of the Norwegian project of popular education ('folkedannelse') since the late 1800s, its 'what', 'how' and 'why' have continuously led to political and theoretical disputes (Slagstad et al., 2011). In current times, these disputes have become less clear due to the increased influence of transnational organizations on national curricula (Blossing et al., 2016). Combined with a general lack of transparency in curriculum work, it stresses the need for analyses that can turn the national curriculum's underlying philosophical discourses into a matter of public deliberation.

For this purpose, I will first use Koselleck's historical conceptual analysis and Barthes' notion of myth to argue that 'Bildung' is a second order sign. I then refer to Laclau and Mouffe's discourse theory to show that the political nature of national curricula impedes the fixation of the meaning of 'Bildung'. Consequently, 'Bildung' must be interpreted as an empty signifier (Laclau, 2007): as the form of a second order sign whose content is undetermined. To illustrate the usefulness of the suggested framework, I will conduct a comparative analysis of passages from the Norwegian core curricula of 1993 and 2020 ("Generell del av læreplanen" and "Overordnet del").

The project's contribution to Nordic educational research lies in its attempt to develop a framework for the philosophical analysis of Bildung in national curricula, offering a set of tools to reopen a space of political dispute that should and can be determined by greater democratic participation.

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Network: The Nordic Society for Philosophy of Education

Title of paper: Metaphors in education

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Abstract:

Metaphors are ubiquitous in education, as evidenced by for example “zone” and “growth”, by “construction” and “scaffolding”, and by “deep” and “surface”. I am in two minds whether this is an unhappy state of affairs; whether it represent something one should try to fix in the interest of precision. On the one hand, it seems the answer to this is “yes”, since progress (or even research) hardly is possible if not based on something precise and specific, i.e. something literal, i.e. something precisely not a metaphor. Yet, it might be that the prevalence of metaphor in education testifies to a profound disciplinary feature – that it is therefore not easily eradicated, and that any attempt to do so would imply misrepresenting the very nature of education.

In this paper, I investigate into questions relating to metaphor in education. I am particularly interested in the possibility of alternatives to the metaphorical descriptions so prevalent in the field. I start by reviewing seminal positions on metaphor, specifically those of Black (1954; 1977), Davidson (1984), Searle (1993) and Lakoff & Johnson (2003). A pay-off from this section is a description of the paper’s methodological/preferred approach, the interaction-view of metaphor (Black 1954; 1977). According to this view, a metaphor communicates by activating, in those who listen to it, an alternative frame of reference – upon which the listeners understanding depends and by which the same understanding is explicable. I then delineate some salient educational metaphors and/or uses of such, to indicate the scope of metaphor in education. Thereafter, using the concepts “what”, “how”, and “why” as a frame, I attempt a characterization of the different uses to which educational metaphors are put: whereas some relate to subject-matter, others relate to educational method; others, still, relate to overall educational purpose. Subsequently, in section 5, I analyze and discuss select educational metaphors, before I in section 6 consider some implications and consequences of the view of metaphor professed.

As regards the investigations results, I expect the paper to produce an overview (albeit limited) of the most prevalent educational metaphors. Said overview will afford me the possibility to analyze uses of metaphor in education, thereby to pinpoint places where metaphor might be inappropriate or not fruitful. It might, thus, be possible to suggests non-metaphorical alternatives, and perhaps, even, to hypothesize as to the nature of education. As regards the papers relevance to Nordic educational research, the research suggested is relevant to this research in so far as systematic analytical work on educational metaphors is lacking in the Nordic area.

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Network: The Nordic Society for Philosophy of Education

Title of paper: General pedagogy and its relevance for teacher education

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Abstract:

General pedagogy and its relevance for teacher education

Lars Petter Storm Torjussen

General pedagogy is considered to be a subdiscipline of pedagogy with the task of investigating the subject's theoretical foundations and the core concepts of education and Bildung. Historically this field of investigation was formulated by Johann Friedrich Herbart (1776-1841) and Friedrich Schleiermacher (1768-1834) and has continued mainly in the German speaking parts and the Northern parts of Europe, with writers such as Wilhelm Flitner (1889-1990), Wolfgang Klafki (1927-2016), Dietrich Benner, Alexander von Oettingen and Michael Uljens. General pedagogy represents an attempt to frame and formulate the most fundamental concepts of education, to decide which type of knowledge education demands, the ethical challenges education give rise to, and finally, how pedagogical knowledge and pedagogical actions are related to a specific profession (teachers).

However, the English speaking world is not that familiar with general pedagogy and the discipline is waning both in Germany and Scandinavia. This is – among other things – due to the increasing domination of the English speaking curriculum tradition and educational reforms centered around learning and competences. One could argue that these influences are watering the discipline of pedagogy out and reduces the role of the teacher to a facilitator of pre-programmed learning processes where the personal and normative dimensions of education are being shrouded.

The intention of this paper is to enter an dialogue with central texts from the tradition of general pedagogy and ask what place this discipline has today and its relevance for teacher education. The paper will claim that a need for general pedagogy is renewed if the main focus of education shifts from learning and competence to upbringing (Erziehung), instruction (Unterricht) and formation (Bildung). However, these core concepts need reinterpretation and will be pursued according to three questions:

- 1) What are the epistemic conditions underlying general pedagogy?
- 2) What are the normative conditions underlying general pedagogy?
- 3) What are the relevant relations between the epistemic and normative conditions in a professional perspective (teacher education)?

Network: The Nordic Society for Philosophy of Education

Title of paper: Reframing the debate. A conceptual meta-analysis of contemporary political-philosophical perspectives on immigration multiculturalism

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Abstract:

REFRAMING THE DEBATE. A CONCEPTUAL META-ANALYSIS OF
CONTEMPORARY POLITICAL-PHILOSOPHICAL PERSPECTIVES ON
IMMIGRATION MULTICULTURALISM

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Examining how contemporary political philosophy interprets and conceptualizes the relationship between individuals and society from the perspective of multiculturalism is a pedagogically salient matter. This paper aims to provide, via a conceptual meta-analysis, a theoretical framework to understand the field's debate on "immigration multiculturalism". That is, the subset of political-philosophical argumentations and positions that focus on multicultural approaches towards immigration.

The political philosophy debate on multiculturalism has taken a new shape in recent years. While a new sensitivity to national minority rights has gradually spread within contemporary liberal-democratic states, a "retreat from immigrant multiculturalism" (Kymlicka, 2007: 52) is taking place on the policy level. In this regard, from the 80s and the 90s, the political-philosophical debate shifted from the contrast between "liberals" and "communitarians" to a more multifaceted and multi-dimensional approach. From the perspective of political philosophy, the contemporary discussion on immigrant multiculturalism organizes itself along different and often intertwined thematic lines. Examples are "identity politics" (Gutmann, 2003), "politics of recognition" (Taylor, 1994), "politics of difference", "politics of redistribution", and different re-theorizations within the liberal environment (Kymlicka, 1995). In this complex scenario, a reframing of the debate is needed (Song, 2007).

Framing the relationship between these political categories is relevant on an educational level since they often have a normative influence on the national immigrant education policy. In this regard, this theoretical study aims to provide a new understanding of such a debate from the perspective of political philosophy. Via a theoretical mapping, I will interpret and categorize the current debate on immigration multiculturalism by using the relationship between "individual" and "society" as an interpretative framework. How do the contemporary political-philosophical perspectives on immigration multiculturalism understand and frame

such a relationship? With a dialectical approach, the different perspectives will be organized visually in a spectrum of political philosophy positions, in which the “fully individual-” and the “fully society-centered” approaches are the extreme ideal points. The conceptual meta-analysis will be carried out by means of bibliographic research and will produce an illustration of the current political-philosophical debate on immigration multiculturalism that highlights the relationships and mutual positionings of the different perspectives.

The study is relevant for Nordic educational research because it examines one aspect of the foundational relationship between political philosophy and pedagogical discourse. Secondly, the study can be a stepping stone for further research in normative analytical methodologies for multicultural educational policy documents.

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Network: The Nordic Society for Philosophy of Education

Title of paper: Teachers as companions on the path to agency

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Abstract:

This presentation discusses in how far part of teachers' role is, and should be, that of their students' companion; not as friends, but as co-travelers on the path on which each student is walking throughout her schooldays.

The presentation's theoretical point of departure is the view, grounded in the German *Geistwissenschaftliche Pädagogik* (Matthes, 2020), that education is a fundamentally relational activity, and that, in addition to bringing about learning in the various school subjects, education should promote students' development of their selves, i.e. of an individual subjectivity as well as of human agency (Taylor, 1977), understood as a person's possibility to purposeful action as a person and a citizen. On both the collective level and that of the individual teacher, such a view requires an awareness of how concepts such as individual, subject, culture and society are constantly negotiated in everyday classroom practices and in the political educational discourse. It moreover throws the dominating educational discourse, in which particularly measurable entities are emphasized, into relief, as it implies that education inescapably is an ethical activity, and that the debate of the aims and values of education can never be put to rest, particularly not in an age that is becoming increasingly pluralistic (Taylor, 1989, 2004).

Geistwissenschaftliche Pädagogik has argued in a similar way. Theodor Litt was a representative for this school of thought (Matthes, 2015). He was interested in philosophical anthropology, and especially in relations between people, and between individual and collective. He particularly explored such relations within the framework of the education, hoping to contribute to a theory "derived from educational practices for educational practices" (Matthes, 2011).

It will be argued that the need for a holistic view on education and on students appears urgent when regarded against the backdrop of *Geistwissenschaftliche Pädagogik*. Today, teachers and students are hard pressed for measurable results. This is the situation both in the Nordic countries and internationally. As a result, students may at worst be left with "atomic knowledge" that does not make much sense to them, while the less measurable aspects of their life/education are treated as if of less consequence. In a philosophical anthropological perspective, this would not be justifiable, since education is regarded an ethical and social undertaking, by definition liable for a holistic approach to students' development, as learners, and as social and moral agents. Recipes of how to become such agents are difficult to come

by. We all need to find firm ground for ourselves. This can be more easily achieved with a companion by our side. A fellow wanderer who knows the grounds and who therefore may be able to help us stay on our feet and find a way forward even where the ground is rough.

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Network: The Nordic Society for Philosophy of Education

Title of paper: Classroom management as paradoxical activity

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Abstract:

Classroom management as paradoxical activity

Øyvind Wiik Halvorsen, associate professor & Line Hilt, professor, Department of Education, University of Bergen

This paper aims at critical investigation and rearticulation of the concept of classroom management from the perspective of general pedagogy (allgemeine pädagogik). The paper is theoretical-philosophical in scope, highlighting tensions and antinomies in the use of the concept of classroom management in Scandinavian research literature. Firstly, we will illuminate the foundational problems inherent in the discourse on classroom-management, and secondly, we ask if and how it is possible to rearticulate the concept of classroom management on the grounds of general pedagogy.

Since the mediocre PISA results in 2001, we have seen an increased concern with the authority of teachers in Norwegian schools and classrooms, accompanied by the introduction and ever-increasing use of the concept of classroom management. The concept thus tends to be presented as a solution to uncertainties affecting teaching in modern schools and can be said to have become 'naturalized' as self-evidently part of education policy, educational research, teacher education and professional vocabulary. Despite this, only few contributions (Sundsdal & Øksnes 2014; Stray & Sætra 2018) have criticized the concept from a theoretical/philosophical point of view - and to our knowledge, no contributions critically discuss and rearticulate classroom management from the continental perspective of general pedagogy.

General pedagogy can be understood as theoretical reflection on the foundational questions inherent to pedagogical activity. Following von Oettingen (2012), general pedagogy is characterized by four foundational questions: the problems of pedagogical actions, institutions, knowledge, and norms. Our paper will reconstruct these foundational problems as they are being expressed in research literature on classroom management and illuminate inherent tensions concerning antinomies of a) freedom and power, b) theory and practice, c) standardization and individualization, and d) technique and normativity. These tensions are prominent, although implicit and unrecognized, in research literature on classroom management.

On the background of this critical discussion, we ask if classroom management represents a valid conception regarding teacher's role and authority, and if it is

possible to rearticulate classroom management on a more theoretically sound basis. The problem, however, seems to be the lack of reflection on the risks of standardizing teaching, the conception's emptiness regarding values, a lack of awareness of how to balance discipline (power) and the pupil's freedom in the classroom, as well as the discourse's rather naive take on the problem of theory and practice. Conclusively, the paper argues that a rearticulation on the grounds of general pedagogy necessitate a view of classroom leadership as a paradoxical activity, in which the teacher is trained to identify foundational tensions in pedagogical activity and use tact and judgement in balancing these in pedagogical practice.

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Network: The Nordic Society for Philosophy of Education

Title of paper: The poetics of the digitised (class)room – A Bachelardian tour of the house of teacher education

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Abstract:

This paper focuses the massive shift in higher education, more specifically teacher education, towards online teaching and learning, which has transformed the temporal and spatial conditions for education.

The aim of the paper is to explore the spatiotemporal transformation of the (class)room in teacher education in the wake of digitisation. The discussion will focus on the following areas: a transformed place for education and the didactic implications of digitalisation.

The theoretical framework is based on the phenomenology of the lifeworld, mainly on the ideas of the French philosopher Gaston Bachelard as well as his fellow German existential phenomenologist, Martin Heidegger. While Heidegger has contributed to possible ways of understanding dwelling as well as homelessness in relation to modern technology, Bachelard (1994) shows how the house - for example the school buildings that constitute our educational homes - becomes a poignant metaphor for the spatiality of man's being in the world as well as of the world's being in man: "We should therefore have to say how we inhabit our vital space, in accord with all the dialectics of life, how we take root, day after day, in a 'corner of the world'" (p. 4). The dialectical dimension of Bachelard's thinking allows for a critical understanding of home as something suspenseful that harbors contradictory experiences of both belonging and distancing, comfort and restlessness, reservation and openness. Thus, our notions of home can be seen as both reflecting and constructing our own selves. The paper is a philosophical explication of, above all, different works by Bachelard and Heidegger. A number of authentic voices and experiences from teacher students will also be included, which - in the form of paradigmatic cases - may illustrate and emphasize the reasoning and conclusions presented.

The paper emphasizes, among other things, a number of non-utilized spatial and existential possibilities in the wake of digitalisation. Rather, the human subject itself runs the risk of being relocated, squeezed in or even eliminated as a consequence of the ongoing transformation. Thus, the human being reaches a point where she does not assume the role of spatial actor, and who also experiences the unpleasant feeling of not belonging. Furthermore, the paper shows the risk of having the pedagogical space filled to the brim with predefined, sanctioned and teacher-led content and

activities, while the unexpected and individually unique are pushed out. The digitization of space also repositions the teacher who, through online appearances and recorded lectures, has to speak from an indefinite point, detached from temporal, spatial and bodily attachments.

Digitization and the development towards online teaching and learning – and thus the change in the spatial and temporal conditions of teaching – have had major consequences for the basic didactic questions ‘When?’, ‘Where?’ and ‘How?’. The paper gives the reader new insights and knowledge about, as well as expanded philosophical perspectives on, the significance of digitised teaching for the conditions and possibilities of learning, the transformation of space and the possibilities of didactics.

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Network: The Nordic Society for Philosophy of Education

Title of paper: How to think critically in school?

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Abstract:

How to think critically in school?

In the renewal of the Norwegian curriculum, the emphasis on critical thinking is as a technical method and source criticism. Critical thinking as questions of truth and justice are toned down or omitted. The focus in this paper is on how to understand and teach the concept of critical thinking.

In the Norwegian curriculum, which applied from the beginning of the semester in 2020, the student's ability to think critically is central. In many representations of critical thinking, emphasis is placed on the psychological aspects of thinking, such as solving problems, being skeptical or doubting. Critical thinking is reduced to logic, form and skills, i.e., a technique that will help deal with doubt; or the critical is narrowed down to source criticism. This means that the students must work on finding out if they can trust social media, how they themselves should act there and so forth. In the curriculum, the concepts of critical thinking and source criticism are very often linked. This has led many to perceive that source criticism is what critical thinking is all about. Source criticism is important, but it is not enough.

Instead, one should emphasize the philosophical aspect of critical thinking, namely that thinking, using one's reason is about promoting the good - saying what is true and doing what is right, as Hannah Arendt emphasizes. Therefore, she claims, we must find out what is true and good, and how we can know that it is. We do this by relating to basic truth concepts and truth theories and by thinking together, by asking questions, formulating answers and relating to objections.

We can say that there is a difference between a "narrow" and a "thick" understanding of critical thinking. A narrow understanding has a focus on the individual, emphasis is placed on cognitive skills and rational operations (e.g. source criticism). A thick understanding, as we find it in Hannah Arendt's thinking, is understood as a subjective and an intersubjective phenomenon. Thinking is to be two-in-one. This form of thinking has a cognitive and a moral dimension. It emphasizes dialogue, the conversation between teacher and student and between students, where demanding questions, justifications and assessments of what is said are worked on, in regard to logical context and truth. The point of such conversations is not to arrive at a correct answer as quickly as possible, but to go deeper into problems and formulate possible answers with the help of students' knowledge, experiences and ideas. With such

conversations, one goes beyond the spontaneous flood of speech and the exchange of opinions that characterizes a lot of teaching. To achieve this, students must be given time and opportunity to practice and improve, and thus move away from the lax tolerance that says that you have the right to think what you want, and that it is offensive, or a restriction on freedom of expression to be criticized, contradicted or asked to explain and justify their views. What does it take to teach this thick way of understanding critical thinking in school?

Network: The Nordic Society for Philosophy of Education

Title of paper: Will competence-based curriculums lead to Bildung, or is Bildung a different form of knowledge?

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Abstract:

In the paper I discuss the difference between competence and Bildung in light of the revised Norwegian curriculum Fagfornyelsen (LK20). Many of the central concepts in the curriculum, especially the important concept of competence, draws heavily on the OECD competence frameworks.

In Norway Bildung has long been a central part of the school's purpose and also has a central place in the revised curriculum, Fagfornyelsen (LK20). In the general purpose of the curriculum (Overordna del) it is stated that the school has two main tasks, one on education (utdanning) and one on Bildung (danning). With the introduction of "interdisciplinary topics", such as Sustainable Development and Democracy and Citizenship, Bildung is given a more concrete content: Bildung is seen as central for solving what Wolfgang Klafki calls epochal key problems.

Although the goal of Bildung in this way is strengthened in revised curriculum, LK20, I argue that the goal is difficult to achieve within the competence-based framework of the curriculum. A premise in LK20 is that the goal of Bildung can be reached through developing competence. I argue that competence and Bildung represent two different forms of knowledge: Competence makes our inner and outer world objectively accessible, while Bildung establishes a normative-moral access to the world: Knowledge contributes to Bildung when it discloses or makes visible the subjective significance, value or the commitments the world contains – for example the beauty and value of nature, the importance of democracy or the commitment towards our self and other people.

To apply this distinction to a more concrete case, I look at the concept of responsibility. In the curriculum this ability is seen as vital for the society's ability to handle epochal key problems such as treaties against the climate or democracy. Within the competence framework, responsibility is tightly knit to self-regulation. I argue that responsibility is developed primarily through the Bildung of a normative relation to the world, not by increased control of the self.

Network: The Nordic Society for Philosophy of Education

Title of paper: A critical examination of the literature of Active Learning in Higher Education

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Co-author(s):

Abstract:

A critical examination of the literature of Active Learning in Higher Education

Research topic/aim: Active learning (AL) is a very popular term in contemporary educational research and policy documents. The empirical evidence on the effectiveness of AL methods seems to be very consistent. However, after more than three decades of research, AL continues to be vaguely defined. While this seems to be no obstacle for the proliferation of research, in this paper I aim to elucidate the consequences of this state of affairs.

Theoretical framework: Using Scheffler's analysis of educational definitions and slogans (1), I analyze the most common and influential definitions of AL and show that they are insufficient to distinguish it as a pedagogical approach or as a clear set of practices. Then I point out to a conspicuous absence of theoretical discussion, as well as of critical and epistemological papers in the literature. I try to show that this not only limits the scope and quality of the research in the context of HE, but also results in a type of research that depends on the use of slogans and rhetorical devices to supplement for this lack of clarity and depth. Moreover, I make the case that the consistent repetition of these slogans and catchy arguments give rise to what I tentatively call here the naïve AL discourse.

Expected results/findings: I expect to show how this naïve discourse has distortive effects for our understanding of how to enhance HE. Some of the most notorious being the false dichotomies that stem from a lack of a positive definition of AL (traditional teaching vs evidence based, lecture vs. anything else, passive vs. active), and what can be consider a simplistic picture of how to foster both student motivation and the development of academic abilities.

Methodology/research design: This is a narrative review (2) of selected up-to-date literature. The material analyzed comprises some of the most influential publications in terms of citations, recently published metanalyses, entries in specialized textbooks encyclopedias and official documents (OECD, European Commission, NOKUT).

Relevance to Nordic educational research: While some of intentions behind the naïve AL discourse are praiseworthy and fit well with the progressivist tradition of the Scandinavian countries, one can argue that it limits the way we talk about the meaning and the goals of HE and assess the complexity of its challenges in the times

of its massification. A critical evaluation of AL addresses a serious gap in the literature, which usually focus mainly on showing that AL 'works' or in finding ways to overcome 'resistance' of the participants without reflecting on how the evidence was established in the first place. Separating facts from rhetoric in the literature is essential for those interested in promoting the model and may stimulate more interesting and productive research.

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Network: The Nordic Society for Philosophy of Education

Title of paper: Worlding the World in a Time of Climate Emergency:

An Education for 'Landing on Earth'?

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Abstract:

One of the questions emerging after reading about the decision to develop a mine in Sápmi that disturbs the ways of life for Sami people, was what planet do people think they inhabit and for how long? What kind of worlds do we/they live in? As Bruno Latour (2017, 2020) puts it in his work, this is not an effect of simply seeing 'the world' from different vantage points, rather it is that we indeed inhabit different worlds: for some the world is where land, resources, and animals are for human use and subject to human value; for others the world is a place of profound interconnection with other living beings and non-living entities. As Latour sees it, modernity has made it difficult to 'land on Earth' since it severs us as humans from our own sense of our selves as being of the world instead of being in relation to it.

The challenge for education is how do we begin such a landing in these times of climate crisis – a crisis that Nordic schools take quite seriously – since it asks us to de-invest in ways of thinking that come as second nature to us (in the global north at least) and to invest in new forms of educational life. How do we undermine our sense of 'subjecthood' as it is felt and experienced by all of us who find ourselves in these cultural contexts while moving toward another kind of 'landing' that demands another kind of lived subjectivity altogether? These are not simply conceptual or intellectual questions, but ones involving bodies and practices and how these matter to our educational pursuits.

This paper explores how the very process of coming into being with the world or 'worlding' (Haraway 2017) is an embodied educational one. That is, through its practices, education is continually involved in staging specifically educational (and physical) encounters with other life forms as well as with inanimate elements of the environment, such as rocks, air, water, as well as iPads, books, maps (Todd, in press). As Maori educational theorist, Carl Mika (2017), puts it 'that things in the world constitute other things is a form of education deserving to be thought in its own right' (6). Drawing on the idea that education is not separate from these co-emergings, I sketch out how it fundamentally depicts a process of 'worlding' the world, of bringing the world into being as it simultaneously brings us into being with it.

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Network: The Nordic Society for Philosophy of Education

Title of paper: The Moods of Education: Classroom Climate Revisited

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Abstract:

The value of sustaining a positive classroom climate for student's cognitive, social, and emotional development is well documented in educational research. Referring to the prevailing mood, atmosphere, ambience, or tone of the classroom, the influence of different classroom climates on students' academic achievements and civic competences has been generally confirmed. At the same time, the notion of 'classroom climate' seems to belong to a language of either mystery or metrics, rendering it sometimes too vague and at other times too technical for capturing the lived and embodied meaning of classroom life.

Against this background, the overall aim of this paper is to offer a phenomenological-sensory analysis of the notion of classroom climate to educational research and practice by unfolding the notion in the double gesture of mapping and reconstructing. By differentiating some of the meanings of classroom climate and by drawing on Heidegger's phenomenology of *Stimmung* and on Rita Felski's work on mood in literary studies, the more specific purpose of the paper is to offer an existential language about classroom climate that takes Gert Biesta's (2021) call for a 'world-centred education' seriously.

To this end, the paper unfolds in two parts. In the first part, I am looking at how and when the concept of classroom climate emerged in research, some of its developments, and how it is currently being discussed in educational research. In the second part, I am reconstructing the concept of classroom climate as the educational process of 'being initiated into a certain sensibility' to the world (Felski 2015, p, 22). As an educational process of initiation, the climate of the classroom always exceeds our individual experiences or personal feelings, attuning teachers and students to each other, the subject matter, and to different aspects of educational life. In this sense, I suggest, different 'educational moods' accompany our pedagogical interactions, affecting how teachers and students find themselves in relation to each other and the world: the parts of the subject matter they are drawn to or distanced by, the questions they ask or leave behind, the pedagogical and social relations they value or find insignificant. By way of conclusion, I sum up my argument, returning to the main contributions of the paper.

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Network: The Nordic Society for Philosophy of Education

Title of paper: Teaching as improvisation

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Co-author(s): Johannes Rytzler

Abstract

In this paper we will be discussing the centrality of improvisation for teaching, based particularly on readings of Cassin (2014, 2020), Rancière (1991, 1999, 2013, 2020), and di Piero (2020). Our starting point is simply that there can be no teaching without improvisation, i.e., the delicate practice of responding to, situating, and attuning to events within educational encounters that cannot be foreseen, but constantly call for attention and action through the finest virtue of our intellect at play. In the paper, we go along with the early Sophists for whom improvisation meant to be able to speak about everything by allowing oneself to be led by opportunity (Cassin 2014). We will be claiming that improvisation of the sophist teacher is both an intellectual and bodily virtue, requiring discipline as well as *poësis* and *technê* as well as *praxis*. In short, improvisation as a specific form of educational performativity. Together with Rancière (1991, 2020) and di Piero (2020), we intend to show how improvisation in teaching speaks to our senses and sets into motion simultaneously the sharing and uniqueness of sensing as such, captured by Rancière's understanding of *le partage du sensible*. Improvisation, we will conclude, can be understood as the product of contingent encounters between subjects, objects, and environments, where it emerges in the rupture between form and content (di Piero 2020). As such, it opens for other ways of speaking and being in the world than those desired by the institutionalisation of a certain police order and therefore becomes, we suggest, a central element in a democratic realization of the teaching practice.

Discussions on teaching and its importance for processes of democratisation is central to several intellectual debates in the Nordic Context, particularly in relation to the impact of Neo-liberalism.

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NETWORK 17

LEISURE-TIME PEDAGOGY

Network: Leisure-time Pedagogy

Title of paper: Children and young people growing up in socially deprived housing areas

Leisure and youth clubs' work with inclusion processes aimed at the school

First author/Presenter: Kirsten Elisa Petersen

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Abstract:

This presentation focuses on the leisure and youth clubs' opportunities and impact on supporting and helping children and young people growing up in socially deprived housing areas to maintain schooling and prevent social and learning exclusion processes that seem to occur in school and in society. Research related to children and young people growing up in socially deprived housing areas indicates that this group in particular is at risk of growing up in poverty. This group is often exposed to vulnerable living conditions, at risk of movements into crime, as well as social, emotional and learning difficulties. These difficulties often lead to experiences and challenges for the children and young people in terms of maintaining affiliation to the school, characterized by an everyday life of conflicts and neglect (Wacquant, 2007, 2008; Wacquant et al., 2014; Sernhede, 2009; Kallin & Slater, 2014; Junnilainen, 2019).

The theoretical and empirical analysis of this presentation are based on a research project following children and young people as well as the pedagogical staff in leisure and youth clubs physically located in three different socially deprived housing areas in Denmark (Petersen et al., 2019, Petersen, 2020, 2021). With inspiration from critical psychology and social theory of practice (Holzkamp 1998, 2013; Dreier 2009, 2011) the analysis of the empirical material identify how the young people, especially young men with ethnic minority backgrounds, struggle to maintain their schooling. At the same time, the analysis show how the pedagogical staff in leisure and youth clubs through various efforts continuously support the young men in school for them to graduate and thus improve their future opportunities. The opportunities for participating in leisure and youth clubs seem to create different learning environments for the young people. These open up experiences for the young people to challenge the understandings of themselves, as someone unable to "cope" in school and as students with "behavioral problems". At the same time, these provide opportunities for the young people to return and participate in the school's everyday life in new ways (Lave & Wenger, 1991; Mørck & Hansen, 2015).

The presentation is relevant in a Nordic education context, as the impact of leisure and youth clubs' pedagogical efforts aimed at children and young people at risk of being positioned as socially excluded and marginalized in relation to schooling and education across the Nordic countries are included in the presentation.

Network: Leisure-time Pedagogy

Title of paper: Didactics in School-Age Educare Centres – An Unexplored Field but With Distinctive Views

First author/Presenter: Lena Boström

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Abstract:

The background for this study is the lack of well-defined and distinct theories on didactics in School-Age Educare Centers (SAECs) (Boström et al. 2022). Didactics exists within many disciplines as a theoretical basis and a research field. This is not the case within SAECs. There is also a lack of research on didactics in SAECs, and the marginal research that exists shows a fragmented picture of what it could consist of. Therefore, in this study, we investigated and compared perceptions related to didactics among nine occupational groups employed in the field.

Due to the design of the study, there is no theoretical framing, but the study is based on researchers' views on didactics in SAEC (Boström et al. 2022) and is considered in relation to the SAECs' special pedagogical context, where experience-based, situation-based, and group-oriented learning should be the focus (Skolverket, 2019).

The study has a quantitative approach. The participants were 390 females and 102 males in Sweden, and their beliefs about didactics in SAECs were measured through a questionnaire consisting of 24 items proposed by researchers and related to the didactics in SAECs. Descriptive statistics presented an overall picture of the various claims on a group level. The Mann–Whitney test investigated the distinctions between occupational categories. The results were reported with descriptive statistics and significance testing.

The results indicated that most of the items were relevant, but it was a bit difficult to decide whether the didactics took into account pupils' perspectives or how the didactics should be translated into SAEC practices. Furthermore, many respondents appeared to agree with all of the items to varying degrees, but to the lowest extent concerning that SAEC didactics should not be related to school activities. An important result was that principals' perceptions diverged from those of other groups largely, especially regarding the relationship of didactics to the school's activities.

For Nordic educational research, the study is of importance because it draws attention to a research area, didactics in SAEC, where research is lacking (Skolforskningsinsti-tutet, 2020). Further, it combines perceptions of didactics related to different actors in SAEC. A notable result is the position and views of the principals who diverge from the group as a whole. The results highlight that different occupational groups affected by SAECs to a certain extent see the role of didactics

differently. A notable result is the position and views of the principals who diverge from the group as a whole. Principals' perceptions of the activities within SAEC are relevant to other countries with this form of schooling. In addition, it has a quantitative approach, which is quite unusual for research in this field.

Key-words; Didactics, perspectives, professional groups, school-age educare centers, significant differences

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Network: Leisure-time Pedagogy

Title of paper: The necessity of a theoretical frame of reference for youth pedagogical professionalism

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Abstract:

This presentation focuses on the youth pedagogical professionalism in youth clubs and is part of a PhD project exploring this subject and its significance for young people's everyday lives. Research related to young people's affiliation to leisure time institutions is often based on the broad term leisure time pedagogy, which typically revolves around children and young people in the age of 6-18 years. However, 13-18 year-olds are subject to individual and societal living conditions that are specific for this period of life, the youth (Mørch, 1985). Therefore, this presentation argues for the necessity of exploring youth pedagogical professionalism as a special professionalism. A professionalism based on a holistic perspective on youth and the specific lifeworld and living conditions of young people. The aim is to gain a deeper understanding of the professional pedagogical work with young people and how the social communities in the youth clubs constitute a supportive part of the everyday life of young people and their capacity for action.

Several studies across different countries show how youth clubs can have a positive effect on young people's well-being (Akiva et al., 2017; Geidne et al., 2016), development and learning (Petersen & Sørensen, 2021). Drawing on Cultural Historical Activity Theory and perspectives from critical psychology, this presentation contributes with a theoretical frame of reference for understanding the importance of working with young people on expanding their capacity for action (Dreier, 1979; Holzkamp, 1998), while taking the complexity of young people's lifeworlds, living conditions and actions in different activities into account (Danielsen & Vygotsky, 1996; Leontjev, 2009).

This presentation focuses on pedagogical professionalism in Danish youth clubs, which is a relatively under-investigated field. Substantiating this professionalism with more scientific studies could help strengthen the profession and enhance the positive effects of youth clubs on young people's well-being, development, and learning. Therefore, this presentation is relevant to the Nordic educational research. Moreover, youth clubs and the target of their pedagogical professionalism are highly similar across Nordic countries and therefore knowledge produced in Denmark may be applied in Nordic countries.

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Network: Leisure-time Pedagogy

Title of paper: On the Edge of Education

First author/Presenter: Sidse Hølvig Mikkelsen

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Abstract:

This presentation is based on a PhD-project in its early stages and will therefore present very preliminary findings and theoretical explorations in the research fields of at-risk young people in education, dropout and educational equity – with a strong focus on the young people's own perspectives and lives including their family and leisure time spheres.

The project is based on qualitative methods in its ambition to explore and try to understand at-risk youth and get closer to their perspectives and understandings (Kvale & Brinkmann, 2015).

A relatively high - and increasing - level of education in the population has in a society based on knowledge and technology increasingly become a prerequisite for both individual and national success and stability in the (inter-) national labor market and in global competition (Thomsen & Andrade 2016). Thus, the importance of equal opportunities for young people in higher education has become a recognized and important goal of European countries' educational policies (European Commission, 2017). However, empirical studies indicate that when it comes to more than formal equality, or what we might call genuine educational equity, formal equal opportunities alone will not ensure equal outcomes (Norwegian Directorate for Education and Training, 2014; Caspersen et.al., 2012). Educational mobility is thus still relatively low and the dropout rate relatively high, especially for the socio-economically challenged pupils and students (Karlson & Landersø, 2021). Therefore, the reason why young people have not started or completed higher education is not only lack of opportunity or access, but rather a result of very complex contexts, although very often associated with having limited social, economic and cultural capital (Katznelson, Jørgensen, & Sørensen, 2015). Modern society, by Baker (2014) called The Schooled Society, this way still produces significant barriers to social inclusion and educational mobility (Karlson & Landersø, 2021). This continues to call for research that examines and tries to understand the complex mechanisms that unfold in this field. It also calls for research interested in understanding how young people experience being in this field and how they understand their own situation and reasons for being either in or out of education. The presentation will include preliminary findings regarding both theoretical reflections and empirical deliberations.

Network: Leisure-time Pedagogy

Title of paper: Violence in children's everyday life in school-age educare - reflections from a staff perspective

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Abstract:

Violence in children's everyday life in school-age educare - reflections from a staff perspective

This paper draws from an ongoing PhD student project focusing on violence and precariousness among children in Swedish school-age educare. Ethnographic fieldwork has been conducted during autumn 2021, in one school-age educare center. During fieldwork, ten interviews with staff connected to school-age educare was carried out and these interviews are the focus of this paper.

The presentation will draw from results presented in a coming article by Anna-Lena Borg and Karin Lager. Interviews with staff was analyzed through thematic analysis, (Braun & Clarke, 2006, 2019). Theoretical points of departure is theory on violence Galtung (1990), and space and place according to Lefebvre (1991).

Results show that violence among children in school-age educare comes to expression in several ways and are also being normalized in the way teachers talk about violence. Situations where children are using physical violence occurs, but the most common situations is verbal violation. These verbal violations are hard to handle for staff. The teachers express that time is the main reason, time to talk to children about what happens in these situations, as well as time to talk to each other and plan their work. The work conditions combined with teachers' perceptions about violence seems to counteract their efforts with creating a calm and safe place for children in school-age educare.

Pervious research shows that everyday life in school-age educare holds a potential to offer children care and support and thereby be a complement to a precarious family situation (Hjalmarsson & Odenbring, 2019). Though our results show that staff connected to school-age educare are having a hard time fulfilling the complementary mission they have according to Swedish education act and curriculum (Läroplan för grundskolan, förskoleklassen och fritidshemmet 2019; SFS, 2010:800). This can be connected to children's precarious life situations and the importance of school-age educare being a safe place were children have space to develop.

This study will contribute with new knowledge to Nordic educational research by focusing on staff's experiences of violence and precariousness among children in the everyday practice of school-age educare. It is of importance to highlight everyday life in school-age educare, both as a child and staff, though this is a scarcely researched area.

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Network: Leisure-time Pedagogy

Title of paper: Situated inequality in education and children's participation in social communities – a task for professionals in leisure time institutions?

First author/Presenter: Charlotte Højholt

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Co-author(s): Maja Røn Larsen

Abstract:

Maja Røn Larsen & Charlotte Højholt, Roskilde University, Denmark

Situated inequality in education and children's participation in social communities – a task for professionals in leisure time institutions?

Children live their everyday life together in and across different contexts such as families, schools and leisure time institutions. In our recent research, we have explored how unequal conditions in educational institutions are related to children's different possibilities of participation in children's communities as well as to collaborative and conflictual processes among different participants (Different professionals, parents and children) across children's different life contexts.

In both research and professional practice, inequality is often understood as related to social inheritance and intergenerational transmission of social and economic family background. However, statistical and qualitative studies challenge such predictable causality. To understand processes of inequality in educational institutions, we need to analyse them as more specifically related to children's access to social resources within the institutions, and this access relates to concrete situated collaboration and conflicts among different participants here – children, teachers, parents, pedagogues and psychologists.

Based on an ongoing research-project about "Leisure time pedagogy and situated inequality", we present the theoretical framework for understanding inequality as related to concrete social dynamics in the everyday life among both children and different professionals. By empirical examples, we illustrate how inequality relates to social situations and nexuses across children's compound everyday life contexts. This acknowledgement of the signification of children's access to collaboration with other children points to the importance of involving professionals from leisure time institutions and their pedagogic knowledge in the work of exceeding inequality.

Therefore, we will emphasize the possibilities of professionals in leisure time institutions in relation to supporting the children's possibilities of participation. We focus on their specific professional knowledge as different from, though related to the professional knowledge of teachers (Hence our insistence on the concept of leisure

time institutions rather than after school centres). This is a central point, since it includes the professional history of supporting children's leisure time, their communities, collaboration, common activities, personal engagements, influence, and agency. In this way professionals in leisure time institutions seem to have specific possibilities for working with relevant possibilities of participation for all children.

In the research project, we conduct participatory observations in the life contexts of the children and the professional contexts of the pedagogues - as for instance meetings and interdisciplinary collaboration. Furthermore, we conduct interviews with the involved and close research collaboration with the professionals. The theoretical basis for this exploration is a practice and subject oriented critical psychology with a focus on children's development of conduct of everyday life.

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Network: Leisure-time Pedagogy

Title of paper: Attending a children's folk high school with Bourdieu.

First author/Presenter: Peter Hornbæk Frostholt

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Co-author(s):

Abstract:

1. Research topic/aim

This presentation finds its outset within the analyses of an ethnographic fieldwork carried out at a children's folk high school in Aarhus, Denmark in late 2020.

Following Bourdieu, my analyses throughout this presentation aims to show that those of the children and the young people at the school, who possess conversation capital as a form of embodied cultural capital, get a chance of dominating and defining the social rules of the field.

2. Theoretical framework

In an ethnographic study of a Finnish school class, the Finnish educational researchers Mari Vuorisalo and Lena Alanen explore how some children seem to possess or acquire what they deem conversation capital. Conversation capital give the children, who possess it a special access to the teacher, and with that, a range of privileges in form of speaking time, access to social communities and continuous negotiations of the codes of practice in the class. In their Bourdieu-informed analysis, the conversation capital becomes a legitimate and effective implement in the social practices of the class and relates directly to the power- and dominance structures that constitute the social field of the classroom (Vuorisalo & Alanen, 2015: 85-95).

3. Methodology/research design

My methodological inspirations behind the project are inductive and explorative and with a foundation in educational anthropology, the basis for this project is an ethnographic fieldwork consisting of 45 hours of participant observation of the different courses offered at the folk high school as well as four one-hour semi-structured interviews with volunteers and course leaders at the place (Andersen, 2019: 36, 333).

4. Expected findings

Through empirical excerpts this presentation frames analyses of how such social mechanisms are constructed, maintained, and negotiated at the children's folk high school. My analyses are driven by bourdieusian readings, like the ones mentioned

above and the conceptual framework of the relational sociology in general to show how power and dominance structures influence the social codes in the children and youth groupings at the school, where such subtle social mechanisms are constructed and (re-)negotiated through the everyday interactions of the children, young people and adults at the site.

5. Relevance to Nordic educational research

In an establishment of certain Nordic values in education, values such as engagement and democracy come up among others (Klette, 2018, Frostholm, 2021). In a children's folk high school setting such values are established and maintained through a pedagogical practice characterised by student democracy, pupil involvement, dialogue, singing and community gatherings. The power- and dominance structures of the social agents of the place are an immanent part of such practices, and my presentation aims to show just that. Apart from that, drawing mainly on a Finnish reading of classic bourdieusian theoretical framework, this presentation already found its main inspiration within an analysis rooted in the north.

Network: Leisure-time Pedagogy

Title of paper: Contraforming as epistemic practice – the becoming of professional knowledge in syncretic practices

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Abstract:

The aim of this paper is to explore how epistemic practices (Fenwick et. Al., 2012) of social educators unfolds in different 'syncretic practices' in schools, following a reform of the Danish primary and lower secondary school (2013), and a nation wide merger between schools and leisure-time institutions in Denmark. Following which, social educators were afforded new areas of responsibility, as teaching, co-teaching and caring for children's well-being in schools. Syncretic practices are defined as practices where elements, that are usually considered non-coherent, are gathered, fused or otherwise made to be coherent (Law et. al., 2013).

In the paper I will unfold an analysis of how the epistemic practices of social educators unfolds in two different syncretic practices in schools, through the metaphor of 'contraforming as epistemic practice'. The analysis builds upon observations and interviews from four schools, that organizes the work lives of social educators in schools, quite differently.

Sculptures are cast in contraform. First, a form is sculpted, then dipped into a liquid material that encloses the form, solidifies and becomes a contraform, or a mould, from which casts can be made. A contraform is thus made from the sensing of the contours of a form. In solidifying around the surfaces and crevasses of a form, a contraform becomes something else, not the original, but an added layer, closely related to and formed by the sensing of the original form.

The analysis suggests, that in working in syncretic practices in schools, social educators sense the practices of schools, and proceed to value how best to embrace, sustain and support these. Contraforming as epistemic practice is thus an emerging responsive addition to the practices of schools, that establishes surfaces and crevasses, as areas of responsibility, so that 'the original form' may reproduce itself, albeit with new layers, folds, lines, and fissures. In this way, contraforming is a new epistemic practice, rather than a passive container, in that it shapes new originals and enacts new practices. The original form is, however, often an unspoken, sensed practice by the individual social educators. Contraforming as epistemic practice in the schools therefore often unfold landscapes imbued with practical paradoxes for the social educators, as they question how to sense, what to care for (support and

sustain), and what to 'let fall', for the schools, the children and for the benefit of their own work lives?

The papers relevance to Nordic educational research is the analytical attunement to syncretic practices, and how they afford spaces of possibility for the development of professional epistemic practices, and 'contraforming' as an analytical metaphor for noticing and discussing unheeded reproductions, and practical paradoxes, within syncretic practice.

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Network: Leisure-time Pedagogy

Title of paper: Staff in school-age educare talking about physical activities – social influence and possible implications

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Abstract:

Staff in school-age educare talking about physical activities – social influence and possible implications

Physical activity among children has been a topical subject in social debate in recent years. This often concerns children's increasing sedentary behavior. Arguments vary within the discussion of what physical activity should consist of, how it is conducted and why it is carried out. In this debate school-age educare and school has been given a prominent position as actors where children's physical activity can and should take place to decrease children's sedentary behavior. Physical activity is explicitly mentioned in the Swedish curriculum as a part of the central content of the education in school-age educare, though, the curriculum is not clear concerning performance and aim of children's physical activity (Skolverket, 2019). This leaves room for local constructions, and possibility for different actors to influence the social practice. Previous studies picture school-age educare as complex and constantly changing, influenced by social tendencies, norms and discourses (e.g. Haglund, 2009; Holmberg, 2018). Though, there is a lack of studies explicitly addressing physical activity in school-age educare and comprehensive social discourses influencing the social practice. That, together with the rather unclear mission for school-age educare, makes it interesting to study and in analyze discuss possible implications.

This paper draws from an ongoing PhD-project focusing on discourses in relation to children's physical activity in Swedish school-age educare and school. The aim of this paper is to shed light on how the talk about children's activity in school-age educare can be seen as part of comprehensive social discourses concerning education and physical activity. Focus-group interviews with a discourse-analytic approach have been carried out with staff from two municipal school-age educare in Sweden. The transcriptions was analyzed with inspiration from critical discourse analyze and childhood sociology (which are the theoretical standpoints).

The result shows that staff in school-age educare see the importance to compensate for children's sedentary behavior in home and school. This is done by arranging activities where the children can be physical active, mostly using children's expected own joy of movement, with the aim to improve children's school results as well as benefitting psychosocial- and physical health. The conclusion is that staff in school-age educare in general see children's psychosocial health as their primary

competence area, which therefore is suggested to be the starting point for how the social practice is designed. Also, children's expected own joy of movement can be problematized and should not always be taken for granted. Therefore, there is a need for taking children's own needs, interests and initiatives in consideration when physical activity in school-age educare is constructed.

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Network: Leisure-time Pedagogy

Title of paper: Walk-and-talk conversations with children – a literature review

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Co-author(s):

Abstract:

Research topic/aim

Walking methodologies are a broad family of approaches that mostly combine walking with verbal and non-verbal communication to gather research data. I will present an ongoing review of the literature using walk-and-talk conversations with children and young people as a research method for studies in education and related social studies fields. The purpose is to systematize and deepen knowledge about what is made possible and what limitations emerge when walking methodologies are used in research involving children. This leads to the research questions: 1. What is made possible by using walk-and-talk conversations for data collection in research with children? 2. What limitations appear when walk-and-talk conversations are used in such research?

Theoretical framework

Lynch (1999) argues that research methods have considerable impact on how knowledge is produced. Methods can empower or disempower, affecting the lives of the individuals or groups that are researched. The present study is informed by the position developed in the sociology of childhood, that children are active and competent persons, with the right to a voice on issues that affect them. The study is further motivated by the need for educational approaches that support ecological literacy (Orr, 1990), which in turns requires research methods that can be used to study how children experience environments.

Methodology/research design

A first systematic search was made in ERIC, Web of Science and Scopus, for the term "walk-and-talk". Based on publications yielded in this search, additional snowball searches were conducted.

Expected results/findings

Results show so far that a literature review can help to map the possibilities and limitations of the walking methods. The possibilities of these methods will be presented according to the following themes: 1) increased opportunities for communication, 2) enhanced opportunities to be able to remember and associate, 3)

reducing power imbalances. The limitations of walking methods expressed by the authors of the studies are grouped into the following themes: 1) challenges that are group-related or grouping of children (individually, in pairs or collectively), 2) accessibility-related constraints (language, disability), 3) challenges for the researcher in the research process, the relationship between researchers - children (relationship capital, security, balance of power).

Relevance to Nordic educational research

A limitation in the literature review has been that the database search was conducted in English with the search term "walk-and-talk", and that the snowball search may have led to a "bubble". At the same time, the fact that the studies found come from Sweden and a small number of English-speaking countries largely corresponds to the geographical area where the sociology of childhood perspectives developed and spread. Research methods that provide voice and agency to children are therefore particularly relevant to the Nordic countries.

Lynch, K. (1999). Equality studies, the academy and the role of research in emancipatory social change. *Economic and Social Review*, 30, 41–70.

Orr, D. W. (1990). Environmental education and ecological literacy. *The Education Digest*, 55(9), 49-53.

Network: Leisure-time Pedagogy

Title of paper: Negotiation of Leisure - an Ethnographic Study of the Organization of Children's Leisure in an Urban Neighborhood of Socio-Economic Precariousness

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Abstract:

Negotiation of Leisure

- an Ethnographic Study of the Organization of Children's Leisure in an Urban Neighborhood of Socio-Economic Precariousness

In a Swedish context where access to both school-age educare and organized leisure activities is unevenly distributed, children in the margins of the city have fewer options for activities in their free time. The presented study is part of an ongoing doctoral project studying the processes within a municipal partnership collaboration, which sets out to organize the leisure of children aged 10-12 years in a neighborhood categorized as a target area due to low socio-economic status. By this focus, the presentation has potential to contribute to Nordic educational research by highlighting implications for children's leisure when organization is moved from an educational setting to that of a partnership collaboration.

Drawing on previous research within the fields of school-age educare (Ludvigsson & Falkner, 2019), shifting welfare policies (Sharpe, Lashua, & van Ingen, 2019) and social work (Herz, 2016), the study is placed within the intersection of various fields. Through an ethnographic approach (Emerson, Fretz & Shaw, 2011), using observation and documentation of meetings as main empirical tools, the discussions and decision-making of the actors - public, private and non-profit - within the partnership collaboration is followed during a-year-and-a-half. The theoretical framework used is a combination of policy enactment theory (Ball, Maguire, & Braun, 2012) and the approach What's the Problem Represented to be (Bacchi, 2016), focusing the close link between policy, discourse and power.

Preliminary results show tensions between the actors, coming from a range of different policy backgrounds, are evident, giving coordinators of the partnership a key role as the person smoothing over different agendas and conflicts. Moreover, the results indicate the topic of children's leisure, and the planning of activities the partnership is organizing, are marginalized within the meetings. Instead, the partnership discussions favor topics such as creating job opportunities for older

teenagers and finding ways of enhancing the public view of the neighborhood. This implicates a de-professionalization of the school-age educare where interests of private companies trumps both educational topics as well as children's interests in their leisure activities.

Bacchi, C. (2016). Problematizations in Health Policy: Questioning How "Problems" Are Constituted in Policies. *SAGE open*, 6(2).

Ball, S. J., Maguire, M., & Braun, A. (2012). *How schools do policy - policy enactments in secondary schools*. Routledge.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (Uppl. 2.). University of Chicago Press.

Herz, M. (2016). 'Then we offer them a new project' - the production of projects in social work conducted by civil society in Sweden. *Journal of Civil Society*, 12(4), 365-379.

Ludvigsson, A., & Falkner, C. (2019). Fritidshem – ett gränsland i utbildningslandskapet. *Nordisk Tidsskrift for Pedagogikk & Kritik*, 5, 13-26.

Sharpe, E., Lashua, B., & Van Ingen, C. (2019). A Good Place for What? Placing "Value" in Youth Centers. *Leisure Sciences*, 1-17.

Network: Leisure-time Pedagogy

Title of paper: A three-year undergraduate degree for recess activities?
Professionalization of Extended Education

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Abstract:

Research topic

The research topic of this study is focussed on the professionalization of the status of school-age educare teachers in Sweden. The aim is to examine the discourse of SAEC teachers and how they conceptualize their role as teachers and their assignment as recess activity leaders in the obligatory school.

School-age educare was included in the Swedish School law in 2010 and received its own section in the national curriculum in 2016. In contrast to extended programs in other countries, the teachers working at the Swedish SAEC are required to have a professional degree. Since 2019, successful completion of a three-year university degree in Extended Education is required to be licensed as a teacher in SAEC. While the move to an undergraduate program, like that of their colleagues in the obligatory school, has been construed as providing a professionalization of the work of the SAEC teacher, this policy has not been without problems. Principals and school boards often use their own interpretation of the role that SAEC teachers should play in the school system. A movement, originally started by a few male SAEC staff, has ignited a view of the SAEC teachers as inhabiting the skills and knowledge to use recess as an arena for teaching. Principals and school boards have embraced this as a way of scheduling staff in this split-shift program and the practice has become a common way of viewing how SAEC teachers work in the school system. Is a three-year undergraduate degree needed to be a recess teacher? How do the teachers themselves perceive this role that has provided both opportunities and challenges in moving towards the professionalization of their work?

Theoretical framework

The theoretical framework for this research is grounded in the construct of professionalization and professionalism as conceptualized by Goodson (2000).

Methodology/research design

The study uses the thematic discourse analysis of Braun, Clarke, Hayfield and Terry (2019). The thematic analysis implies a search for repeated patterns of meaning

which also include reading and re-reading the data. This approach is used to describe specific groups' lived experiences.

The data used for analysis are written responses by teachers participating in the project The Pedagogical task of School Age educare. It is a three-year (2019–2022) research and development project within the framework of Ifous, a non-profit independent research and development institute in the field of education in collaboration with university researchers.

Expected results/findings

The result is expected to reveal the complexity in the alignment of SAEC teachers' professionalism and their role as recess teachers and hope to ignite a debate around the professional status of SAEC teachers in Sweden.

Relevance to Nordic educational research

As the professionalization of the work that teachers do in extended education is a topic for much discussion in the field, this study will contribute to an understanding of the complexity of creating and claiming a professional status for teachers working outside the regular classroom model.

Network: Leisure-time Pedagogy

Title of paper: Organized street sport as leisure arena

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Co-author(s):

Abstract:

Research topics

The paper will present findings from a research project that investigates how organized street sport (skateboarding, parkour, panna etc.) in urban spaces (re-)produce and (trans)form social processes of inclusion and exclusion among young people. The research project explores how processes of inclusion and exclusion are entangled with spatial becoming and belonging among youth in specific urban street sports projects, and how the configurations of gendered, racialized, ethicized, and classed differences and identities are regulated and negotiated through the street sport projects.

As leisure arenas, organized street sport is regarded as an alternative to after-school facilities and to more formal organized leisure activities such as sports associations (soccer, swimming, athletics etc.) that historically have dominated youth leisure activities in Denmark. In relation to leisure-time pedagogy the paper discusses in what sense organized street sport contributes to a place-sensitive leisure pedagogical thinking.

Theoretical framework

The theoretical framework altogether contributes to a thinking of young peoples' identity formation as processes of becoming and belonging within a complex assemblage of relations between place, urban rhythms, institutions, and social/cultural conditions that are specific to big cities. Urban street sport is conceptualized as material, cultural and social practices, and as social critique of the conventional use of the city and the urban environment. In that sense, street sport is understood as a re-thinking and a re-sensing of the urban build environment and the city that opens for other – and more playful - ways of young people's life in the urban settings.

The approach to street sport activities as negotiations of ways of being in the city draws on a non-representational thinking of the city and the urban in which the urban is conceptualized as moments of encounters – as shifting events that unfolds in the everyday life. The non-representational thinking implies a spatialized relational

approach to youth as belonging that emphasizes the entanglements of places, materialities and subjectivities and highlights young peoples' effort to connect to people and places as a way of sensing "place-belongingness".

Methodology/research design

Empirically, the project is based on ethnographic field methods and consists of different case studies of organized street sports projects in Copenhagen. Data are produced through interviews with the organizers of the projects and short term ethnographic fieldworks in specific urban street sports projects.

Relevance to Nordic educational research

The paper is relevant to Nordic educational research in several ways.

Firstly, the paper contributes to reflections and discussions of pedagogical work on the threshold of flexible organized leisure arenas and established leisure-time pedagogy and of how organized street sport - as a new pedagogical 'player' - is expanding and challenging the conventional leisure-time pedagogy. Secondly, the paper discusses in what sense the organized street sports activities contributes to a place-sensitive pedagogical thinking and a pedagogical awareness of the social/cultural and geographical processes between urban spaces, places, and in/exclusion among youth (in Denmark)

Network: Leisure-time Pedagogy

Title of paper: Keen on qualification? A comparative review of Danish and Swedish research literature on leisure-time pedagogy.

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Co-author(s): Lea Ringskou

Abstract:

Research topic/aim

Denmark and Sweden are countries with a strong tradition of leisure-time pedagogy in institutionalized and state-based settings, primarily in Leisure-time centers managed by school administrations and often organized in, or rather close to, the school buildings. Both countries have higher education institutions that provide education for leisure-time pedagogy. In both countries, these higher education institutions are required to train students based on research knowledge. The basis of this presentation is an extensive review of research literature on pedagogues working in the field of leisure-time pedagogy in Denmark and Sweden. 68 Danish and 71 Swedish publications were included. With a comparative approach, we aim at illustrating similarities and differences in the production of research literature in the two countries, as well as drawing attention to historically embedded power structures and dominant themes in the research. The research question underlying this is the following: What are the dominant themes in existing Danish and Swedish research literature in the field of leisure-time pedagogy, and what does such dominance imply for existing and future leisure-time pedagogy?

Theoretical framework

In our analysis of the review results, we include theory from French sociologist Pierre Bourdieu and Dutch educational thinker Gert Biesta (Biesta, 2009, 2015; Bourdieu, 2006). With the use of Bourdieu's concept scientific capital, we analyze the historically anchored power structures embedded in the Danish and Swedish research on leisure-time pedagogy. To illuminate the specific themes dominating the literature, we draw on Biesta's understanding of the three domains of education: qualification, socialization, and objectification.

Methodology/research design

To get an overview of the Danish and Swedish research literature on leisure-time pedagogy, we first conducted a general literature review (Grant & Booth, 2009). The general literature review offers an overview of existing literature in a specific area. When working with the comparative analysis, we were inspired by the critical review

(Grant & Booth, 2009). In the critical review, the analytical focus is on themes, discourses, and methods across the collected material.

Findings

In the analysis, we demonstrate that both countries have a strong focus on children aged 6–10 in primary school and leisure-time centers. Where Danish research focuses on collaboration between teachers and pedagogues, Swedish research concentrates on the professional identity of leisure-time teachers. Based on theoretical discussions, we discuss power structures and prevailing themes in the pool of publications, and finally, we conclude that both countries' general research foci can be understood as representations of a qualification domain.

Relevance to Nordic educational research

Undoubtedly, this knowledge-sharing contributes to a strengthening of the somewhat overlooked research field in Nordic pedagogy: Leisure time pedagogy. With the results of our analysis in mind, we ask if Danish and Swedish (research on) leisure-time pedagogy is—or has become—too keen on the qualification domain? We hope to contribute to the continuing discussion of such important questions within the field of Nordic Leisure time pedagogy.

Network: Leisure-time Pedagogy

Title of paper: Organized physical activity in the eyes of Children with ADHD and ASD

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Co-author(s):

Abstract:

During the COVID-19 pandemic, the Swedish sports movement highlighted the importance of physical activity (PA) for children, even when large sectors of society were closed down. Sports clubs had difficulty in keeping children active during the pandemic. An especially vulnerable group were those children with disabilities who, prior to the pandemic, were at risk of dropping out of sports and living a sedentary lifestyle. This advocates the need to know more about keeping disabled children, e.g., those with attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD), in organized PA. Coaches and teachers are important to reinforce children being physically active, although they may have little knowledge about how to adapt to their needs and desires.

This presentation departs from an ongoing research project on PA/sports in children with neurodevelopmental disabilities. A literature review was conducted, along with an interview study with physically active children with ADHD. Our work departs from an ecological model for health-related behaviours [1] to explore children's PA experiences. The aim is to present results on intrapersonal and interpersonal aspects in children's experiences of taking part in organized PA and further, to assess these concerns along with preliminary results from the empirical study. The presented aspects are important to coaches and teachers to develop pedagogical strategies.

The methodology used is a meta-synthesis review of qualitative research [2], and semi-structured interviews. We sought literature from several databases, limited to peer reviewed articles in English that comprehensively explored how children with neurodevelopmental disorders (mainly ADHD and ASD) experienced organized PA. The empirical study conducted child-centered, semi-structured interviews with six Swedish children (three boys, three girls) with ADHD who regularly participated in soccer, ice hockey, horseback riding, and trampoline. Thematic analyses were carried out.

These results show several relevant intrapersonal and interpersonal aspects that can affect children's experiences with PA. Examples of intrapersonal experiences were: different sport preferences, motor ability, motivation level, a lack of social skills or inattentiveness during PA, feeling positive or anxious or, experiencing fear about

getting hurt. Further, interpersonal relations might be perceived as positive or negative. Examples of negative experiences were difficult peer relations and bullying, as well as negative coach and teacher interactions. Positive experiences concerned having a PA partner (family members and friends), gaining new friends, and feeling supported by the coach/teacher. These matters can also be seen in preliminary results from the interview study.

Such results are of importance to Nordic educational research since it will add to the body of knowledge needed to conduct more research within the field as well as adding knowledge to physical education teacher training and to sports coaching education.

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Network: Leisure-time Pedagogy

Title of paper: Recess

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Co-author(s): Gunilla Eide Isaksen

Abstract:

Abstract Recess

The topic for this paper presentation is recess at school. Recess has had an important role in children`s everyday school life. The breaks have been important for children`s opportunities for play, fun and leisure at school. In a historical perspective, retrospective studies describe recess as a wonderful time, and maybe the only time, for some children to play with peers in school as the life was mostly characterized by a lot of work and little leisure with peers (Hodne 1967).

The point of departure for this paper is that researchers from different disciplines are concerned about the free role of play in an increasingly institutionalize childhood the last 30 years. Today almost all children live most of their lives in institution as kindergarten, school and other adults organized activities. UN claims that children`s free, spontaneous play is the threatened by an increasing academic pressure and learning focus (Øksnes & Sundsdal 2020). International research has shown that recess during the school-day has been diminished. The children`s opportunities to choose activities on their own and with peers are less, because the lessons are longer and the recess shorter and fewer. Pellegrini (2011) refers to studies in the USA which show that recess time has been significantly reduced in the last 15 year. This is often justified that recess, in the same way as play, are a waste of time.

In this study we aim to examine children`s play opportunities at school. We have a specific focus on recess. Our research question is: How do children and young adults experience and reflect about recess in school? We seek to answer this question by a qualitative interview study. We ask the participants about their memories of play in childhood. 30 children between 8 and 15 years and 30 young adults between 20 and 30 years old were asked to participate. The participants were asked to tack about their experience and reflect on their memories with focus on recess.

Our preliminary findings show that there is less time to play in school for the children started school between 2013-2020 than those who started 1996 – 2006. The young adults (20-30 years) report that they played more in recess than the children aged 8-15

Our research contributes with important knowledge about how children experience their opportunities to play and participate in activities that are not adult-led. This is relevant in Nordic educational research as education policy has focused on developing knowledge and competency and not shown much interest in children's well-being in school.

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Øksnes, M. & Sundsdal, E. (2020). *Barns lek i skolen*. Bergen: Fagbokforlaget

Network: Leisure-time Pedagogy

Title of paper: Exploring a pedagogy of place in Iceland: The value and contribution to contemporary education

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Co-author(s): Mark Leather, Gunnar Þór Johannesson

Abstract:

This paper discusses the findings of an action research project designed to evaluate a new university course, originally 'imported' from England, that harnesses the educational opportunities of a pedagogy of place. The aim was to explore what gave students a sense of place, an understanding of the processes, to discover what meanings emerged, and which aspects of this experience were most valued. The theoretical framework is social constructionism. It is sociological and emphasises on factors that are external, collective, and are shared socially. It highlights the hold our culture has on us and shapes the way in which we see things.

The main question was: What contribution could Place Based Outdoor Education make to contemporary education in Iceland? Following this fieldwork course taught in Reykjavik, qualitative data was collected from participants using photo-elicitation, a focus group, and a documentary analysis of student writing.

The findings demonstrated that the cultural, social, and political history of the location needs to be acknowledged. Specifically, the need to translate, culturally and literally, from the English terminology the cultural constructions and meanings of 'outdoor education'. An experiential pedagogy proved to be valued by students to explore and develop their sense of place and the place-responsive educational process. However, educators need to be aware that it takes extensive and immersive experiences in nature to create opportunities for authentic, aesthetic, embodied experiences that are fundamental to this fieldwork. These allow time to generate deep conversations and dialogue between tutors and students.

The implications for professional practice are discussed and suggest that greater emphasis is needed on the place-responsive process, involving more opportunities for reflection, empowering students to actively apply place-responsive activities themselves, and raising, and addressing, global issues such as the climate crisis, and environmental and social justice.

The relevance this paper has to Nordic educational research is that the approach is built on a holistic perspective on education and the Nordic tradition of *friluftsliv*. As

noted in the theme of the conference this is a “flexible approach to teaching and learning, focusing on a higher degree of involvement of both teachers and students” and therefore the research has the possibility shed a light on issues that are valuable to educators and to contemporary education.

Network: Leisure-time Pedagogy

Title of paper: Outside school hours: digital leisure and learning

First author/Presenter: Kristina Johnsdatter Andreassen

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Co-authors: Christer Hyggen, Louise Mifsud, Mikkel Bertram Rustad, ,

Abstract:

In this paper we present Norwegian children's perspectives on how they spend their digital leisure time. This study is part of a large European study (Impact of technological transformations on the Digital Generation [DigiGen], 2021) where the aim is to understand the interplay between leisure and socialisation with digital tools in everyday life (DigiGen 2021). This paper focuses on how and why children choose to spend after school hours digitally in terms of their socialisation. Our study also focuses on how children perceive restrictions on digital leisure activities, either imposed by parents or themselves. Furthermore, we discuss the impact of the COVID-19 pandemic on their digital leisure time.

Our study is analysed from the perspective of cultural tools (Wertsch 1998), where the notion of cultural tools highlights the role that the tools have in a particular context, such as children's use of digital devices outside school hours. Outside school hours the digital devices are chosen by the children contrary to for example the school arena.

Our data draws on a mixed methods approach using both interviews, multimodal digital diaries and video observations of gaming sessions conducted with children aged eight to 15 in Norway. In general, Norwegian children have good access to digital devices and the internet.

Preliminary findings indicate that children use digital devices for socialisation, entertainment, as a time filler as well as for learning new skills that are seen as important by the children. With regards to restrictions on screen time, children expressed 'entitlement' to screentime, especially if balanced with school-related work and offline activities such as sports. Restrictions to screen-time were based on dialogue and negotiations and children expressed little resistance to parent-imposed restrictions on screen time and did not express any need to evade these restrictions. The children highlighted the importance of digital social meeting places such as games especially during COVID-19 lockdowns where physical meetings with friends were restricted. Online gaming was experienced as a safe place to meet friends. The children highlighted YouTube as a platform they visited regularly, either for entertainment or as a source of learning. An interesting finding is that the children reported using the internet not only for school-related work but also for learning skills related to the leisure time activities, such as learning how to create complicated structures in Minecraft or learning to play a new tune on the piano.

Network: Leisure-time Pedagogy

Title of paper: Outside school hours: digital leisure and learning

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From the children's perspective, the digital arena was described as a natural and indispensable everyday reality. The digital arena (accessed by cultural tools such as digital devices) is considered valuable (by children and young people) for nurturing social relations, developing important skills and for engaging in leisure activities, especially in times where access to traditional physical arenas are restricted.

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NETWORK 18

FAMILIES, INSTITUTIONS AND COMMUNITIES IN EDUCATION

Network: Families, Institutions and Communities in Education

Title of paper: Institutional Bureaucracy and Challenges in the System Integration of the Norwegian Municipal Welfare System and Urban Schools Services: A Qualitative Study of Social Services Administrators and School Personnel

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Co-author(s): Anna Cecilia Rapp, Eli Smepllass

Abstract:

International research has highlighted the benefits of integrating welfare services to form a safety net around children's well-being. The idea behind integrated services is that schools should not turn to various services searching for help, although in the Norwegian context school communities as clients of welfare services are often vulnerable and need comprehensive support. This study examines the integration of the regional support system into school welfare services. The present qualitative study included semi-structured in-depth interviews (N: 46) from 21 regional administrators and a sample from three state primary schools and 25 school staff, including teachers in fourth and seventh grades, school managers and leaders, and school specialists working on the schools' premises (e.g., psychologists, social workers, and teaching assistants). In the Norwegian municipality that was studied, politicians and social services administrators have arranged an integrated model for all family services connected to child and educational welfare. Under the direction of the municipal manager of child and family services, four sections operate within the city. Controversially, these institutions grew in the late 1960s and became heavy bureaucratic institutions, each with its own law and specializations. In this urban municipal welfare organization, the meeting of traditional, cemented institutions and governing models inspired by neo-liberal ideas regulated by to a control and report system connected to a specific institution within child and family services. The results show that the bureaucracy in institution-specific structures leads schools and support systems to face difficulties in integrating their systems. Qualitative analysis identified three salient themes: informants identified the challenges linked to (1) stress in the institutional environment, such as the law and how to respond to offenses, (2) the rationale within the system, such as what is a social problem and how shall society address it, and (3) the lack of time to devote to this process, according to legal standards and professional guidelines. This research suggests that efforts to develop a collaborative umbrella system are essential to improve the well-being of families at risk of social exclusion or children in need of early intervention.

Network: Families, Institutions and Communities in Education

Title of paper: Tracing the Dynamics, Composition and Nature of Social Networks in Educational Success of Students with Different Social Backgrounds

First author/Presenter: Niclas Månsson

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Co-author(s): Ali Osman

Abstract:

The aim of this presentation is to discuss the notion of social capital and to explore if and how educational success is contingent on the parents' social capital or their positions in the social structure. Numerous studies show that children from the educated middle class are privileged in the educational system, unlike children from low socioeconomic status (SES) backgrounds. The children from low SES backgrounds are often embedded in social relationships that are disadvantageous or do not help them to decode school practices. Despite this conventional understanding of the link between social capital and educational performance, there is an increasing proportion of young people from low SES backgrounds that is embarking on successful educational careers. Thus, using the biographical data of students from different social backgrounds, this presentation employs the theoretical underpinnings of the notion of social capital to examine how we can understand the success of students from different social contexts.

The research project departed from Coleman's and Bourdieu's understanding of social capital concerning educational performance. To identify and analyse the resources and support that allowed these students to achieve academic success, the following concepts will be used to analyse the data: ideational support, material support and bridging support. Ideational support refers to the ability of parents and other influential figures to inculcate a pro-academic norm in these students. Material support denotes the unequal material resources that advantage or disadvantage the educational experiences of different categories of students. Bridging support denotes the linkage between ideational and material support. Bridging refers to parental abilities to link their child to individuals with institutional actors serves as a medium for material and ideational support.

The presentation is based on interviews with four students with different social backgrounds and educational trajectories. The participating students were interviewed three times throughout the project (in which we interviewed 52 students): at the beginning of their second year in upper secondary school, at the end of their third year, and when they had graduated. This presentation analyses four biographical interviews with students from different social backgrounds on their experiences of a successful educational trajectory.

The empirical analysis of this study implies that the differences in the composition and nature of the social networks seem to be critical for educational success for students from different social contexts. Students from families with high social capital who are embedded in stable social structures are sure to embark on a successful educational career. The educational success of students from families with low SES seems to show that the parents' unconditional emotional support, peer support and teacher support are critical factors. In addition, results of the study seem to contradict the individual-centred narrative of educational success.

Our results contribute to a discussion about transitions and successful educational trajectory and is relevant to Nordic educational research, since we address the significance of support

Network: Families, Institutions and Communities in Education

Title of paper: A New Dimension of Educational Cooperation among Community, Family and School: A Study on the Educational Function and Practical Mechanism of Community Complex

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Abstract:

Globally, there are various modes of cooperation among community, family and school education, such as community education represented by "people's education" in Nordic countries, such as Denmark, Sweden, Norway and Finland; Community education of "community education" (Social Education) represented by Japan; The informal social education service represented by the United States is community education.

For a long time, China has mainly relied on foreign experience to establish its own community, family and school education model. However, in the past 20 years, the Chinese government has found a new architectural form to develop the potential of the community : community complex. This study is based on several community complexes in Shanghai and Zhejiang, China, Explore how these community complexes connect schools, communities and families, and make education become the link of connection and empowerment. The research question of this study is, what are the educational functions of community complex? How can the community complex make schools, communities and families become close partners with its educational function? What is the internal practical mechanism of school, community and family cooperation?

The theoretical framework of this study draws on a variety of theories, such as "the theory of scenes", which indicates why the community complex in this study should carry out scene operation; "Mix use theory" points out the unique value and significance of the comprehensive use of internal and external functions of community synthesis;"The theory of educational ecology" points out the different educational functions in the community complex and the relationship and structure of family, school and community; "Social and cultural theory" reveals the specific problem of how to learn in the community complex.

This study mainly adopts the narrative research method. The researcher expects to deeply explore the personal experience, feelings and stories of communities, schools, families and other subjects in the community complex, present the life experience of multiple subjects in the community complex through multiple narrative

techniques, and put it in the relationship field to understand, so as to promote the self reflection of policy makers, participants and researchers.

This study found that the community complex connects schools, communities, families and other subjects, forming an educational ecosystem inside and outside the community. In addition, the community complex has profoundly changed the local people's learning mode and life mode, relying on learning modes such as simultaneous co learning and cross mutual learning for intergenerational and intra generational communication, It has built a learning and living community of learning and symbiosis for all ages.

As a relatively developed and representative region of community education, Nordic is very necessary to absorb the latest community education model and cooperate with home school society, which is also helpful to exchange experience and learn from each other.

Network: Families, Institutions and Communities in Education

Title of paper: Exploring the benefits and challenges of using the Reflective Dialogue Parent Education Design (RDPED) to promote parent development and perspective-taking.

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Abstract:

Parenting is a complex and often difficult task, especially in precarious times. However, the evidence is clear that a caring, nurturing and encouraging relationship between parent and child has been shown to be an important factor for children's well-being and success in school (Aðalbjarnardóttir, 2019). Parenting skills, as any other skills, can be improved with support and guidance. Reflective Dialogue Parent Education Design (RDPED) is a method designed for parent education that entails showing parents videos of parent-child interaction and then guiding the group through a specifically designed reflective discussion (Thomas, 1996). The goal is to provide a non-judgmental space where parents can build skills in perspective-taking and sensitive, responsive parenting; all of which are the foundations for involved parenting.

To explore the benefits and challenges of using RDPED a qualitative study was conducted, in which, eight parent educators were interviewed who had all received previous training in RDPED. The interviews were semi-structured and later analysed using the method of Thematic Analysis (Braun & Clarke, 2006). One of the main findings show that parent educators feel that RDPED has many benefits, including improving parent-child communication, giving parents a greater sense of security in the parental role, and transforming parents' views regarding the long-term parent-child relationship. While the parent educators would like to use RDPED more with their parent groups they feel they would benefit from a supportive learning community to help them manage the obstacles of implementation. The findings of this research have been used to address these challenges so that educators are now engaging in a supportive learning community as they implement the RDPED approach. The findings are useful for parent educators and anyone who is considering supporting parents or expanding their parent involvement programs. When parents are more confident and secure in their parental role then parents are better able to create a stable home environment and navigate the precarious elements of our world, which allows children to show up to school better able to focus and ready to learn.

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Network: Families, Institutions and Communities in Education

Title of paper: School and Family Environments Enhance Adolescents' Confidence in Financial Matters:

Indirect Paths to Financial Literacy Skills in Finnish PISA 2018

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Abstract:

1. Research topic/aim. The current study was set to investigate the associations of the adolescents' financial socialization factors—financial education in school and families—with confidence (i.e., confidence about financial matters and confidence about financial matters using digital devices). Additionally, we explored how financial socialization factors indirectly relate to financial literacy skills through financial confidence, and the role of demographic factors (adolescent gender, grade level, parental education, family wealth) on financial socialization, financial confidence, and financial literacy scores.

2. Theoretical framework. PISA financial literacy was an overarching framework for the whole study. Opportunity to learn framework was used to set expectations and explain the importance of financial socialization factors. Self-determination framework was employed to explain mediation results between financial socialization confidence and financial literacy skills.

3. Methodology/research design. We used data of the 4,328 Finnish 15-year-olds participating in PISA 2018 assessment. Financial literacy skills were measured by tests, and financial socialization and demographic factors were assessed by adolescent questionnaires.

4. Expected results/findings. The most important results showed, first, that both financial education in school and in families positively predicted adolescents' confidence in financial matters both using and not using digital devices. Second, financial education at schools and families indirectly predicted financial literacy scores through confidence about financial matters using digital devices. Third, older adolescents were more exposed to financial education at school and in families, whereas adolescents from wealthier families and girls (vs. boys) were exposed to a more frequent discussion of financial matters with parents at home. Furthermore, boys were more confident in financial matters than girls, although the financial literacy score did not differ by gender; older adolescents were more confident in financial literacy and achieved better financial literacy scores. Finally, higher parental education in the family related to higher financial literacy scores, but not higher

confidence, whereas family wealth was related to higher confidence, but not financial literacy scores.

5. Relevance to Nordic educational research. The Finnish PISA 2018 data was used. The study focused on financial literacy which is a rarely investigated aspect of PISA theoretical framework. This study goes beyond comparing means between the countries or explaining relations between financial literacy scores and demographic characteristics; rather, it makes an effort to explain the mechanisms by which financial socialization factors relate to the financial literacy scores through enhancing adolescents' confidence.

Network: Families, Institutions and Communities in Education

Title of paper: Challenges of Digitalisation in Home-School Relationship

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Abstract:

Challenges of Digitalisation in Home-School Relationship

The aim of the presentation is to examine how the digitalisation of home-school communication took on new forms during Covid-times in Iceland, thus revealing new challenges in building good relationship between parents and teachers.

The presentation is based on a review of selected policy documents and empirical studies regarding digitalization, home-school cooperation and parental involvement in Icelandic compulsory schools.

The communication between parents and teachers in compulsory schools is systematic and regular, with two or three parent-teacher meetings per year in addition to communication via emails, letters, and phone calls (Jónsdóttir & Björnsdóttir, 2019). The use of diverse digital platforms to communicate with parents about students' studies, homework etc. has increased rapidly during last years. But communication, and possibilities for cooperation, seem to be surprisingly alike in schools, regardless of differences such as school size or the age of the students. Diversity in Icelandic society has grown rapidly in recent years, and immigrants are ca 14% of the habitants (Statistics Iceland, 2021). That has given the school professionals new challenges and new opportunities to development in pedagogy and didactics. Teachers' union has asserted that the increased responsibilities, due to diversity of all kinds, are neither recognized nor rewarded. Research in Reykjavík brought forth that teachers feel, firstly, overloaded in class, and secondly, challenged by some parents that are apparently demanding (Reykjavíkurborg, 2017). Reykjavik municipalities' reaction was to introduce guidelines for parent-teacher relations, arguing that the increase in communication between parents and teachers could be disturbing to teaching and learning in the compulsory schools. The authorities recommended rules to be implemented regarding mails, phone-calls, reaction time to be expected by parents etc. All in all, trying to set borders or shield teachers from the demanding parents. A new study shows that compulsory schools have increased their use of online teaching and communication during Covid-19 (Jónsdóttir, 2020). Findings revealed that immigrant students, and those with weak social background, were much more likely not to attend online and not to communicate digitally with their teachers, than other students.

The question to discuss is if new steps in digitalisation are causing new barriers in home-school relationship to rise or opening new possibilities for those involved.

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Network: Families, Institutions and Communities in Education

Title of paper: Increasing parents' responsibility for children's achievement in school: Good intentions, unintended consequences?

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Co-author(s):

Abstract:

Research topic and theoretical framework: The paper discusses parents' role in children's education, framed by the tension between neoliberal developments in global and Nordic educational policies on the one hand, and the ambition of inclusive and equitable education for all on the other hand. The study draws on Norwegian educational policy's concern with school-home collaboration, as well as research on parental involvement in children's education, acknowledging the involvement's significance for students' educational advancement (Harris & Goodall, 2008), intending equal opportunities for all. However, good intentions notwithstanding, schools' expectations of parents may become "pedagogicalizing" (Popkewitz, 2003, p. 37), when parents are assigned responsibility for children's achievement, forcing them to take on a role as teacher for the child.

Methods: The study is a qualitative study, exploring parents' experiences with supporting their child. Data consists of 27 written parental replies to an online questionnaire with open-ended questions and 14 follow-up interviews, with the aim to create a broad impression of parents' experiences on educational follow-up in the case of having a child with special needs, including the professional support received. The analysis is hermeneutic, taking on an exploratory, data-driven approach, with the aim to develop insight into, and understanding of, parents' experiences on supporting their child. Hence, the study draws on a social constructionist perspective (Berger & Luckmann, 1966).

Findings show that the parents' experiences on supporting the child may be understood as living with and responding to uncertainties. The parents view their involvement as conditional for the child's educational achievement, leading to extensive 'working' with the child, representing a parental struggle to provide the 'right' conditions to enable the goal of a 'normal' life. Parents become caught in a rehabilitation stream, affecting their view on their role as a parent, taking on a teacher role. The analysis indicates multiple unintended consequences of increasing parents' responsibility for children's educational achievement.

Relevance: Taking Nordic educational policies aiming at equal and equitable education for all as a point of departure, the paper discusses how good intentions of

counselling parents to take responsibility for their child's educational achievement may lead to unintended consequences such as parental insecurity, extensive practising with the child, as well as increasing social inequalities. The study emphasises a need for critical discussion of the parents' role in children's education: apart from affecting the parent-child relation negatively due to neoliberal pressures inducing result-oriented tendencies, stressing parents' responsibility for children's educational achievement in schools may not create equal opportunities for all, but rather construct privileges for some.

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Network: Families, Institutions and Communities in Education

Title of paper: Need for parent education : perspectives of fathers of 13 - 16 years old children

First author/Presenter: Ágústa Sigríður Jónsdóttir

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Co-author(s): Dr. Hrunn Þórarins Ingudóttir, Dr. Eyrún María Rúnarsdóttir

Abstract:

The COVID-19 pandemic has affected families' daily lives in various ways. For example, Icelandic research reports parents' feelings of frustration and being overwhelmed during restrictions and school closure in the first wave of the pandemic (Hjálmsdóttir & Bjarnadóttir, 2020). Research shows that circumstances that produce frustration and feelings of overload may put parents at risk for burnout (Griffith, 2020). In such precarious times, it is imperative to emphasize the importance of parent education and support (Aukið ofbeldi og vanræksla, 2021). Previous studies pay more attention to the role of mothers in parenting although fathers are taking on increasing responsibilities as their children's caregivers (Lamb, 2010).

The aim of this study was to explore the experiences and perspectives of fathers in their parenting of 13–16-year-old children. We investigate how they experience their strengths and where they perceive challenges in their parenting role.

A questionnaire was sent to parents of children aged 13–16 in 24 schools, both in the capital area and other parts of the country. The schools were chosen randomly. Out of the 1133 responses, 253 of them belonged to fathers (22%). The participants answered questions about confidence as a parent, stress, and needs for support and parent education.

The main results show that more than a third of all fathers (36%) experience stress in the parenting role, 14% experience the role as burdensome, and 11% say that it makes the individual exhausted. These symptoms can be the first signs of parental burnout. The study also shows that while most of the fathers experience themselves as confident (85%) in their role as parents they state an obvious need for education and support at the same time, especially when it comes to strengthening their children's confidence (72%), a child's mental health (69%) and communication, both the child's communication with the parents (45%) and with peers (58%).

These results highlight a great need for parent education and support, especially during precarious times as caused by the COVID-19 pandemic. The risk of burnout is a new focus in research on parenting and this study additionally suggests that feelings of stress and exhaustion in the parenting role deserve special attention.

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Network: Families, Institutions and Communities in Education

Title of paper: Effects of recent legislation on the coordination of services for children with autism spectrum disorder in Iceland

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Co-author(s):

Abstract:

Children with special educational needs and their families often need support from more than one support system like the health care-, social welfare- and educational systems. Often more than one type of service from each system is needed. Coordination between different support providers has been somewhat lacking in the past. Last year, the Icelandic parliament passed a new law intended to ensure the accessibility, effectiveness and coordination of different services to children in need of support and their families. Services to children with autism spectrum disorder (ASD) and related educational needs fall under the scope of the new law.

The paper presents the main results of two qualitative studies exploring the cooperation between different institutions/services that provide diagnosis and support to children with ASD and related educational needs and their families. Two groups/samples of participants were interviewed. One group/sample consisted of parents of children with ASD and related educational needs and the other of professionals that provide diagnosis and support for children in that group. Interviews were semi-structured and analyzed using thematic analysis (Braun & Clarke). The theoretical framework was Bronfenbrenner's ecological systems theory. Results were used to assess how likely the new legislation is to improve the effectiveness and coordination of services for children with ASD and related educational needs.

Findings indicate that the legislation takes important steps to improve and coordinate services for children. Many obstacles and difficulties participants have experienced are addressed by the new legislation, for example lack of coordination and cooperation between different institutions and lack of continuum in services. Under the new law all children in school and preschool will have a special contact person. If children need more support than school is able to provide they will be appointed a special coordinator to ensure access to and coordination of services.

Relevance to Nordic educational research: The paper discusses new legislation in Iceland and how it can be applied to improve and coordinate services for children with special educational needs.



NETWORK 19

TEACHER'S WORK AND TEACHER EDUCATION

Network: Teacher's work and Teacher Education

Title of paper: Describing quality indicators in professional teacher education programs

First author/Presenter: Ida Katrine Riksaasen Hatlevik

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Abstract:

Title: Describing quality indicators in professional teacher education programs

1. Research topic/aim

The quality of a teacher education program has an impact on student teachers' competence development, and in the long run is important for enhancing the quality of teaching practice in schools. In this paper we give a framework for describing quality indicators for professional teacher education.

2. Theoretical framework

Teaching is an exceptionally complex and demanding profession, and professional teacher education programs are complex, interdisciplinary study programs. Complexity and tensions are features of both learning in different arenas and teachers' professional knowledge. Thus, quality indicators in teacher education involve descriptions of various aspects of teacher education. Russel and Martin (2016) highlight that "everyone has ideas and opinions about the meaning of quality in education in general and in teacher education in particular" (p. 143) and there are several publications that address various quality features of good teacher education. However, we have not been able to find studies that provide a comprehensive overview of quality indicators for professional teacher education programs, which is our aim with this paper.

3. Methodology/research design

In this paper we build our description of the various quality indicators on high profile studies found in review articles and scientific textbooks written by influential researchers in their fields.

4. Expected results/findings

From the review of the literature the following main themes of quality features emerged:

- Professionally relevant research based and practice-oriented learning content, learning activities and forms of assessment

- Coherence and integration
- Learning opportunities on campus and in schools (teaching quality in on-campus teaching and quality in practical training and mentoring in schools)
- Student agency and engagement
- Competence requirements and routines

Network: Teacher's Work and Teacher Education

Title of paper: The Classroom Assessment Scoring System (CLASS) - Teachers' learning and relevance in practice field (in a Norwegian context)

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Abstract:

Quality of teacher-student interactions in classrooms are essential parts of a teachers' job. Systematic observation of classroom teaching combined with a follow-up dialogue, can enhance teachers' practice in the classroom. In Norway, a decentralized competency development project (DECOMP) is one of the partnerships between HE and local schools, where observation and follow-up dialogue is used as a means for teachers' learning and school development. In Scandinavia, studies applying such systematic observations are scarce (Westergård, Ertesvåg & Rafaelsen, 2019). In our study, we use an evidence-based approach, The Classroom Assessment Scoring System (CLASS) (Pianta, Hamre & Mintz, 2012), to define and measure effective interactions in the classroom. This paper seeks to investigate how the observation approach CLASS can contribute to teachers' own learning through DECOMP and how CLASS can be relevant in the practice field. In doing so, four teachers analyze, describe and discuss their own classroom teaching. The research is based on a qualitative approach based on analysis of videotapes from classroom teaching, audio recording where HE faculty and teachers discuss the videotapes, and interviews with the teachers. Certified CLASS trainers analyze the video material before HE faculty and teachers discuss the videotapes. As CLASS consists of several domains and dimensions, this study will focus on the domain instructional support and the dimensions Analysis and Inquiry and Instructional Dialogue. In this study, we expect to find that teachers experience new sides to their classroom teaching when discussing videotapes of themselves. However, how the teachers see this experience in a wider context, e. g. in terms of school development, is an aspect that they might view in different ways. This study is relevant to Nordic educational research as it explores a specific evidence-based approach on observation in a Norwegian context, which could easily be translated into a setting of another Nordic country's setting; the CLASS could function as a universal assessment tool across cultural contexts (Westergård, Ertesvåg & Rafaelsen, 2019).

Network: Teacher's Work and Teacher Education

Title of paper: Using an outdoor mobile learning experience to teach pre-service teachers what Inquiry-based learning entails

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Abstract:

Research topic

In 2020, Norway started implementing a new curriculum for comprehensive school. The new curriculum comprises key concepts, such as, inquiry skills, discovery learning, investigation, creativity, engagement, learner-agency, self-directed learning, and collaboration (UDIR, 2017). The combination of these concepts is internationally known as Inquiry-based learning (IBL). Integrating IBL and mobile learning offers great opportunities for learner-agency and higher-order thinking skills in combination with physical activity.

To give pre-service teachers (PSTs) an understanding of what IBL entails we wanted to use mobile technology in an outdoor setting. This enabled us to expose them to IBL and at the same time use an inductive approach in our own teaching with a strong focus on fostering learner-agency. Our research design is guided by the research question: Does the applied mobile outdoor IBL learning experience support PST's understanding of IBL?

Theoretical framework

We analyzed research on IBL and extracted nine IBL characteristics which were used to assess if PSTs manage to identify IBL in learning activities. We used the six (learner-)agency dimensions identified in mobile technology (Suárez et al., 2018) to analyze the different tasks in the learning activity.

Research Design

Our design approach is Action Research. Our intervention comprised six classes in pedagogy of second year PSTs, which carried out a mobile outdoor IBL experience and participated in two seminars on IBL.

Methodology

We used a questionnaire with one question at the start of the first seminar and three questions after the second and last seminar on IBL

Findings

Preliminary findings indicate that the use of mobile technology motivates PSTs and contributes to their understanding of what IBL is and how it can be implemented across subjects in comprehensive schools.

Relevance

First, the research is relevant for those lecturers in teacher education who wish to implement IBL in their own teaching and those who wish to foster learner-agency. Secondly, the research offers an example of highly student-active learning to introduce a new learning and teaching approach to PSTs.

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Network: Teacher's Work and Teacher Education

Title of paper: How to "mind the gap" in remote teaching?

First author/Presenter: Simon Skog

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Abstract:

Remote teaching is a teaching practice that has become increasingly common in the Nordic countries. This is as a result of urbanization and difficulties in obtaining qualified teachers, but also as a result of digitalisation and new digital possibilities. In both Norway and Finland, remote teaching has occurred since 1990 to a relatively extensive extent, while in Sweden, the teaching practice was not regulated in the Education Act until 2015. The Swedish Educational Act stipulates that remote teaching is an interactive and synchronous form of teaching that is conducted with ICT in which teachers and students are separated in space but not in time, and that an on-site facilitator must be present in the classroom to provide support and take responsibility for the students during the lesson.

The aim of this proposed study is to gain more knowledge about how remote teachers in Sweden reason about their own teaching practice with regard of the spatial separation to the students. The pedagogical decisions they have to make are partly of a different kind than in classroom teaching due to the use of ICT and concerns how to close the gap of distance and how to create a presence of closeness.

To understand and analyse remote teaching I will use the pedagogical pyramid developed by Skog (2021), and the Theory of transactional distance (TTD) by (Moore, 1993). The pedagogical pyramid is developed to theoretically understand remote teaching as a synchronous practice with ICT and an onsite facilitator and TTD is developed to explore the effect of transactional distance in all sorts of distance education.

The method of the study is qualitative. First, a pilot study will be done based on participatory observations of teachers' collegial collaboration. Through the opportunity to participate in weekly planning meetings, I can take part in their discussions concerning issues related to their teaching practice. Later, semi-structured interviews will be conducted in order to systematically gain the teachers' notions of the impact of transactional distance on remote teaching and how to handle it.

Expected result of the study is to gain more knowledge about how remote teachers:

- reason about the characteristics of the remote teaching practice and pedagogical issues

- reason about the spatial separation to the students and the facilitator
- reason about how the transactional distance effects the teaching practice and how they can handle it

Remote teaching is conducted in a similar way in the Nordic countries and this study can contribute with specific knowledge concerning how to "mind the gap" between the participants due to the aspect of distance, besides general pedagogical insights.

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Network: Teacher's Work and Teacher Education

Title of paper: Student teachers' developing didactic materials based on their master's thesis – experiences and challenges

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Abstract:

Within teacher education in Finland, the relation between students' academic studies and their future teaching profession is a well-known topic. In 2019, we initiated an innovation project to develop new forms of collaboration between teacher education and school community (<https://www.abo.fi/projekt/magisteravhandlingen-i-skolsamfundet/>). Based on their scientific master's theses, student teachers make science web videos (or podcasts) as well as didactic materials. The videos are popular scientific in nature aiming at reaching a general audience, which means that student teachers must change from a scientific to a popular scientific approach and make a 'genre shift' in their communication. The didactic materials are developed aiming to reach the professional teachers in their working lives and further the entire school community.

Some data has already been collected in the project and in the first study (Henriksson et al., 2021) we found that students had difficulties in switching genres between science and popular science when communicating their master's theses. In line with an action research-based approach (Henriksson et al., 2021, November), we further noted that student teachers' science web videos developed from the first to the second year, while no changes could be identified in their didactic materials. This was interesting, and the question is why student teachers did not manage to develop their didactic materials in the same way as their science web videos. To get a deeper understanding of the issue, we focused on the student teachers themselves and asked them about their experiences of the didactic materials.

The aim of the present study is to investigate student teachers' experiences of making the didactic materials. Three research questions are posed:

1. How do student teachers experience making the didactic materials?
2. In what way do student teachers want to develop their didactic materials?
3. In what way do student teachers find the didactic materials as useful for their future teaching profession?

Data for the study was the didactic materials (n=70) and four focus group interviews with 16 students at the teacher education department. All data was analysed by using summative content analysis. The results show that student teachers

experience the task as quite confusing. They do not really understand how to develop a didactic material based on their scientific master's thesis to be useful for their future teacher's work. A clearer definition of the task and its relation to the teaching profession, is thus necessary for developing it for the target group. In sum, the innovation project focusing on communicating the scientific master's thesis to school community, can be seen as a tool for developing teacher education in Finland but also in the Nordic countries.

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Network: Teacher's Work and Teacher Education

Title of paper: An aesthetic approach to teacher educators' collaborative professional learning - a systematic review

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Abstract:

Teacher educators' professional learning has become an independent research field where learning through collaboration is seen as a professional learning activity (Ping et al., 2018, p. 98 and 102). Little is known about the contributions of specific approaches to these professional learning activities. The new Norwegian curriculum (Ministry of Education and Research, 2017) and international educational development (Biesta, 2020), put an increased focus on critical thinking and creative learning processes in schools, which challenges teacher educators to develop aesthetic approaches to education. The aim of this systematic review is to identify and discuss in what way an aesthetic approach on collaboration and development can broaden the view on teacher educators' collaborative professional learning.

Studying an aesthetic approach to collaborative learning activity, intends to contribute to increased knowledge of this practice. The role of the aesthetic approach in this project, might be seen as instrumental (Biesta, 2020). By taking in artistic research into this systematic review, I seek to reveal further forms of knowledge which can relate to an aesthetic approach which supports development (Borgdorff et al., 2020; Cotter, 2017).

This systematic review study follows a configurative approach and uses both International and Nordic databases. This explorative and iterative way of reviewing gives the opportunity to connect professional development and aesthetic approach on concept level (Levinsson & Prøitz, 2017). The starting point is the systematic review study by Ping et al. (2018), on teacher educators' professional learning. A clear focus on an aesthetic approach was not found in that review article. The search was therefore confined to the period 2010-2020 and scoped the literature to specific variables, such as type of professional learning activities. Even though this first search shows increased attention on teacher educators' professional development, the aesthetic focus is still limited. A second search in more specific databases for artistic research, on collaboration and development, gave as expected more findings on collaborative activities with an aesthetic approach to collaborative learning.

The review findings and the discussion related to aesthetic approaches to teacher educators' collaborative professional learning, should be of interest for teacher educators both internationally and in the Nordic countries.

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Network: Teacher's Work and Teacher Education

Title of paper: A research-practice partnership contribution as bridge between student teachers' learning arenas.

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Abstract:

A research-practice partnership contribution as bridge between student teachers' learning arenas.

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Collaboration between student teachers' practice schools and teacher education is a topic that is often discussed, and especially when students say that they experience the two learning arenas as separate and fragmented (Sjøløe, 2016; Wiggen & Fetscher, 2021; Zeichner, 2010). Teacher students have expressed that their level of knowledge does not correspond to what they believe is expected of them in their future profession, here they specifically raised questions whether they are sufficiently able to create good relationships to their students (Bakken & Bore, 2021). In Norwegian schools a class has a form teacher who has responsibilities concerning dialog about and care of the students learning and social development (Ministry of Education and Research, 1998). The aim of this study is to explore how a co-created seminar, planned by school-based teacher educators and school-based teacher educators in collaboration, can contribute to developing student teachers' understanding of the contact teacher role.

The data material consists of logs written by the group of student teachers at the seminar. Their peers have answered two surveys on how they understand contact teachers' and subject teachers' role content. In addition to what they wanted to learn about in their school practice period. The thematical analyses revealed four themes: student teachers' previous experiences with form teacher dialogs, experienced learning benefits of the seminar, connection between knowledge from the practice school and teacher education and fourth, student teachers' information and learning desires.

The discussion is framed by practice theory (Kemmis et al., 2014) which enables to understand and analyze how the project contributes to changing educational practice in teacher education to develop students' understanding of the form teacher role. The results emphasize the need for collaboration between teacher education and practice schools as well as to meet the student teachers need to learn how they can use the knowledge from one environment in the other and vice versa.

This study is an example of how schools and universities can collaborate in teaching on relevant topics that are important to student teachers. Such a collaboration can help bridge the two learning arenas, which is highly relevant for teacher educators both internationally and in the Nordic countries more specific.

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Network: Teacher's Work and Teacher Education

Title of paper: Upper secondary school teachers' perceptions of contact and distance teaching with a focus on school development in three upper secondary schools in the Swedish-speaking part of Finland

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Abstract:

From the first half of the year 2020, educational institutions at all levels in Finland had to switch to distance teaching for a shorter or longer period of time as a result of the Covid-19 pandemic.

The purpose of this study is to investigate how distance teaching was organized in three upper secondary schools in the Swedish-speaking part of Finland and how this affected the study and learning environments. More specifically, the purpose is to examine how teachers perceive their roles as teachers and educators in a school culture that has undergone rapid change.

Finnish upper secondary education is a socially active environment where digital tools play a natural role. Digitalization has enabled new innovations in education which have promoted the digitalization of the whole learning environment (Hintikka, Kekkonen & Partanen, 2016). One particular innovation is the digitalized matriculation examination. The matriculation examination is taken place at the end of upper secondary school and qualifies for university studies. The digitalization of this exam has accelerated the digitalization of the complete study and learning environment, thereby changing the teachers and students everyday life.

The study is based on a hermeneutic approach and the purpose is to highlight and interpret teachers experiences and perceptions about distance teaching and how it has changed them and their teaching. The study consists of both a questionnaire and focus group interviews, and was conducted among upper secondary school teachers in three schools in the Swedish-speaking part of Finland during the year 2021. Thirty-nine teachers participated in the survey.

The results are mainly based on the analysis of three focus group interviews (n=19). As a result of the inductive analysis, four categories could be identified: teacher competence, supervision of student learning, learning and study environment and pedagogical and didactic challenges.

Distance teaching showed that restraints such as distance and time can be decreased by meeting in the digital space. However, new technology also leads to challenges for both teachers and students. In pedagogically well-prepared environments, digital teaching can contribute to knowledge development in most

central areas of knowledge and learning in the upper secondary education. Pedagogical perspectives based on our dependence on other people and technologies can contribute to learning that will become challenging, productive and creative. In interdisciplinary efforts to build environments for learning, knowledge and perspectives from pedagogy are necessary for the result to be interesting and sustainable (Säljö 2018).

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Network: Teacher's Work and Teacher Education

Title of paper: The making of the preschool teacher student – a study of preschool teacher educators and their cultural conceptions of the student

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Abstract:

The preschool teacher education plays a fundamental role for the preschool teacher profession. When planning and creating a teacher education, several factors affecting the work of preschool teacher educators which need to be taken into consideration. Among these factors are notions about the preschool profession itself, a preschool practice that is characterized by many private actors' economic and political interests (such as ownership, material production, IT systems, etc.) and political governance in the form of policy documents, etc. As part of higher education, the preschool teacher education is also affected by the political governance and the interests and influence of external, private actors regarding the education, the educational structure and regarding research funding. Even the notion of the profession of teacher educators plays an important role.

Previous studies show tensions within teacher education, on the one hand aiming to develop students' agency and on the other train future teachers that adapt to neoliberal ideals of audit and accountability.

The presentation is going to focus on the ongoing empirical work and reflections on theoretical concepts of my doctoral project. The aim of the project is to examine how educators construct the student within preschool teacher education. The following questions are asked: What kind of cultural conceptions of the student appear within preschool teacher education? How are these conceptions made and which roles or positions do the educators occupy in relation to different influencing factors?

This is studied through critical ethnography, in which observations of educators, in situations where they work with the education and its development (syllabus, course guides and so on), interviews of educators and studies of policy documents are the main empirical materials. Theoretically the study is relying on Habermas concepts 'communicative action' and 'deliberative democracy' through which I seek to understand the culture in between the professional educators and to deepen the

knowledge about which figures of the student that appears. How are the student made and what factors have influence on this making of the student? The critical approach enables me to reveal hegemonic structures or mechanisms and discuss what ought to be instead of just what is.

Network: Teacher's Work and Teacher Education

Title of paper: Teacher Induction in Scotland: An established but under-resourced niche

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Abstract:

The Scottish Teacher Induction Scheme (TIS) started in 2002 (Scottish Executive Education Department, 2001). It guarantees a one-year post with reduced class contact time and a mentor to Induction Year teachers (GTCS, 2022). The Flexible Route to Registration (FRR) is an alternative, especially for those wishing to work part-time, but there is no paid time out of the classroom or mentor. Whether following the TIS or FRR, it is necessary to meet the Standard for Full Registration, overseen by the General Teaching Council for Scotland (GTCS, 2021). In several respects, implementation of the TIS is left to the 32 local authorities that are responsible for state education in Scotland and to the individual schools where the Induction Year teachers are placed. As well as the two routes to qualify as a teacher (TIS or FRR), this means there are 32 variations of support, and further differentiation at the school and mentor level (Shanks, 2020). It should be noted that there are no qualifications, courses or length of service required to become a mentor of Induction Year teachers. Some mentors do choose to study relevant higher education courses but there is no requirement to do so.

Over the 20-year lifespan of the TIS, there have been modifications, specifically an increase by 10% in class contact time and a change to how host schools are financially supported. Originally, schools were directly compensated for up to 10% of the mentor's salary for the time needed to mentor and assess the Induction Year Teacher but due to austerity and restructuring of local government finance, this has been largely discontinued. While Donaldson (2011) made several recommendations in relation to teacher induction there has been no wholesale review since the scheme's inception.

This presentation draws on research exploring the TIS from the perspective of the Induction Year teacher. Findings indicate that school-based mentoring is central to a successful experience and that issues arise when schools are ill-prepared to host Induction Year teachers. The TIS can be understood as a niche that was created, and to begin with, was well-funded. While the TIS has not withered on the vine, it has not exactly flourished. How this niche has developed can inform teacher induction policy and practice in Nordic countries, e.g. in relation to school and mentor allocation, support for new teachers and appropriate mandatory mentor education.

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Network: Teacher's Work and Teacher Education

Title of paper: Teachers' competence in holistic sexual education of children and adolescents

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Abstract:

In a standard for sexuality education in Europe, the World Health Organisation promotes a holistic sexual education, defined as "learning about cognitive, emotional, social, interactive and physical aspects of sexuality» in the frame of secure guidance from competent teachers (WHO, 2016). This paper represent a study aiming to explore how Norwegian kindergarten- and schoolteachers experience their competence in providing a holistic sexual education for children and adolescents.

Cognitive, emotional, social, interactive and physical aspects of sexuality are important for developing a healthy body image and a confident identity related to gender and sexuality. Both the Norwegian governance document of kindergartens and the Norwegian national curriculum for 1st to 13th grade describes a responsibility for supporting children and adolescents in becoming confident in their own body, cope with thoughts, feelings and relations, and to respect one's own and others' boundaries (The Norwegian Directorate for Education and Training, 2017a & b). Despite the fact that Nordic countries are considered to have a liberal attitude towards diversity in terms of gender and sexuality, still young people in Norway and in other Nordic countries, experience hate speech and discrimination (Fladmoe & Nadim, 2019). Kindergarten- and schoolteachers need sufficient competence in teaching and guiding children and adolescents in different aspects of sexuality, in order to meet these challenges and the expectations of WHO's standard for sexual education in Europe and the national governing documents.

In the current study 29 teachers responded to an online form with open-ended questions that allowed them to express subjective reflections and share experiences (Kvale & Brinkmann, 2015). The teachers are working in kindergarten, primary- or secondary school. Based on a thematic analysis of the data (Braun & Clarke, 2006), the preliminary findings suggests that the teachers' undergraduate education did not prepare them to teach and guidance children and adolescents in sexual health. The teachers reported that they do not feel confident enough in their teacher-role to be able to teach and talk about body image and sexual health with children/pupils and their parents. The findings suggests that undergraduate education need a stronger focus on how to prepare students for providing a holistic sexual education.

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Network: Teacher's Work and Teacher Education

Title of paper: Teacher education during Covid-19 - a systematic review of innovations

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Abstract:

As teacher education (TE) has been considered slow to innovate and even resistant to change (Ellis & Childs, 2019), the Covid-19 pandemical transformation in TE could be viewed as especially sudden and rushed. The pandemic forces teacher educators to push the boundaries by adapting traditional approaches to changes in the learning environment and redefining things previously taken for granted (Gilbert et al., 2021). The aim of this study is therefore to identify what research on initial TE could reveal about innovation in teaching during the Covid-19-pandemic. In the study we have interpreted the concept innovation widely, including different kinds of positive educational change, improvement, and development in TE.

Following a configurative synthesis logic, the review approach is explorative and inductive to its character (Gough et al., 2012). The search strategy was purposefully bounded to empirical peer-reviewed research published in English between 2020 and 2021. Three databases were reviewed. From initially 366 research articles, ten were selected, representing various parts of the world. The articles were analysed using meaning condensation.

Three overall themes were found: technology as an enabler, changed roles of student teachers, and practice and supervision on distance. The results emphasize the pervading importance of technology, indicating new roles for student teachers and diverse ways of handling practice. The review reveals that a limited amount of research, filling the research criteria, has been done. The research was often characterized by small case studies and self-studies. We would therefore like to address the need for more research and larger studies in the field. Comparative research especially could give a deepened understanding of innovative adaptations to teaching in different contexts. This review study is especially relevant for teacher educators involved in teacher education internationally and in the Nordic countries.

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Network: Teacher's Work and Teacher Education

Title of paper: Education dilemmas concerning schools as working and learning environments during the Covid pandemic: Voices from teacher unions in Sweden and Spain

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Abstract:

1. Research topic/aim

States around the world have been forced to adopt health covid-19 prevention policies, as for example, total or partial closure of schools, screening of pupils and teachers and vaccination of teachers as priority groups during the global pandemic. At the same time these states are responsible to guarantee the right to access to equitable learning environments for all children, as well as the right to promote safe working environments for teachers.

Against this background, the purpose of this comparative study is to deepen the understanding of how covid-19 prevention policies impact on equity in education regarding learning conditions for children and the working environment for teachers. To address this aim, the voices of teacher unions in Spain and Sweden are highlighted. With this purpose this research starts from the following questions:

- What kind of Covid-19 prevention policies are enacted in each country?
- What kind of impacts do these prevention policies on teacher profession's rights to safe working environments have?
- What kind of impacts do these prevention policies on teacher profession's responsibility and work to guarantee equitable learning environments for all children have?

2. Theoretical framework

Based on the concept of biopolitics from Didier Fassin (2009, 2020) the contribution analyses covid-19 prevention policies in pre-schools and schools as regulations of people's life and death that generate inequalities and misrecognition mechanisms, affecting individuals and groups in different ways.

In this contribution we argue that Fassin's concept of biopolitics is a useful analytic tool in the analysis of inequalities and misrecognition mechanisms in relation to the teacher profession during the Covid-19 pandemic.

3. Methodology/research design

Based on comparative qualitative research design this study uses thematic analysis of websites from teacher unions as well media articles published in Sweden and Spain during the period 2020-03-30 to 2022-01-23.

These two countries were selected because they represent two different models of welfare societies, the Mediterranean and the Nordic welfare society models.

4. Expected results/findings

The study highlights dilemmas concerning schools as learning- and as working environments during the pandemic. It shows how different policy models of closure and reopening of schools during the pandemic are strongly related to different welfare society models. Moreover, it shows how closure and reopening school policies function as a form of governance of the life and the death of teachers during the Covid pandemic and how these have contributed to create inequalities regarding the teacher profession.

5. Relevance to Nordic educational research

By analyzing the Swedish case, this research contributes to develop new knowledge on school as learning- and working environments as well on teachers working condition in Nordic education contexts during times of global pandemics. Furthermore, this research offers comparative knowledge about global pandemic prevention policies paying attention to different welfare society models.

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Network: Teacher's Work and Teacher Education

Title of paper: Initial schooling, an unclear concept

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Abstract:

1. Research topic/aim

Initial schooling is a concept chiefly related to the first year in primary school. In Norway, it has been highlighted on both the political and the professional agenda. However, the term is not clearly defined neither in policy documents nor in research literature which leads it to be an ambiguous concept and the concretizing is left to the teachers. This study examines prominent discourses on initial schooling in 7 white papers from the past 25 years through the following research question; Which discourses of initial schooling are prominent in Norwegian policy documents? The aim of this paper is that the discourses can contribute into the discussion about the content of initial schooling and further contribute to a clearer understanding of the concept.

2. Theoretical framework

The theoretical framework in this paper is Conceptual Engineering (CE), which is based on the idea that the concepts we use in our higher cognitive activities shape our view of reality (Isaac, 2019, s. 5). Concepts shape how we think, communicate and interact (Koch, 2020) and we use concepts constantly to understand reality (Isaac, 2019, s. 1) and concepts can be seen as tools for performing discursive actions (Jorem, 2017, s. 2). In this article, CE is used to explore the concept of initial schooling in political documents, which reflects the part of CE that focuses on how concepts shape our thinking and further possible practical consequences of this.

3. Methodology/research design

The analysis of the documents is based on discourse analysis, methodological approaches used to examine how meaning is created or constructed in different contexts. Discourse analysts view language as an important political tool, which actors use to create alliances and formulate new strategies for development. Inspired by Neumann (2001) and Jørgensen og Phillips (1999), I used analytical strategies across discourse traditions where the main focus has been on looking for meaning structures instead of the linguistic as some discourse-analytical traditions emphasize.

4. Expected results/findings

The discourse analytical approach led to the construction of five discourses. These discourses deal with 1) collaboration between kindergarten and school, 2) resources

at school, 3) transition from home/kindergarten to school, 4) mapping and assessment of students and 5) a competence possessed by teachers.

5. Relevance to Nordic educational research

This article is contributions as it highlights a well-known, but unclear concept, aiming to give it clearer content. Initial schooling is a highly current concept in all Nordic countries and both teachers and teacher education will benefit from a more in-deep discussion of the concept.

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Network: Teacher's Work and Teacher Education

Title of paper: Video-Based Discussions in Teacher Education: Teacher Candidates' Reasoning across Coursework and Fieldwork

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Abstract:

Research highlights the power of video for teacher learning (Borko et al., 2011). Summarizing this research, Gaudin and Chaliès (2015) find that the use of video gives teacher (candidates) opportunity to learn to pay attention to selective classroom events, and to reason around these – and they argue that these are decisive abilities for learning to teach. Many argue for a combination of video during coursework and fieldwork (e.g., Lampert et al., 2013). In this paper, we report on a case study examining the research question: What characterizes TCs' reasoning around videos of teaching across coursework and fieldwork?

This study is set within an integrated 5-year teacher education program at a Norwegian university, in the candidates' 6th and 7th semesters in courses of pedagogical content knowledge in Norwegian Language Arts in one cohort in 2020. One TE and 30 TCs participated. Six candidates were followed into their fieldwork.

During coursework, we used videos of teaching focusing on specific features of scaffolding techniques (i.e., teachers' use of modeling, strategy use and instruction, and feedback (Grossmann, 2015). During fieldwork, the candidates videotaped three lessons where they planned to enact the scaffolding techniques, and they made screen recordings of video-based conversations with their mentors after every lesson.

In this paper, we report on five coursework lessons (n=450 minutes), and 15 mentor conversations (n=360 minutes). All data are transcribed video data, analyzed using the software NVivo12. We used an analytical framework on reasoning adapted from van Es (2011), in combination with codes on contextual factors (based on arguments from for instance Kennedy, 2016).

Initial findings indicate that during coursework, candidates were able to identify and describe scaffolding practices in the videos. They also reasoned around these events, supported by evidence from the video and theoretical terms related to scaffolding. Still, they seldom connected their reasoning to the contextual factors of the lesson, such as student needs or instructional purposes. This stands in stark contrast to the candidates' reasoning around their own videos during fieldwork, where they were more attentive to these contextual factors, but seldom used evidence from their videos to ground their interpretations. Our findings indicate the importance of

being aware of the different roles that the use of video can play in the two settings of teacher education.

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Network: Teacher's Work and Teacher Education

Title of paper: Teacher educators' professional agency in facilitating digital competence

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Abstract:

Several actors, including policymakers, researchers, school leaders, and teachers have discussed the need for teacher education to integrate professional digital competence (PDC) in study programmes and to prepare future teachers for teaching with digital technologies (Gudmundsdottir & Hatlevik, 2018). However, as pointed out by several researchers (e.g. Jónasson, 2016; Aagaard & Lund, 2020), there seems to be a certain inertia and reluctance to (digital) transformation and change in higher education. Therefore, this study aims to investigate if, how and why teacher educators facilitate student teachers' development of PDC.

We will empirically explore:

1. In what ways do teacher educators facilitate student teachers' development of PDC?
2. How do teacher educators reflect on the development of student teachers' PDC?

And discuss:

3. How can these reflections be understood in terms of teacher educators' professional agency?

Drawing on several conceptualizations (e.g. Edwards, 2005; Eteläpelto et al., 2013; Hinostroza, 2020), teacher educators' professional agency can be understood as the capacity (power/ ability) to take a stance, make choices and act on them, individually or collaboratively. Teacher educators' professional agency is strongly intertwined with their professional identity. It emerges and is shaped in the relation and interplay between professional identity and features of the individual and the collective, and the socio-cultural context which in themselves are intertwined and dialectically influence one another.

This qualitative study is based on interview data from 18 teacher educators from six Norwegian teacher education institutions which are analyzed thematically (Braun & Clarke, 2019). Preliminary findings show that teacher educators promote students' PDC to varying degrees, but focus on introducing and exploring digital tools for teaching and learning. It is important for them to promote reflection on the use of digital tools, their impact on learning processes and digitalization in school in general. Teacher educators' reflections suggest that their agency in facilitating students' PDC

emerges in the relation between their professional identity, commitment to school and society, policy, colleagues, their own PDC, attitudes, interests and beliefs, and technology. The study will contribute to the discourse on teacher educators' professionalism and offer implications for the process of integrating digital competence in teacher education.

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Network: Teacher's Work and Teacher Education

Title of paper: Storied photographs as a window into student teacher identity construction and emotions involved

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Abstract:

Change is constant in the times we live in. Change is also essential in the process of teacher identity construction: Change can feel like a threat to one's identity and evoke strong emotions (Flores, 2020). According to prior research emotions play a central role in constructing student teacher identity (Timoššuk & Ugaste, 2012). Emotions are constructed as part of relations, through language and culture, and influenced by power relations and norms (Zembylas, 2003). During their studies, student teachers encounter cultural expectations related to being a teacher, that can evoke strong emotions when difficult to meet. They may feel expectations related to being a teacher as challenging their identities, which can make them feel vulnerable (Holappa et al., 2021). In preparation for their future fast-shifting work as a teacher, student teachers need to perform continuous identity work. More research is needed about the role of emotions in student teachers' identity construction in the midst of teacher's changing work. My presentation focuses on emotions as part of student teachers' narrative identity construction and asks: How do student teachers tell about their identities and the emotions involved with the photographs?

Alongside narrative research (Spector-Mersel, 2010), I employ arts-based methods with a premise that art evokes emotions and communicates: words alone may not always be enough to describe emotions, but other ways of telling can help (McKay & Barton, 2018). The data consist of 36 Finnish student teachers' autobiographical writings based on their chosen photographs. Narrative analysis methods were used. The key aspect in student teachers' narrative identities was to become a caring teacher. Storied told with photographs involved multitude of emotions, e.g., joy, sadness, uncertainty and fear. The strongest emotions in the stories were feeling of safety and care, which student teachers told in relation to themselves as a child, children they have encountered in different phases of their lives, and their future pupils, whom they encounter as a teacher. Via this deepened understanding of the role of emotions in student teachers' identity construction we can better support our future teachers in the midst of teachers' changing work. This research participates to on-going conversation related to teacher attrition in Nordic countries.

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Network: Teacher's Work and Teacher Education

Title of paper: The transition between primary and secondary school in mathematics.

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Abstract:

The transition between primary and secondary school in mathematics.

1. The research topic of this study is the transition between primary (Level 7) and secondary (Level 8) school from the teachers' point of view. My aim is to gain more knowledge about this transition between the levels in mathematics, and I address the following research question: What kinds of mathematical proficiency are prioritized when Level 7 and Level 8 teachers discuss the transition from Level 7 to Level 8?

2. The theoretical framework used in this paper was developed by Kilpatrick et al. (2001), where mathematical proficiency is described as five integrated strands: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition. These strands are interwoven and interdependent.

3. Methodology: To answer the research question, I used individual, semi-structured interviews with four teachers with extensive experience teaching Level 7 and four teachers with extensive experience teaching Level 8. The interviews were semi-structured, which means the teachers received the questions in advance (Thagaard, 2003).

4. I separated the findings into five categories, one representing each strand of mathematical proficiency. The teachers were also asked how they consider this transition to be optimal related to the subject of mathematics. Both groups of teachers emphasised the students' conceptual understanding and mentioned the concepts from Skemp (1976) about instrumental and relational understanding. They also mentioned that basic concepts are important as well as using the correct mathematical terminology. The Level 7 teachers emphasised the importance of open tasks and tasks from daily life in facilitating understanding. They stated that it is important for students to understand what the questions are asking. The Level 8 teachers used inquiry-based tasks to facilitate understanding; it was important for them that the students applied different methods in their solutions.

The strand showing the most differences among the teachers was productive disposition. Particularly, the Level 8 teachers described students as often feeling negatively about mathematics and perceiving the subject as difficult. Thus, the

teachers must invest considerable time in establishing a positive relationship with mathematics and showing students the subject's potential.

Having a good transition for both students and teachers requires cooperation from both groups concerning both the subject content and the social conditions. The teachers must learn to determine what the students learn and how they work in both levels.

In Norway, there is limited research on the transition between Level 7 and Level 8. I did not find many articles from other Nordic countries, so this may become a place to concentrate further research efforts.

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Network: Teacher's Work and Teacher Education

Title of paper: Continuing education in English: Theorising and Critical reflection as tools for developing teaching practices

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Abstract:

Continuing education in English: Theorising and Critical reflection as tools for developing teaching practices

Teachers need to constantly re-examine their classroom practices, reflect on their beliefs and consider their roles as teachers. During their careers, teachers face numerous educational reforms and curricula changes. In 2009, educational authorities in Norway established a national programme for continuing education, enabling already qualified teachers to achieve formal qualifications as subject teachers. Primary school teachers from four English courses 30 ECTS each, which I coordinate and teach, participated in this study. I investigate how critical reflection and theorising can act as tools to affect teachers' critical questioning of their teaching practices and stimulate their processes of integrating new language learning theories into their teaching.

My work here is anchored in Personal experience methods and has an emic perspective. Teachers taking these continuing education courses in English have taught English without having formal qualifications in the subject. During the English course, they write a text in which they reflect on development and changes they have observed in their practices since the course started. The data consist of 108 reflection texts collected from primary school teachers in English. These texts were analysed inductively and descriptively coded. The results of the codes were converted into themes uncovering the dominant ideas of the data.

The theoretical framework is rooted in critical reflection which involves critical inquiry and self-reflection (Larrivee, 2000). Farrell (2013) recognises reflective writing and the practitioners' abilities to notice patterns in their teaching practices as imperative to foster professional development. Critical reflection is closely connected to the much-debated issue of interaction between theory and practice in continuing education. I draw on Ertsås and Irgens (2012) who consider theory a process, theorising, where the practitioner gradually takes more theory into use.

There is evidence in the data that the process of theorising and critical reflection has contributed to developing the teachers' practices in the English classroom. Four themes appear: Teachers' competence, Confirming existing teaching practice, Changes of teaching practice and The value of theory. Teachers state that they are

dissatisfied with teaching English without having the necessary qualifications. Many express that by gaining new knowledge about language learning theories and methodology, they experience that their acquired competence falls short of the nationally set standards for an English teacher. Furthermore, the data reveal that critical reflection and theorising may enable teachers to examine what they are doing in the classroom, and they communicate that a theory-based reasoning of their teaching practices makes them grow increasingly more confident as English teachers. Teachers report noticeable changes in their teaching practices with new knowledge about close interaction between theory and practice. Finally, the teachers in this study express that knowledge of language learning theories has provided them with resources needed to re-evaluate and justify the legitimacy of their practices.

In conclusion, these experienced, but previously unqualified teachers in English, testify to how theorising and reflecting critically on their teaching practices, through input of theory, have contributed to their professional development in the English classroom.

Network: Teacher's Work and Teacher Education

Title of paper: What do pre-service teachers' voices tell us?

An exploration of practice experiences in a teacher education program.

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Abstract:

Research topic/aim: Teacher education (TE) is based on core elements of theoretical and practical knowledge that prospective teachers need to connect and be able to transfer, acquire and develop in teaching in the field. It is, therefore, crucial that the flow between these core elements in TE work together and form an intertwined continuum. In order to understand, improve and develop TE with this in mind, it is relevant to gain an overview and understanding of its' structure through pre-service teachers' voices and perspectives. This paper aims to examine the experiences of practice of a group of pre-service teachers regarding their perceived preparedness, the collaboration with peers and school mentors, and the challenges faced during practice. As one of the critical debates in contemporary educational research is how to establish collaborative, effective, and sustainable partnerships in teacher education, this paper contributes to the knowledge of what prospective teachers find relevant for their learning and how these partnerships can further support professional development in TE.

Theoretical framework: In this paper, I draw on socio-cultural perspectives that understand learning as the continuous interaction and mutual influence of individuals and the environment. Learning is fundamentally a social phenomenon where individual competence is developed through interaction with others (Säljö, 2000). This theoretical approach contributes to understanding the relationships and differences in pre-service teachers' perceptions of practice and what aspects they find relevant to their learning.

Methodological design: The data is collected from two cohorts of a practical-pedagogical TE program, both part and full-time students in autumn 2020 and spring 2021 participated. The data collection was conducted before and after practice, using an online questionnaire and semi-structured interviews. In total, 88 pre-service teachers answered the surveys, and 28 participated in the interviews. Some of the participants have experience as teachers, while others are novices.

Findings: The findings indicate that both groups (full-time and part-time) identify a weak preparedness to engage in the first practice period while being more prepared the second time around. There are, however, participants who did not have any

teaching experience from before who found it challenging to be prepared for both practice periods. Regarding collaboration with peers and school tutors, there are a few differences between participants from full-time and part-time, especially with those with previous experience as teachers and the novice ones. Both participant groups experienced challenges related to the power-relations in the schools, crossing boundaries, communication with tutors or peers, and adapting to the abrupt changes brought by the pandemic.

Relevance to Nordic educational research: This study contributes to the Nordic educational research by i) identifying aspects that pre-service teachers consider crucial in the practice period to support professional development and ii) this study also provides further understanding about how best to establish partnerships that improve and merge the different knowledge sources (theory-practice), which are fundamental in teacher education.

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Network: Teacher's Work and Teacher Education

Title of paper: Student teachers' reflections on scaffolding strategies in inquiry-based teaching.

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Abstract:

Student teachers' reflections on scaffolding strategies in inquiry-based teaching.

Introduction

Inquiry-based teaching has been recommended as a central way of teaching for decades, but research shows that many teachers find it difficult to implement inquiry-based teaching (Gyllenpalm et al., 2012). In the literature, many different aims of inquiry-based teaching are reported: Inquiry as a method for learning content knowledge, the aim of learning to do inquiry and the aim of learning about scientific inquiry. This multitude of aims can contribute to confusion among teachers (Gyllenpalm et al., 2012). Therefore, there is an international trend in going from a focus of inquiry to a focus on scientific practices, also in Nordic countries (Haug et al., 2021). For instance, this may contribute to clarifying the aim of teaching about science as inquiry, and not only as a method to teach content knowledge. Inquiry-based teaching is often associated with practical experiments, freedom and openness (Gyllenpalm et al., 2012). However, there is agreement among scholars on the important role that teachers play in scaffolding inquiry-based teaching. Therefore, teacher education also play a vital role in preparing students for scaffolding inquiry. The aim with this study is to better understand how teacher education can support student teachers to do this. The data in this paper comes from the second cycle of a design-based project and presents students' reflections after having implemented inquiry-based teaching. The following research question will be answered: What are students' reflections on the role of different scaffolding strategies in inquiry-based teaching?

Method

In order to get insight into student teachers' reflections and negotiations, we interviewed 30 students in small groups (8 in total). All interviews were transcribed, and participants were anonymized. The applied analytical procedure is inductive thematic analysis (Braun & Clarke, 2006).

Results and discussion

Initial analysis shows that the student teachers are concerned with the importance of planning scaffolding strategies and the balance between teachers' control and pupils freedom. Also, we found a tension between different aims of inquiry-based teaching as known from the literature (Gyllenpalm et al., 2012). However, our analysis also shows that scaffolding strategies is described as a solution to this tension: as an opportunity for 'control in the chaos.' This points to the fruitfulness of a focus on scaffolding strategies in resolving some of the challenges with inquiry-based teaching. Also, some student teachers express a concern that scaffolding itself can hinder students' inquiry. We discuss how a focus on the different aims of inquiry-based teaching may contribute in solving these tensions, and how a focus on scientific practices may provide a fruitful way forward.

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Network: Teacher's Work and Teacher Education

Title of paper: Capacity building in trainee teachers - student active learning approaches and virtual reality simulation

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Abstract:

A desired outcome of teacher education programmes is to develop graduates who will be high quality graduates, experiencing job satisfaction and enjoyment in their work as well as maintaining their motivation, commitment, and enthusiasm for many years. Trainee teachers and early career teachers are particularly vulnerable to stress, burnout and are often inadequately prepared for the reality of a teacher's work. In particular, this project focusses on giving trainee teachers the opportunity to learn about, practice and reflect on their role during teacher/parent consultations in order to build both competence and resilience. This will be achieved through the development, and evaluation of technology supported active learning approaches.

Sub-aims

1. To develop and evaluate a virtual reality simulator that enables case-based scenario training.
2. Using a flipped learning design, develop and evaluate a teaching session that promotes student active learning, collaboration and reflection.

Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher collaborates with their students in order to help facilitate meaning construction. Learning therefore becomes a reciprocal experience for the students and teacher.

Methodology

The participants are second and fourth year trainee teachers who have a two-day teaching session on the theme of parent-teacher consultations.

The Project has a multiple methods approach. To evaluate the virtual reality simulator we are using a quantitative online survey. To evaluate the teaching session we are using a quantitative online survey with pre and post tests. In addition, we are using qualitative structured observation – during VR-simulation and qualitative structured interviews – post VR-simulator.

Supported by both the quantitative and qualitative data collected so far, preliminary results are positive towards both the virtual reality simulator technology and the teaching session.

This study, based in the context of Norway, adopts a resource-based approach by exploring how active learning approaches can be adopted to build graduate competences that will enable them to become resilient future workers. The findings of this study are relevant for all societies seeking to prepare their future citizens for the workforce.

Network: Teacher's Work and Teacher Education

Title of paper: The pedagogical Doublemovement - teaching seen in the light of the double purpose of pedagogy

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Abstract:

This paper presents results from a PhD-thesis in progress that investigates how pedagogical practice and teaching can be understood and carried out, taking into consideration that pedagogy is fundamentally committed to a double purpose.

The double purpose as a concept is in this paper - based on theoretical analysis of Rousseau, Kierkegaard, Biesta and Adorno (Tange, 2022, in prep.) - defined as the fundamental pedagogical condition, that the teacher on one hand is obliged to provide the pupil with competencies and social-cultural identity and on the other must support that the pupil develops herself as an independent, autonomous, moral subject. Two domains of purpose that both are opposites and mutually dependent on each other which leaves the teacher with a double, contradictory and paradox task.

Moving from a theoretical to a practical-empirical view, this paper asks how the understanding that teaching has a double purpose affects the way teaching should be understood and carried out in everyday teaching practice. On that note the research question for this paper is:

How can we develop theory on teaching and pedagogy through investigation of how teaching appears for teachers sensitized by the concept of the double purpose of pedagogy?

The question will be answered through a phenomenological-hermeneutic (Heidegger, 2014 ; Gadamer, 2007) analysis of monthly held research circle dialogues (Persson, 2010) carried out with three groups of teachers throughout a year. Prior to and throughout the dialogues the teachers has been introduced to the concept of the double purpose as a sensitizing view (Kvale og Brinkmann, 2015) and in between the dialogues the teachers have been experimenting with their own teaching within the frame of action-learning (Plauborg, 2007).

The paper especially focuses on the presentation of empirical evidence that supports, that teaching can be described as a pedagogical doublemovement, understood as the ongoing inter-action between objectivating and subjectivating actions from the teacher - in order to support, that the pupil both learns what is intended and develops selfdetermination.

Finally the pedagogical doublemovement is discussed as a possible step towards schools and educational institutions, that both enhances competencies and supports the human development of the student.

Network: Teacher's Work and Teacher Education

Title of paper: Upper secondary teacher's working conditions during COVID-19

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Abstract:

Working conditions in upper secondary schools changed drastically with the onset of the COVID-19 pandemic. A ban on social gatherings was established in Iceland in March 2020 and all schoolwork shifted to on-line learning almost overnight that lasted throughout the semester. Upper secondary school teachers answered a questionnaire in May 2020 aimed at mapping out the changes to working condition during the spring semester and the shift into emergency remote teaching (Barbour et al., 2020). Various restrictions continued in the fall semester and a follow-up questionnaire was sent by the end of the year. The data used in this presentation derive from these questionnaires. The aim is to investigate how teachers at the upper secondary level carried out their duties under those new circumstances in 2020, especially during the first COVID lockdown in spring but also as the pandemic continued. Special emphasis is laid on how they experienced their working conditions e.g. in terms of their definition of duties, stress, collaboration and administrative obligations, as well as their interaction with students and their parents. We wish to add to the knowledge base that is gradually emerging by shedding a light on the work of upper secondary teaching during the first waves of the pandemic.

The first results show the teaching profession underwent radical changes during the first period of the pandemic (Gestsdóttir et al., 2020). Upper secondary teachers felt an increased pressure and stress at work, and they perceived their work as more complicated than previously. The experience of stress increased during the fall semester, even if the teacher reported that they had a better handle on the work. There was more collaboration with colleagues during the pandemic and administrative meetings were more frequent. The collaboration with colleagues was generally viewed as beneficial to their work, and this perception only increased as the pandemic continued. Communication with students and parents increased overall and over time, resulting in increased pressure at work. Moreover, most participants believed students experienced more psychological stress during the pandemic, and this perception only heightened over time. However, they also believed that schools had adjusted their work practices to accommodate students during these challenging times. The results evoke important questions concerning teachers' working conditions and their professional development. Considering the situation in Iceland can serve as a basis for comparison with teachers working conditions during the pandemic in other Nordic countries.

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Network: Teacher's Work and Teacher Education

Title of paper: California Teachers Between External- and Internal Accountability, Prior To And ten Years After NCLB.

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Abstract:

This paper focus on the role of the teacher in California before and ten years after the No Child Left Behind Act (NCLB) (2001, 2002). It explores how teachers perceive own role within an education policy discourse of external accountability, also given discretionary power as professionals guided by internal accountability toward their students (Darling-Hammond, 2006). Nevertheless, perspectives from interviews with teachers enable to ask the following research questions:

What views on processes of teaching and student learning are visible by teachers before and after NCLB? How do teachers perceive aspects of governing before and after NCLB? What views on external and internal accountability can be found in interviews by teachers before and after NCLB?

Past years research has focused on the level of micro with teachers teaching and student learning (Hovdenak, 2011), with less attention on macro, with education policy seen as human capital, efficiency, and standardized understanding of quality (Dalland & Bergem, 2010).

Bernstein (2000) contributes with a dynamic view on micro and macro dividing between a horizontal discourse, with everyday knowledge, and a vertical discourse, with school knowledge comprising performance- and competence values. Nussbaum (2016) shows mutual dependence between factual knowledge, critical thinking, imaging and empathy, with professional teachers having internal accountability (Darling-Hammond, 2006). Nevertheless, if weight is on the vertical discourse and performance values, the relational aspect of teachers' work may reside leaning towards external accountability (Bernstein, 2000).

Discourse analysis is used exploring relations between professional practice (Fairclough, 2003), and the wider societal and political practice (Chouliaraki & Fairclough, 1999). The social meaning is found in how ideas, values and practices are transmitted, developed, (Howarth, 2000), negotiated, or resisted creating tensions between discourses contributing to stability and change.

Data comprises two levels of empirical material. One, policy documents prior to, after, and the NCLB Act. Two, interviews with twelve teachers in California before and after NCLB, circling around four categories: task, demands, competence and change. The sample of twelve teachers illustrates aspects within one teacher.

Preliminary findings indicates that prior to NCLB all teachers combine a vertical, - and horizontal discourse of knowledge meeting all children needs (Bernstein, 2000), with mutual dependence balancing between wide areas of knowledge (Nussbaum, 1997, 2010, 2016). With a tension between external accountability and internal accountability, teachers as professionals place weight on the relational aspect of knowledge having discretionary power with internal accountability (Darling-Hammond, 2006). Ten years After NCLB test results guide teachers' teaching with a vertical discourse and performance values leaning toward external accountability. Teachers also seek internal accountability through resistance. In Norway, a political focus on tests tied to accountability makes this study interesting learning from others.

Sample of references:

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Network: Teacher's Work and Teacher Education

Title of paper: Primary school students' perceptions of a sustainable future in the context of a Storyline project

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Abstract:

All human decision-making is based on different expectations and assumptions about the future. Human efforts to know the future in the sense of thinking about the future are forms of anticipation. (Miller et.al., 2018). According to the UNESCO report (2018) futures literacy is an essential competency for the 21st century. Futures literacy requires the ability to identify future assumptions that guide our own thinking and actions. Futures literacy consists of three areas: knowledge, emotions and skills. (Pouru & Wilenius, 2018). Educational steering documents as the Finnish national curriculum (2014) state that the teachers shall scaffold the students in problem solving, critical thinking and into a sustainable lifestyle now and in the future. The task is complex and challenging for the teachers. In this study a Storyline project was used as a frame for learning about sustainable living. Storyline is a teaching approach where fictive frames and characters are used to create an authentic learning context (see e.g. Shepherd et.al., 2018). The aim of the study was to explore I) the young students' perceptions of life in a fictional village in the future and II) the students' perceptions of their own competence to play a role in creating social and ecological sustainability. The research material consists of recorded group interviews related to the Storyline project. The participating students (N = 31) were 8 years old. The research was conducted within the international Erasmus project "Education for Resilience and Sustainability". The results of the thematic analysis (Braun & Clarke, 2006) show that different ecological skills, ecological concepts and entities related to ecological sustainability, as well as cause-and-effect descriptions related to science, are present in the students' descriptions of the future. As emotional skills, students bring out empathy; empathy both for other people and for plants and animals. The importance of both social and physical security in the future is highlighted in the students' stories. Students rely on their own competence to involve in sustainable development and as resources they highlight e.g. technological innovations, the importance of scientific knowledge, circular economy- thinking as well as learning skills and social skills.

Keywords: primary school student, students' perceptions, sustainable development, anticipation, futures literacy

Network: Teacher's work and Teacher Education

Title of paper: Pupils' social strategies beyond the teachers' gaze – What pupils do and say while managing written individual assignments

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Abstract:

In the Swedish curriculum's pupils are intended to develop their sense of taking responsibility for their learning as well as an eagerness to learn their life through. Simultaneously there is an extensive assessment culture at school comprising formative assessment such as visual learning, as well as summative assessment.

The aim of the study was to identify social strategies applied by pupils in their informal networks, when assisting classmates with formal individual written assignments to be assessed by teachers.

The theoretical framework is Goffman's theater metaphor, in which some of people's behaviors are considered as being enacted on the "backstage" of social life. In this study, backstage is used for pupils' interaction with peers beyond teachers' supervision.

This ethnographic study comprised four months of observations, two weeks of explorative audio-visual recordings and 18 semi-structured interviews with pupils in one class at a Swedish municipal lower secondary school. The school's merit rating for year nine was 10% below the national average, and 90% of the teachers were qualified, registered teachers who had worked at the school for several years.

The analysis shows that some pupils take responsibility for their learning, as well as for assuring that some of their classmates have an assignment to hand in to teachers. These pupils seem to develop an autonomy in line with the curriculum's (and teachers') intentions. Other pupils rely on the achievements of their classmates in order to obtain more elevated grades with little efforts which tended to unnoticed by teachers. Examples of this are that some pupils swap computers with classmates' behind the teachers' back and write for peers, log into peers' Google classroom accounts and write original texts for them and/or take pictures of their completed assignments and forward to peers who reformulate the texts "in own words". Leaked National Tests are also shared on the class' informal Snapchat-group.

Pupils took responsibility for having an assignment to hand in, but not necessarily for their learning due to that some assignments were products of backstage collaboration with peers. The findings suggest that pupils with the most powerful informal network, and friends willing to assist, profited the most of the pupils' strategies. Moreover, the findings suggest that the pupils' strategies reinforced

classic socially reproductive patterns and inequalities related to gender, socio-economic features, and language mastery in the language of instruction (Swedish). These informal networking strategies co-exist with, and are in opposition to, the formal school context – and are difficult for teachers to detect due to them taking place backstage. This results in an assessing dilemma for teachers who are unaware of who has produced the texts.

In a school context emphasizing the individual's responsibility and assessment of their assignments, some pupils make the visual (the process of writing assignments for formative assessment) invisible for their teachers, and cope with individual assignments by applying informal social strategies with their peers.

The study is of interest for the Nordic countries, due to the curricular changes towards e.g. digitalization and visual learning.

Network: Teacher's work and Teacher Education

Title of paper: Students experience of being seen by their physical education teachers

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Co-author(s):

Abstract:

1. Research topic: The experience of being seen by the physical education (PE) teacher is important at school, but very few studies have been conducted, and the research that has been done is qualitative and not generalizable. The aim of the study was to examine students experience of being seen by the teacher in PE, which factors constitutes the phenomenon of being seen, and how this factors correlate with students experience of being seen.

2. Theoretical framework: Theoretically speaking, one can argue that the key for the PE teacher in making provision for these factors in school, lies in what Jordet (2020) calls "recognition pedagogy". Jordet (2020) refers to "recognition" as deriving from the German word "anerkennen" which means to give praise, to respect or appreciate. It is about acknowledging that what a person says, does or is, is sufficient (Jordet 2020). This recognition pedagogy addresses the three forms of recognition described by Honneth (2008) but places them in a pedagogical context that the teacher can work with in school: this is about rights in the public sphere, love in the private sphere, and valuing in the social sphere.

3. Methodology: Interviews of 26 upper secondary students from Norway were conducted. The analyses of the interview data were based on transcribed answers focusing on meanings, where opinions and statements are identified according to the theme of being seen, then concentrated, condensed, coded and categorized in units of analysis, and then reconstructed within a theoretical framework. Furthermore, a questionnaire was developed on the basis of these findings, theory and research, and data from 412 secondary school students were collected. A principal component analysis was conducted to examine the dimensionality of the questions, and to identify which factors could be associated with being seen. From out of this, indexes were created for each factor. The association between these factors and the experience of being seen was studied using Spearman's correlation test.

4. Findings: The results showed that 76.2% of reported being seen by the teacher in PE, while 7.8% reported not being seen. The factor analysis indicated that being seen may be related to students' experience of: being able to display their skills, teacher's caring behavior, feedback from the teacher, the dialogue with the teacher

and evaluation and goals. The first four factors were also identified during the analyses of the interviews. The correlation analysis shows that these factors correlated significantly at a medium level with the students' experience of being seen by the teacher in PE.

5.Relevance to Nordic educational research: The results point toward the importance of PE teachers giving the students opportunities to display their skills, giving the students feedback through good dialogue, showing them that their teacher cares, and involving students in evaluation and establishing goals in PE.

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Network: Teacher's work and Teacher Education

Title of paper: Dialogue and nurturing relationships in coherent teacher education programs

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Abstract:

Dialogue and nurturing relationships in coherent teacher education programs

Scholars and policymakers emphasize the importance of study program management for the quality of teacher education (TE) (Gibbs et al., 2008; Johansen, 2020; Meld. St. 16, 2016-2017; Mårtensson & Roxå, 2016). A recurring challenge of TE, internationally and in the Nordic countries, is its fragmentation and disconnect to practice (Hammerness et al., 2020), and recent studies do indeed point to the vital role administrators and program leaders play in fostering coherence in TE programmes (Cavanna et al., 2021; Hermansen, 2019). Still, we know little about what program leaders actually do in this respect, and this study focuses on the research question: What do study program leaders do to strengthen coherence in selected teacher education programmes?

This is a multiple case study from two TE institutions in Norway. Inspired by institutional ethnography, it draws on a range of data sources, including: (i) data from periodic observations from meetings and seminars with faculty over a period of 10 months, (ii) discursive shadowing and participant logs from study program leaders, and (iii) interviews with four program leaders, two heads of department, four teacher educators, and five teacher candidates.

The theoretical framework in this study is based on concepts from research on (i) teacher education program coherence (e.g., Hammerness et al., 2020), (ii) organization types and leadership roles (e.g. Grenstad & Strand 1999, Mintzberg 1983).

Findings indicate that study program leaders carefully select faculty who share their vision of TE for key roles. Dialogue and nurturing relationships are essential in this

process. Further, focusing on interdisciplinary subjects can positively affect how teacher educators and candidates perceive coherence in the program. Still, findings indicate that structural limitations like insufficient decision-making authority, seem to be obstacles for study program leaders to create coherence in TEP. These findings have implications for policymakers and teacher educators across the Nordic countries, as they face many of the same challenges.

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Network: Teacher's work and Teacher Education

Title of paper: Playful teaching promoted by changes in the material landscapes of teacher education

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Abstract:

Playful teaching promoted by changes in the material landscapes of teacher education

In Denmark, we experience an increase in public and private investments in the construction of new or renovated educational institutions, changing material landscapes in terms of architecture, interior and artefacts. Changes that are broadly reflected in education – from primary, over upper secondary to higher education.

In primary schools, the architectural tendency is to reduce the volume of the traditional classrooms, and to establish so-called "Choice-accelerating-learning-landscapes" (Juelskjær, 2011, 2009, 2014). Landscapes, which often includes cores, caves, lofts, stairwells, climbing walls, swings as well as comfort technologies such as sofas, fat boys, mats, pillows etc. Nordic Research shows, that teachers experience insecurity in such landscapes, and that they reconstructs as well known a teaching environment as possible within the new landscapes. Furthermore, they prefer leading learning processes in traditional classrooms and preferably leaves the landscapes desolated (Dregelid, 2008; Vinje, 2014, 2015). Based on similar intentions of more playful, activating and experimental approaches to teaching and learning so called 'PLAYLABs' has been established at all six university Colleges in Denmark.

The presentation will disseminate preliminary findings related to a Ph.D. project exploring possible implications of teaching in these playlabs from the perspective of teacher educators at University College Lillebælt. The project is methodologically rooted within Design-Based Research (Akker, 2006), and the presentation will provide insights into an ongoing and cocreative development of designs intending to support and develop teacher educators' practice in the newly established playlabs. A practice where the educators to a greater extend include materialities in the playlab as representations in the subject Danish, and explicit their didactic choices and justifications.

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Network: Teacher's work and Teacher Education

Title of paper: Socio-material Entanglements in Playlab

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Co-author(s): Helle Hovgaard Jørgensen

Abstract:

Socio-material Entanglements in Playlab

Based on the ongoing research project Playful Learning Research Extension, the purpose of this paper is to examine empirically and theoretically how materiality is entangled in playful learning processes in playlabs established on social education and teacher education in Denmark (Jørgensen, Schrøder & Skovbjerg, 2022).

Theoretical framework

The understanding of materiality and playful learning is based on the following socio-material approach: 1) We distinguish between materials and materiality respectively by considering materials as separate entities, whereas materiality has a hybrid character entangled into the social and material world of playful learning processes (Sørensen, 2009). 2) We investigate how materials and materiality co-exist in socio-material processes drawing on a concept of throwntogetherness (Massey, 2005). 3) Any design is scripted, having an inscribed intention that is de-scribed when used (Akrich, 1992). 4) Materials are materialized in playful learning processes, and it implies an understanding of play as open-ended actions in which you say YES to ideas, people, and materials (Skovbjerg, 2021).

Methodology/research design

The study is conducted through design-based research, and data are produced through sensory ethnography (Barab & Squire, 2004; Pink, 2013). The data comprises written interviews, in situ interviews with lecturers engaged in the development of the playlabs, and video-observations and interviews with students doing experiments in the lab.

Results

Through situational analysis (Clarke, 2003), three materials are emphasized - the sandbox, the slide and the bluebot - whose socio-material entanglements we explore. On the one side, the materials seem strongly scripted, as they are 'outstanding' in a higher educational setting, easily de-scripted and connected to positive affections

associated as 'playful'. On the other side, they are constituted as distinguished materials that are not easily described in an educational setting as learning materials. The findings suggest that didactic scripts also need to engage in the materiality of playful learning processes, and that a playful learning pedagogy must embrace the socio-material entanglement of people, matter, tasks and affects.

Relevance to Nordic educational research

Knowledge on playful learning and materiality in playlabs in teacher- and pedagogue education contribute to development of the Nordic educational tradition of play and democratic participation and how materials are part of that development.

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NETWORK 20

MENTORING, GUIDANCE AND COUNCELING

Network: Mentoring, Guidance and Counseling

Title of paper: Zooming in on professional learning dialogues: Teachers' and school leaders' knowledge building at a micro level

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Abstract:

Research Topic/aim

For decades, collegial dialogues have been highlighted as important for teachers' and school leaders' professional learning to make a difference for students. However, these dialogues risk becoming joint work not improving teaching and leading. Furthermore, there is a lack of research about learning dialogues on a micro level. The broader topic for this research is school improvement and professional learning and more specifically how teachers and school leaders learn through organized dialogues. The aim of this paper is to increase the knowledge about how different discourse moves in collegial dialogues can contribute to learning and which prerequisites are required to create such learning dialogues.

Theoretical framework

The overall theory in this paper is the Theory of Practice Architectures (TPA) in which a practice is understood as a social phenomenon with specific sayings, doings and relating. A practice is always prefigured by three types of arrangements (practice architectures): cultural-discursive, material-economic and social-political. The TPA is used to analyze the practices of teachers' and school leaders' collegial dialogues, what happens in these and why this happens. In order to study the dialogues at a micro level, a theory of knowledge building is used to examine the different discourse moves in a dialogue and how they are connected to learning.

Methodology

This paper draws on four collegial dialogues conducted with teachers and school leaders in different contexts within the Swedish education system. All dialogues have been either voice or video recorded. They have all been transcribed as voice recordings and analyzed in two steps. First, Popp and Goldmans' (2016) indicators of knowledge building discourse were used to explore the different discourse moves. Second, the Theory of Practice Architectures (Kemmis et al., 2014) was used to analyze how the learning practice is enabled and constrained by its practice architectures.

Expected results

The dialogues have a specific focus on learning about teaching or leading. The preliminary results show how the participants in the dialogues use different discourse moves to challenge one another to reflect and learn about what happens in their practice. Furthermore, there are indications that features such as leadership/facilitation, digital resources and organisation of the dialogues seem to enable and constrain these practices in their aim of becoming learning communities.

Relevance to Nordic educational research

Different kinds of collegial dialogues are present in Nordic schools and is also prescribed by government policies as a tool for improvement work. These dialogues are often led by a colleague in line with newly implemented career reforms. Therefore, it is necessary to understand how these practices are to be arranged and performed in order to be successful learning communities.

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Network: Mentoring, Guidance and Counseling

Title of paper: Special educational group supervision in preschool – a Swedish example

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Abstract:

According to previous reviews and research, Swedish preschools need to develop their work with children in need of special support (CINSS). Supervision as a support function is highlighted as important for increased quality (Schools Inspectorate, 2017; Sandberg et al., 2009) and as a method supervision is used in different traditions and can be performed differently in different context (Näslund, 2004). Supervision in education is increasingly in demand (Åberg, 2009).

The purpose of the present study is to contribute with in-depth knowledge of special educators' and preschool educators' perception of the function and significance of special educational group supervisions (SEGS) as well as knowledge of underlying factors for this. The purpose includes contributing with increased knowledge about the special educator's role as a supervisor and qualified interlocutor in the work with CINSS.

The empirical basis of the study consists of responses from questionnaires to special educators and preschool educators, semi-structured interviews and interviewees' written logbooks. Antonovsky's (2005) theory of sense of coherence partly forms the theoretical basis of the study and focuses on salutogenes, general resistance resources, and the components manageability, comprehensibility and meaningfulness.

Expected results provide information about expectations and experiences of the type of special educational group supervision that is requested in the work with CINSS and what the supervision is considered to contribute to. In addition, the study also contributes to the understanding of possible underlying factors such as sense of coherence in the workplace. The presentation provides some preliminary results from the questionnaire to the preschool educators.

The study intends to contribute to the Nordic research field of group supervision in an educational context within special education as well as to the preschool practice that intends to implement or develop an already existing supervision culture.

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Keywords: group supervision, special education, preschool, sense of coherence, salutogenes

Network: Mentoring, Guidance and Counseling

Title of paper: Learning circles for newly qualified teachers and preservice teachers: Development of professional communication and collaboration skills

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Co-author(s): Elisabeth Halse

Abstract:

Research topic/aim

The topic is the transition from teacher education to teacher job and how professional development can be supported in this transition. The overall aim is to understand if and how learning circles can be a “bridge” that supports the professional development for the newly qualified teachers (nqt) and the student teacher in this transition, and thereby the feeling of getting a foothold in the profession and increasing the retention rates. This presentation will show part of the findings: professional development of communication and collaboration skills. Other findings were presented at NERA21.

The research question:

How may/ may not learning circles contribute to professional development, support the transition from teacher education to the teacher profession, and support further the theory and practice connection, with special attention to communication and collaboration skills? Where are the possibilities, challenges and limitations in the learning circle method with this focus?

Theoretical framework

A support system during the transition period from education to the profession is essential for nqts, not only for retention purposes, but also for the professional development of the nqt (Frederiksen, Krøjgaard & Paaske, 2019, OECD 2019, Feiman-Nemser 2001).

Learning circles is a method where nqts and preservice teachers meet, with to discuss cases from practice. This method is inspired from Finnish peer-group mentoring (Korhonen et al, 2017; Geeraerts et al 2014, Tynjälä, 2019), research circles (Persson, 2009), social constructive theories of learning (Vygotsky 1997, Säljö 2003, Dysthe, 2003, Illeris 2006), inquiry-based collaborative mentoring (Gardiner & Weisling, 2018; Langdon, 2017, Beutel, 2017), and learning communities (Dillard, 2012; DuFour 2004).

The understanding of professional development is inspired from Rønnestad, 2008 and Helleve 2017, who both has a strong focus on reflection, that is central in

professional identity development (Heggen, 2008) and professional judgement (Grimen & Molander, 2008, Paahus, 2009).

Methodology/research design

The project included two learning circles, both consisting of four ntqs, four fourth-year preservice teachers, and a facilitator. There were 6 meetings of 3 hours each from October to May. The ntqs presented cases from practice, and the group inquired into and reflected upon the case, and the caseholder decided upon future practice.

Data collected: logbooks from participants after each meeting, observation notes, interviews.

Expected results/findings

Findings: Professional development as reflection on different forms of communication and collaboration with different parties in school practice, and also reflection of development of communication and collaboration strategies.

Relevance to Nordic educational research

There are no specific “Nordic model of mentoring newly qualified teachers” (Olsen, Bjerkholt, Heikkinen, red, 2020), but we strive to develop models for mutual inspiration. This project is a contribution to this. Also, the project is a contribution to the discussion of supporting the ntqs specifically in Denmark, as there is an ambition to increase retention (UFM, 2020)

Network: Mentoring, Guidance and Counseling

Title of paper: Ecologies of Teacher Induction and Mentoring in the Nordics

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Co-author(s): Eva Bjerkholt, Hannu L. T. Heikkinen

Abstract:

This presentation introduces an overview of the current situation in the Nordic countries regarding induction and mentoring of new teachers and the historical development which has led to the current state of art. This review is rooted in a number of consecutive cross-sectorial network projects on induction and mentoring in the Nordics, the first of which was launched in 2004. The ongoing project, funded by Nordplus is entitled “New Teacher and Induction (NTI)”.

The NTI network consists of representatives from teachers’ unions and researchers in five Nordic countries Denmark, Estonia, Finland, Iceland, Norway and Sweden. In the fall of 2020 the NTI network published a scientific anthology in which it presented the historical main lines and discussed relevant measures on induction and mentoring in the aforementioned (Olsen et al., 2020). This paper seeks to bring these perspectives together. However, this presentation is not just a compilation of the earlier book, but the interpretation has been updated and developed further through joint seminars across the research network in the spring of 2022.

The focus of this paper is to present some empirical findings of the ecosystems of mentoring in the Nordic countries, based on a long-term research of a network consisting of researchers, teacher educators and representatives of teacher unions which now form the NTI network. The theory of ecologies of practices helps us to understand the development and diversity of the different mentoring and induction practices in the aforementioned countries. It suggests that the relationships between practices and their environment resemble the relationships between organisms and ecosystems in nature (Kemmis 2022). From this perspective, practices of induction and mentoring derive their essential qualities and their existence from their relations with other practices within wider ecosystems of social, political and educational practices (Capra 2005; Heikkinen 2020). We portray the different national practices by describing how things have progressed in a dynamic balance, how mentoring has found its ecological niche in the midst of different policy interests, and how the image of mentoring in the Nordics begins to take shape as a rather diverse and rich ecology of practices.

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Network: Mentoring, Guidance and Counseling

Title of paper: Relations in bachelor supervision: possibilities and challenges after Covid-19

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Abstract:

This paper is devoted to an exploration of supervision of students as a phenomenon. In the preschool teacher education in NLA University College, Bergen, Norway, the relationship between teacher and student has always played a central part. Throughout the whole education process, the students engage with teachers from different disciplines and with different approaches. The relational thinking becomes essential also when it comes to supervising students' bachelor thesis. During the pandemic, all teaching and supervising had to happen on digital platforms, such as Zoom or Teams. This has given us challenges, but also possibilities to explore new tools for teaching and supervising the students. The hope is that as the pandemic loosens its grips, we can offer the students a more flexible solution with a choice between digital or local based supervision.

The aim of this study is to analyse students' and supervisors' experiences during the process of writing bachelor thesis under Covid-19. The paper has a special focus on how choice of form (physical or digital) influences the relation between student and supervisor. The theoretical framework is retrieved through a structured literature search related to relationship in supervision (e.g. Lystrup & Hauge) and challenges in supervising and teaching through the Covid-19 pandemic (e.g. Crawford et. al.). We will connect these newer studies to a sociocultural perspective and professional development in teacher education. We will conduct a survey during spring 2022 to get the viewpoint from students and supervisors. Our experience so far, is that many students choose to have the supervision digital due to practical reasons, as well as of pandemic reasons. It remains to see how this effects the relationship.

We hope that conclusions from our article can be a voice in a dialogue about new perspectives in supervising in higher education.

Keywords: bachelor supervision, relationship, Covid-19, flexibility, digital environment

Network: Mentoring, Guidance and Counseling

Title of paper: Accomplished mentor-teachers: What they do and towards what ends?

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Abstract:

A rich literature discusses teacher mentoring and depicts paths for improving it (Ellis et al. 2020). Nonetheless, there is a lack of consensus regarding the actual nature of mentor-teachers' role (Stanulis et al. 2018, Matsko et al. 2020). Apparently, the literature explains well what mentoring could be, but lacks a comprehensive theory that explains what teacher mentoring is.

This multiple case study (Yin 2014) examined ten mentoring relationships, using purposive sampling (Patton 2002) and focusing on successful mentors. In each case, I interviewed the co-teacher, the student-teacher, the student's academic supervisor, the school principal or vice-principal, and other colleague teachers, and observed the cooperation between the co-teachers and the student-teachers. Totally, I collected approximately 63 interview hours and 48.5 observation hours. The study followed the field grounded theory approach (Charmaz 2014) in three steps:

1. Open coding of all mentees' interviews,
2. Open coding of all the data sources of the first two cases,
3. Category forming and analysis of the remaining data.

Eventually, the taxonomy of mentor-teachers' role (TMTR) was created based on the seven categories of mentoring practices (MPs) (what mentors do) and six of contents of mentoring (CMs) (to what ends).

Former studies provide an elaborate overview, describing and analyzing the overarching aspects of mentor-teachers' role. The types of mentors' involvement in teacher preparation, their responsibilities as well as the negotiations over them with preparation programs are clarified (Clarke et al. 2014). The literature specifies the elements that allow and promote high-quality mentoring relationships (Ellis et al. 2020) and offers classifications of the goals mentors should pursue or the kind of support they need to provide to their mentees (Vonk 1995). The literature also includes some specific frameworks and approaches for mentoring student-teachers. Studies dealing with such models sometimes discern distinct practices used by mentors, yet discuss them as embedded constituents of wider mentoring models (Marciano et al. 2019, Orland-Barak and Wang 2021). Such assumptions somewhat narrow our perspective, they imply an imperative interrelation between specific types

of MPs and types of CMs. Yet even elaborate approaches such as educative mentoring (Feiman-Nemser 1998) has their limits when it comes to explaining why mentors choose practices that contradict theoretical assumption or expectations (Trevethan 2017). Thus, theoretical presuppositions restrict possible investigations of the outcomes of specific practices and avert us from inquiring into the alternative paths that could lead to desired goals.

The TMTR represents a different way of analyzing and theorizing teacher mentoring. Underpinned by an ontological approach toward teacher mentoring, it provides a field-grounded categorization that does not commit to promoting specific MPs, CMs, or links between the two. Instead, it tries to categorize existing MPs and CMs for a better understanding of the elements that constitute teacher mentoring. Such an understanding holds both practical and theoretical potential benefits. Practically, the TMTR provides a set of goals that mentors can aspire to achieve and practices for promoting them. Theoretically, it can serve for analyzing teacher mentoring.

Network: Mentoring, Guidance and Counseling

Title of paper: Collective mentor education for teachers: Expectations, experiences, and benefits

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Abstract:

In research, there is a growing understanding of mentoring's importance and benefits. However, there has been a call for policymakers, teacher educators, and researchers to put more priority and focus on mentor preparation (Hobson et al., 2009). Research on mentor education is described as sparse. It has been noted that "knowledge about mentors' professional development and learning [is] much weaker" (Aspfors & Fransson, 2015), compared to research on mentoring and mentees. School-based mentoring is usually considered complex with the role commonly provided by teachers in schools without formal education for the role (Sandvik et al., 2020). School-based mentors have been described as focusing on providing support, giving advice and solving problems (Bullough, 2005), whereas educated mentors tend to take on a more complex role. Hobson et al. (2009) explain that mentoring in itself cannot be considered beneficial, but what is important is the quality of the mentoring. Research on the preparation of mentors and the effect of mentor education and different mentor preparation programs has been described as "generally rather sparse and underdeveloped" (Hobson et al., 2009, p. 212), and more research on mentors' professional knowledge, needs, development, and education for the role has been called for (Aspfors & Fransson, 2015).

This mixed-methods study explored mentor education for teachers in Norway and teachers' expectations, experiences, and benefits of university education on mentoring provided collectively. The following research questions were posed in this study: What are the expectations and experiences of teachers participating collectively in mentor education? What are the benefits for teachers taking mentor education collectively?

This mentor education program was completed and formalized in 2020–21 by all teachers at four schools. Data were collected using a quantitative survey (N=83) and focus group interviews (N=9). The quantitative data were statistically analyzed, and the interviews were transcribed, coded, and analyzed..

By exploring Norwegian teachers' expectations, experiences, and benefits of receiving mentor education collectively, the study expands the knowledge base for understanding mentor education in a Nordic context. The results indicate that the teachers who received this mentor education experienced a range of positive benefits of taking mentor education and made use of the skills and knowledge

acquired in the mentor education. Mentor education and mentoring were experienced as useful in most aspects of the teaching profession, and the participants discussed receiving mentor education collectively with colleagues.

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Network: Mentoring, Guidance and Counseling

Title of paper: Student teachers' personal qualifications as a resource or challenge?
Mentoring of kindergarten teacher students during their teaching placement.

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Abstract:

1. Research topic:

The study focuses on mentors of student teachers in teaching placement in kindergarten teacher education and how the student teachers' prerequisites for qualifying for the kindergarten teacher profession are addressed in the mentoring sessions.

The main research question for the study is: How do mentors of student teachers in their teaching placement talk with the students about their prerequisites for becoming a kindergarten teacher?

2. Theoretical framework:

The empirical data are discussed using a dialogical perspective (Bahktin 1984), perspectives on ethics (Løgstrup 2010), relational competence, (Schibbye 2009) and theories on feedback (Bjørndal 2020).

3. Methodology/research design

The empirical material is based on interviews with 10 experienced mentors in the kindergarten teacher education, with a minimum of 15 credits of mentoring teacher education. The material is analyzed using a stepwise-deductive induction, with an emphasis on induction and empirically close coding in the first step to reduce the influence of different presumptions and theories (Tjora 2019).

National ethical guidelines for research in Norway are followed through informed consents to participate in the study, and procedures for anonymity.

4. Results

Analyzes of the empirical data show that the mentors often find it difficult to address personal characteristics in mentoring sessions with the student teachers. Personal qualities can affect how the students exercise the role as kindergarten teachers in the future. At the same time the importance of supporting students who were struggling, was highlighted. The mentors go to great lengths to facilitate the student teacher's completion of their teaching placement.

Sometimes mentors "circumvent the mandate" for the student teacher to complete the teaching placement. This raises some important questions about the students' prerequisites for becoming kindergarten teachers, and dilemmas in the assessment of the student teachers. In an extended perspective, the consideration for the student teachers' prerequisites may conflict with the children's right to high quality in kindergarten, ensured by competent kindergarten teachers.

5. Relevance to Nordic educational research

Teacher placement has been highlighted as a significant contribution to teacher qualifications (Lejonberg and Føinum 2018). A review on mentoring in teacher placement in kindergarten teacher education, shows a lack of research (Munthe et al 2020). Bjerkestrand et al (2017) shows that the guidelines for assessing students during field practice are unclear. The student teachers value feedback from the mentors as crucial in their own development, but the quality of the feedback is described as varying (Worum and Bjørndal 2018). Bjørndal (2020) finds that student teachers are deeply concerned about saving face when receiving critical feedback.

Studies also show that mentors during teacher placement experience challenges in giving feedback to the student teachers that provides insight into deeper structures and foundations (Bjerkholt 2017). The formal evaluation of the students appears to be very general, and it provides only to a small extent specific information about the students (Clarke, Triggs and Nielsen 2013).

This study provides further insights into the dilemma's mentors in teacher placement experience, when giving feedback and assessing student teachers.

Network: Mentoring, Guidance and Counseling

Title of paper: Teacher Induction in Portugal: Why does it need to be a clear political priority?

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Abstract:

The induction of beginning teachers has attracted a number of researchers as it is seen as the fundamental link between initial and in-service teacher education with implications for retention, professional knowledge and the development of the professional identity. This paper aims at examining the Portuguese case as far as teacher induction is concerned particularly in face of the prospect of changes in teacher education policy, namely the reduction of time spent in higher education institutions and on the job training. It discusses key issues to be considered in future scenarios in which induction plays a pivotal role in the professional learning and development of early career teachers. Many student teachers' practicum experiences have been curtailed during the COVID-19 pandemic and alternative provision and supervision strategies were developed, for instance, virtual practicum and online supervision. As such, both informal and formal induction is of paramount importance if new teachers are to be provided with the necessary and relevant opportunities to develop their professional identity and to enhance their professional knowledge. Added to this is the ageing of the teaching workforce and the reduction in the number of student teachers over the last fifteen years. A teacher surplus gave rise to a teacher shortage and the need to recruit a large number of teachers due to retirement of practicing teachers is seen as a critical problem that does not seem to be receiving enough attention from the part of policy makers (by 2030 more than half of the teachers will have retired). As such, induction needs to be a clear political priority. The development of induction schemes would enable the placement of new teachers in schools and will ensure the collaboration between new and experienced teachers as well as the assurance of quality in the recruitment process. Induction would represent an important asset to socialise beginning teachers into the profession in the present context by integrating and recognising the professional capital of experienced teachers in such transition process but also acknowledging the contribution that new teachers can make to school development. The discussion of such a relevant topic at the NERA conference will enable participants interested in teacher education and, particularly in teacher induction, namely the NTI (Nordic Teacher Induction) network, to look at international trends but also possible directions for expanding existing knowledge that could be the basis to develop relevant induction schemes to meet current and future needs of the teaching profession.

Network: Mentoring, Guidance and Counseling

Title of paper: Motives for teachers to attend a postgraduate course with a Master's degree on the topic of mentoring

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Abstract:

Teacher training courses are currently being restructured across Europe. This also includes a qualitative and quantitative expansion of practical school studies. In Austria, in addition to the practical school experience during the training, there is an induction phase after the training in which the beginning teachers are accompanied by a mentor (Dammerer, 2019).

Good training of mentors is a prerequisite for the success of a mentoring programme (Miller, 2007). To be a mentor, there are some basic requirements. Mentors should have professional experience. A personal willingness to learn, self-reflection, and a willingness to share knowledge and contacts, as well as to give and take feedback. Likewise, time, commitment and other resources brought into the process are prerequisites. A basic attitude of enjoyment in sharing knowledge and a willingness to support others in their development (Shea, 1994, p. 70; MacLennan, 1995, p. 5).

In Austria, there are numerous postgraduate courses at Universities with teacher education courses in which mentors are trained. The University College of Teacher Education in Lower Austria offers an exclusive postgraduate course for mentors (six semesters, 90 ECTS) with a Master's degree. This leads to the central question in this survey, which forms of motivation are present to participate in this postgraduate Master's programme.

A distinction is made between extrinsic and intrinsic motivation (Ryan & Deci, 2000). Due to its complex tasks, the teaching profession requires a high degree of self-direction and presents teachers with challenges that can be overcome, for example, through a greater willingness to expand the professional repertoire of actions (Shulmann & Shulmann, 2004).

In order to participate in the postgraduate course "Mentoring: Professionally Accompanying Career Entry", applicants must submit the following documents, among others, in order to participate: Curriculum vitae, declaration of consent from the school administration, letter of motivation, registration form.

For the present study, the motivation letters of 90 applicants are used and categorised by means of a qualitative document analysis. The extrinsic and intrinsic

motivations are deductively the two guiding categories of the survey. These two are broken down in more detail by means of an additional inductive categorisation.

The aim of this survey is to explore whether the motives of the applicants coincide with the requirements for becoming a mentor.

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Network: Mentoring, Guidance and Counseling

Title of paper: Developing local mentoring practices for newly qualified teachers, grounded in CHAT.

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Abstract:

RESEARCH AIM:

In Norway school and kindergarten owners are expected to offer newly qualified teachers (NQT) guidance during their first two years as teachers. However, a national evaluation report (2021) shows that there is a great variation in the quality of this guidance and that 35% of newly qualified teachers are not offered guidance.

Research question: How can CHAT and teacher educators support and stimulate the development of local mentoring practice?

THEORETICAL FRAMEWORK:

Using “The Activity System” (Engeström, 1987), developed within cultural historical activity theory (CHAT), we can see NQTs as subjects/drivers of their own professional development. Their development process takes place in schools (activity systems), where factors in the system (tools, subject, object, division of labour, community, rules) interact with each other. Guidance becomes a tool for the NQTs’ development process.

METHOD:

As teacher educator, in cooperation with local mentors, newly qualified teachers, school leaders, school owners, and through action research, I have supported and stimulated the development of local mentoring practices. My actions took place in meetings with NQT, mentors, school leaders and school owners. After each action, participants expressed their experience and outcome of the actions through written or oral summaries, individually or in groups. These summaries, along with my notes from the meetings, constitute the data for this study.

FINDINGS:

Action 1: The activity system as a framework for understanding the situation of NQT.
Findings: Participants developed awareness of the variation in NQTs’ job situation and how the factors in the activity system affected their work, experience and development.

Action 2: Dialogs: What teacher competence are expected after two years of practice? What experiences and learning points do you find important for NQT? I bring in research on education (Biesta, 2013), the content of the teacher role (Togsverd & Rothuizen, 2012) and NQTs' experiences (Moir, 1990). Findings: Shared understanding of purpose and co-generated knowledge motivates for developing local mentoring practices. NQTs should own their own development process, but qualified mentors and continuous competence development among mentors is important for quality. Professional guidance is far more than practical support.

Action 3: Who can support and stimulate NQTs' professional development, and how? Findings: Through divided responsibility, dialogue and joint evaluation, mentors, school leaders and colleagues should all contribute.

Forthcoming actions:

- What is a good start for guidance?
- From knowledge to plan and action. Plans for local mentoring practice 2022/2023
- Network and competence-building for mentors.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH:

In cooperation with school owners, leaders, mentors and NQTs, teacher educators and CHAT can contribute to knowledge-based and school-and practice-grounded mentoring practice. This can provide quality and sustainability and prevent random mentoring practices and lack of guidance.

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Network: Mentoring, Guidance and Counseling

Title of paper: What matters more – labor market disclosure – or role-models?

Results from a randomized field experiment testing two mechanisms with the goal reduce inequality at the transition to higher education

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Abstract:

Despite considerable expansion of higher education (HE) around the world, students from non-academic family backgrounds (i.e., parents without a university degree) continue to be underrepresented in HE (Shavit et al., 2007). Even if one accounts for students' previous levels of academic achievement (Jackson, 2013; Schindler & Reimer, 2010). Despite universal student financial aid and tuition free universities in the Nordic countries, inequalities are present here too (for Denmark see Thomsen, 2017). Recent research has pointed out at least two possible explanatory mechanism; 1) non-academic students hold less accurate beliefs regarding costs and benefits of HE, and 2) they are less confident about their academic skills and more concerned about their social integration, social belonging and “fitting” in on the university campus. To test the explanatory power of these two explanations, we designed a classroom-level randomized controlled field experiment that expose academic upper-secondary students in their graduation year to one of four conditions: I) Provide information about returns to education (graphs about life income and unemployment rates, and time given to the students to explore a home page with facts about all HEs in Denmark), II) Present thoughts about concerns and lack of confidence laid forward by role models (videos of current ‘first generation’ university students narrating about how their initial concerns and lack of confidence turned out to be groundless), III) A combination of the two, and IV) Control group. We build on the theoretical framework by Slack et al. (2014), and describe the first condition as “cold”, the second as “warm”, and the third as a mix holding both cold and warm components. All conditions were designed as ‘interactive’ presentations leaving the individual student to choose some of the content within the framework of the assigned condition.

In February and March 2022, we implement our field experiment at 12 upper-secondary institutions (73 classrooms and +2000 students). We measure the impact of the experimental conditions in a survey presented to the students in connection with the intervention.

At the time of deadline for this abstract, we have successfully implemented the experiment at three schools and collected data from 380 students. First preliminary

results indicate that a) our intervention made a larger share of the students (academic and non-academic) consider a university degree; b) non-academic students were affected mostly by the “cold” condition; and c) academic students were affected mostly by the “warm” condition. At the conference, we will present results from the full sample.

Because the educational systems are quite similar across the Nordic countries, results will be relevant for educational research on inequalities in all the Nordic countries when studying the transition to HE by exploring the interplay between the type of information, how it is presented and how it impacts students from non-academic homes in their thinking and choice of HE. Furthermore, the results will inform study counselor guidance practice in how they select the content and means of their professional guidance practice when they guide upper secondary students in order to minimize HE choice inequalities.

Pre-registration: <https://mfr.de-1.osf.io/render?url=https://osf.io/q6vbu/?direct%26mode=render%26action=download%26mode=render>

Network: Mentoring, Guidance and Counseling

Title of paper: The professional learning needs of school-based teacher educators in Austria

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Abstract:

In Austria, school-based teacher educators (SBTEs) include those who are mentoring novice teachers and supervising the practice of student teachers; such individuals are often appointed because they are experienced teachers. Since 2013, new teacher education reforms have been introduced aimed at developing accredited training programs and certification for SBTEs, and the existence of this “hidden profession” in Austria has recently become more prominent (Schratz, 2014). Against this background, the aim of this study is to examine the professional learning needs of SBTEs in Austria and identify the activities that would best meet those needs.

The International Forum for Teacher Educator Development (InFo-TED) has developed a conceptual model that aims to explain teacher educators’ professional development, providing a common language to frame such discussions which otherwise would be difficult given the diversity in teacher educators’ work (Kelchtermans et al., 2017). The model advocates a practice-based approach to the professional development of teacher educators, moving beyond the definition of fixed standards and competences. As such, teacher educators’ practice needs to be critical and inquiry-oriented; self-regulated; caring; contextually responsive; and informed by research.

Data were collected via an international survey designed by the InFo-TED group; this was translated into German and was disseminated to Education Authorities across Austria. The survey included multiple-choice questions about SBTEs’ professional learning needs and activities, and open-ended questions regarding their professional satisfaction and preferences.

In total, 220 SBTEs participated in the survey; 77% of participants were female, 43% had a Master’s degree or equivalent and 76% had at least 5 years of experience prior to appointment as an SBTE. Half of the respondents worked with student teachers, 8% worked only with qualified teachers and 40% worked with both groups

The majority of respondents (161, 73%) indicated that they had received specific training to prepare them for their mentoring roles. Their mean level of satisfaction with the professional learning opportunities they were presented with was medium-high ($M=4.69$ on a 7-point scale). SBTEs placed high value on learning opportunities

that involved working with colleagues (M=5.29) and activities that fostered their pedagogical interests (M=5.01). To a lesser extent, they valued professional development that enhanced their academic knowledge and skills (M=3.53).

With regard to the InFo-TED model, SBTEs appear to identify strongly with the domains of communication and relations between teacher educators. Although being informed by research (e.g. attending conferences, reading, data gathering) was generally valued, SBTEs preferred informal conversations with colleagues and observation of each other's teaching. Finally, they generally identified themselves as mentors, but did not actively characterize themselves as teacher educators.

The results confirm previous observations that professional learning for teacher educators is considered more valuable when informal work-based learning takes place. Professional development of SBTEs in Austria should thus aim to foster communities of practice, strengthen the professional identity of teacher educators, and encourage SBTEs to value research as part of their core practices.

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Network: Mentoring, Guidance and Counseling

Title of paper: Keep glowing! Mentor students learning in an ecological perspective

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Abstract:

1. Research topic/aim

In this presentation we explore how mentor students express their learning processes in their written exam assignments. The presentation is from an ongoing research project and builds upon a forthcoming article focuses on how students' glow of commitment inspires the development of the mentoring education. Research question is: How can the mentor students' descriptions of their own learning processes in exam assignments inspire further development of the mentor education?

2. Theoretical framework

The learning processes will be discussed through a socio-cultural theoretical lens, inspired by Säljö (2006). Furthermore, various theoretical concepts, such as Antonovsky's (1993) 'Sense of coherence', 'Professional development' inspired by Hatlevik and Havenes (2017) and mentoring within an 'Ecosystem of practice' (Heikkinen, 2020) construct the theoretical framework.

3. Methodology/research design

The project has a qualitative and interactive design (Sandberg & Wallo, 2013). Data consist of 42 exam assignments from two cohorts of students, who are kindergarten teachers studying mentoring. They are all practice teachers in early childhood teacher education. The analyse has an abductive design with alternations between inductive and deductive approaches.

4. Expected results/findings

Our analysis of the exam assignments and a practice of using results from the analyses as a basis for further development of the education of mentors has shown us that precarious times, require close collaboration between mentor students and us as teachers to further develop the study. The students' glow for mentoring, their manageability, comprehensibility and meaningfulness in learning processes is of high

importance for the success for both the student teachers and us as educators. In sense of an ecosystem of practice, their glow also effects on us as educators, our learning and further development of the education.

5. Relevance to Nordic educational research

In Nordic research on mentoring, there is a need for more research on students' learning and theoretical reflections through the education, and how this knowledge in turn can further develop the mentor education in an ecological perspective.

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Network: Mentoring, Guidance and Counseling

Title of paper: Tools for mentoring, a spring board to change in school-based mentoring

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Abstract:

Tools for mentoring, a spring board to change in school-based mentoring

Research topic

School-based mentors are crucial for pre-service teachers (PSTs) development of essential skills and knowledge (Helms-Lorenz, Slof, & van de Grift, 2013). However, practical training is experienced as arbitrary if guided by individual mentors' professional judgement and values (Skagen, 2016). PSTs report to be happy if given a "good", and not so happy if given a "not so good" mentor (NOKUT, 2019, p. 24), thus quality varies. In compliance with national policy documents *, providing PST's and mentors with tools in mentoring, directed to the individual PST's needs is called for. Nesje & Lejonberg (2022) conclude that use of tools has potential to strengthen PSTs' reflection about teaching and learning. To meet these challenges, we develop tools for mentoring. This study looks into how mentoring conversations play out with use of tools, analyzed in the light of mentoring paradigms (Garza et al., 2019).

Theoretical framework

Tools can be technological, discursive and epistemic (Lejonberg & Nesje, 2022). Our tools are combinations of digital tools; decision simulator, feed-back tool, and video tool, and discursive tools; conversation templates. Mentoring paradigms is used as analytic lens. Different mentoring paradigms; traditional, transitional and transformative, are understood as ideal, each "reflects a specific type of mentor-mentee interaction that effects the extent to which the mentoring relationship is a collegial and reciprocal partnership" (Garza et al., 2019, p. 4).

Methodology

This qualitative study looks at mentoring conversations between nine PSTs and seven mentors during practical training of eight weeks. Participants tried out tools in video recorded mentoring conversations. Observation protocols, operationalisations of characteristics of mentoring paradigms were developed. Analysis is ongoing.

Findings

Tools have potential to structure mentoring conversations and provide variation in the entrances to conversations. Amount of time spent on tools and in conversations vary, also use of the discursive tool in addition to the digital. Further analysis will provide insight into how this plays out within different mentoring paradigms “visited” during conversations.

Relevance

Contribution to understanding how mentor and PST move along a continuum of mentoring paradigms during conversations. Identifying how they together “visit” different paradigms throughout the conversation give insight into how tools enhance school-based mentoring conversations in teacher education.

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Network: Mentoring, Guidance and Counseling

Title of paper: Boundary crossing in the Third Space

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Co-author(s):

Abstract:

In Iceland, preschool teacher education is a five-year master's study, comprising three years of bachelor's education and a two-year postgraduate education at the master's level (Háskóli Íslands, 2020; Háskólinn á Akureyri, 2020a; Act on the Education, Competency, and Recruitment of Teachers and Administrators of Preschools, Compulsory Schools, and Upper Secondary Schools (no. 95/2019)). The majority of students in preschool teacher education work in a preschool while earning their degrees, enabling them to accumulate field experience simultaneously (Björnsdóttir et al., 2019). Furthermore, many municipalities support these student teachers financially during on-campus sessions and field practice periods (Jóelsdóttir, 2018).

The practicum is an important part of the professional development of student teachers, as it gives students the opportunity to implement their ideas under the supervision of experienced teachers (Bjarnadóttir, 2015; Nolan & Molla, 2018). Studies have shown that practicums and mentoring influence the professional awareness and competency of student teachers (Bjarnadóttir, 2015; Nolan & Molla, 2018). Furthermore, newly graduated teachers need support and mentoring so that they can further improve their work (Nolan & Molla, 2018; Simonsen, 2017). Ben-Harush and Orland-Barak (2019) showed the relationships between mentors, student teachers, and university teachers are affected by power relations. Tensions can arise; triadic collaboration can be ripe for conflict among participants. Disagreement and strain can occur when university teachers and mentors disagree over how to teach and which professional skills to develop.

The aim of this study was to examine university-based and preschool-based mentors' experiences of partnership during practicum in preschool teacher education in Iceland. Focusing on a partnership that pays attention to strengthening the mentors in both systems, aiming at preschool student teachers learning.

Data were gathered through individual interviews and focus groups. Participants were university teachers and preschool teachers. Participants were asked about their own experiences of practicum in preschool teacher education and their experiences of collaboration during practicum.

The mentors' role was discussed among stakeholders. It seemed to be a common issue in that preschool-based mentors seemed to be in a double role, unsure about their role in the partnership and the absence of university-based mentors during the practicum, and their expressed desire to be more involved with the practicum. Therefore, the suggestion is a third space that pays particular attention to strengthening the mentors in both systems, focusing on preschool student teachers' learning.

The findings of the study contribute to knowledge on how mentoring and partnership influences preschool student teachers learning opportunities and give a reason for further reflections on how partnership in preschool teacher education can be strengthened by focusing on professional learning community for mentors in preschool teacher education in Nordic educational research.

Network: Mentoring, Guidance and Counseling

Title of paper: Strengthening parenting skills among refugees in Europe: An adaptation of a Program for Arabic speaking refugees

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Abstract:

Today, about 26 million people are refugees and the group of refugee children is increasing in Europe. Those children are especially at risk for adjustment problems since they experience a cascade of significant life stressors. It has been demonstrated that strengthening parenting practices is of importance to prevent and reduce those problems. In this paper a program that is being adapted and tested for refugees in Europe is presented. It is called Strengthening Parenting Among Refugees in Europe (SPARE) and is based on the evidence-based intervention program Parent Management Training – Oregon (PMTO). Four European nations participate in the SPARE project: Iceland, Norway, Denmark, and the Netherlands and the project has been supported by the Erasmus+ and Nordplus programs. The PMTO program has been implemented and sustained with high fidelity for over a decade in those European countries. In the paper there will be focus on describing the adaptation of the program for Arabic speaking refugees and how a traumatized population is treated specially in a group format. The structure of the feasibility study and some experiences from that will also be of focus. In some of the European countries the program is organized at schools or in close connection to schools, making this discussion especially relevant for this school related conference.



NETWORK 21

POLITICS OF EDUCATION AND EDUCATION POLICY
STUDIES

Network: Politics of Education and Education Policy Studies

Title of paper: Comparing temporal, spatial and managerial, aspects of teacher professional space in Finland, Norway and the US

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Abstract:

Topic/aim: In this article, we analyze how teachers actively negotiate their professional space. More specifically, the research question is: How do teachers in Norway, Finland and the US negotiate and construct temporal, spatial and managerial aspects of their professional space?

Analytical framework: In educational research, space is often understood objective, given and normatively, as political, legal, and economic decisions which create structural frames and boundaries for professional practice. Schatzki (2010), argue that one can not only understand an objective space subjectively, but also understand space as socially produced. Teachers produce space in and through their professional activities. Time and space are entangled in social practices by aims and drivers that have teleoaffective structures (ibid.). A teacher might bring in experiences from earlier in her career, theory she acquired in teacher education, former and new policy elements into her classroom practice. Past, present and future are thereby interwoven in practices, not as succession but as dimensions that enters into here and now.

Methodological design: The data consist of transcriptions of semi-structured interviews with 17 Finnish, 16 Norwegian and 15 Californian (US) teachers. The analytical strategy was to begin with inspired by a theory-driven qualitative content analysis approach (Elo & Kyngäs, 2008). However further developed in an abductive manner (Danemark, Ekström, Jakobsen, & Karlsson, 1997).

Findings: Preliminary findings indicate that the teachers experience tensions in negotiating various aspect of temporal (changes over time, past vs. present), spatial (near, distant, professional and personal) as well as managerial (external, national/regional, local and within) aspect of their professional space. National variation also appears.

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Network: Politics of Education and Education Policy Studies

Title of paper: Citizenship to (counter)terrorism. On the need to de-securitise the Norwegian education system and create space for democratic citizenship

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Abstract:

Abstract

Education for citizenship has been the subject of growing attention in policy and research in recent decades. Yet alongside conventional assumptions that school should help young learners develop socio-political attitudes that support democracy, there are growing expectations on social educators to actively prevent terrorism. In Norway, these security discussions have had implications for educational policy as the objective of preventing terrorism was 'securitised' into the national curriculum in 2020 (Directorate of Education, 2020).

The political justification that education can serve security interests is saturated with controversy. Research suggests that the precautionary logic of counterterrorism can have a chilling effect on pedagogical practices. One particular concern is how securitisation processes are linked with the implementation of pre-crime policing. From a pedagogical perspective, this is problematic, not least as pre-crime policing risks reformulating safeguarding practices from a tool that conventionally ensures the well-being of students, to increasingly being a tool for protecting society from the perceived threat posed by radical students (Sjøen, 2020).

In this study, we explore democratic citizenship as conflict transforming practices in Norwegian schooling. A local community in Norway afflicted by violent conflict between migrant and non-migrant youth groups represents our case of study. To respond to the challenge of conflict and extremism in the local community, teachers and students at an upper-secondary school designed an educational intervention aimed at mitigating the hostilities as well as reducing fear of violent extremism through community building.

In this study, we aim to highlight how this project created space for students to engage in democratic dialogue and active citizenship for the purpose of conflict transformation. We utilise a qualitative design-based research framework (Anderson & Shattuck, 2012), while also applying theories of securitisation (Sjøen, 2020) and democratic citizenship (Mattsson, 2018).

A key finding is that the students described developing democratic resilience through deliberations, engagement and cross-cultural community building, which may have served to reduce conflict and violence in and beyond school. Consequently, aiming to

move away from further securitisation of education, we suggest deemphasising pre-crime policing in school to the advantage of facilitating democratic resilience in social pedagogical contexts.

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Network: Politics of Education and Education Policy Studies

Title of paper: Depoliticising political violence: The expectations of a state-centric discourse in the renewed Norwegian social studies curriculum

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Abstract:

Abstract

Until recent decades, there had been little encouragement to use schools in Nordic countries to prevent terrorism. Although concerns towards terrorism have seen the widespread launch of policy strategies for the prevention of violent extremism and terrorism, there are yet no legal requirements for school staff to report students that show signs of being at risk of radicalisation. This can be explained by how school staff have traditionally been seen not as actors with security responsibility, but as educational practitioners who teach and safeguard their students. Nonetheless, in conjunction with rising concerns of terrorism, school staff are increasingly expected to use their classrooms to detect future terrorists and report crimes that have not yet been committed.

Norway represents an important case for the study of terrorism and its educational responses to counter it, as the expectations that schools should contribute to preventing terrorism have appeared in the renewed Norwegian social studies curriculum:

Social studies must help students to participate in and further develop democracy and to prevent extreme attitudes, extreme behaviours, and terrorism (Directorate of Education, 2020, p. 4).

Despite these expectations, the curriculum offers no description of how democratic education might serve as a bulwark against terrorism. Furthermore, there is little mention of 'terrorism' in the curriculum. With few explicit descriptions of the logic behind the security assumption, this curriculum is characterised by its 'implicature', that is, by how it implies a preventive logic with certain utterances, while withholding its preventive reasoning hidden from the reader (Fairclough, 1992). This denotes that we must look elsewhere to understand the preventive logic embedded in the curriculum.

One would expect that the contents of the curriculum are indexed according to the hegemonic security discourse in Norway, and that this discourse might be uncovered by studying the general Norwegian policy field. Indeed, nearly all aspects of policy

design within a field will flow from how influential groups like policymakers define the problem. Here we allude to the processes through which the educational domain in Norway is shaped by wider political processes. After all, curriculums tend to canalise powerful ideologies that are embedded in 'official' political positions (Fairclough, 1992).

In this study, we analysed the Norwegian security policy field to uncover how schools are manifested in the national security policy discourse, what preventive expectations are placed on school staff, and analyse how these characteristics may affect pedagogical practice in Norwegian social studies. We utilise a critical discourse analytical (CDA) framework in our examination of six policy documents to explicate the governance of security in the Norwegian educational system. Analysis of terrorism discourses suggests a depoliticised and individualised representation in the Norwegian security policy field. This article provide new insight into what preventive expectations are placed on school staff in Norway and what its potential consequences are for pedagogical practice.

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Network: Politics of Education and Education Policy Studies

Title of paper: Motivations for paying regard to children's right in relation to democracy and education: An analysis of Swedish and Italian policy investigations from 2020

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Abstract:

Research topic

It is at times important to recollect that the creation of various international Acts to protect human values and conditions took form due to the horrors of the World Wars in the 20th century. The Acts can be interpreted as an expression of learning from the past and born from a desire to take political measures within a democratic framework to ensure that similar horrors will not be repeated. One Act particularly aims to protect the rights of children. Although the treaty was signed by 196 countries the perceptions of and approach to the treaty various dramatically, rendering it of interest to study not least in times when ideologies and values from the Far Right appear to increase in strength throughout the world.

The purpose of the paper is to gain a deeper understanding as regards how children's right in relation to democracy and education is motivated in political investigations in Sweden and Italy, because different motivations provide different conditions for action. More specifically the paper asks the following questions: a) what kind of arguments for/against children's right in relation to education and democracy are presented in the most recent Swedish and Italian policy investigations? and b) are there any similarities and/or differences? If so, what kind of similarities/and differences?

Theoretical framework

In agreement with curriculum theory, we argue that policy documents, including investigations, are not neutral documents but are loaded with (various) values and knowledge traditions, which are important to unfold and scrutinize (Englund, 1989; Chiosso, 2004).

Methodology/research design

Comparison of two different countries makes it possible to learn from one and other and detect perspectives that otherwise tend to be unnoticed. Sweden and Italy have been chosen because of their particular legislative and cultural frameworks. In Sweden, the CRC became national law in 2020, while Italy has only ratified it. In

Sweden a governmental investigation was launched in 2018 to oversee how Swedish Acts and praxis harmonize with the CRC. Three large volumes were produced. In Italy, every five years the government prepares a report on the status of implementation of the CRC; in parallel, the Italian NGO Group for the CRC drafts a supplementary report.

Expected results/findings

The documents are studied with the help of CDA focusing on how children's rights are motivated in the two countries regarding education and democracy. The study is done in three steps: 1) language analysis, 2) interpretation of discourses and 3) relating the findings to larger philosophical discourses.

Relevance to Nordic educational research

Questions of democracy, everyone's equal value and rights have a long tradition in the Nordic countries and their educational research. The results of the study, which generate discourses of motivations from Italy and Sweden has the potential of gaining a deeper understanding of the ideas governing Swedish and Italian educational policy.

Network: Politics of Education and Education Policy Studies

Title of paper: Institutional hierarchies and student choice in Finnish higher education

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Abstract:

Earlier research has shown how institutional hierarchies between top-ranked universities and mediocre, regional universities produce social stratification, also in the Nordic higher education (Isopahkala-Bouret et al. 2017). However, there has been an insufficient attention on the contested nature of institutional ranking and student choice. The purpose of this study is to fill this gap and to investigate how recent business graduates from Finland perceive the ranking of universities, and how such perceptions may have influenced their own choices. Additionally, the question of regional provision of higher education institutions (HEIs) is contrasted with the discourses on institutional hierarchies.

Our critical investigation is based on 50 graduate interviews from four Finnish universities, including both the leading Finnish business schools as well as newer business programmes, located in the regional cities. In our analysis, we use Bernstein's (1977) conceptions of instrumental and expressive order. In some of the earlier applications the Bernstein's instrumental order has referred to school achievement and performance, but further studies have extended this definition to include also the future exchange value of education (Kosunen 2014). The expressive order in Bernstein's (1977) original definition consists of conduct, character and manner. In addition, we explore, to what extent specific HEIs produce a certain type of habitus (Bourdieu 1998), i.e. specific lifestyle, values, taste and expectations associated with a particular social group.

Our results indicate that in the Finnish context, where institutional hierarchies are rather modest and the national rankings non-existing, the institutional and social hierarchies, regionality and students' everyday-practices intertwine. Moreover, graduates from privileged backgrounds and from the leading business schools seemed to be more aware about the ranking orders and their importance for graduate employment. Our findings provide novel, multifaceted, and comprehensive knowledge about how global rankings influence student choice and social hierarchies in the Nordic higher education. The study will draw attention to how student choices are reasoned in conjunction with, and against the formal league tables.

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Network: Politics of Education and Education Policy Studies

Title of paper: The Nordic Dimension as Productive Metaspace for Education Policy Research

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Abstract:

The Nordic Dimension as Productive Metaspace for Education Policy Research

Keywords: Nordic dimension; metaspace; comparative education; education reform

This paper argues that observing ‘the Nordic dimension’ as a metaspace in methodological terms harbors potentials to qualifying educational research, policy and debate. The concept of the metaspace designates a space that gathers critical mass by amassing smaller national spaces. In relation to a Danish, Swedish or Finnish case, a meta-space could be the Nordic dimension, a European or, ultimately, a Global dimension. The driving argument for construing ‘the Nordic dimension’ as a metaspace is that it may qualify education policy research as the five Nordic countries represent historical, linguistic, and societal links that have produced similar societal and educational values, albeit according to different trajectories (Hilson, 2008). The Nordic dimension thus represents a comparative dimension that enables a particular nation-state to put its societal and educational conditions and choices in perspective. As a floating signifier the Nordic dimension allows the opportunity to draw on the wealth of diversity that this metaspace represents to problematize and potentially rethink national solutions.

The Nordic dimension as a metaspace is useful for education policy research in times of globalization and neo-liberal reforms where transnational collaborations have made their imprints on all Nordic countries, and in current times of geopolitical instability (Krejsler & Moos, 2021). Rethinking national school and education models thus requires coming to terms with increasing inequalities and challenges to social cohesion, raising internal tensions in terms of polarization, opposition to non-western immigration and so forth. We see a turn towards national solutions and ‘national values’ where transnational solutions are increasingly questioned. In such a societal situation the Nordic dimension as a metaspace could serve an important role of getting perspective on issues like national school reform, national values and priorities. This involves potentials of reflecting upon potentials in national culture and it involves risks of bigotry, narrow-mindedness, and other dangerous turns when ‘national values’ are remade. In a similar way, one could argue, that the Nordic dimension collectively represents only 26 million people

wherefore it makes sense to continue this quest of qualifying metaspaces by consulting a European dimension of common history of politics, societal transformations and cultural ideas in a Europe of 750 million people and a European Union of 447 million people.

In terms of method, the project of delimiting a useful conceptualization of a Nordic metaspace is conducted by consulting Nordic educational research and adjacent literature on the issue of similarities and differences between the five Nordic countries.

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Network: Politics of Education and Education Policy Studies

Title of paper: Teacher's adaptation to cycles of digital platform procurement - tensions between local professional work and global imaginaries of efficiency and governance.

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Co-author(s): Svea Kiesewetter, Annika Bergviken Rensfeldt, Thomas Hillman, Mona Lundin, Kalliopi Moraiti

Abstract:

This paper examines cycles of digital platform procurement in the context of the marketized educational sector in Sweden. It focuses on how teachers' work is structured by these cycles, the digital platforms they result in, and the political and administrative regulations that guide them. More specifically, our interest is in understanding the consequences of disruptions caused by the recurring periods of procurement and implementation that school administrations and teachers must adapt to. The purpose is to explore and problematize tensions including those between the functionalities and experiences promised by platform providers and those actually delivered, and those associated with the time and effort required to engage in the often complex and uncertain work of restructuring routines to the logics instantiated in a new digital platform.

In the Swedish context, platform technology has increasingly taken on the role of an infrastructure, sociotechnically connecting clouds, software, people, and data. This "platformization" comes with the business logic of platform capitalism, profiting on the individuals' data production while positioned as making workplaces more efficient. While this logic has been well-articulated, research on how teachers' working conditions and routines are changing in relation is relatively scarce.

This study builds on analyses of tensions that have already been identified in relation to school reforms more generally as existing between the regulating principles of market efficiency and governance and the working conditions in the teaching profession. The analysis presented is situated in relation to a politico-economic push for school digitalization that has been a decades-long process, both on a global scale and within the Nordic countries. It contributes to the body of work showing how digital platforms such as Learning Management Systems commonly provided by global technology companies like Google and Microsoft restructure everyday workplace technologies in schools according to the imagery of global platform infrastructures.

As part of a larger project on digitalization and teachers' working conditions, empirical material was collected through ethnographic engagement with school administrators and teachers in an upper secondary school while they became acquainted with and restructured their routines for a new Learning Management System. This involved policy and infrastructure ethnography, combined with participant observation and trace ethnography of teachers' online and offline work.

Previous findings from the project show how digital platform infrastructures are embedded in and an influential part of teachers' work occasioning changes and disruptions in their working conditions and routines. This study adds to these findings by showing how the economic logic of educational governance forces teachers in public schools to restructure their work routines to new platforms in cycles that comply with procurement laws, but may be in tension with their professional knowledge and pedagogical judgement.

Network: Politics of Education and Education Policy Studies

Title of paper: In PISA we trust! Politics and validity in understanding PISA results

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Abstract:

Can we trust PISA, or more correctly, the validity claims politicians make from it? In this paper, we engage in the task to contribute to an ongoing scholarly investigations, devoted “to understand how PISA data catalyse reactions that take on affective tones of crisis and anxiety” (Sellar & Lingard 2018, p. 368).

Soon after the PISA 2018 press conference, in which the Swedish Minister of Education Anna Ekström (the Social democrats) called the results “a clear message of strength - Swedish school stands strong“, a media debate debarked in which the conclusions from the assessment were put in question. The debate originated in one the daily newspapers in Sweden, Expressen, in which it was claimed that the reason for the positive results was not to be found in students’ actual achievements, but in the high level of exclusion of 15-year olds in the Swedish PISA 2018. The government was accused for having exaggerated the Swedish success, and the administration by Swedish National Agency for Education (Skolverket), who are responsible for carrying through the PISA assessments, was questioned. As a result of these accusations Ekström engaged the OECD to assess the results one more time, an examination that resulted in their approval of the Swedish results.

However, one year later, in May 2021, a fuelled PISA debate once again debarked in Swedish media. This time, the accusations towards the government was sparked by the publication of a performance audit report published by the Swedish National Audit Office (The Swedish NAO; Riksrevisionen), another state agency in Sweden. According to the report, its aim was to audit “Sweden’s participation in the 2018 PISA survey, with a focus on exclusions and student non-response” (RIR 2021).

During the heated debate that followed, the government was accused to “manipulate reality” the leader of the Christian party stated (Busch Thor i Ekot 29 april 2021), while the Minister of Education stressed: “It is necessary that we can trust PISA in all its parts” (Ekström, Press conference 29 May 2021). Further, the Director for the Swedish NAO, Sofia Sandgren Massih, expressed her astonishment regarding what she called the lack of thoroughness of the OECD (SVT 2 maj 2021).

The aim of this paper is to answer: What was it that happened during this political and administrative battle in April and May 2021? What can we learn in regard to

government re/actions on PISA from process that led up to the “battle” and that followed?

The data consists of media articles, opinion pieces, broadcasts from the national television and radio (2018-2021), reports and memos from the two state authorities involved in this debate and email conversations between the two. The data will be used to shed light on 1) the huge complexity involved in carrying through the PISA survey at the national, local level, demonstrated by the large amount of detail in our data and 2) the role of PISA to legitimize and delegitimize national educational politics in spite of the uncertainties embedded in its statistics

Network: Politics of Education and Education Policy Studies

Title of paper: Educating for professionalism in career guidance counselling

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Abstract:

Professionalism and the core competences of career guidance and counselling (CGC) is externally shaped and defined in relation to political objectives through reports and policy documents created by experts rather than by practicing professionals. There is a lack of theoretically informed empirical studies on the professionalism, professional practice, and everyday practice of career guidance counsellors internationally and especially in Sweden. The overarching aim of this paper is to explore how career guidance and counselling students experience their professional competence shaped in the professional education programme. This study is part of a larger project with the objective to describe and analyse 1) the conditions for professionalism and professionalisation of career guidance and counselling (CGC) in Sweden in relation to central steering documents and 2) perceptions of professional competence and professionalism as it is shaped in the professional education programme, in the transition to the world of work, and the first years as professional practitioners.

The overarching theoretical framework draws on the concepts of learning, professional competence (Billet et al, 2014), professionalization and professionalism in relation to different logics of professional work, i.e. professional responsibility and accountability (Englund, T. & Dyrdal Solbrekke, 2015; Evetts, 2009).

This paper is based on 15 interviews with students studying at the last semester in the Bachelor of Arts in Study and Career Guidance at the universities in Malmö, Umeå, and Stockholm. The study has a longitudinal design and the data will be collected through recurrent interviews pre- (2021-22) and post-graduation (2023-24). Interviews will also be conducted with employers (2023-2024).

Preliminary results in the first study indicate that the students have different perceptions of the core competences for the profession and what it means to being a professional career guidance counsellors.

This study might be of interest to the management of education programmes for career guidance counsellors in the Nordic countries, since there might be similarities in raising the question of professionalism and professional competences in this field in all Nordic countries.

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Network: Politics of Education and Education Policy Studies

Title of paper: Power and control in early intervention: the influence of standardized tests on relations and communication between different actors

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Abstract:

Internationally increasing attention is paid to early intervention in order to improve students' learning. In Norway, early intervention was accentuated in the Education Act 2018 through the focus on intensive training. Intensive training is meant to form part of the ordinary adapted teaching and shall be a short-term and goal-oriented effort in reading, writing or maths for students who are identified as in need of such. The municipalities have a duty to provide intensive training in 1st to 4th class, but the law does not give corresponding rights to the student.

There are no instructions or regulations as to how intensive training is to be done. It is a goal that the training should be inclusive, but it can also be provided as one-to-one or group-based trainings. Whether the practicing of intensive training is inclusive or excluding in its form of realization may therefore vary between schools and municipalities. In such regard, the autonomy for schools and teachers is high. However, as part of early intervention and intensive training it is developed mandatory and voluntary tests at state level to help teachers discover who are in need of such training, something which may represent a threat to teachers' autonomy.

We know little about what role these standardized tests play in schools' and teachers' daily work. With Basil Bernstein's framework on how power (classification) and control (framing) works in and through education the aim of this paper is to investigate how the use of these standardized tests influence relations and communication between the following agents in school.

- school principals and teachers
- teachers and students
- students in the classroom
- teachers and parents

The data material comprises of interviews with school principals, teachers and parents in different schools who have experience with intensive training.

Expected findings: There is great diversity in how the standardized tests influence the different relations and communication. In some cases, they play an important role for the relations in the school, the form and content of the intensive training, as well as the communication with parents. Whereas in other cases, they are practically ignored and have very little influence on what is going on. One important finding, however, is that the tests are experienced as having contradictory and contra productive effects. For some students, the tests that are designed to help them are experienced as traumatizing and stigmatizing. The tests are pointing them out as the weakest among their peers and as “unnatural” as they fail to meet standardized expectations. They also play a role for the use of segregating practices and a narrowing of these students’ educational experiences in order to improve test results. An important contradiction, however, is that parents experience that weak test results over time can be important “evidence” in their struggle for resources and right to special education for their children.

What influence early intervention have on "inclusive" education is relevant in terms of how it may challenge the Nordic model traditions.

Network: Politics of Education and Education Policy Studies

Title of paper: Moving on from Upper Secondary Education - the Formation of Politics of Transition within Finnish Educational Reforms

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Abstract:

Ideally, transitions between different levels of education in the Finnish education system are flexible and do not form blocks in educational paths. Free education, the general eligibility of secondary education, and the geographical accessibility of education have been the cornerstones of this policy. Access to higher education (HE) is competitive, and based on previous research we know that it is not achieved on an equal footing despite the policy (see e.g. Nori 2011; Kosunen 2018).

The education reforms implemented in the 2010s have implications on how educational transition from upper secondary education to HE are formed. The hypothesis is that the field of possibilities for educational paths from upper secondary education to HE are formed by the politics of transition constructed within the frame of the reforms. The hypothesis assumes that, as a result of the reforms, students from VET are positioned differently compared to their peers from general secondary education in the face of educational transition from secondary education to HE. This is challenging equality in education in Finland and the ideal of the Nordic welfare state (Isopahakala-Bouret et al 2018).

In this paper, we observe the reform of vocational education and training, the reform of general upper secondary education, and the HE admission reform. The research question is how does the politics of transition build up in the reforms and what is the resulting politics of transition like? The material consists of educational policy documents published in 2008-2018 (N = 13), which we have analyzed discursively (Fairclough 2012). We have identified the key actions and, how these have been justified as a solution for the policy. Our main finding is that these three reforms together and separately reinforce the segregation of the two parallel secondary education pathways: general upper secondary education leads to HE and especially to university, while the vocational education path leads to working life or to the university of applied sciences. Our argument is that the reforms will further exacerbate the trend of segregation already seen in secondary education and educational transitions.

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Network: Politics of Education and Education Policy Studies

Title of paper: Governance challenges and private growth in Nordic Early Childhood Education and Care – not a model anymore?

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Abstract:

Is there a Nordic model in governance of early childhood education and care (ECEC)?

In this paper, we argue that such a model existed for a long time. Nordic ECEC has its roots in the non-profit, voluntary sector and was gradually incorporated in the welfare state. The area thus became the subject of governance through legislation and the directives of elected and appointed officials (Maroy, 2012). This was achieved through public provision supplemented by non-profit actors (Trætteberg, Sivesind, Paananen, & Hrafnisdóttir, 2021).

Over the last 25 years, the Nordic countries have chosen different governance strategies. Today each country has a unique combination of (1) quasi-market instruments to encourage private entrepreneurs (Westberg & Larsson, 2020), (2) inspection as a government tool to retain balancing elements of “the evaluative state” (Ball, 2003; Maroy, 2012), and (3) coordination of ECEC establishment within a public bureaucratic system. Following this diversity in welfare governance, we see that for-profit actors to varying extent have expanded and gained rights to supplement public and non-public provision.

Through policy documents, public statistics, previous research etc. we document how Sweden, Denmark, Norway, Finland and Iceland have introduced different governance tools. Furthermore, we demonstrate the consequences of the policy choices: Norway has seen major growth in for-profit providers, Denmark is in the process of banning for-profit providers, and Sweden, Finland and Iceland see developments between these two extremes.

The different paths in governance and development of the non-public parts of the sector challenge the notion of a unified Nordic model of ECEC governance. The Nordic countries have similar histories, and goals for high quality welfare services for all, and reduction of social inequality through education and public subsidies. We ask if the change of tools of government, perhaps inadvertently, lead to a change of welfare goals (Sivesind, Trætteberg, & Saglie, 2017)? The Nordic countries represent

cases in a “natural experiment” that facilitates analysing the consequences of different quasi-market tools for the ECEC-sector.

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Network: Politics of Education and Education Policy Studies

Title of paper: Norwegian Education in a State of Exception

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Abstract:

Norwegian Education in a State of Exception

- Tom Are Trippestad PhD. science theory and prof. in pedagogy

Topic /aim:

Education has been a key area for policy attention both to limit the spread of the Coronavirus and to keep key areas of society open and working. This paper critically examines some pivotal policy discourses shaping this agenda. These discourses have been widely circulated in press statements and speeches from government officials, policy analysts, political parties and union leaders. Theories of crisis, sovereignty, and the state of exception from theorists such as Roitman (2014), Schmitt (1938), and Graver (2020), are deployed as critical lenses to explore the rhetoric and policy responses to the pandemic in Norway's educational settings

Theoretical framework, methodology and some expected findings:

According to Roitman (2014) a crisis challenges the normativity and epistemology of policy and lay them bare for change. A crisis may claim a moral and epistemological blame game – whose faults are the crisis? What were the events that brought us here? What knowledge is missed? A crisis designates critique. Critique form political judgement that give way to new policies. Roitman suggest that political critique and judgement that arise from a crisis is a key object of analysis to understand policy and the possibility of other historical trajectories. This paper applies such insights to a rhetorical analysis of new normativity and epistemology occurring in pandemic policies on education in Norway.

An influential take on policies that may occur in crisis is found in Carl Schmitt's (2000) deliberation on "the state of exception". An emergency actualizes the tension between universal, formal rights and protection against arbitrary use of power, and the authorities need for effectiveness and goal achievement. In a state of exception court or rights is suspended and government demonstrate themselves as sovereign. The conditions of an unforeseen crisis cannot be legislated. When a dramatic situation occurs, someone must step in and decide unbound by the rule to regulate the extraordinary conditions with extraordinary law. Schmitt's arguments though are challenged claiming that emergency laws in a state of exception should be limited

and held accountable by parliament and courts, the latter being the case as the emergency laws came under pressure and were negotiated between a shifting parliamentary majority and government during the first period of the crisis in Norway (Graver, H.P. 2020).

The paper analyse how this negotiated sovereignty gave way to a comprehensive crisis policy at different levels in education. On empirical consequences of the pandemic policy, the paper draw on analysis from several sources such as national evaluations of the pandemic policy and several national and union surveys made on students, pupils, and teachers

Literature

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Network: Politics of Education and Education Policy Studies

Title of paper: Policy demands on school reform and research-practice partnerships. Ideas and expectations in Norwegian policy documents.

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Abstract:

The purpose of our paper is to discuss how the policy intention of partnerships between schools and higher education institutions is conceptualised and legitimised in Norwegian reform policy documents. We pose the following research questions:

1. What intentions about school reform are introduced in central Norwegian policy documents?
2. What expectations towards partnership and school leadership can be identified concerning the policy ideas and intentions?
3. How is partnership between schools and higher education institutions legitimised in the policy documents?

We apply an institutional perspective (Lawrence et al. 2011) on policy as text and transmission as an analytical framework. In the background lie the Norwegian adaptations of influential international discourses on external accountability (Gunnulfsen, Jensen & Møller, 2021), the managerial turn in educational governance and evidence-based practices (Biesta, 2010).

We focus on three Norwegian national partnership arrangements, initiated after the comprehensive 2006 curriculum reform: "The Knowledge Promotion". We apply qualitative content analysis and a discourse analytical approach towards the policy documents which introduced these three arrangements. Our empirical data consists of six policy documents comprising the government White Papers in which these arrangements were introduced, and the executive national strategy documents, which followed up on the White Paper intentions and initiated the arrangements proper. We identify and discuss central ideas concerning reform work intentions and partnerships in the selected documents; the national policy expectations towards intended outcomes; and the policy demands for collaboration between schools and higher education institutions.

Our preliminary findings suggest that there has been a shift in the national discourse on partnerships between schools and higher education institutions. We describe this shift along several broad continuums. The first is a movement from highly centralised partnership arrangements, to a decentralised model based on the schools' and

municipalities' specific needs. The second represents a change from a high degree of voluntary participation in partnership arrangements from a municipal and school level, to involving all municipalities and as many schools as possible, also comprising kindergartens in the final arrangement in our selection. We also find that higher education institutions are interpellated as gatekeepers and purveyors of scientifically validated practices, thus contributing to the discourse on evidence-based practices.

We believe our study to be relevant to Nordic educational research, as partnership between schools and higher education institutions is a common form of collaboration. However, less attention has been paid towards the underlying ideas, values and beliefs in government-initiated strategies for partnership in education. Additionally, our paper may contribute to knowledge on how Nordic school authorities translate and adapt influential international discourses on educational policy and governance.

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Network: Politics of Education and Education Policy Studies

Title of paper: Reflective pupil in the Finnish curricula policy discourse

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Abstract:

Currently, the self-evaluation constitutes an important element of pupil assessment in Finland and other Nordic countries too. The Finnish Basic Education Act orders, that 'the aim of pupil assessment is [...] to develop the pupil's capability for self-assessment'. According to the current curriculum, as part of the formative assessment, it should facilitate pupils understanding of their own learning, identify their own strengths and improve their working skills. In the other words, education should promote pupil's reflectivity towards themselves; to educate reflective and self-evaluative pupil.

Pupil self-evaluation is often considered as a rather recent phenomenon dating back to 90's and relating to the rise of constructivists and self-regulative learning theories. Instead, this paper claims, that the reflexivity and self-evaluation has been expected from the pupils much longer by curricula, at least since 1950's. However, the rationality for why self-reflectivity or self-assessment should be practiced, and which kind of reflexivity has been expected from pupils, and who is the kind of pupil fitting the expectations and what is the role of education in this has been socio-historically changing. In theoretical terms of the paper, the pupil reflexivity and self-evaluation has been problematized differently through times. More precisely, the self-evaluation has been offered as a solution to historically changing 'problems' constituted in and by curricula policy discourse.

Employing Carol Bacchi's and colleagues (2016) 'What's the Problem Represented to be?' (WPR) research strategy and related post-structuralist theoretical-methodological framework on policy problematizations, this paper examines the problematization of pupil self-evaluation and reflexivity in Finnish curricula policy history since 1950's. It asks:

- 1) Which are the 'policy problems' that have been addressed by presenting the pupil self-evaluation and reflexivity as a solution?
- 2) How is pupil self-evaluation or reflexivity seen/reasoned to respond to these policy problems?
- 3) What is the role of education in responding to these policy problems?
- 4) Which is the kind of pupil subjectivity that is called for?

The data consists of the Finnish elementary and comprehensive school curricula documents since 1950's. Following the WPR -approach, the data will be read as 'programmes of conduct' those are intended to govern, guide and advise "on how to behave as one should" (Foucault 1990). These programmes are part of the policy discourse, which as a practice constitutes the object that it discusses about, and the truth claims about it. For example, they constitute and shape the 'policy problems' and subjectivities those are called for, both being at the analytical focus of this study. In this way, the approach challenges the policy analysis that runs from the premise, that policy responds and aims at providing a solution to a pre-existent policy problem.

By reading the history of pupil self-assessment as a history of problematizations by curricula policy discourse, the paper brings forth the 'political' in self-evaluation. Therefore, instead of considering it as an apolitical technology of learning, it should be approached as powerful mechanism of power in its capacity to shape pupil subjectivities and our life within society, in Nordic societies as well.

Network: Politics of Education and Education Policy Studies

Title of paper: Restless souls and the joy of edupreneurialism.

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Abstract:

Aim

As many studies have illustrated, education systems all over the world have been subjected to neoliberal politics and commercial agendas. Not at least is this taking place in the Nordic countries. The present paper seeks to understand these transformations from the perspective of the people working in the Swedish edu-business sector; that is, in commercial companies selling products and services to educational institutions. What do they want to achieve – for themselves, for school and for their companies – and how is that related to how it feels to work in school versus in edu-business? The aim is to explore (1) how the edu-business sector is discursively constructed as a workplace and part of the education system and; (2) how this discourse is organized within an affective economy; that is, how the valuation of emotions distinguish what are considered as ‘good’ or ‘bad’ subjectivities, practices and institutions.

Methodology

The paper builds on 22 interviews performed in a larger ethnographic study, in which we followed the work of education companies in the Swedish education market. The companies operate within different business areas, such as the production and retailing of teaching materials, in-service teacher-training, consulting services, and digital education products. The analysis of interviews is approached from Ahmed’s notion of “affective economies”. This concept makes it possible to understand how feelings are culturally valued and capitalized on. Hence, the study contributes with knowledge on how neoliberal policies, subjectivities, and affects interplay.

Findings

From the interviews we conclude that the reasons for working in edu-business relate to career opportunities, but also to personal well-being and to aspirations to do good for school or for a company. Two main discourses – the entrepreneurial and the bureaucratic – organize how the interviewees make sense of working in the business sector. These discourses constitute each other as opposites, forming a crisis narrative of a bureaucratic school system stretched to its boundaries by administration, versus a flexible, joyful private sector. The bureaucratic discourse

reflects the 'dark side' of neoliberalization – which is taking place in school and is attached to feelings such as boredom, anxiety, and guilt. The entrepreneurial discourse represents the "bright side", opening possibilities for individuals to work in the private sector and is attached to emotions such as joy, creativity, and well-being. Also, a profit discourse organizes the talk, addressing the role of economic gains and how that is connected to feelings such as shame, but also pride. The affective economy constructs the business sector as desirable and the public sector as its opposite.

Relevance

We argue that studying the affective economy of neoliberalism helps us to understand why the business sector is a luring workplace. Studying not only the problems, but also the possibilities, of neoliberalism helps us to understand its power. Thus, we can engage deeper in the forces that are upholding the Nordic systems of education. Some of the forces are political or economic, others are emotional. Most of them are both.

Network: Politics of Education and Education Policy Studies

Title of paper: COVID-19 and the commercialization in Education in Finland: The crisis as an opportunity for edu-business

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Abstract:

In mid-March 2020, teachers, pupils and their families had to rapidly adjust to distance learning in all schools in Finland due to the COVID-19 pandemic. Finnish edu-business actors were quick to react to the unprecedented situation. In the study, we investigated how these Finnish edu-business actors responded to the distance learning situation, in order to understand their goals and the impact of the COVID-19 pandemic on the commercialization in comprehensive schools in Finland. From mid-March to the end of October 2020, we systematically followed relevant webpages and newsletters to document and analyse the responses of Finnish edu-business actors to the closure and re-opening of school premises during the first wave of the pandemic. The actors responded actively on their websites and newsletters to the ongoing crisis, collaborated with their existing networks and created new networks. As a rapid reaction to the distance learning situation, the edu-businesses and their networks offered free, partially free and discounted products for the schools both in Finland and internationally. In addition, the companies shared their views on the pandemic, its challenges and especially on its possibilities to the future of the Finnish education system. The Finnish edu-business actors we followed saw the COVID-19 pandemic and the distance learning period as an opportunity for a “digi-leap” and “re-imagining” the public school towards a more profitable digitalized and personalized education system. In this article, we reflect our findings on the concept of disaster capitalism by Naomi Klein (2007) and on international studies reporting and analyzing the relation of edu-business and the COVID-19 pandemic (e.g. Williamson & Hogan 2020; Cone et al. 2021). The reactions of the Finnish edu-business actors we studied are in line with the reactions of global education industry actors, emphasizing the desire for digitalization and the involvement of edu-business in schools as well as the crisis as an opportunity to reform schools. As the COVID crisis has accelerated the ongoing digitalization and “re-imagining” of schools in Finland and all of the Nordic countries, it is important to maintain research attention to the phenomenon and the persistence of it after the pandemic.

Keywords: Commercialisation in education, COVID-19, edu-business, distance learning, EdTech, disaster capitalism

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Network: Politics of Education and Education Policy Studies

Title of paper: Legitimacy and management strategies: the case of educational firms in Sweden

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Abstract:

Swedish education has transformed dramatically over the past 30 years. It could be argued that the most significant changes in this transformation concerns external educational marketization and the growing number of publicly funded, independent schools. In contrast to other Nordic countries, a great number of the Swedish independent schools are owned by large-scale, for-profit educational firms. This has given rise to a fierce debate on the business interest of making profits of the publicly funded educational system. Moreover, educational firms have been criticized for reducing educational quality to enhance revenue and for incorporating other independent school firms. Against the backdrop of the marketization of education in Sweden, the aim of this paper is to examine different, often contested, management strategies of educational firms. By management strategies, we refer to their engagement with economic and non-economic values, discourses, and symbols to maintain their legitimacy as firms. Here we draw on two analytical questions: What values do educational firms communicate in their annual reports? How do they do it?

Our theoretical approach draws on sociologists Boltanski and Thévenot's (2006) concept of justification and the related framework of worlds of actions to address competing rationalities of the 'good' educational firm. According to Boltanski and Thévenot's theory, actors mobilize their actions testing their judgements in a certain 'common world' of specific logics, values and norms. By the testing, they order actors and objects according to their perceived worth. In our study we use three of the author's descriptions of common worlds: the civic (e.g. laws), the market (e.g. economy) and the institution/domestic world (e.g. efficiency).

The research design is a case study, focusing on the five largest educational firms in Sweden 2020. We define the size of the firms by the number of schools as well as the number of employees. The case study is part of a large-scale project which concerns the sprawl of independent schools, including an analysis of board interlocks and annual report disclosures in Swedish educational firms 1992-2022.

Our data consists of 30 annual reports, collected from the time period 2014-2020. The annual reports contain disclosed information, mandatory by law and strategic descriptions of the firm's viewpoints concerning crucial educational matters. To

understand the firms' management strategies and the struggle for legitimacy, we explore sequences of verbal judgements that are tested in the annual reports. We identify explanations of actions and how they are linked with different conventions in the common worlds of the civic, the market and the institution/domestic.

Expected result is that educational firms in a higher degree engage with non-economic values in order to legitimate their position as a pro-profit educational firm. The relevance to Nordic educational research is the understanding of how educational firms navigate the contemporary educational landscape, including questions of marketisation and justification of making profit.

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Network: Politics of Education and Education Policy Studies

Title of paper: Social equalization in Norwegian education

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Co-author(s):

Abstract:

Social equalization in Norwegian education

A new policy reform is being introduced in Norwegian primary and secondary education. The newly revised version of the former Curriculum for the Knowledge promotion of 2006, includes new course curriculums in all subjects and a new overarching Core Curriculum – Values and Principles for Primary and Secondary Education, which will be introduced between 2020 and 2023 (Utdanningsdirektoratet, 2021). The white paper which describes the intentions with and the background for the revised curriculum, Curriculum for the Knowledge promotion of 2020, presents an ambition for social equalization (sosial utjevning). The ambition claims that the government will aim to make schools capable of developing children's abilities, independent of their background and home relations. Furthermore, it claims that education is the key to develop a knowledge society, and that this is the most important thing for social equalization (Meld. St. 28 (2015-2016), p. 5). The ambition is presented at a time when the Norwegian society is experiencing increasing social inequalities, and where previous research has claimed that the school system reproduces social inequality.

The aim of this paper is to address the ambition by applying Carol Bacchi's (2009) What's the problem represented to be approach. The framework is partly derived from post-structuralism, where policy rather than reacting to problems, creates them. The approach suggests six problem-oriented questions for an analysis of policy, which have been adapted to this study as three key questions: (1) Which problem is social equalization supposed to be a solution for? (2) Which presuppositions and assumptions are (not) apart of the concept of social equalization and the problem representations that comes with it? (3) Which effects and consequences does the understanding of social equalization, and the accompanying concepts create? The approach facilitates a thorough investigation of the ambition and seeks to conceptualize its background. The paper will therefore examine which discourses are situated in the ambition and its concept of social equalization, by exploring relevant white papers in relation to the reform. The problem representations and discourses exposed by the analysis will then be discussed by applying critical resources such as Bourdieu's (1986) conflict theory and other relevant perspectives which address social (in)equality in education. The preliminary analysis argues that the ambition can

be viewed as a case of symbolic violence (Bourdieu, 1989), if it serves to legitimize processes of social reproduction and inequality. The study's findings hope to contribute to both reflection and awareness among the actors and stakeholders in the field of education.

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Network: Politics of Education and Education Policy Studies

Title of paper: The rhetoric of a reform: A study into the problem architecture behind the five-year master's degree reform for Norwegian teachers.

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Abstract:

The Norwegian education system faces a Global reform movement (GERM), identified by nations' urge to transform their education systems due to a perception of these systems as failing (Ellis et al., 2019, s. 101-102). Whereas Norwegian teacher education traditionally has been based in a *bildung* oriented seminar tradition, it has been largely academicized in recent decades. This is exemplified by the demand by law that the education shall be research-based (Afdal & Spernes, 2018, s. 216), and the 2017 reform that introduced five-year master's degrees for all Norwegian teachers. This paper is part of a larger PhD project which aims to combine a rhetorical analysis of the mentioned reform (Foss, 2017) with enactment perspectives on the processes of translating the reform into practice (Ball et al., 2012). This paper concerns itself with the first part of this project – the rhetorical analysis.

According to Sonja Foss rhetorical criticism requires 1. Identifying the research question (what is the shaping rhetoric behind the master's reform?), 2. Selecting the artefact(s) to be analyzed (the policy texts behind the reform), and 3. Selecting a unit for study. This rhetorical unit is critical in answering the question, and often brings its own framework of how to study it. The unit for this paper is problems (Bacchi, 2009). Policy needs to create a common understanding of the underlying problems and situations in order to be successful. The paper utilizes concepts from Carol Bacchi (2009), who presents a framework for analyzing problems. This is combined with the concept of *kairos* (Trippestad, 2009, s. 24; Waterfield, 2008) and the rhetorical situation (Vatz, 1973) to gain epistemological perspectives on how to understand problems. Preliminary analysis suggest problem constructs regarding teachers' competence, the attractiveness and status of the profession, and the need for an evidence based pedagogical practice – to name a few. Critical policy studies such as this is important in understanding political change, and studies into this specific reform are few, largely due to the reform being so recent. This paper thus has the potential for novelty. The paper's relevance to this conference lies in its focus on current developments in Norwegian teacher education.

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Network: Politics of Education and Education Policy Studies

Title of paper: The Scandinavian comprehensive school as a tool of analysis for understanding Latin-American secondary education policies

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Co-author(s):

Abstract:

During the post-war period, many Western countries made lower secondary education compulsory. This process involved two overlapping changes: integration into unified structures and the adoption of comprehensive institutional models. One of the emerging forms of such combination was the Scandinavian comprehensive school (Green, 2006).

Latin American countries did not participate in this process. Nevertheless, since the 1960s, most countries have introduced reforms to achieve more unified structures, namely through the extension of general education cycles, while sustaining horizontal segmentation through traditional specialisation streams or streams targeted at specific groups (Acosta, 2019). Many of these reforms resonated with the Inter-American Seminar on Secondary Education results organised by the Division of Education of the Pan-American Union of the Organization of American States (Unión Panamericana, 1955).

In this context, this paper has two purposes: first, to analyse the guidelines provided by the seminar and compare them to the transnational trends concerning unified structures and comprehensive models like the Scandinavian. Building on classical (Archer, 1979; Mueller, Ringer & Simon, 1987) and more recent studies (Franklin & McCulloch, 2008; Ojalehto et al., 2017; Wiborg, 2009), we will discuss the changes in those educational systems that underwent secondary education expansion.

Second, based on the study of the Latin American case, the paper will contextualise the policies focused on secondary education from the 1960s till the end of the twentieth century within the framework of those discussions held at the regional and transnational levels regarding the comprehensive model. The period under consideration concentrates on events that were important for the development of secondary education in different countries from the region: the extension mentioned above of basic education, the growth of the offering and enrolment rate expansion, the consolidation of a generalist curriculum, and the strengthening of technical education. We will explore the relationship between the comprehensive reforms and changes in secondary education policies in Argentina, Ecuador, Mexico, Peru, and Uruguay.

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Network: Politics of Education and Education Policy Studies

Title of paper: Reduced time for academic studies in upper secondary education: Consequences, content change and impact.

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Abstract:

In 2014 the Icelandic government issued a reform that reduced the time of matriculation examination programs (hereafter academic programs) from four years to three. The reform was influenced by international, neo-liberal trends in education policy emphasising increased school efficiency, education system accountability, and international comparison. The main objectives of the reform were to combat low completion rates and student drop-out of the upper secondary education system as well as making it comparable to those of Europe. The reform represented fundamental changes in the Icelandic education system. However not much is known about its consequences in terms of its impact on the content of the academic programmes. The reform was enacted within a policy environment of decentralised curriculum making and was consequently carried out differently in different upper secondary schools. Individual schools decided (within the framework of the National Curriculum Guide) on which subjects were taken out and which remained in the new academic programme curriculum. The enactment was neither centrally organised nor monitored by education authorities.

The aim of the study was to map out and critically study the impact of the reform on the curriculum content of academic programmes, including mandatory, advanced, and elective courses. To gain an overview of how the reform was enacted within upper secondary education content analysis was used for categorising and analysing information from the database for confirmed curricula in upper secondary education, maintained by the Directorate of Education. Theories on critical policy analysis were consulted in the study and Bernstein's code theory (classification and framing) provided a critical angle to the categorisation and analysis of the curricula content.

The findings indicate that the reforms' enactment has had varying effects on different academic subjects. Some subjects which were part of mandatory subjects of the academic curriculum before the implementation of the reform seem to have reduced and even disappeared, other subjects have gone from being mandatory to being elective subjects, while others have maintained their position or increased. The University level also seems to have a strong influence on the upper secondary curriculum through its entrance requirements and seems to reinforce to a stronger degree the traditional subject hierarchy.

The Icelandic upper secondary education curriculum provides an interesting case for studying the processes and effects of implementation and enactment of education policy within a complex environment of contrasting and even contradicting policies in circulation. Furthermore, it provides a particularly clear example for understanding what role factors such as subject hierarchies, marketisation, and formula funding play in an education system of decentralised curriculum-making as the curriculum was decentralised at almost the same time as upper secondary schools were made to reduce the duration of academic programmes by 25%. Education policy of decentralised curriculum making have been prevalent in the Nordic countries for the past decades. The study therefore will provide valuable information for further research in the field of Nordic education policy research.

Network: Politics of Education and Education Policy Studies

Title of paper: Paradoxes of policy and professionalism: a Critical Discourse Analysis of international organisations' recommendations to improve the attractiveness of the teaching profession

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Abstract:

At the start of the 21st century, national policymakers have encountered a wide range of societal challenges, from the integration of migrant populations to digitalisation and climate change. While quality public education and teacher professionalism are often considered key to the policy response (OECD, 2016; UNESCO, 2018), many governments, including those of the Nordic Region, face growing teacher recruitment and retention crises (UIS, 2020). International organisations (IGOs) have proposed a number of policy solutions to improve the attractiveness of the profession, which nations have adopted to varying degrees (e.g., European Commission/EACEA/Eurydice, 2018; OECD, 2005; World Bank, 2013). Still, despite these interventions, scholarly research has tended towards quantitative analyses of trends in teacher education recruitment, job dissatisfaction and attrition, with little scientific attention given to the policy initiatives designed to tackle teacher supply. This paper aims to address this empirical gap by comparing the dominant discourses on 'attractiveness' in international policy recommendations.

The study emerges from a European Commission-funded project entitled 'Towards a Framework of Action on the Attractiveness of the Teaching Profession Through Effective Social Dialogue in Education'. With Critical Discourse Analysis (Fairclough, 2010) as a methodological approach, and drawing on sociological theories of professions and professionalism (e.g., Larson, 1977; Evetts, 2003), it attempts to understand the extent of convergence and divergence between discourses constructed by international organisations. Sample documents were sourced from the European Commission, the OECD, UNESCO, the World Bank, Education International and the European Trade Union Committee for Education. Produced between 2001 and 2021, these represent various genres of policy text. Although tentative, initial findings suggest a disconnect between IGO and international trade union federation perceptions on what is needed to improve the attractiveness of the teaching profession, with the former focused predominantly on professional concerns and the latter on industrial issues. However, the discourses of both type of organisation are ultimately embedded in an ideology of professionalism associated with professional status and professional control.

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Network: Politics of Education and Education Policy Studies

Title of paper: Teachers in Sweden and their Perception of Equity in Education

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Abstract:

The concept of equity, notwithstanding its long tradition in Swedish educational policy, is a multifaceted concept whose meaning has shifted over time. On a national political level the concept is understood in relation to the achievement of school standards and problematized in discussions about school segregation. Teachers' conceptualisations of equity have not been emphasized until now. This study aims at giving voice to teachers' understandings of what it means to work with educational equity.

The theoretical framework is based on policy enactment theory (Ball et.al., 2012). This perspective on how policy is interpreted and translated into local practices and where teachers are regarded as policy actors, provides the study with the theoretical tools for the analysis. It allows for the understanding of policy as a process where different interpretations are intertwined with previous knowledge, experiences and the local environment.

As focus lies on teachers' perceptions of equity, a phenomenographic methodology is applied in the study. Phenomenography highlights variation and changes in the ability to experience specific phenomena in the world in a particular way, especially within an educational context (Marton & Booth, 2000). In the study fourteen interviews were carried out with compulsory and upper secondary teachers, using Scherp's (2013) method field mapping. The method works well with a phenomenographic approach that directs attention towards first understanding how teachers perceive the meaning of equity and then how they perceive their work with educational equity (Uljens, 1989).

The outcome of the study is expected to provide an understanding of the variations in perceptions of educational equity and of the even greater variety of ways that teachers enact this understanding resulting in different actions in the classroom with students who also become policy practitioners. Teachers do not perceive themselves to be influenced by external factors, which may be due to a normalisation of policy (Ball, et.al., 2012) that governs them without them directly perceiving this.

Equity in education is a priority in countries all over the world despite differences in constitutional arrangements, levels of socio-economic development or geographical location. The Nordic countries share common ideals and interpretations of

democracy including a commitment to equity and equality in education (Salo et.al., 2008). Understanding more about how teachers perceive educational equity can provide us with new knowledge towards achieving educational equity.

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Network: Politics of Education and Education Policy Studies

Title of paper:

Students' perspective on the extension of compulsory education in Finland

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Abstract:

In 2021, an amendment to the Act on Compulsory Education (1214/2020) came into force, which obliged every young person (from Autumn 2021 onwards) living in Finland to complete a secondary-level qualification. Based on the government's proposal, this reform aims to raise the national level of education, reduce learning gaps, improve equality and well-being of young people, and raise the employment rate state (HE 173/2020). This qualitative study explores the immediate consequences of extensions of compulsory education (ECE) in Finland. Our primary focus is on the experiences of those young people to whom the ECE were first applied, but we also consider the broader political context of the reform. We aim to answer three different, but interlinked questions: 1) How is the transition from basic education to secondary education experienced by students? 2) How do student experiences differ or meet the aims of ECE? and 3) What kind of broader trend does the ECE potentially represent?

Analytically, we approach ECE by considering social justice as a basic value of Nordic education which increasingly has been challenged by deregulation and marketisation (Dovenmark et al. 2018). Our research design comprises multiple case study that includes students from three secondary educational institutions located in different parts of Finland. However, in this paper, we focus specifically on the experiences of one student group representing the nine focus group interviews (for 2-5 persons per interview) taking place in Autumn 2021 at one general-upper secondary institution in the Helsinki region. Our data analysis is based on critical discourse analysis (Fairclough 2013) in where students' experiences are integrated into a broader context, emphasizing ECE as a social reform influenced by competing approaches to young persons' wellbeing, educational equality and political aims to compulsory education.

The preliminary results state that ECE strengthens deregulation and increases individual experiences of competition. For example, students stressed the importance of (personal) school performance and grades when applying to secondary education. This notion may mean that structural changes will not self-evidently lead to the aims stressed in the reformed Act on Compulsory Education (1214/2020). Our preliminary

results also indicate increasing institutional differentiation and individual pressures in Nordic education as described in previous studies (Dovenmark et al. 2018).

Compulsory education is a national means of guaranteeing that next generations receive the knowledge needed in the future. In Nordic education, this has often been done by emphasising social justice values. However, the study results raise questions about the future development of education and its ability to sustain "education for all" ideal in precarious times.

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<https://finlex.fi/fi/laki/alkup/2020/20201214#Pidm45237816267632>

Network: Politics of Education and Education Policy Studies

Title of paper: Education policy reform, ethnography and unintended spillovers

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Abstract:

The educational policy analysis often focuses on analysing the produced policy texts, policymakers views or policy implementation. What is often neglected is how the policy reform prior policy enactment affects those who are the target of the policy change and how the knowledge produced during the policy reform spills over to other spheres and potentially reshapes practices and actor dispositions. This study takes the student admission reform in Finland as a case study and analyzes how the ongoing policy reform spilled to the practices in general upper secondary schools and how this shaped the dispositions and boundaries of a researcher in conducting ethnographic research. Couch (2020) has referred to policy-as-swing, where he argues that education policy analysis should be interested in how the policy takes place: what pushes and pulls the policy (swing). What we are interested in is who else is at the playground and how the policy reform shapes those actors and practices.

Positioned within the wider Nordic school ethnographic research tradition (see e.g. Beach, 2010; Niemi & Laaksonen, 2020), this paper draws from a wider Privatisation and access to higher education -research project where we produced three school ethnographies in Finnish general upper secondary schools in 2019-2021 with a focus on student admission reform and the related privatisation processes. This study makes a contribution to understanding, first, how policy preparation processes already shape practices of those objected in the policy reform. Teachers and students employ and strive for knowledge already prior to the actual policy implementation. Second, how researcher producing ethnography is not exterior (Piattoeva & Saari, 2020) to these processes but rather negotiate their position. As our study focused on the transition phase from secondary to tertiary level, our position connected to universities and the expectations laid on us due to the position needs to be discussed. With this kind of negotiations of boundaries between different actor dispositions and knowledge in the field, we identify negotiations and expectations on knowledge and expertise laid on us. These negotiations were displayed in a variety of situations, for instance in the school staff's quest for information on student admission or misinformation in student interviews.

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Network: Politics of Education and Education Policy Studies

Title of paper: Constructions of digital technology as condition for education

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Abstract:

1. Research topic/aim

Digital technology is frequently discussed in the school debate and highlighted in educational governing documents. During the last two years, this became even more prominent in connection with the Corona pandemic and the associated rapid pace of digitalisation of education (cf. Jandrić et al. 2020). The debate is relatively polarized and digitalisation tends to be either unilaterally hailed and idealized as presumably good and necessary alternatively dismissed by as harmful and unnecessary (cf. Selwyn 2013). It is thus a reasonable assumption that digitalisation in various ways sets conditions for today's educational practices. But how does the conditioning take shape? The purpose of the study is to problematize digital technology as condition for education.

2. Theoretical framework and methodology/research design

Foucauldian discourse analysis is used to investigate this issue. This is done by illuminating how digital technology becomes possible to understand in an examination of the ways in which it is constructed discursively in education-related steering documents as well as (social and traditional) media debate. In discourse analyses, collection and analysis in practice take place interwoven and simultaneously. This study presents this step by step: 1) Statements, presence and absence, 2) Discursive formations and 3) Discursive constructions ending with a discussion about how this can be understood in terms of conditions for education. The study uses Foucauldian discourse analysis with support in various previous applications and presentations, such as Åkerstrøm Andersen (2003), Howarth (2007) and Fadyl, Nicholls and McPherson (2013).

4. Expected results/findings

The study presents a rich base of statements forming into six formations: professional-, educational-, technological-, modernity-, economy- and value discourses. Within each formation, a number of discursive constructions of digital technology and its place and use in education emerge. These constructions are

discussed in terms of conditions for education in different ways: as lonelyfication, othering, instrumentalisation, marketisation, colonialisation and (de-)democratisation.

5. Relevance to Nordic educational research

The study is motivated for Nordic educational research both didactically and from a policy perspective. Didactic is the problematisation of potential importance as a basis for teachers' choice of didactic tools and working methods. At the policy level, it is central to adopt a critically curious approach to the digitalisation of education in the planning and implementation of reforms of, for example, policy documents.

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NETWORK 22

POST-APPROACHES TO EDUCATION

Network: Post-approaches to Education

Title of paper: Reimagining joy as a performative force in early childhood education

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Abstract:

In this conceptual paper, the starting point is to approach joy as becoming in relation, as an affective intensity that augments our power of acting (Deleuze, 1988). Joy is attended to both as performed in relation to others (both human and more-than-human), and as a performative agent, following Barad's (2003) agential realism. Engaging with a relational ontology emphasizes the connectivity and relationality of different entities in the world, where phenomena and objects do not pre-exist but come into being through their intra-actions with other entities (Barad, 2003; Murris, 2021). One aim is to increase our understanding of joy as performative, which is important for early years practitioners and researchers, complementing previous work done in sociocultural and psychological approaches to affects. This paper is based on an empirical exploration of the remarkableness of everyday literacy practices in Finnish early childhood education, that is, the seemingly unremarkable, mundane and messy events. The paper contributes to the emerging field of affective and embodied literacy practices in early childhood education by disrupting the ways we think about, research, and approach joy. By thinking with theory and drawing on practical provocations from my empirical material, joy is explored from a postqualitative methodological approach, drawing attention to human and more-than-human intra-actions, entanglements, and the in-betweens (Pahl & Rowsell, 2020). I offer some reflections on this diffractive methodological approach, that is, how to see, hear, feel, experience, sense joy in situ as a researcher, and what possibilities this entails for research and the phenomena being researched. Finally, a broadened view of young children's emotions, putting bodies, sensations and affect in focus, has potential to increase our understanding and appreciation of young children as sense-makers and meaning-makers.

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Network: Post-approaches to Education

Title of paper: Pedagogy of the moment – where the world evokes knowledge

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Abstract:

Pedagogy of the moment – where the world evokes knowledge

This paper explores how the moment can say something about the becoming of phenomena and what it can mean for pedagogy. The purpose is to broaden the understanding of the conditions and possibilities of the moment and to contribute to a re-thinking of pedagogy.

The context for exploring the pedagogy of the moment is that more theoretical perspectives have come to direct interest in what happens in situations of various kinds, such as Bohr's quantum leap (2013), Haraway's situated learning (1988), Badiou's events, Derrida's differences (1978), Barthe's details (1986), Spinoza's affects (2001), Lacan's leaks (1989), Barad's cuts (2007) and Deleuze and Guattari's rhizome (2015).

Why are situations and events so important? To be able to understand this, an ontological perspective is needed (Bergstedt 2021a) Therefore, this paper describes an internal realism where the world is created in itself (Danielsson 2020). This means that there is a world but the way to create it can take many different forms. The starting point is a world created through an internal principle, an inner self-differentiation itself. A as non-A and A simultaneously (Deleuze, Guattari 2015, Grosz 2018).

This means that pedagogy can be understood from new points of departure. This can be done by broadening the subject and relying on the senses of the body. These are in direct contact with the repetition of the world, which creates great diversity and thus also affects various kinds. In the paper, this is methodically developed in the form of a haptic sensorium (Juelskjær 2020, Bergstedt 2021b).

It helps to develop an ability to point out the moments that enable the discovery of how phenomena become (Barad 2007). Which can lead to a more ethical and less aggressive way of relating to the world than that which has characterized a modern age. The important thing is not to teach knowledge but to point out what it is that makes knowledge become.

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Network: Post-approaches to Education

Title of paper: Stories of enchantment and repulsion: Understanding child-environment aesthetic encounters in urban wilds

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Abstract:

Children's aesthetic encounters in their living environments are increasingly troubled by pollution, urban development and climate change. Embodied and aesthetic awareness provides children with the means to explore and express sensual and affective dimensions of their environments and potentially advocates environmental responsibility and care. This is something valuable that needs to be explored, supported and treasured, since it holds the potential of finding more attentive and empathetic ways of living. Although aesthetic dimensions are inseparable from other aspects of life and lie at the heart of human's relationality with and understanding of the world, education does not address aesthetics enough (Rousell & Williams, 2020). As a response, this study explores child-environment aesthetic encounters in urban wilds. With urban wilds we refer to the human and more-than-human materialities, practices and agencies that urban environments comprise, as well as the lively, wild and often disharmonious ways these can entwine. In our study, we ask how child-environment aesthetic encounters unfold in urban wilds, and seek to find the tensions and transformations that such encounters create. Our understanding of child-environment aesthetic encounters takes inspiration from posthuman and relational philosophies that allow us to delve into the relational and transformational potentials of aesthetics and how they emerge through bodies and materialities (eg. Bennett, 2010).

Drawing on ethnographic fieldwork with two digital storytelling workshops in a Finnish primary school, we developed and used a visual method of rhizomatic patchworks (Renlund, et al., forthcoming) for thinking with five children's stories about their aesthetic encounters in a local urban forest. Through our inquiry, child-environment aesthetic encounters emerged as complex, discordant and dynamic. In the children's stories a variety of sensuously rich encounters with matter, plants, animals, places, pollution, garbage, atmospheres and other humans encompassed shimmer and enchantment intertwined with adverse and repulsive dimensions. Furthermore, in the children's stories the discordant and transforming atmospheres of urban wilds affected the ways they moved with and explored the environment. Our study broadens understanding of the aesthetic encounters through which children and the more-than-human world are mutually transformed, offering new insights for

environmental education to better support children growing up in rapidly changing environmental circumstances. Furthermore, our findings imply that giving space and value to children's diverse aesthetic perspectives can offer fruitful pathways for shared reflection about human and more-than-human relations and agencies.

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Network: Post-approaches to Education

Title of paper: Children's relational affects with the more-than-human world through speculative fabulations

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Abstract:

In this study, we respond to the need to create more research knowledge on environmental education that draws on affective-driven and imaginative approaches. Drawing on Donna Haraway's (2016) notion of speculative fabulation, we inquire how a pedagogy that draws on old Finnish nature myths and children's own storying activities, invites children to attend to their relational affects with the more-than-human world. Our theoretical framework follows critical posthumanist theories and an understanding of affect as a relational, embodied and moving intensity that has the power to reconfigure presences (Haraway, 2016; Nxumalo & Villanueva, 2020). We understand affect as relational, that is performed through intensities that move between more-than-human and human bodies.

Our inquiry draws on an ethnographic case study of three children (aged 7-8 years), in a Finnish primary school. The children participated together with their classmates in a cross-curricular unit that took place in and out of the classroom in their local neighborhood. In the unit, the children explored a set of pedagogical materials called the 'Riddle of the Spirit' (Wong et al., 2020). The material draws on old Finnish myths about nature spirits and invites children to create imaginative solutions to the riddle. The main characters in the material are nature spirits drawn from old Finnish myths that communicate age-old beliefs of human-nature relations. Our inquiry of the children's relational affects applies 'diffractive reading' (Barad, 2014) that treats theory, practice and data as discursively and materially entangled (Merten, 2021). Diffractive reading is thus non-linear and it unpacks the 'material-discursive' entanglements between human and more-than-human actors. Our inquiry shows how the pedagogical materials of the 'Riddle of the Spirit' transformed into speculative spaces for the children's imaginary stories and alternative narratives about themselves, other humans, spirits and places. Such fabulations emerged when the children became spirits, when spirits transformed from kings to queens, and when trees that humans had cut down could be revived and returned to the forest. The results reveal how nature stories about spirits 'activated' the children's relational affects with more-than-human actors. These speculative spaces afforded the children with opportunities to move and dwell with their own and the more-than-human worlds resulting in mutual becomings. Our work suggests how old nature stories and myths offer unexplored educational possibilities to invite children to consider their affective relations with the world.

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Network: Post-approaches to Education

Title of paper: Knowledge production in teacher education

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Abstract:

This study aims to examine the production of knowledge about mathematical problem-solving in teacher education in Sweden. Problem-solving is often described as an important part of mathematics and a particularly complex area in mathematics education. Hence, how problem-solving is presented in literature used in teacher education is the interest of this study. However, neither what counts as valid knowledge in mathematics nor in mathematics education is seen as defined once and for all but is negotiated in an ongoing process. Relational theory, drawing on Barad (2007) and Haraway (2016), together with feminist theory, for example Walkerdine (1988) allows for focus on entanglements of epistemological and ontological aspects and adoptions to unfold the complexities. With this starting point, focus is set on questions about intertwined relations between, for example, objectivity, truth, reason, rationality.

Mathematics education is strongly linked to the field of mathematics. Reason, rationality and thinking are words that are to a large extent connected with mathematics and have been seen as ideals for what we see as objectivity and knowledge, described as "The Man of Reason" by Lloyd (1996). It has been argued that the association between rationality, reason and "maleness" and the search for the "clear and distinct" produces implications to femininity as non-rationality (e.g., Keller & Grontkowski, 2003; Lloyd, 1996). Thus, a polarization between; intellect and emotions, reason and imagination, matter and thought is created. Instead, I want to understand knowledge production as situated (Haraway, 2016), in a context with agents who are involved, engaged and co-responsible in what happens. Drawing on Barad (2007), this ongoing feminist agent-realistic study aims to examine the production of knowledge about problem-solving in literature in mathematics education in Sweden, how intertwined relationships between, for example, text, teacher-students, mathematics, rationality and objectivity, interact and counteract. Diffractive analysis (Barad, 2007) is used to examine entanglements and patterns of differences with a purpose to make visible, not only relationships set in play, but also the power production of which it is a part. A preliminary result is that affection, feelings and emotions as well as ascetics and questions of the beauty of mathematics is playing a part in the production of knowledge of problem-solving.

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Network: Post-approaches to Education

Title of paper: Video diaries as spaces of self-care: A post-critical exploration of the pedagogical self

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Abstract:

A pedagogical reading of Foucault's work on subjectivity can enable us to explore pedagogical knowledge and its development through self-care. From a Foucauldian perspective, pedagogues develop pedagogical knowledge in a process of self-care, which takes place by "turning away from appearances", "acknowledging one's own ignorance" and turning around to "the homeland of essences, truth and being" (Foucault 2005, 209). While the concept of self-care is well-acknowledged in educational theory (Ball & Olmedo 2013), it has received less attention in empirical research. This contribution focuses on video diaries as spaces through which we can explore pedagogues' practices of self-care.

Video diaries provide a reflective space in which pedagogues create accounts of their educational practice. Here, pedagogues problematize their practice as part of an inquisitive journey in which they review existing problems (Iedema 2006), and express their involvement in ongoing pedagogical practice, detailing tasks, actions, and accompanying sensemaking processes (Zundel 2018). In their diaries, pedagogues share reflections on their professional selves, including transformative narratives of becoming knowing "experts", and ambivalent positions held alongside discourses of competence and accountability (Harvey 2011). This paper explores three aspects of research with video diaries in education: (1) The performativity of self-care, (2) the camera as a mirror for the self, and (3) self-care as confession.

1. Self-care as performative: Pedagogues' accounts and representations in video diaries should not necessarily be seen as an appropriation of one self by another, but rather as a prosthetic extension of selves which never come into being prior to supplementation. Video diaries thus give insights into a process that "takes place outside of the researcher's and respondent's self (Holliday 2004, 50), and into stories about formations of the self that are bound to institutions and roles (Järventie-Thesleff 2016).

2. The camera as mirror for the self: Video-diaries capture performances of pedagogical selves, and ways in which the self is mapped onto the surfaces of bodies, homes, and pedagogical institutions (Renov 1996). While we are accustomed to conceiving ourselves as viewers of media productions rather than as creators, video diaries encourage us to imagine ourselves as audience for our own productions (Holliday 2004, 53).

3. Self-care as confession: Confession can be described as a practice in which a person addresses itself to an absent, imaginary other. In video diaries, the virtual presence of an imagined other can be a more powerful facilitator for reflection than a physically present researcher. Video diaries are therefore particularly useful tools to understand how pedagogues relate themselves to their practice and attempt to find pedagogical truth. Foucault (2005, 451) describes confessions as “a verbal act by which the subject, an affirmation about what he is, binds himself to this truth, places himself in a relationship of dependence with regard to the other person and at the same time modifies the relationship he has with himself”. Looking at video diaries as confessionals, we can witness how pedagogues question, elaborate, or secure their professional positions.

Network: Post-approaches to Education

Title of paper: THE POSSIBILITIES OF MATERIALSPATIAL PRACTICES OF KNOWING

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Abstract:

In a large number of knowledge-fields, images, sketches and models are important to explore and develop as well as understanding various abstract and elusive phenomena such as spaciousness, relations or the shape of a thought. I define these processes as 'materialspatial practices of knowing'. In this PhD project I am enquiring material and discursive aspects of art teacher students' analogue modelling and sketching investigations based on theories and ideas that they deal with in their studies.

The students are invited to attend investigative seminars based on materialspatial processes. The seminars are captured on film and the main research material is video recordings, memories and articulations from the seminars. With a new-materialistic perspective and a departure from agential realism (AR) I ask: What material and discursive aspects are interwoven to the seminar's practices of knowing? and, What possibilities do these processes offer students and teachers?

The study can be defined as post-qualitative. Post-qualitative research is not searching cause and effect, and also not aiming at traditionally reliability and validity (Lather & Pierre, 2013). It consists of several practices that runs together and folds in and out of each other, giving rise to diffractive patterns of differences that matters, a process that produce narratives regarding the interest of inquiry (Barad, 2007). Fundamental to agential realism is that materiality is not something either given or created through human activity, all matter is active in all types of materializations (Barad, 2007). Kindred ideas have historically been formulated by for example Vygotsky in his 'activity theory', where tools are described as influencing their users rather than the opposite, which have been picked up by several other scholars (Silverman, 2021). Through this study 'material' is not only defined as the art-materials but all bodies, sounds and articulations - non-human and human - that is part of the phenomenon.

In AR are practices of knowing presented as closely intertwined events between time, space, matter and ideas, and these processes are fundamental to both human and non-human becoming's (Barad, 2007). Its approach also brings that being, knowing and the ethical aspects derived from it is entangled as an intertwined inseparability of ethico-onto-epistemology (Barad, 2007). The investigating apparatus and the examined phenomena are entangled, and extend through, each other (Barad, 2007;

Ivarsson, 2016). My apparatus consists of me, my bodily functions and positions as well as the extensions of these functions and positions that the camera and the setting of the room constitutes.

Materialspatial processes develop our ability to transform and understand complex information (Wu & Shah, 2004). However, studies has shown that such investigations are overlooked by the university world, which more often rewards alphanumeric literacy (Mathewson, 1999). This study aims to develop current understanding of what non-human matter and the spatial aspects of moving bodies do as part of processes of knowing, to hopefully intensify the discussion on how higher education is prepared and implemented.

Network: Post-approaches to Education

Title of paper: Versions and Tensions of Human Evolution: Visual-material knowledge production in natural history museums

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Abstract:

Most research and knowledge on human evolution is produced and presented using text in research papers, books and schoolbooks. However, human evolution is also often visualized in these texts indicating the relationship between fossils, genetic diagrams, maps, phylogenetic trees, images of fossils, etcetera. For museums, visual-material knowledge production is central for their operation using not only text but visual illustrations, spatial installations, fossil skulls, videos, and of course displaying objects. This paper investigates these as knowledge producers; more specifically, it investigates a particular kind of visual-material models on human evolution in natural history museums, namely tree models and fluid models. The paper asks the following two research questions: (i) What kind of visual-material models are producing knowledge on human evolution? (ii) What tensions arise in this kind of knowledge production in museum exhibitions?

The empirical material stem from a broader posthuman research project on knowledge production on human evolution. Even if the main part of the project involves museum ethnography, museums are always entangled with knowledge production in other areas, thus the ethnographic approach of this project is “multi-sited and multi-linked” (MacDonald et al., 2018, p. 148). Empirical materials on exhibitions of human evolution were collected from visits to 25 natural history museums. The empirical material produced from the visits to the museums comprised field notes, photographs, and video recordings. For this paper, discussions on evolutionary models from paleoanthropological research papers was also collected.

In posthuman research processes, the strategy is not about representation or classification (Gunnarsson & Bodén, 2021). Instead, it acknowledges how the phenomenon is co-produced through the entanglement of the phenomenon and the researcher (Barad, 2007). More specifically, this paper is theoretically drawing on Annemarie Mol’s (2002, 2010) work on knowledge production as enacted in different versions and the tensions that entail.

The results show that tree-like models and fluid models are enacted in different versions at different museum. Tensions are less prevalent since the versions are distributed between different museum sites. At the same time, the versions are not completely separated but coordinated since the museums are linked with the

paleoanthropological research community. However, since there exist tensions in this community with different evolutionary versions co-existing, this also effects the museums.

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Network: Post-approaches to Education

Title of paper: "Why should I be studying for a future when no one is doing anything to save that future?"

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Abstract:

"Why should I be studying for a future when no one is doing anything to save that future?"

When Greta Thunberg, in 2018, decided to leave school and strike for the climate, voices making arguments for Thunberg to return to school were heard. She was told to come back to school and study, in order to become a researcher herself and make change happen. The former prime minister of Norway, Erna Solberg, praised the engagement of Thunberg in an interview, but emphasized that "I still argue for you to manifest this engagement without leaving school. It is fully possible to be engaged in the spare time, not just during school hours". Not as a response to that specific expression, but to then tendency which the expression could be seen as an example of, Thunberg said "Why should I be studying for a future when no one is doing anything to save that future?". The statement of Solberg, which could be seen as an illustration example of dominating adults' responses to young people's engagements, and the meaning of Thunberg's indirect response, will be discussed in this paper with departure in Slavoj Žižek (1999) and Deleuze and Guattari (2012), especially through their concepts of the state apparatus and war machine. First, the aim of this paper is to critically discuss what could be regarded as is as an expression of an increasingly growing gap between generations, where there seems to be a dissonance between young generations' fear of for example climate change and older generations lack of willingness to listen and act accordingly. Although this might be seen as generational tension which always has existed, the different approaches to important questions seem to have reduced the understanding between generations (Swim et al. 2022). This generational conflict, and the differences in how generations frames, understands and acts upon challenges, might both be regarded as a possible hindrance of change, but potentially also a vehicle for radical transformation. The conflict, between the so-called Millennials and iGenerations (born after 1981) and the baby boom-generation (born between 1940s and the middle of the 196th) is exemplified by the recent virality of "OK-boomer" (Lim & Lemanski 2020). Secondly, through her answers, Thunberg directs focus upon what could be considered to be a weak spot in the educational project as such. Why should one be encouraged to study, if the ones who have the greatest knowledge, such as scientists and experts, are not listened to (as for example climate change)? Thus, within this context, the paper raises and discusses broad questions regarding the formal education and its

relations to notions such as hope and action, and the sense of responsibility and generational gaps.

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Network: Post-approaches to Education

Title of paper: Integrating arts and language education: Exploring multiprofessional collaboration through embodied writing

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Abstract:

This paper presents an ongoing study that focuses on the multiprofessional collaboration among a team of dance, language, and primary education experts. It is based on the team members' experiences of coming together, designing, and carrying out a project that integrated arts and language learning in the context of early language education. The collaborative process was based in a primary school in Finland. The notion of embodied (language) learning framed the development of pedagogical practices. The study connects to the ELLA research project (2021–2024) exploring embodied language learning through the arts as multiprofessional collaboration.

By drawing together theories of cognition as embodied, embedded, enacted, and extended (Ellis, 2019) and post-approaches to education (Fenwick, 2015), the study explores the multiprofessional team as an (emerging) assemblage and multiprofessional collaboration as enactive and intra-active practices of crossing boundaries between subjects.

The research material consists of audio recordings of team meetings held regularly during one academic year. The study experiments with embodied writing (Guttorm et al., 2016) to expand the focus to the embodied dimensions of the collaborative process. Moreover, it aims to move beyond the writer as an individual subject and towards writing from a place of a 'we', an emerging multiprofessional assemblage.

The paper shares examples of experimental accounts that seek to bring forth the crossing, stretching, bending, and blurring of boundaries between language and arts education that took place during the collaborative process. The paper discusses the collaborative practices that emerged and were developed, the challenges and difficulties that the team faced, the possibilities that the collaboration set in motion, and conditions for successful collaboration.

Investigating processes of multiprofessional collaboration is relevant for developing and enacting cross-disciplinary pedagogies in schools and teacher education in the Nordic countries.

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Network: Post-approaches to Education

Title of paper: Precarious Sounds - the Sound of 'Coloring-Pencil-through-Wordlessness'

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Abstract:

Re-visiting fieldnotes, there is something lurking amid words, hiding behind letters, living in gaps, escaping my gaze. What hides nonetheless mute-screams from the pages whilst resisting language. What emerges through transient contradiction-statements comes disguised in words; "Calm and quiet", "Calmly", "complete silence", "silently" (Fieldnotes). It is silence that hides. Correction, it is a classroom-assemblage's silence buried underneath the languageism of research. But it is not 'silence' I encounter, "[t]here is always something to see, something to hear. In fact, try as we may to make a silence, we cannot" Cage explains (1973, p. 8).

I explore teacher becoming in a work-integrated teacher education program (WIL-program). The WIL-program aims to mitigate the challenge of the Swedish teacher shortage (Skolverket, 2020), a situation seen also in other Nordic countries (European Commission/EACEA/Eurydice, 2021). I follow the becoming teacher (BT) during a workday through school assemblages, monitor and have writing-hand register what unfolds. I explore the effects of affect (Massumi, 2002). It is thus the work-facet as a conceptual side of formal education that this project seeks to map with a Deleuzoguattarian framework ([1980]1987). The tentative title of the thesis project is *Becoming Teacher and Matters of Affect – Time to Become*.

The project also examines the liminality of the research process by stepping away from qualitative research strategies into 'new approaches to qualitative inquiry' (Kuntz & St. Pierre, 2020). The empirically driven project has established binaries of scientism 'flattened' (Jackson & Mazzei, 2011). The empirical bifurcates by enveloping both BT-assemblage, and the research process. But the 'agential cut' (Barad, 2003) made by the questions of inquiry needs tending to.

In this presentation I invite you into one of the empirical tales told-shown in this project. Join me on an exploration behind words. 'Sound as affect' is "a force that physically moves bodies of many different kinds" (Gallagher, 2016, p. 47). I seek to momentarily suspend re-presentation and have the 'white-page' speak. In return, the sound of 'coloring-pencil-through-wordlessness' comes forth. It is difference itself unfolding through repetition of 'vibrational movement' (Gallagher, 2016). Doing 'coloring-pencil-through-wordlessness' is proposed as a political act actualized within the assemblage. It is a sound owned by all and none simultaneously. It takes but one body to transform 'their' sound into something else. Speak its death.

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Network: Post-approaches to Education

Title of paper: Rethinking Education in Light of Global Challenges: Society and Culture

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Abstract:

This paper, presenting research from the anthology “Rethinking Education in Light of Global Challenges: Scandinavian Perspectives on Culture, Society, and the Anthropocene” (Routledge, 2021) will address and discuss Scandinavian perspectives on the educational implications of and responses to global issues: Migration flows and (post)nationalism, and erosion of welfare states and the global rise of neoliberalism. The presentation addresses how global trends influence education, education policy and discussions regarding the purpose(s) of education in the Scandinavian countries. The educational systems in the three Scandinavian countries have many similarities. Thus, in all three countries, education was part of a wider-reaching social democratic project of establishing a welfare state. The idea of a ‘Nordic model’ of education was therefore integral to the self-image of educational policymakers, researchers, educators and teachers in Scandinavia for much of the second half of the 20th century (Esping Andersen, 1990; Telhaug, Mediås & Aasen, 2006). However, the Nordic welfare model, and the accompanying educational systems in the Scandinavian countries have been challenged by global issues such as migration flows, the erosion of the welfare state and global rise of neoliberal education policy. The Nordic countries have undergone huge changes demographically in the form of an increasingly diverse population and have responded with a range of integration and assimilation strategies, representing, to varying degrees, nationalism, anxiety or even xenophobia, cultural conflict, racism and segregation. Furthermore, since the 1990s, education in Scandinavia has been drawn into a new kind of educational governance, based on the logic of a global marketplace, that advocates and promotes strategies such as the introduction of efficiency benchmarks, increased competition, decentralisation, management by objectives, etc. (Imsen, Blossing & Moos, 2017). From a focus on the welfare state, ‘Bildung’, democracy and the welfare of its citizens, the Scandinavian countries like most other countries around the world, have witnessed a shift in education policy towards a neoliberal education policy (Ball, 2006; Dovemark, Kosunen, Kauko, Magnasdottir, Hansen & Rasmussen, 2018). These developments are associated with the accelerating globalization of national and international cultural, economic, and political structures negotiated in local settings in order to adapt these changes to conditions in individual countries.

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Network: Post-approaches to Education

Title of paper: The myth of the ECECs flat structure - maintaining and producing complexity to meet precarious times

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Co-author(s): Merete Moe

Abstract:

The myth of the ECECs flat structure - maintaining and producing complexity to meet precarious times

Audun Forr and Merete Moe

1. Topic/ aim

It is a general perception that the Norwegian ECEC is defined as at flat structure, where the assistants and the pedagogical leaders and the head manager share the same authority. This is described both as a success and a problem for pedagogical development and cooperation. The peculiar elements in leadership in ECEC and the holistic view on learning through play, care and upbringing/building are important in this perspective.

This question is discussed in many different forums and can be simplified to seem simple and straight forward, or we can maintain it as a complex question with many layers and components. In precarious times, with the covid- 19 affecting every part of the ECEC practice, it is our opinion that we need to maintain and produce complexity to meet these precarious times. The question about the ECECs structure is a good example on what simplifying, and complexity produces to meet precarious times. We need to discuss the content in ECEC, but we also need to take a meta perspective on the discussions. RQ: What can maintaining complexity produce to meet precarious times?

2. Theoretical framework

We use the article The Choice by Anne Beate Reinertsen (2014) to produce a complex view on the discussion about the ECECs structure and producing complexity in the meta perspective. To challenge the established, we need new concepts, perspectives, we need to re-orient our thoughts. We use posthuman perspectives in hope to produce events that can open up for new understandings, changes and opportunities. "Post qualitative inquiry encourages concrete, practical experimentation and the creation of the not yet instead of the repetition of what is" (St.Pierre, 2019, p.1).

"The tasks for Early Years Educators and professionals becoming that of de-authorization (Spivak, 1993) of knowledge through creating a decentred language

thus building in a willingness to confirm rather than reject insecurity, disagreements, dilemmas and paradoxes, and thus simultaneously avoiding crippling thoughts about a need for a pedagogical consensus which ultimately might prevent learning and professional development” (Reinertsen 2014).

3. Methodology/ design

This abstract is based on a chronicle published in a Norwegian journal . On one hand we use the discussion about the ECECs structure as an example of complexity. On the other hand, we discuss what simplifying and maintaining/ producing complexity produces, in a meta perspective. St.Pierre argues that “post qualitative inquiry encourages us to invent new concepts that reorient our thinking and break apart the chain of concepts that structure a worn out conceptual order” (2019, p 12:). In line with Deleuze and Guattari, we will discuss how we can re-think the concept of flat structure in ECECs.

4. Expected conclusions/ findings

To re-think the concepts, might open for what Deleuze (2001) suggest as “nothing less than the unfolding of a space in which it is finally once again possible to think” (p. 92). Re-orienting thoughts, understandings, discussions of the work- distribution structure as well as leadership

5. Relevance for Nordic Educational Research

Discussions that open for more complexity meeting precarious times....

Remark: If NW3 does not accept this abstract we wish it to be considered in NW 22 post approaches to education.



NETWORK 23

SOCIAL PEDAGOGY

Network: Social Pedagogy

Title of paper: The lived experience of being dependent on support systems in Sweden (in the mental health/disability field).

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Abstract:

This is not a scientific inquiry as much as it is a glimpse into the life world of people meeting system errors and barriers that is transcending the system itself and forms a sort of relation with errors occurring in other systems.

The data consists of reports of problems that individuals actually have experienced in their contact with Swedish support systems. The reports are written and documented by professionals working as personal ombudsmen (PO) in the south of Sweden (PO Skåne). So, the problems described is experienced both from the person's first-person perspective and from the PO's second-person perspective.

This is challenges that we, as people working with social pedagogy (in various forms), face in trying to support people that is dependent on systems that is meant to collaborate and together is supposed to form a holistic view on the person in need of support. The reports from reality states something entirely different; namely that people experience a lack of collaboration and a lack of holistic perspectives. The different systems are supposed to work together but instead it is the system fallacies and structural barriers that is working together and forms a transcendent and translucent gap or barrier that is seriously detrimental for individual and personal recovery processes and empowerment.

The picture appearing is a lack of access to support, treatment, economic benefits and even basic human rights for people that does not know how to navigate and manipulate the social welfare system. This could be seen as a movement in society; from a welfare state to a more competitive state. This can be linked to the focus on standardization of support and care systems and to the introduction of New Public Management in psychiatric care and social services.

This is not only affecting the person dependent on the systems but also professionals working to support people in their recovery process such as social pedagogues and social workers.

Network: Social Pedagogy

Title of paper: : Socialpedagogical professional potentials and challenges in shaping homeliness and overcoming loneliness among elderly people

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Abstract:

Research topic/aim: This research project is based on a municipal project about establishing new kind of housing facilities for elderly people who suffers from loneliness and how social pedagogical competencies can be relevant in this field. Politically it has been decided to employ social pedagogues as a central part of the professional staff to support the focus on social activities as a tool to overcome loneliness and increase life quality. The aim of the project is to explore, how socialpedagogs can make themselves relevant for elderly people in a group home and support their own creating of homeliness and overcome loneliness. The elderly people are recruited on the basis of their loneliness primarily and the purpose is to include socialpedagogical competences into a more medical oriented staff group to improve a more subjective, self-determined and broader life quality perspective in this working field. The ambition is to involve different professional staff competences than traditional nursing homes and encourage new, flexible types of work organization, where the employees can be able to organize their work based on the individual residents current needs and wishes for shaping "a good old age". The question is how socialpedagogical competences can contribute to this purpose?

Methodological design/Theoretical inspiration: The method design is based on mixed qualitative data collections from ethnographic field work, where I have followed the pedagogues during their working day, made focusgroup interviews with different professionals from the staff, while my colleague Anne Mia Steno makes informal individual interviews with the residents. Furthermore we are planning to make Dialogue workshops with the professionals, inspired by Action Research, based on a combination between Olav Eikeland's discourse ethical dialogue principles and future workshop inspired by critical utopian action research (Eikeland 2005, Nielsen 2012, Nielsen & Nielsen 2005).

Expected results/outcome: Through this double researching perspective, we have already found several discrepancies between the perspectives, ideas and hopes of the professionals and the residents, that we plan to present at the workshops to start reflections among the professionals. That might be an important source of knowledge to develop their orientations and practices. An important question will be how the ambivalence between the professional need for common perspectives and approaches and need of differentiated individual concern and awareness be

overcome? And through our previous studies we can observe central challenges by changing the persistent institutional logics that might prevent new socialpedagogical perspectives to arise?

Relevance to Nordic educational research: The project can be seen in the light of a general trend with increased focus on service user perspectives in the welfare professionals' work, especially in view of a greater focus on staff self-management and a greater focus on service user perspectives (Andersen & Pors, 2016; Holen & Fight, 2018). And how socialpedagogical empowerment potentials can be redefined and developed in a competition and measurable oriented society.

Network: Social Pedagogy

Title of paper: What does it mean to educate the whole child?

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Co-author(s):

Abstract:

Abstract for paper presentation at NERA 2022, Øyvind Hennum.

1. Research topic/aim

The topic of the presentation concerns an ongoing PhD project at the Faculty of Education at Inland University of Applied Sciences, Norway. The aim of the research project is to understand and analyze what it means to educate the whole child in holistic educational theory, in curriculum documents and teacher perspectives. The project is limited to four different school systems found within Norway. Norwegian public school, Montessori schools, Waldorf (Steiner schools) and International Baccalaureate schools. Grade levels 1-10 for curriculum analysis and teacher interviews.

There are indications that exposure to holistic principles can benefit students and concerns that not educating the whole child could affect children's mental health negatively. The American Academy of Pediatrics has warned about the effects of academic performance pressure on children's health following the No Child Left Behind Act in the US. Increased focus on reading and mathematics results in reduced time for arts, physical education and recess with following negative effects.

These potential benefits and concerns are the reasons for posing the question of what it means to educate the whole child. The notions of what "the whole child" means, and how educating the whole child is described in the literature is the focus of the paper presentation and discussion.

2. Theoretical framework:

The theoretical framework is built mainly on holistic education theory and includes curriculum theory. Main theorists from the field of holistic education are C. Mayes (2020), J. P. Miller (2019), Scott H. Forbes (2003) and R. Miller (1997). Historical influences on holistic education theory are Rousseau, Pestalozzi, Froebel, Montessori, Steiner and Dewey. Both Mayes and J.P. Miller outlines curriculum models for holistic curriculum. The curriculum studies are also informed by the Tyler rationale's curriculum questions, Goodlad's levels of curriculum inquiry and more recent curriculum theorists.

3. Methodology/research design

The philosophy of science informing the research is Gadamer's philosophical hermeneutics. The specific research methods are document analysis of the curriculum documents and focus group interviews of teachers. As the study is interpretative a model of hermeneutic processes described by Alvesson and Sköldberg is followed when conducting the document analysis and interview analysis.

4. Expected results/findings

As the project is relatively new there are no findings to report. The presentation will be founded on theoretical perspectives of what "the whole child" means within the literature. Expected findings are possible similarities and/or differences in descriptions and understandings of what educating the whole child means. The working hypothesis is that educating the whole child might have a well described theoretical foundation, but it is unclear how this is reflected in the curricula and how teachers understand it.

5. Relevance to Nordic educational research

As the research projects concerns four different school types within Norway, it could possibly be interesting in a larger Nordic context as education systems are similar. An influence on education in Norway, The German Bildung tradition, is also seen as inspiring a view of the whole child in education in general.

Network: Social Pedagogy

Title of paper: Housing policy in Norway

Housing policy in Norway

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Co-author(s):

Abstract:

Housing policy in Norway

Abstract

Growing differences in income, poverty challenges and exclusion are three key topics in the discussion about the welfare state's ability to take care of its citizens.

In the last decade, there has been a steady increasing in the number of children living with persistent low income. Income differences in Norway have increased since the mid-1980s

Larger differences as well as increasing poverty in the population pose a threat to welfare society, because they can create a sense of alienation for those with the least resources.

Especially previous refugees are strongly represented in the group that lacks a stable connection to the labor market, and it is also in this group that we find children living in families with persistent low income. Families with the least resources also struggle to enter the housing market.

Housing policy in the welfare state

The right to a place to live is not only found in the FN's sustainability goals, but it is also the most important foundation for a good life quality for Norwegians.

There are direct links between housing / neighborhoods and life expectancy, health, and completion of education.

Ensuring that everyone has access to suitable housing they can afford has been a central part of Norwegian policy since the World War II.

After World War II, Norwegian government set a goal for housing policy, namely that Norway should become a country where everyone can afford to live in their own house with a good standard.

Both housing policy and family policy are about the home. Through family policy, the state intervenes in the home, via different support system such as kindergarten, school, health care and child welfare interventions.

Housing policy in today Norwegian welfare state has an unresolved position. Housing is to a greater extent a health, education, and income security, and are both welfare basics, consumer goods and investment objects. For the Norwegian welfare state in particular, housing has been highlighted as a liberalist deviation from the generous universal social democratic welfare model. Most households provide and finance their housing using their own resources and buy home through the market (Torgersen, 1987).

According to Statistics Norway from 2019, are showing that more Norwegian are renting apartments (940,000 tenants), and more and more people cannot afford to buy home. This trend is challenging welfare state and contributes to polarization in society. Furthermore, this trend is challenging families with children. Research shows (Søholt og Wessel, 2010) that rental marked can result in frequent relocation. They write following: "(...) the rental marked is quite expansive, unstable and difficult to access."

The question that remains is: How housing police can have negative consequences for families and children in Norwegian welfare system?

Network: Social Pedagogy

Title of paper: Developing a social pedagogical model for counselling immigrant students in non-formal adult education

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Abstract:

This presentation describes a research project that aimed at developing a social pedagogical model for counselling immigrant students. The setting for the project was the field of non-formal adult education, more precisely the folk high schools and study centers in Finland. Both of these institutions have a long tradition in popular education aiming at promoting active citizenship, democracy, and the wellbeing of the adult population through offering possibilities for personal growth, life-long learning, and participation. They have their roots in the pedagogical ideas of N. F. S. Grundtvig, a Danish theorist of popular education.

Folk high schools and study centers offer different kinds of courses and study programs for immigrant students, like language and literacy courses, integration training and vocational study programs. The starting point for the project was a need in these institutions to find ways to better support the meaningful integration of their immigrant students. Their idea of integration exceeds the object of merely finding a place to study or work. Instead, they aim at supporting the participation and belonging of the immigrants in the Finnish society as its new members.

The theoretical framework for the research project was built around the concept of multicultural counselling on one hand, and on the other hand, the social pedagogical work orientation based e.g. on the concepts of pedagogical relationship, dialogue, agency, and positive recognition. Counselling was understood as a broad concept that includes a variety of activities through which the student is supported in the studies and in everyday life issues and in which the possible future paths for the student are looked for and reflected together. The social pedagogical work orientation was taken as a loose framework that connects together different principles that could guide the counsellor in a search for a humane and holistic approach in counselling.

In the project, a collaborative devel

Network: Social Pedagogy

Title of paper: Social pedagogues as contributing actors in inclusive schools in Iceland

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Abstract:

A professional learning community, such as an inclusive school, is commonly characterized by the commitment and involvement of all staff, not just teaching staff, motivated by a shared vision. Social pedagogues (SPs) in Iceland have been part of the school professional community since the 1974 law on compulsory education opened up the school system for disabled children. The term inclusive education was introduced into legal texts in Iceland in 2008 where it was explicitly declared that all students should be educated in inclusive schools. Moreover, the right to an inclusive education is articulated both in the Convention on the Rights of the Child (CRC) and the Convention of the Rights of Persons with Disability (CRPD). Hence inclusion is inexorably linked with the principles of equality and social justice in both educational and social domains. The field of social pedagogy in Iceland has evolved parallel with the paradigm shift grounded in the CRPD that replaces the medical understanding with the social and human rights understandings of disability which lays the theoretical ground for the presented study. The overall aim is to explore, describe and interpret the views and understandings of SPs about the social pedagogue as a contributing actor within inclusive schools in Iceland. Also, to define the common core and the essence of the SPs contribution to the Icelandic school community. The study draws on qualitative data derived from two sources; the participants provided text from a semi-structured questionnaire and three focus groups interviews, spanning the school levels under scrutiny. The findings bring to the forefront the SPs concern about their unclear status and role within the inclusive schools as well as the reality of working with a more diverse group of students and professionals. Dilemmas and contradictions are apparent in our findings when the SPs draw attention to the gap between the aims of inclusive schooling and the real

Network: Social Pedagogy

Title of paper: Internal tensions and contradictions as drivers of change and learning in inclusive schools: A social pedagogical viewpoint

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Abstract:

Cultural- historical activity theory (CHAT) is a conceptual framework for analysing professional practices in their social contexts, such as the inclusive schools. CHAT offers a holistic perspective in analysing organisational and professional learning and cognitions within complex systems which are called activity systems. Instability, internal tensions and contradictions within the systems are seen as drivers for change and learning. In this presentation the findings from an ongoing qualitative study, focusing on the common core and essence of the social pedagogues' (SPs) professional contribution to the Icelandic school community is further analysed and interpreted. The study draws on data derived from two sources; the participants provided text from a semi-structured questionnaire and three focus groups interviews. An organisation, according to CHAT, is seen as an activity system where a group of people work towards a shared goal. Hence, the inclusive school in case of our study is seen as an operating activity system that needs to be examined in the light of the diverse backgrounds of those who are employed there. The presented study indicates that nearly 50% of practicing SPs work with children and youth within schools and leisure where they are hired to support diverse groups of students, especially those with high support needs. The findings also indicate a need for an additional practical tool, grounded in the social pedagogical thinking, to further facilitate the implementation of the inclusive requirements embedded in human rights treaties and current law. When reflecting on the tensions and contradictions which are present in our findings, i.e. a lack of a common understanding and a shared vision on the meaning of inclusive schooling, we argue for positive recognition theory as an asset for further learning and development. Moreover, we discuss the significance of the positive recognition approach as a practical tool in social pedagogical school practice.

Network: Social Pedagogy

Title of paper: Curriculum development: Incorporating the lived experience and knowledge of people with intellectual disabilities

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Co-author(s):

Abstract:

Co-production of learning goals contributes to shared ownership of both learning processes and learning outcomes (Jagersma, 2010). Such collaboration is particularly relevant to fields such as social education, where professionals in the field often work closely with disabled people to provide and develop support and services to actualize their right to independent living and full participation in society. Having a role in influencing the dialogue in matters that affect one's rights and circumstances is key to changing existing power dynamics and serves to empower marginalized groups, as emphasized by scholars such as Oliver (1990), Priestley et al. (2016) and Young (1990).

The stated goal of the department of social education at the University of Iceland is to promote the goals and aims of the Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006). A key emphasis of the Convention is the right to full and effective participation of disabled people at all levels of society, including the right to full and effective participation in the development of laws and policies that affect them (Löve, Traustadóttir and Rice, 2018; Stein and Lord, 2010). By taking this stand, the Convention highlights and recognizes the value of the lived experience of disabled people (Degener, 2016). It is therefore important that the knowledge that disabled people possess also be actively sought as part of the development of progressive and rights-based education curricula for social education students.

The research that this presentation draws on examined the outcomes of a pilot program funded by the Icelandic Ministry of Welfare and developed by the Fjölmennt adult education center at the behest of Þroskahjálp, Iceland's National Association of People with Intellectual Disabilities. The aim of the program was to address the lack of voice of people with intellectual disability in policy development, in particular in the drafting of a report by the Icelandic government to the Committee of the CRPD on the implementation of the Convention. The program was structured in a way that provided both the support and time needed by the participants with learning disabilities to develop meaningful inputs to the report. The participants did this work through the course of a number of sessions as paid experts. The research findings showed that the design and format of the program succeeded in achieving the key goals set.

Building on the analysis of the pilot program, the research applies a similar approach by- establishing a collaboration with representatives of people with intellectual disability for the purpose of enriching the curriculum of a first-year course in social education at the University of Iceland that focuses on disability and the lifecycle.

The research, which has received funding from the University of Iceland Trust Fund for three years, 2021-2023, is qualitative, drawing on in-depth interviews with developers, organizers and participants of the project, focus groups, and various documents and reports that were developed as a part of the implementation of the program.



NETWORK 24

SCHOOL DEVELOPMENT

Network: School Development

Title of paper: Triangulated Analysis Model

First author/Presenter: Anne Liv Kaarstad Lie

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Abstract:

Research topic/aim: TAM is a model for local School Development in partnership between universities and local School Owners. The research question: How can TAM, as a reflective phase model, help professional learning communities in the process of developing schools as learning organizations?

Theoretical framework: Reflective practice research is about recognizing, describing, and communicating one's actions to be able to learn in a continuous way. Reflection is a mental process related to both cognition and metacognition with the purpose to achieve understanding of a specific situation or phenomenon to act upon the new understanding. Development of schools as learning organizations require both establishment of a learning culture among all practitioners and establishment of methods to frame the reflective processes. Reflective practice, as a tool to improve practice, is linked to the thoughts of John Dewey (1916) and further developed by Donald Schön (1987). Kolb (1984), influenced by Dewey, developed a four-stage model for reflective practice. The reflective cycle has been developed and renamed by numerous theorists, among them Baker et al.'s (2017) "active reflection in action learning cycles", Fergusson et al.'s (2018) "micro-reflecting circle" and Cooperrider et al.'s (1995) "Circle of appreciative inquiry". The TAM-model is based on these reflective models, but TAM brings in a new aspect: triangulation of big data and locally collected small data and the teacher as a co-researcher and data collector.

Methodology/research design: The paper is based on a discursive analysis of school leader's reflections/narratives at a school leader's conference. The conference introduced the TAM-model - a tool for teachers and school leaders to frame and systemize the reflecting process for school development. The tool function as a phase model for reflection on practice and is named after its dominant aspects; the triangulation of big data and locally collected small data to judge the quality of the status and to be able to find key development areas as well as anchoring visions and aims in the school organization. The phase model is revealed through two narratives collected from the model in use at a school leaders conference. The TAM-model is earlier developed through an action research project in 6 municipalities in Norway.

Expected results/findings: Small data, as locally collected data about the students' learning development, play a major role and can enhance the understanding of learning progress and the quality of teaching practice in the school organization. School leaders find support in a common model for reflection on practices. They

experience improving their own professional language about good quality in school development.

Relevance to Nordic Educational Research: The TAM-model enhance collecting both data regarding cognitive and socio-emotional learning through observation, interviews and students work. Data from standardized tests/exams and locally produced small data are analyzed as complementary data. This emphasis both the social and cognitive development of the student, and are strongly linked the Nordic dimension of education where social welfare, equality among genders and social equity is an incorporated part of education.

Keywords: School development, reflective practice, triangulation of data.

Network: School Development

Title of paper: Long-term effects of one-to-three-years school development projects?
School improvement capacity in 16 preschools

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Abstract:

The purpose of this research was to examine how development projects and prerequisites for change were prioritized in 16 Swedish preschools in the North of Sweden. Our research was carried out on the basis of theories regarding school development (Ball et al., 2013; Bryk, 2018; Langlelotz, 2020). According to earlier research on projects may pose problems, as a project indicates delimitations in time, economy and a particular purpose deviating from the aims regulating ordinary practice. How the project links to existing experiences and knowledge, the feeling of agency, the existence of external actors and how leadership is carried out constitute facilitating factors of school development. In-depth interviews with 108 participants, partly arranged as group interviews, provided data. The interviews were transcribed, coded, categorized and analyzed using thematic analysis. The results indicate that the projects were perceived as “something different” than the ordinary practice. When the project is over a new project is required for change to continue, according to the participants. One year after the closure of the projects very small or no remaining effects were to be found in the studied preschools, and it stood clear that experiences and knowledge that were outcomes of the different projects were very much tied to individuals, not being embedded in the collective knowledge-base of the involved preschool departments. Only in one preschool guidelines in the activity plan for the project’s continuation were included. In this preschool form and content of the project emanated from local needs and questions, as opposed to projects where externally imposed. Thus, turn-overs among personnel and directors, and project design emanated as obstructing factors for long-time effects. Significant facilitating factors found were participatory leadership, agency and assigned time. How personnel perceive the concept of projects seems to be an important dividing line of how implementation of projects and their effects may progress and turn out. As school development in the Nordic countries often is carried out within the frames of a project we find these results important for the discussion of how school development should be arranged for long-term effects.

Network: School Development

Title of paper: "School development – risks and opportunities in local projects"

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Co-author(s):

Abstract:

"School development – risks and opportunities in local projects"

Sigrun Sønsthagen, Inland Norway University of Applied Sciences

When a decentralized arrangement for school development was introduced in Norway (Dekomp, Meld. St. 21 (2016-1017), the intention was to meet some core challenges on learning outcomes and in turn, teachers work in schools. Both research and policy analysis showed that development work in schools for an extended period was mainly top-down initiated without specific adjustments to local needs, and often with a short-term perspective.

Some preliminary evaluations of the model for school development (Dekomp) (Lyng mfl., 2021; Fossetøl et al., 2021; Fylkesnes & Lindahl, 2021) display that this decentralized arrangement has contributed to school development and professional learning communities to a certain extent, mainly through economic support, establishment of professional networks and increased collaboration between schools and universities. There are still some challenges to be addressed, though. The content of the local school development projects still needs to be anchored in local needs and the involvement in the professional learning communities should be increased.

This paper contributes to inform and discuss these challenges by presenting analysis of qualitative data of participants' experiences in a project within the model. The empirical material consists of questionnaires answered by teachers from three lower secondary schools. The theoretical framework is based on a systemic perspective on development work and professional learning communities (Argersy & Schön 1996; DuFour 2008; Kruse et al. 2009; Qvortrup 2018). Thereby, the empirical data was analyzed and discussed in relation to research on what makes systemic development work fruitful.

The data relieves positive experiences with "Dekomp", although concrete areas for improvement are disclosed, as time used for implementation, involvement of the participations, lack of reflections on practices and the way the project was carried out in the local school. Implications for how to design and carry out development work in school and facilitate fruitful learning conditions are discussed. These factors come

across as both risks and opportunities for professional learning and school development more broadly. Although this study is based on a decentralized arrangement for school development, it will be of interest to discuss the findings in context of professional learning communities in general.

Network: School Development

Title of paper: Teachers' professional learning when building a research-based education: Context-specific, collaborative and teacher-driven professional development

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Abstract:

Teachers' professional learning when building a research-based education: Context-specific, collaborative and teacher-driven professional development

Research topic/aim

A prominent phenomenon in education in the Nordic countries and internationally is the demand for research-based education, which is also the case in Sweden, the context of this study. Therefore, greater academic demands have been placed on teachers, which can present a distinctive challenge for teachers who were educated when teacher education prioritised practical teacher training rather than academic training. Therefore, it is especially important to explore what and how experienced teachers learn and develop when moving towards a research-based education.

Theoretical framework

The theoretical framework builds on communities of practice and social learning.

Methodological design

The empirical data consists of written reflections from 50 teachers in preschool, compulsory and upper secondary school, who participated in action research projects that aimed to help build research-based education.

Expected conclusions/findings

The findings show that the teachers' professional learning entailed changes in the ways they think, act and relate to others in three areas: teaching, research and collaboration. The study shows the importance of a professional development process being based on a bottom-up perspective, collaborative, context-specific and integrated in teachers' work. Lastly, the study points to the benefit of engagement on multiple levels – principals, lead teachers, teachers and researchers – to achieve lasting success in building research-based education.

Relevance to Nordic educational research

In the Nordic countries, there is an increasing interest for practice-based research in schools. This study offers insights in teachers' professional learning during the process of building a research-based education that can inform educational research in the Nordic countries as well as internationally.

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Network: School Development

Title of paper: Co-created learning in practice - what does the field of practice say?

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Abstract:

Co-created learning in practice - what does the field of practice say?

In 2017, the Ministry of Education and Research established a decentralized competence development model, where the municipalities, in collaboration with universities and colleges, will define, prioritize, and implement collective competence development measures (Meld.St.21 2016-2017). Emphasis is placed on an equal partnership between municipalities, schools, and teacher education institutions.

In our work as teacher educators and equal partners in Decentralized competence development, we felt at one point the need to look more closely at what we do. Our purpose is to document and make visible our work in the role of process supervisors, as well as make our professional foundation visible to ourselves and others. In our field, the work pressure is high, and we believe it will be of value to put into words our own practice in collaboration with the field of practice. The following problem has been chosen: How have we solved the task in the work as process leaders in Decentralized competence development?

The research design is based on a qualitative method, where the intention is to understand and describe what specific people do in their lives, and what meaning these actions have for them (Postholm, 2018). The actual data collection has taken place by us systematizing our work in an activity log, as well as writing reflection logs after our meetings with the school. Methodologically, this is within the field of introspection. Furthermore, we also collect data from a school that we collaborate with. According to Andvig's 70, in Hummelvold, Andvig and Lyberg, critical reflection in open dialogue with all actors is an important aspect of action research. When participants, co-researchers and researchers reflect together on what is happening between them, and how they understand what is happening, it helps to even out the balance of power (Andvig 2010, p. 70). We will place the greatest emphasis on our findings in collaboration with the school at the Nera conference 2022 to make visible how we are perceived as partners in addition to our experiences of conducting action research for the first time.

Network: School Development

Title of paper: Special educational provision in structurally disadvantaged and multicultural settings

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Abstract:

The research contributes to the field of school development, intending to reveal structural and social processes that influence the special educational provision in structurally disadvantaged and multicultural settings.

In Sweden, schools with long lasting high levels of school failure are often located in structurally disadvantaged neighborhoods that in turn often house more children of migrants relatively to the city or municipality as a whole. Swedish school authorities as well as educational researchers have pointed out as one reason of the prolonged failure that these schools don't work enough with special educational provision and special support.

Given previous Swedish research as well as historical educational research regarding the educational system in relation to multicultural societies, we know there is a higher probability that schools in such societies adopt a position of attributing blame for school failure on the cultural belonging of the student and its' family (Deschenes et al. 2001). This buys in on one side of a basic cleavage of positions or views on special educational needs. We have on the one hand placing the responsibility of school failure on the school's organization, curricula, teachers, leadership etc. and on the other hand the position of blaming the failing individuals moral, enlightenment, impairment, illness etc. (ibid; Skrtic 1991; Nilholm 2005). One example from previous Swedish research in multicultural schools, is that teachers tend to attribute school failure to the children's family and their lack of education or cultural and linguistic understanding. Sometimes pointing at a presumed unwillingness from the caregivers' side to engage in their children's education, attend meetings, etc. (Elmeroth 2018).

Results from the first study of the research project will be presented at NERA. It is a content analysis that will be followed by several studies based on critical ethnography. Nine municipalities with failing schools will be analyzed through their plans and policies for their schools' special educational provision, as well as applications for government funding for extraordinary special educational interventions. The subsequent studies will continue the research using critical ethnographic methods on field studies at the schools, observing how special

educational provision is influenced by social processes and constructions of groups and individuals, discourses and policy.

It is expected that the initial study will provide an overview of the diversity of types of special educational provision chosen by the municipality organizers and the differing rationales behind. The nine municipalities will be of similar demographic and economic characteristics (median Swedish municipalities) organizing schools with similar failure rates (>1/5 not passing ninth grade) located in structural disadvantaged neighborhoods.

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Network: School Development

Title of paper: Supporting positive identity development and increasing well-being through Study with Strength intervention

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Abstract:

The pressure on the students to perform well and graduate in time increases at the same time as mental health problems are growing both internationally (Hunt & Eisenberg, 2010; Storrie et al., 2010) and in Finland. Burnout among students in Finnish upper secondary schools have increased substantially and 18% of the females and 10% of the males meet burnout criteria (Ministry of Education and Culture 2017). Furthermore, 75% of the students' emotions are negative such as stress, anxiety, resignation, and fatigue. Research shows that adolescence is crucial for socio-emotional competence development (Yeager, 2017). The adolescents should be equipped with skills needed to take charge of their own life (Larson, 2000). The aim of this study is to explore the effects of a positive psychology intervention (PPI) on upper secondary school students' self-reported well-being in school and daily life. The aim is also to analyse how the intervention may affect or support the students' identity development. Nine upper secondary schools in Finland participated in the PPI, offered as a regular course, Study with Strength, in the curriculum. The schools represented a geographic dispersal as well as a socioeconomic variety. Study with Strength is based on positive psychology and the PERMA theory of wellbeing (Seligman, 2011), as well as cognitive behavioral therapy and acceptance and commitment therapy. The course lessons include theory and practice, group discussions, self-reflections and individual writing. This particular study focused on the qualitative data and consisted of semi-structured interviews with students taking part in the PPI in autumn 2020 and spring 2021. The interviews were analysed using qualitative inductive content analysis (Fingeld-Connert, 2014; Hsieh & Shannon, 2005). Seven themes were consequently identified: 1) cognition/mindset; 2) positive emotions; 3) self-knowledge; 4) self-compassion; 5) values; 6) strengths; 7) relationships. As the interviewees often reflected on their personal development, self-knowledge, self-concept and self-esteem, identity development emerged as a distinct feature throughout the analysis and is therefore identified as the main theme and themes 1-7 as subthemes in this study. The results show that Study with Strength can support adolescents in their well-being and positive identity development. More detailed results will be presented. This study is relevant to Nordic educational research as it is the first in Finland to introduce a research-based course that can be continuously used in schools. Feedback and inquiries from schools show there is

a high demand for similar courses. Study with Strength has also reached outside Finland, and is offered in two schools in Sweden where we also collect research data. This study is significant for deepening our understanding of how research-based interventions can support adolescents in Nordic school contexts.

Network: School Development

Title of paper: How do Professionals in Preschools Perceive and Deal with a National School Improvement Initiative in Local Pedagogical Practices? The Swedish Example: Collaboration for Better Schools

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Abstract:

Research topic and aim

National school authorities regularly introduce new policies to be realized in local pedagogical practices, in schools and preschools. Regarding preschool, one example of this global policy trend is Swedish National Agency for Education's school improvement initiative "Collaboration for Better Schools" (CBS), which this paper addresses. CBS is supposed to increase so-called management by objectives, children's achievement and equality across preschools. By supporting close dialogues between national and local authorities and preschools (SNAE, 2019), this initiative can be seen as a way to intervene in preschools' internal work. However, earlier national and international research has shown that large national initiatives like CBS, are not unproblematic to realize in local pedagogical practices (e.g., Hopkins et al., 2014; Håkansson & Sundberg, 2016). Although CBS is a large-scale national initiative, research is still sparse in this respect. When it comes to preschool, there seems to be no studies at all. The purpose of this paper is to analyze and discuss how principals and pedagogues navigate top-down versus bottom-up management while transforming the initiative CBS into local preschool practices.

Theoretical framework

The theory of practice architectures in which actors and structures are interlinked is used as a theoretical point of departure for this paper. This theory makes it possible to explore what happens in pedagogical practices and the circumstances under which they happen. Thus, the central question, "what happens here?", can be answered by exploring the participants' actions, 'sayings', 'doings' and 'relatings' and the surrounding structures while transforming CBS into the local preschool practices.

Methodological design

CBS is a three-year initiative (2021-2023), and this paper draws on data collection during spring 2022. The study is based on qualitative data collected via observations and semi-structured interviews with pedagogues and principals in five preschools in a Swedish municipality. The analysis of the data followed procedures for a qualitative content analysis and was guided by the theory of practice architectures.

In accordance with ethical principles informed and written consent was obtained. Participation was voluntary, and the participants had the opportunity to withdraw from the study at any time. The participants were anonymized.

Expected findings

Expected findings concern how the informants communicate about CBS, how they organize the work and how they carry out practical activities. In addition, the results might show how informants deal with potential possibilities and difficulties when transforming CBS into the local pedagogical practices.

Relevance to Nordic educational research

In Nordic countries similar national political initiatives as CBS are being carried out, and there is a general interest in showing how centrally formulated policies are perceived and dealt with in local pedagogical practices. Contributing to increased knowledge of this topic can also provide a basis of dialogues concerning changed demands on pedagogical practices, in terms of so-called management by objectives and children's academic achievements.

Network: School Development

Title of paper: Teachers' action research as a case of social learning: Exploring learning at boundaries

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Abstract:

Historically there has been a debate on teacher research and knowledge production and its legitimacy in relation to educational research (cf. Groundwater-Smith and Mockler, 2009). In order to gain a deeper understanding of knowledge exchange practices between educational research and school development, rather than describing differences between academic research and teacher research (cf. Sachs, 1997), the aims of this study are twofold: 1) to apply a social learning theory to describe teachers' analytical work within action research as a learning process, and 2) to identify brokering and boundary processes as the process unfolds in practice with the support of the professional development leader who also work as a doctoral student.

To do this Wenger's (1998, 2000) conceptual framework is used to describe and understand the social learning system at play. The theory defines learning as an interplay between social competence and personal experience and thus, learning in practice requires participation in communities of practice (CoP). To understand social learning systems, Wenger proposes three structuring elements defined as: communities of practice, identities shaped by participation in CoP's and boundary processes between CoP's. Boundaries between CoP's are not to be seen in a negative sense according to Wenger, rather they can be used to identify differences in ways of working within CoP's and help bridging between them. In this article, boundary objects and boundary practices are identified and described in order to explore knowledge exchange when aligning a scientific approach with development of classroom practices.

The research design can be described as a case study of an upper secondary school in Sweden. The selection of the school is based on the interest in, and the organisation for development work and action research. The analysis is based on audio recordings from the professional development practice, the professional development leader/researcher's log notes, empirical evidence generated by the teachers and teachers' reports.

Expected findings will highlight important and critical brokering activities in teacher-researcher collaboration when trying to improve and research practice simultaneously. Knowing more about knowledge exchange practices between educational research and school development will contribute to a deeper understanding on how to learn from practice-based research projects, both as researchers and school practitioners.

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Network: School Development

Title of paper: Higher education and schools in partnership: Expectation, understanding and negotiation of the decentralized competency development project (DECOMP)

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Abstract:

Internationally, there has been and still is a focus on equal opportunity for education. Translated into a national setting, the Norwegian authorities have regulated and implemented a series of changes during the past decade, with the purpose of developing equal quality in education in Norwegian schools. In more recent years, the authorities have stimulated competence development that springs from a local need (Meld. St. 21 (2016-2017)), offering prospect for local transformation. One of the criteria for this, is that the development is research based. Through partnership with institutions in higher education (HE), schools work with process-based school development. As a relatively new arena for collaboration, the decentralized competency development project (DECOMP) requires a process-oriented and negotiation-based collaboration between HE and the field of practice, where one goal is that the partnership also strengthen the teacher education.

Previous research on DECOMP shows that teachers experience limited access to information as well as limited influence ahead of the process. However, teachers express opportunities for influence along the way combined with the experience of the project's relevance (Fylkesnes and Lindahl, 2021). DECOMP stimulates a co-existing, open and innovative process where the key questions are: what can DECOMP become and what is the parties aim when developing competence together (Reinertsen and Hafstad, 2021, Reintertsen and Roos, 2021).

This paper seeks to explore the opportunities, challenges and consequences the partnership has for the teacher education. Specifically, we investigate how the negotiation takes place, what the understanding of DECOMP is, and what kind of expectations are expressed in the first meeting between the different stakeholders. We discuss what kind of consequences the partnership and the expressed expectations from schools has for HE, especially regarding faculty's tasks and competence. Our research questions are: How can we understand the negotiation of the DECOMP partnership that is placed in the meeting between schools, school owners and HE faculty? And what consequences can the negotiation have for HE faculty's work? The method is based on data collected from audio recordings of five

“first meetings” in the partnership with representatives from schools and a HE. The findings will be analyzed with the use of the third-generation activity theory (Engeström, 2005).

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Network: School Development

Title of paper: «There is no quick fix» - school leaders change strategies in implementation of a program against bullying

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Abstract:

Reasearch topic/ aim

The theme of this study is how three upper secondary schools have implemented a programme, The school's response team against bullying (SIM). In this presentation I focus on how leaders facilitate the process to improve the school environment, by preventing and counter bullying at the school level. The aim is to develop new knowledge on how school leaders can contribute to develop new and better practice to achieve their major goals in new settings.

Theoretical framework

Leadership is a decisive factor for the culture in school, where the principal influences are practiced through his choices and priorities (Schein, 1987). The theoretical framework for this study is based on, core components in implementation theory (Durlak, 2016). I have developed a theoretical approach that can aid our understanding of the practices I have researched. To view the connection between professional development and effective implementation, I use implementation theory lightened with Fullan and Quinn's (2017) right drivers in action for schools.

Methodical design

The presentation is based on a qualitative study, focusing on school's implementation of a prepared program. The empirical material is gathered through six group interviews with teachers and leaders. A total of 27 informants participated. In the analysis, we had a deductive approach with a theory-driven content analysis of the interviews.

Expected conclusions/findings

Findings from this study show that the leadership has been more of an assimilation process, where SIM has been adapted to existing schemes, than an accommodation process, that existing schemes have been adapted to SIM. Parts of the program fits well with what already exists in school's practice; it is expanded.

Relevance to Nordic educational research

Research on school development has been extensive, both nationally and internationally, the last 20-30 years. Translation from research to practice is a key challenge and programs are not always implemented well enough in new settings to achieve their major goals (Durlak, 2016). The study, as hosted, can provide schools which struggle a chance to learn from the schools that have come further in their work. The result is not a recipe, but more optics to see and understand their own practice.

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Network: School Development

Title of paper: Scenario: A New Approach to the Research on Future of Education

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Abstract:

Facing the uncertainty of the future, how to grasp the key and non key changes is a difficult problem for future educational research. As a new perspective and method of future educational research, scene has solved this problem well and attracted the attention of more and more scholars all over the world. Therefore, this study expounds the connotation and basic attributes of the scene, quotes and analyzes the typical cases of international future education research from the perspective and research methods of the scene, and applies the scene method to many middle schools in Shanghai, Zhejiang, Jiangsu and other places in China, in order to localize the method and model in China's context and national conditions, Make it a scientific and effective method and tool to improve the quality of future education in schools and local areas.

This study uses the complex system theory as the theoretical perspective. The complex system theory makes us realize that the future school education is in a nonlinear, generative, evolutionary and always in motion process, and the development of school reform may also have a variety of directions and forms.

This study uses the scene method as the research method. The scenario is "a set of hypothetical events set in the future to clarify possible causal chains and their decision points". This study critically uses the future school education scenario description framework used in the OECD back to the future of Education: four OECD scenarios for learning released in 2020. It conducts research in multiple middle schools in Shanghai, Zhejiang, Jiangsu and other places in China, concentrating school leaders, middle-level cadres, young teachers, local education department personnel and community related personnel in the same place, Discuss and describe the future development of school and local education, collect some scales, charts and keywords, analyze them and draw conclusions.

This study found that the scene method can better present the expectations, concerns and suggestions of various subjects inside and outside the school (such as school leaders, middle-level cadres, young teachers, education department personnel and community related personnel) for the future education of the school and local governments. Scene method is also an important way to make all subjects communicate and integrate their views. The scenario method can not only make the results of local future education more scientific and accurate, but also make it more free and democratic in the process. In addition, there will be some historical and

cultural problems in the practice of scenario method in different countries. For example, in China, participants will be more inclined to listen to the opinions of high-ranking leaders or government personnel in the group.

Nordic, as a region with rapid development of future education, more relevant research and higher education quality, has a lot of advanced experience in future education research and school education reform. This study can further explore the value of scene method to Nordic and even the world in comparison.

Network: School Development

Title of paper: Can national inspection lead to learning and a change of practice in schools?

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Abstract:

Inspections shall, to a higher degree than before, assess the school's practice not only with regards to the law but also with regards to how the schools ensure that all the students benefit from the learning (Hall 2018). The purpose of the project is to assess whether the County Governor's warnings about inspections and the processes around said inspections, has led to changes or learning of practice in schools outside the scope of mapping whether or not today's practise is within the law.

Skedsmo, Mausethaugen (2017) documents the need for further research on how the inspections work in Norway. In light of inspections and how teachers work with adapted education, this research project may serve as a contribution to reflection and the changing of pedagogical practices, and thereby strengthen the quality of teaching.

The project is based on a system-theoretical perspective where the different levels impact one another. A good interaction will probably strengthen how the students benefit from the teaching. Single-loop learning focuses mainly on the adjustment of existing routines or procedures, by correcting anomalies or mistakes (Kaufmann and Kaufmann 2005) Argyris and Schön (1978) indicate that if a change of practice or theory of action is to happen, then you need double-loop learning. This is often based on single-loop learning, and the contributors in the system question and reflect over the methods of working, routines and procedures (Kaufmann and Kaufmann 2005). Inspection and amendments to the law are a form of external amendment signal. The headmaster then functions as a translator who aims to design and translate the amendments in a language form and context suited for school.

Through a phenomenological approach, we will examine schools experience with and understanding of inspections connected to adapted education and special education. It is common in phenomenological studies, to make use of qualitative interviews to reflect together with the informants. We wish to carry out semi-structured interviews with the head of school and two teachers that have had inspections I 2012, the interviews will be carried out in December and January 2019-2020, and we will also have a document study of inspection rapports.

Through an empirical approach, we will examine whether inspection can lead to a change of practice with regards to adapted education and special education. An interesting aspect is whether inspection only involves the headmaster or leads to processes that also involve the teachers. If inspections are to lead to permanent change and learning, then the teachers must be involved. In this case, the headmaster's role as a translator will be central.

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Network: School Development

Title of paper:

Teacher-driven school development: What do teachers want to change - and why?

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Abstract:

The current study was carried out within the frames of a Research and Development Program - Teachers' practice and profession -, which lasted between 2018-2021. Approximately 200 Swedish teachers, principals and local education administrators participated in the program, whose overall purpose was to develop a research-based collegial approach among teachers at local schools, so that they increasingly would come to formulate and solve their own teaching-related problems. Action research and action learning were used as tools and theoretical framework in the program, and approximately 400 action research studies were conducted by teachers during the program's three years. Three researchers were connected to the program, to supervise participants and conduct research on various aspects of the program's implementation.

The study presented here is one of the research studies in the program. It aims to deepen our knowledge about teacher-driven school development through the following RQs:

- Which teaching-related problems do teachers address in their classroom practice, when they are free to choose by themselves?
- Why do they choose to address these particular problems, and what do they want to achieve with the actions they implement?

The empirical data consist of 118 teachers' responses to a questionnaire conducted in connection with teachers' selection of problem areas half year into the program. In the questionnaire, teachers were asked to:

- 1) Describe in detail the problem area and the aspect of practice that they intended to change/develop, and the motives for this
- 2) State their research question
- 3) Describe in more detail their planned actions

Data was analyzed using qualitative content analysis in accordance with Graneheim & Lundman's model (2004). The analysis shows that what is experienced as problematic and what teachers want to achieve with their actions is directed towards three main areas: 1) students subject matter knowledge; 2) students' wellbeing; 3) students' classroom behavior and ways of being students. The third category is most frequent, and mirrors how teachers want students who are a) motivated, b) orderly, and c) autonomous. A discussion is conducted regarding teachers' desire to shape 'ideal pupils'. It is, for example, suggested that teachers are influenced by the "hidden curriculum" of the 21st century, and comparisons are made with research on the effects of the last decade's enormous focus on formative assessment, where the same strive for autonomous students can be seen.

Relevance of the study: Over the past decade, a discussion has taken place in several countries – including the Nordic – concerning how researchers and school professionals can collaborate on school development, and how initiatives for local school development should be initiated to greater extent by school professionals. The current study contributes with knowledge about both opportunities and difficulties with teacher-driven school-development.

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Network: School Development

Title of paper: Collegial knowledge-building in dialogues at dialogue conferences

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Co-author(s):

Abstract:

In relation to teachers' professionalism, it is seen as essential that teachers not only practice their knowledge but also contribute to the development of their own knowledge base. In action research the teaching profession's participation in development and research work is emphasized. In Nordic action research, these ideas have also been coloured by a Nordic working life research tradition (Rönnerman et al., 2016). The dialogue is highlighted as a tool for getting theory and practice to communicate with each other. In a Research and Development Program - Teachers' practice and profession -, the overall purpose was to develop a research-based collegial approach among teachers at local schools, through action research. To support collegial knowledge-building, ideas of the dialogue conference was used in seminars where teachers, principals and superintendents discussed how to develop teaching based on action research.

The aim of this study is to better understand what happens in dialogues, where mixed groups of professionals come together to collectively deepen their knowledge of action research. What content do the dialogues contain and can progress between meetings over time be detected?

Methodologically two dialogue meetings that took place early in the program, with a half year in between, were compared. Prior to the first meeting, most teachers had not begun to conduct their own action research studies, but they had followed colleague teachers' (process leaders) studies at their schools. By the second meeting, most of them had started their own studies, which were supervised in groups by process leaders. The empirical material consists of audio recordings from ten groups during their two meetings.

Two preliminary main findings have been identified. First, the participants go from a simplified and technical description of how to understand action research to a more complex picture when their own experiences are brought in. This later face involves a greater degree of confusion when the complexity has become obvious to everyone, but at the same time a sense of confidence because everyone has his/her own experience to lean on. Secondly, the teachers initially focus on their individual work as an important basis for practice- and knowledge development but at the second meeting they focus more on collegial exchange and learning.

The results show the value of creating forums for dialogues, based on Nordic traditions, as a strategy to enhance professional growth. Together with others one's own insecurities when experiencing difficulties can be transformed into confidence, when participants discover that they share similar insecurities. Also, dialogue meeting opens a possibility to build further from one's own experiences and knowledge when seeing the point of sharing with others. This might nurture a process of scaling up from local action research projects to broader school development events when teachers take on an active participation in the knowledge building process for their own profession.

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Network: School Development

Title of paper: Bridges and breaks in a local school organization's work to develop research-based education

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Abstract:

Research-based education has become increasingly important, in Sweden as well as in other Nordic countries. The Swedish School Act explicitly states that all education should rest on scientific basis and proven experience. This has placed new demands on school leaders to foster organizational conditions to promote research-based education in teachers' classroom practices. However, the Education Act's authoritative, but vague, requirements have left local schools to interpret and handle the policy reform in practice. The aim of this study is to analyze and discuss a school organization's learning and transformation to fulfill the assignment regarding research-based education. The study is conducted as an ethnographic case study of a local school municipality which during several years has worked purposively to facilitate enactment of the policy in their organization. Theoretically, the study draws on policy enactment theory (Ball et al, 2012) with emphasis on local context combined with an activity theoretical understanding of organizational learning as an outcome of doing and learning together. Empirical data derive from participant observations, field notes and recordings from recurrent meetings 2019–2021 in a local research and development-group (R&D-group). The group consisted of three school leaders, a scientific leader and an inhouse researcher from the municipality. As researchers we had an active participation with an 'engaged scholarship' approach (Van de Ven, 2018) in the collaborative group. The R&D-group's agenda were characterized by discussions and valuation of previous, ongoing or future activities regarding the assignment. To identify and extract narratives from the data, Mishler's four categories for analysis were used. The approach enabled us to link together individual and organizational narratives as a way to structure past experiences representing organizational memory. The analysis highlights the longitudinal dynamics of continuity and discontinuity, as bridges and breaks, in the organizational learning (Engeström, 2016). Preliminary result indicates that organizational learning to develop a research-based education proceeds in small steps, balancing continuity and discontinuity. Horizontal dissemination of scientific knowledge and attitudes are important, and function as bridging by stimulating creative initiatives. Acts of bridging presupposes new ways of dealing with uncertainty and requires a transformed leadership compliant to variable leading positions and strategies. Results also show the importance of the R&D-group's

function with strategic bridging at several organizational levels. Given that research-based education has become increasingly important in the Nordic countries, the study contributes with an understanding of how structured bridging in organizations can strengthen learning and capacity.

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Network: School Development

Title of paper: A Model for Social Support for Beginning Teachers in Estonian and Finnish Schools

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Abstract:

This study explores the social support models in schools in Finland and Estonia. The study sheds light on how Finnish and Estonian schools have organized social support in the frame of their professional development for beginning teachers. In order to view the various elements in the support models in the schools, a structural framework for understanding social support on different systemic levels in the learning environment in higher education (Cornér, 2020; Pyhältö, 2018, Väisänen, 2019) is adapted into the school environment.

We posed the following research questions: What social support is provided to beginning teachers in schools with minority language instruction in Estonia and Finland? How does the school community perceive the support?

This study sits within a collective case study approach which enables to gain a fuller picture of the close-up reality of the participants' experiences in multiple bounded systems (cases), and allows exploration at the organizational and psycho-social levels (Cohen, Manion & Morrison 2010; Creswell & Poth 2018). In both countries, Estonia and Finland, the cases involve three schools. Twenty semi-structured interviews were made with the school leadership and teachers in the schools.

The study suggests new insights into the organizational culture from the perspective of social support. There are differences in whether the social support is based on individual needs or a systemic school-based implementation involving leadership. These differences also reflect variation in the level of maturity of the social support system of beginning teachers. We identify good practices related to different dimensions of social support for beginning teachers both for the school context as well as for teacher education. The two cases highlight the role of school culture as a defining feature in the social support. Language may play a role in creating a sense of identity but this was not ambiguously the case. Supporting beginning teachers to establish themselves as teachers and to remain in the profession is a question that requires attention in the Nordic countries. Minority-language instruction schools have gained less attention than majority language schools. This study highlights the intersection of social support, school culture and language identity.

Keywords: Social support models, beginning teachers, schools, case studies

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Network: School Development

Title of paper: Factors to consider when performing implementation of innovations in Nordic school settings – a comparative evaluation of two implementation projects

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Abstract:

The aim of the research is to investigate teachers' experiences of implementation processes during the introduction of organizational change or school intervention programs. In this study, the aim is to compare the findings of two studies investigating expressed barriers and facilitators by school staff in two distinct implementation projects in Swedish school settings. The Theoretical Domains Framework (TDF; Atkins et al., 2017) is applied as a theoretical guide.

The first study covers a six-month implementation project of a new didactic practice (theme-based cooperative learning, CL) in two kindergarten classrooms at one Swedish school. The kindergarten teachers (N=6) were interviewed in three group interviews; before, during, and after the implementation of the project. Using thematic analysis, barriers and facilitators were identified throughout the project (Fohlin et al., 2021). The second study examines a research project of a framework aimed at positive school climate and reducing negative behaviors (IBIS, Nylén et al., 2021). School staff (N=127) from 11 schools (kindergarten to grade nine) who participated in the project responded to the survey Determinants of Implementation Behavior Questionnaire in School settings (DIBQs), a 91 items questionnaire that investigated teachers' perceptions of barriers and facilitators in working with the program. The questionnaire was statistically evaluated with confirmatory factor analysis for model fit, as well as evaluated for descriptive statistics presenting potential barriers and facilitators.

The results showed that these implementation projects seemed to have similarities, with overall positive expressions towards the implementation process. Facilitators expressed in both studies include increased collegial support when engaged in the project and the projects having a contextual fit. Factors posing as potential barriers for both studies were issues with time and the skill of performing an adaptation of the project content at instances of lack of time, unmotivated students, or lacking collegial support. Some differences could be related to the project contents, as the two projects targeted different issues. For example, school staff in IBIS reported weak positive feedback from students and colleagues whereas the CL group reported strong positive feedback from students, colleagues, and parents.

This study highlights factors to consider when performing implementations in Swedish school settings. It presents the use of TDF as a guide in both qualitative and

quantitative educational implementations, an innovative approach in the Nordic setting.

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Network: School Development

Title of paper: School design and education

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Abstract:

School design and education

Research topic/aim

We present some preliminary results from a Norwegian Research Council innovation project. The aim is to discuss the interplay between educational goals, school design and pedagogy. School buildings are now designed with more open, flexible learning spaces and modern equipment to create space for a more varied curriculum and facilitate new working methods. However, little is known about how well these new designs support educational goals and whether these physical environments and equipment are used as intended - or are appropriate for users (Mulcahy et al, 2015).

Theoretical framework

Schools are physical spaces where education takes place. Biesta (2019) suppose three domains of educational purposes; qualification, socialization and subjectification. Concerning school design, he asks: how to make room for education? The school building is not a neutral framework; it affects the school day (Kirkeby, 2006). Users of school buildings are not passive recipients of an environment, but responsive actors who give meaning and purpose to a room (Daniels et al, 2019). Thus, school buildings may appear stimulating or limiting for educational purposes for both teachers and a diverse group of pupils (Lackney, 2008; Deed & Lesko, 2015; Saltmarsh et al, 2015).

Methodological design

We conduct qualitative studies in 4 Norwegian municipalities using photovoice and interviews in addition to a literature review and a planned survey.

Expected conclusions/findings

The project seeks to develop knowledge about how schools' physical environments are used and experienced by pupils and teachers, and how this interplay with goals and expectations of education.

Relevance to Nordic educational research

Future school buildings are supposed to make space for new forms of education and stimulate pupils' motivation for learning, support building future competencies, social and personal development and well-being (Ulleberg & Saur, in print). However, there exists limited research on how school design is experienced and influences practices. The paper aims at closing some of this knowledge gap.

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Network: School Development

Title of paper: Innovative school design, innovative educational practice?

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Abstract:

Innovative school design, innovative educational practice?

Preliminary results from a scoping review on the interplay between the physical school design and educational practices

Even though the design of future schools includes more open, flexible learning spaces and modern technologies to enable new educational practices, the relationship between these concepts is still underexplored. Following PRISMA-ScR guidelines, we aimed to conduct a comprehensive scoping review to synthesize both quantitative and qualitative research to examine this relation. Adopting the School Climate Model of Gislason (2010) as our theoretical framework, we examine how different aspects of innovative school designs support or limit student learning, wellbeing, teaching, and school organization. Within this approach, the physical school design is viewed as an enabling or mediating factor within the broad school environment, rather than a static factor that influences its' users (Blackmore et al., 2011; Oblinger, 2006).

Criteria for inclusion were (1) participants are school actors: students, teachers, school management or other school team members (2) studies examining the relationship between the physical school design and learning, teaching, or school organization, (3) studies conducted in primary, middle, or lower secondary schools, and (4) primary studies published in peer-reviewed journals, between 2000-2022, and in English. We conducted searches in the literature databases Avery Index to Architectural Periodicals (21 hits), Education Source (4,241 hits), ERIC (11,615 hits), Design & Applied Arts Index (126 hits), Scopus (9,856 hits), and Web of Science (6,596 hits) in January 2022. To assess the risk of bias within included studies, the McGill Mixed Methods Appraisal Tool (MATT) will be used for assessing the methodological quality of mixed methods and quantitative studies, and the CASP checklist for qualitative studies.

It is expected to visually present a descriptive numerical summary of the relation between different school design aspects and educational practices (i.e., learning, wellbeing, teaching, and school organization). Also, the preliminary results of a qualitative thematic synthesis of the relationship between innovative design and practices will be presented, making a division between innovative school design (e.g.,

open flexible learning spaces and modern technology) and traditional school design (e.g., traditional classrooms and layout), and between innovative educational practices (e.g., 21st-century skills and personalized teaching practices) and traditional educational practices (e.g., teacher-led practices and knowledge transfer).

It is underexplored whether school building designs are aligned to current educational practices, and whether students, teachers, and management use the spaces as intended, or adapt spaces to their needs. This paper aims to contribute to filling this gap of knowledge by providing a comprehensive overview of this interplay. Besides, the findings hopefully provide input to improve the design and adaptation of school facilities to, ultimately, improve students' learning and wellbeing.

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Network: School Development

Title of paper: Education based on scientific knowledge: What does it look like?

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Abstract:

Research topic and aim

'Education should be based on scientific knowledge and proven experience' according to the revised Swedish School Act (SFS 2010:800). Hence, Swedish teachers are obliged by law to provide research -informed teacher practice. The Municipality of Kungsbacka arranged one-semester professional development courses in which principals and middle leaders participated together in the aim of increasing the level of research literacy, in turn to increase the quality of education, based on scientific knowledge.

The aim of the present study is to investigate how scientific knowledge, i.e. findings from education research, gets shaped and visible in teachers' daily practice.

Theoretical framework

Content analysis is used to identify categories of scientifically based methods and approaches which are used by the teachers in their practice.

The theory of knowledge transfer as translation (Røvik, 2016) will be used to investigate the mechanisms used by the teachers as they make use of scientific knowledge to guide their teaching practice.

Methodology

One year after course finish, the teachers replied to a questionnaire on how they had used the course content in their practice. The questionnaire included closed as well as open-ended questions. This information was used to design an interview guide for focus group interviews.

Both data sources were used in content analysis to identify scientifically based methods and approaches used by the teachers in their practice. The data still needs to be analyzed in the framework of knowledge transfer as translation.

Expected results/findings

The analysis of the explicit content resulted in six categories: Models for school and professional development, research literacy, middle leader role, long-term

perspective, 'scientific anchoring', collaborative professional learning (in teacher learning communities).

The teachers' used the term 'scientific anchoring' as a means to describe that they use scientific knowledge in their practice. Hence, this term was used in our analysis, still tentative, as an overall perspective to analyze the data for implicit content. This resulted in two themes; practices which relate indirectly to the students (the practice of middle leaders and of collaborative professional learning) and practices which directly relate to the students (the practices of teacher instruction and student learning environment).

The practice of teacher instruction includes giving the students more verbal space, using research-informed tools to support students struggling to reach the goals and to work on improving relations with and among students. Teacher instruction related outcomes also include confirmation from research on methods and approaches which are already used. The practice of teacher instruction will be further investigated using the translation theory.

Relevance

Similar initiatives to bridge the gap between theory and practice in education can be noted in other Nordic countries as well as world-wide.

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Network: School Development

Title of paper: Ethnographic study of everyday life in an open plan school environment

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Abstract:

Since 2016, education has experienced reforms with respect to guidelines forming the curriculum framework for basic education and school architecture in Finland. New learning spaces are designed to be open, flexible and easily adaptable to the needs of groups of different needs and amount of student.

The introduction of an open and flexible school design is, however, considered to challenge not only the conventional organization of space but also pre-defined structures, routines and interaction practices (e.g. Niemi, 2020). The school culture includes several traditions and settled practices that have become self-evident. Their meanings and consequences aren't often being questioned, which slows down the development of the school culture.

This ethnographic study observes the development of a school culture in an open learning environment at a recently renovated elementary school in Finland. Both, the pupils and the staff have worked at the research school also before the renovation. The development of the school culture is being observed in the light of post-structuralist theories, and Foucauldian discussions of power and discourse, in addition to schemas, behavioral scripts and human agency relating to them. Feminist post-structural mindset (e.g. Davies, 2010) and post-qualitative analysis (St. Pierre, 2020) offers the possibility to observe the school as a multi-dimensional, complex phenomenon. The practice of nomadic research acts as the main method of the study.

I suggest, that the traditional discourses, including the schemas and behavioral scripts of discipline and participation, end up on a collision course with the potential of the new environments. Even though the discourses of an active learner and social learning are recognized, there are opposing discourses that affect how education, interaction and other activities are being carried out inside the school. In other words, activities were organized largely shaped by what the school's architecture had been like, not by its new offerings. The study indicates that the school culture still strongly relies on an idea of learning and education in a peaceful, quiet environment. This means that deep-rooted discursive practices can limit the pedagogical goals of a new

learning space or prevent users from operating flexibly in learning spaces designed to be flexible.

The results of the study also make visible how old traditional discursive practices in new open plan school shapes classroom community structures and peer relationships. Pupils earn the trust of the teacher through obedience, which in turn opens up opportunities to use new material environment more freely. It follows that practices of obedience and the trust between teacher and student value school facilities. The more student have “trust”, the more autonomy they’ll get. This is problematic, because the idea of a “trustworthy” student is discursively produced.

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Network: School Development

Title of paper: Making collaboration work- municipality and university joined in creating a postgraduate programme for teachers

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Abstract:

Research topic/aim

The growing interest in practice-based research has increased the demands for collaboration in the educational sector. However, collaboration is complex and entails challenges that must be addressed to thrive with collaborative activities. After teaching and research, collaboration with the surrounding society constitutes the third mission for universities. Consequently, universities are involved in various collaborative activities, some of which are related to municipal education. In 2014, a municipality in the north of Sweden wished to develop local schools by increasing teacher scholarship through a master's programme for teachers, focusing on practice-based research and school development. The programme was created in collaboration between the municipality and a nearby university. This study aims to discuss and critically examine collaboration activities when the municipality and the university jointly created a master's programme for teachers. What challenges arose when actors representing the municipality and university collaborated in creating the programme? What strategies and negotiations did the actors use to handle the emerging challenges?

Theoretical framework

The theoretical framework of this study is based on policy enactment (Ball et al., 2012) and activity theory (Engeström, 1987, 2016).

Methodology/research design

The empirical material consists of documents concerning the collaboration activities (meeting notes, letters of intent, collaboration agreement, strategic documents) and four semi-structured interviews, with three representatives from the university and one from the municipality. The analysis process included linguistic and meaning analysis (Kvale & Brinkmann, 2014). Essential for the analysis process was the categorization of discursive manifestations developed by Engeström and Sannino (2011) to address different tensions emerging in activity systems as changes occur.

Expected results/findings

The result shows that the studied collaborative activities entailed challenges concerning symmetrical relations, collaborative spaces, structures and rules, incentives, and various elements striving for control. The actors used different strategies to meet those challenges, such as linguistic strategies, support measures, visualization, position power, and flexibility.

Relevance to Nordic educational research

The growing interest in practice-based research in Nordic countries, and increased demands for collaboration in the educational sector, create a need for research on collaborative activities in a Nordic context. This study contributes to the knowledge about challenges and strategies when collaborating on a shared object.

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Network: School Development

Title of paper: Mediating tools in inter-professional quality dialogue meetings within a local educational administration

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Co-author(s):

Abstract:

Decentralized Nordic education systems have generated several locally adjusted organizational routines for school improvement. Routines aimed at inter-professional knowledge work are of importance since professionals and managers have separate and shared responsibilities for educational quality. One tool in most Swedish local administrations' quality work is thus regularly arranged dialogue meetings where managers and professionals at different levels meet to discuss educational quality (Skolverket, 2021). Recent Nordic studies (Henriksen & Paulsen, 2021; Håkansson & Adolfsson, 2021; Prøitz, et al. 2021) have shown the importance of the inter-professional dialogue and that much is at play in the dialogue. However, there is need for more knowledge on what tools mediate the dialogue, and how.

The purpose of this paper presentation is to discuss tentative results from an activity theoretical case study on mediating tools in annual quality dialogue meetings between managers and professionals at local authoritative level and at preschool units. In Cultural-Theoretical Activity Theory, CHAT, the unit of analysis is the activity system which is made up of several elements. Collective actions of subject and community are directed towards an object and mediated by tools, rules, and division of labour. This study investigates what mediating tools can be discerned, how they mediate the dialogue, and possible contradictions between tools and other elements within the activity system.

Data has been sampled at four dialogue meetings within the same local educational administration with responsibility for municipal preschools. Meetings were led by four different area managers who arranged the meetings differently, yet all lasted for approximately 3-3,5 hours. Primary data for the analysis has been observation guides and audio recordings from the meetings as well as transcribed interviews with participants. Secondary data, consisting of documents used during meetings, the researcher's field notes and written individual reflections from all participants, have also contributed to the analysis.

Preliminary results show how quality reports, statistical data, and classroom visits mediate the dialogue, but also more personal attributes such as clothes, gestures,

and eye-contact. Furthermore, preliminary results show that there are contradictions within the activity system, since intended tools instead function as rules.

This study builds on findings in recent studies on inter-professional quality dialogues in Nordic countries yet gives in-depth knowledge about mediating tools in the dialogue.

Keywords: Educational leadership, Quality work, Dialogue, Activity theory, Mediating tools

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SYMPOSIA

SYMPOSIUM 1

Network: Early Childhood Research

Title of Symposium: Early Childhood Teacher Education in Change: Researching Our Own Practice in Higher Education

Chair of Symposium: Terese Wilhelmsen

Organisation: University of South-Eastern Norway

E-mail: terese.wilhelmsen@usn.no

Discussants: N.N.

The symposium consists of 4 presentations

Abstract for symposium:

As teacher educators in early childhood teacher education we are required to work systematically to improve students' learning, the effectiveness of our teaching, and the quality of the educational program as a whole. This symposium is based on our work with a scientific anthology titled "Early Childhood Teacher Education in Change - Researching Your Own Practice in Higher Education" (in Norwegian "Barnehagelærerutdanning i endring - å forske på egen praksis i høyere utdanning"). In the anthology, all contributors examine different aspects of ECTE, students' learning and teacher educators' teaching practice. In working with the anthology, we have been inspired by the question: What forms can R&D projects in early childhood teacher education take? One purpose of the anthology was to inspire new R & D projects that can create new understandings on how we can improve students' learning, the effectiveness of our teaching, and maybe even a better understanding of what early childhood teacher education can be in the future. There is also an ethical aspect of research into teacher education. Specifically, we as teacher educators should teach in ways that align with the learning expectations we have for our students. If we expect our students to partake in reflective praxis throughout their education, and beyond, as early childhood teachers, we should model such reflective praxis in our own teaching and our continued development as teachers educators.

In this symposium, we present some of the thought-provoking R & D projects represented in the upcoming anthology. The various contributions shed light on the issues of: the researcher's own teaching, working systematically with course evaluation and students' feedback, students' experiences with the transition from upper secondary school to higher education, critical perspectives of engaging third year students as co-researchers, and students' experiences with a pedagogical learning app and its potential to increase student teachers' learning outcome.

Title of first presentation: 'You can't please them all'

First author / presenter: Henriette Oseth-Andersen

Co-authors:

Abstract for the first presentation:

Student evaluation is considered an important strategy for quality work in higher education. Teacher educators are therefore encouraged to use systematic student evaluation as a part of their quality work in education. The purpose of the article is to enlighten different dilemmas and challenges with student evaluation in the education of kindergarten teachers. The teacher educator's experience is influenced by insecurity with the evaluation process, both in choice of tools and in how to optimize their own educational practice using student feedback. The qualitative research approach is based on reflective practice research as a method. The data is based on narrative analysis of one teacher educator's experience with student evaluation. The study shows that the evaluation framework, the student's, and the teacher educator's emotional attitude, as well as attainment of the evaluation material, can all be premises that contribute to creating challenges for student evaluation. Summarized, the study has shown a clear need for a more complex approach to student evaluation than previously practiced. If student evaluation is to contribute to improvement, then evaluation tools giving applicable data, and contributing to discussions and reflections, are necessary, in both the student and subject groups.

Title of second presentation: "But I have learned along the way ... and learned quickly too!" Students Perceptions about Transition into Early Childhood Teacher Education

First author / presenter: Torhild Erika Høydalsvik

Co-authors: Hilde Gry Leer-Salvesen

Abstract for the second presentation:

This study aims to focus on the student's transition into the first term of teacher education. Through previous analyzes of students' narratives, we have found that this transition can be challenging. Our field of research is precisely this socialization where transitions go from upper secondary school to teacher education and where the students encounter new terminologies, theory, and they are supposed to reflect in academic texts. During the times of Covid-19 they have also been exposed to digital education and hence new ways of learning and socializing.

In a self-study design, we went into the data material of 32 student-narratives with the research question of how teacher educators and the universities' programmes can to a greater extent facilitate the student's transition to early childhood teacher education. The students were asked to write what starting challenges they have experienced during the first term. The data material consists of 26 students from the part-time education and 6 full-time students, all the narratives collected at the beginning of January 2019 and at the end of December 2020. The students in this sample had just finished their first term, and no one had studied more than one year before this term. In the analysis, we as researchers and teacher educators have interpreted some innovative features that can further develop teacher education.

Qualitative opinion analysis has been conducted through reading, re-reading, categorizing, and re-categorizing. We have found two critical factors that can increase the chances that the first-year student will have a good transition to early childhood teacher education. Through interpretation of the two main categories (1) start-up challenges, and (2) mastery in times of crisis, our findings point out that teacher educators must also give the dimension "student transition" attention in planning, evaluation and has to be highlighted in further educational research. Our second finding provides new knowledge about transition as a socio-cultural process, but also what the future teacher needs in terms of competence and the meanings of student participation and student-active learning methods - not least during crises and pandemics. The study's findings are presented and discussed in the light of transition theory, educational theory, and earlier studies, to further develop the knowledge base for teacher education and our competence as teacher educators. The authors collaborate with a research group in the universities in Jaén and Granada in Spain, that do similar analyses in their universities.

Keywords: Transition, student teacher, narrative method, covid-19, self-study design, digital teaching

Title of third presentation: «But I have no idea what you're talking about!» A critical perspective on ECEC teacher students' participation in educational research

First author / presenter: Ingunn S. Sell

Co-authors: .

Abstract for the third presentation:

This presentation is based on an interest in how educators can facilitate active engagement in educational research for early childhood education and care teacher students. Data consists of group conversations with final year students. Through critical perspectives the discussion explores possibilities and challenges of students as active research participants. The empirical material indicates that students are unfamiliar with research participation and that turning students' role from being objects of research to being active research participants can be challenging. The study discusses how the researcher's role may be challenged in research collaboration with students. The discussion highlights which part different frame factors and students' prerequisites play regarding their research participation. A critical approach may contribute to challenge existing discourses and understandings of what students' participation in research may be, and an implication of this study is that educators' role in early childhood education and care teacher education can be understood in other perspectives than in the «traditional» role of a teacher and researcher.

Title of fourth presentation: The early childhood student teachers' views on a pedagogical learning app about physical play

First author / presenter: Synnøve Eikeland

Co-authors: Tuula H. Skarstein

Abstract for the presentation:

The aim of this study was to examine Norwegian early childhood (EC) students' experiences with the pedagogical learning app, Bevegelseslek, and their views on its potential to increase student teachers' learning outcome in physical education in EC teacher education. The learning app is designed to function as a pedagogical tool in the practical planning and facilitation of physical play in kindergarten and consists of films that illustrate children's play in this setting, short descriptions, and didactic reflection questions (Eikeland, 2018). Mobile technology has become popular all over the world with a wide specter of users, including students from all levels of education. This has led to new opportunities to facilitate learning, and the use of digital tools and technology is encouraged in educational policy documents. Digitalization of learning resources can make different kinds of learning materials more accessible to students, for example, text, images, sound recordings, and video clips. However, little research has been done on mobile learning, and it is a challenge to gain evidence based knowledge about the use of mobile technology in educational context, because research strives to keep up with the rapidly changing technology (Kucirkova et al., 2019). In the present study, 80 EC student teachers answered a questionnaire, containing both closed and open-ended questions, on their use of the Bevegelseslek app and their views on its potential for enhancing their learning. The results suggest that the students are in general positive to the app as a learning tool and think that the app has potential to increase their learning outcome. Most of the students have used the app in connection with a compulsory assignment within physical education classes and a one fourth have used it during their practical training periods in kindergartens and other teaching. Almost half of the students believe that the app has increased their motivation to learn. Some of the reasons they refer to are that the app has created variation in teaching, the app has been easy to use and supported the students to discover links between theory and practice. EC student teachers are a diverse group of students, and they have different needs for using the learning app. The students emphasize, among other things, that the app has given them a good overview of different ways to accommodate physical play and it has been a support for students with diverse cultural backgrounds to understand different children's games in a Norwegian context. This study contributes to the discussion on the potential of mobile technology to facilitate learning, a field with relatively little previous research.

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SYMPOSIUM 2

Network: Early Childhood Research

Title of Symposium: Long-term consequences of the COVID-19 pandemic for ECEC institutions in Norway

Chair of Symposium: Ellen Os

Organisation: Oslo Metropolitan university

E-mail: os@oslomet.no

Discussants:

The symposium consists of 3 presentations

Abstract for symposium:

This symposium will illuminate and discuss consequences of the Covid pandemic and infection control regulations for the everyday life for children, teachers, and head teachers and for the steering dialogue between Norwegian municipalities and Early Childhood Education and Care (ECEC) institutions during different phases in the pandemic.

In the symposium we will present results from a study in ECEC conducted twice during the covid-19 pandemic. The research was commissioned by Norwegian Directorate for Education and Training.

Since the lock-down of the of society and the kindergartens the 12th of March 2020, through the reopening phase and to the present time, kindergartens have had to adapt to shifting and pervasive changes in organizing everyday life. Strict hygiene practice, contact restrictions, more outdoor activities, and other efforts to limit contamination, have proved to be challenging for head teachers, teachers, children, and parents in kindergartens. Throughout this period there has been an increased sick leaves among staff, lack of substitute teachers followed by escalating fatigue and exhaustion in kindergarten staff.

The research presented in this symposium are parts of a longitudinal study with a mixed method design. Data were collected during autumn 2020 and spring 2022. The methods in the first round of the study included surveys to local authorities and head teachers, interviews with parents, focus groups with teachers, walking-along interviews/guided tours with children and video logs from teachers. In this part of the study the focus was twofold: on the steering dialogue between municipalities and ECEC institutions and on the participants' descriptions of their everyday life during the first phases of the pandemic. In the second round of the study, we conducted updated versions of the two surveys, as well as vlogs and focus group interviews with teachers concerning their professional situation and their total challenges in the later

part of the pandemic during spring 2022. In addition, they were asked to reflect on the impact the situation had on children and parents.

This symposium will emphasize consequences of pandemic and the following regulations for the everyday life for children, teachers, parents during different phases in the pandemic, and how regulations were communicated to different levels in society from government to head teachers in ECEC institutions.

Title of first presentation: Leadership roles in ECEC institutions during crisis

First author / presenter: Trine Myrvold

Co-authors:

Abstract for the first presentation:

Research topic/aim

Covid-19 is a unique crisis. However, the governing of the situation resembles crises management more generally (Boin og 't Hart 2010; Fimreite et.al. 2014). In most European countries, governments closed schools and kindergartens when the spread of the virus reached a certain level (Toshkov et.al. 2020:2). In Norway kindergartens' regular activities were closed down for five weeks, subsequently they opened with severe restrictions to prevent contagion.

This paper presents results from a project financed by the Norwegian Directorate of Education. Based on data from a survey addressed to kindergarten head teachers in 2020 and 2022, the paper explores the role of the head teacher during the crisis. How are different aspects of head teachers' leadership roles changed and reinforced in face of the Covid-19 situation?

Theoretical framework

Previous research has pointed out the head teacher's tripartite leadership role: pedagogical leadership, administrative leadership and personnel management (Roness 2001). A fourth may be added, namely leadership of the kindergarten's relationship to the environment (Børhaug et al. 2011; Børhaug & Lotsberg 2010). Moreover, educational leadership practice is often seen as distributed practice that involves formal and informal leaders (Spillane et al. 2001). The paper discusses how the Covid crisis activates these leadership practices. Finally, we ask whether the multiple leadership function of the head teacher reflects recognition of kindergartens' importance in the local community beyond the Covid crisis.

Methodology/research design

This study is part of a mixed-method design research project also including focus group interviews with teachers and parents, vlogs and interviews with children (Os et al 2021). This paper draws upon results from two rounds of surveys to kindergarten head teachers. The first survey was conducted in the autumn of 2020 (N=222), whereas the second survey will be launched in March 2022. The surveys contain questions about the kindergarten's handling of the crisis, including dialogue and cooperation with local authorities, parents and relevant services, as well as personnel management and organization of everyday activities. In addition to quantitative data, there are several open-ended questions resulting in a rich qualitative material.

Expected results/findings

Results from the first round of the survey show that personnel management and head teacher's cooperation with external actors seem to be particularly deepened during the Covid crisis. Moreover, kindergarten leadership appears to be less distributed in this situation. The crisis calls for a clearer role of authority both within the kindergarten and in the kindergarten's contact with external actors.

Relevance to Nordic educational research

Covid-19 hit all Nordic countries, even if the governments' responses varied somewhat across nations. Our study is relevant both because it deepens the understanding of leadership roles in kindergartens more generally and because it illuminates the role of kindergartens in the local community during crises.

Title of second presentation: The Covid-19 crisis: challenges for multi-level and cross-sectoral governance

First author / presenter: Trine Myrvold

Co-authors:

Abstract for the second presentation:

Research topic/aim

The Covid-19 crisis is unique, but the governing of the situation resembles crises management more generally (Boin og 't Hart 2010; Fimreite et.al. 2014). In Norway kindergartens' activities were closed down for five weeks, subsequently they opened with severe restrictions to prevent contagion.

This paper presents results from a project financed by the Norwegian Directorate of Education. Based on data from two surveys addressed to municipal leaders and kindergarten head teachers in 2020 and 2022, the paper has a twofold aim: to explore the steering dialogue between the national government, local governments and kindergartens during the crisis, and to discuss measures to ensure cross-sectoral cooperation for the benefit of vulnerable children in this situation. Moreover, we will illuminate possible differences between local governments in these aspects.

Theoretical framework

A complex crisis like Covid-19 demands both multi-level and cross-sectoral governance (Ansell and Torfing 2016; Hooghe and Marks 2003, 2010). No single government level or sector has the power nor resources to meet the challenges alone. A successful and effective strategy depends on cooperation and dialogue. In spite of this interdependency across government levels, each level has some freedom to form it's policies and actions (Bache, Bartles and Flinders 2016). In handling the Covid crisis Norwegian municipalities have been object to hard national regulations, but structural differences between municipalities and differences in infection rates speak for local variations in implementation of the regulations. This paper has a particular focus on local governments' role in the multi-level and cross-sectoral handling of the crisis.

Methodology/research design

This study is part of a mixed-method design research project also including focus group interviews with teachers and parents, vlogs and interviews with children (Os et al 2021). Even if we to some extent use data from surveys to kindergarten head teachers on their perception of the steering dialogue, the main body of data comes from two rounds of surveys to local kindergarten authorities. The surveys contain questions about local authorities' handling of the crisis, including dialogue with national government, kindergartens and relevant local services. The first round of

surveys were conducted in 2020 (Nmunicipalities=200; Nhead teachers=222), whereas the second round of surveys will be launched in March 2022. In addition to quantitative data, both surveys include several open-ended questions resulting in a rich qualitative material.

Expected results/findings

Results from the first survey show that local kindergarten authorities were rather positive in their assessment both of national government's handling of the crisis, of the cooperation between levels of government and with their own and the kindergartens' achievements. In some respects we find differences between local authorities, and between municipal and private kindergartens. The results of the 2022 surveys will prove if these perceptions change over the pandemic period.

Relevance to Nordic educational research

Our study deepens the understanding of how inter-dependencies between levels of government and between different sectors contribute to the functioning of the kindergartens under the crisis.

Title of third presentation: Covid bugs: Consequences of the pandemic for Norwegian ECEC teachers

First author / presenter: Leif Hernes

Co-authors: Nina Winger, Ellen Os, , , .

Abstract for the third presentation:

Research topic/aim

Recent research on COVID-19 illuminates that the pandemic to a large extent has influenced and determined conditions for everyday life in ECEC (Bertram & Pascal, 2021; Os, Myrvold, Danielsen, Hernes, & Winger, 2021; Pramling Samuelsson et al., 2020)).

In Norway ECEC institutions were locked down during spring 2020, with an exception for children of parents with socially critical professions and for children at risk. Since the re-opening in April 2020, there has been multiple, rapidly changing regulations. Staff, parents, and children have been expected to adapt and be loyal to constantly shifting standards; a challenging situation.

Our aim was to study consequences for staff, children, and parents during the first phases of the pandemic and in a long-time perspective. The first part of the study focused on the participant's experiences of a new and demanding situation during the lock-down and re-opening phase. In the second part, we paid attention to the consequences of making extra efforts to create a relatively normal daily life in this long-term "marathon". The main focus in this follow-up study, was to explore teachers' subjective experiences with emphasis on professional motivation and well-being.

Theoretical framework

Perspectives on quality in ECEC are the theoretical basis, with emphasis on how organizational and structural determinants and everyday life are intertwined and define teachers' professional agencies as well as children's possibilities for participation and lived democracy (Katz, 1993; Lister, 2007; Os & Hernes, 2019; Pascal & Bertram, 2021). Perspectives on teachers' well-being as professionals during covid is relevant (Bintliff, 2020; Spiteri, 2021).

Methodology/research design

This qualitative study is part of a mixed method project including nationwide surveys distributed to municipalities and head teachers (Os et al 2021). The research design in the qualitative part was twofold. The first part (2020/21) was a multiple case study (cf. Yin, 2003) including data from nine ECEC groups with a multimethod design; video logs and focus-groups with teachers, interviews with parents, and walking-

along interviews with children. The second part of the study was conducted during spring 2022. This longitudinal approach (see McCoy, 2017) includes video logs and focus-groups with teachers.

According to Norwegian regulations informed consents were obtained from all participants.

Expected results/findings

The first part of the study reveals that all participants have made extraordinary efforts to adapt to shifting and changing conditions even though this has been demanding.

The second part of the study focus mainly on teachers' situation in a long-time perspective. We expected to find that teachers still were dedicated, but possibly increasingly demotivated and was experiencing tendencies of "burn out" and "overload" due to long-lasting, wearing situation. We ask to what degree teachers still are motivated and dedicated. In addition, we are interested in teachers' perceptions of children's participation rights and well-being.

Relevance to Nordic educational research

The study is relevant due to varied experiences during the pandemic in Nordic ECEC and illuminate different ways of handling this extraordinary situations. The results also raise questions concerning quality that can contribute to new perspectives in Nordic ECEC research.

SYMPOSIUM 3

Network: Educational Leadership Network

Title of Symposium: Similarities and differences in Nordic School Leadership and Governance

Chair of Symposium: Helene Ärlestig

Organisation: Centre for principal development

E-mail: Helene.arlestig@umu.se

Discussants: Olof Johansson

The symposium consists of 5 presentations

Abstract for symposium:

This symposium focuses on the school principal's role and prerequisites within the national governance system. In the structure, culture, and history of the Nordic countries, it is easy to find both similarities and differences. In the Nordic education policy context, the ideal for school principalship has traditionally been built upon basic democratic values, such as equality and solidarity. School leaders and teachers have been expected to prepare young people to play constructive roles in a democratic society.

Cooperation and relations in the Nordic countries have rendered to research collaboration, policy borrowing as well as questions on how similar or diverse schools and their leadership and governance are among the countries (Moos et. al. 2007). Since all countries are relatively small, the national governance, as well as international influence, affect the local school to a high extent. Depending on this perspective, the coupling between various governing levels and actors differs (Weick, 1976). By applying a qualitative critical perspective, it is possible to discuss how micropolitics (Gunnulfsen, 2021), as well as national and international governance and trends (Storgaard, 2020; Johansson & Ärlestig, 2021), affect and create expectations for local schools and students learning. Principals have an important role both in relation to the enactment of policy and change, administrative tasks and leading the pedagogical work in the local school. Education cannot be understood without considering national and local contexts (Rust, Johnstone & Allaf, 2009).

In this symposium, researchers from all Nordic countries will present the current statutes of school governance and leadership with a focus on principals' roles and prerequisites in their own country. The data builds on national policy and recent domestic research. The presentation will also contain reflections on recent changes and contribute to a discussion on to what extent there are similarities and variations among the countries as well as what is seen as contemporary challenges. Perspectives that will both

challenge the notion of a Nordic model and argue for the importance of further cooperation and comparative research among the countries.

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Title of first presentation: School Leadership in Denmark. Leading education and leading a school.

First author / presenter: Merete Stoorgaard

Co-authors: Lars Frode Frederiksen

Abstract for the first presentation:

In this chapter, we elucidate tendencies in educational leadership in Denmark. Educational leadership is often constructed within a universal and normative-prescriptive framework, and currently greater pressure has been placed on school leaders in the pursuit of political ambitions. In spite of this general trend, school leadership is a complex phenomenon showing different forms.

The chapter is based on a critical analysis of policy documents (Levinson et al., 2009) and research related to leadership and governance reforms in the Danish public school system in the Folkeskole and the upper secondary school (eg. Moos, 2016; Bøje et al., 2022; Storgaard, 2019). The analysis focus on elaborating the normative policy discourses and the governance relations as contextual dimensions related to values and practices in school leadership.

The chapter focus on the structural aspects of principal's functions and roles, e.g., rules and guidelines expressing requirements, responsibility, and expectations towards principals. Furthermore, we outline how intentions and practice in the external pressure meets an institutional field with values, norms, and traditions developed during a long period. Among the values is that education is free for all, and in a long period there has been an emphasis on broad education and democratic *bildung*. Finally, we expound on how leadership education and endeavours towards professionalization develops in these political and practical environments, as well as impressions concerning principals' interpretations of conditions in their daily practice.

Summing up, we show patterns there may be labelled as characteristic for the Danish public educational system. On the other hand, inside the system, we may find substantial variations.

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Title of second presentation: Finland – A Culture of Trust

First author / presenter: Alex Mäkiharju

Co-authors: Ann-Sofie Smeds-Nylund

Abstract for the second presentation:

The corona pandemic has shown the importance of the school and reminded of the school as a safe place for students to grow. The aims of the chapter are to reflect on the principals' role in the Finnish education system from a systemic perspective and to pay attention to the mission of the principal in that system (Uljen & Smeds-Nylund, 2021). This is conducted through analysis of relevant policy documents and the core curriculum.

The Finnish education system is decentralized, and a significant level of authority and responsibility is placed on local administration, usually municipalities or joint municipal authorities. They have the responsibility for organizing basic education, making decisions on the allocation of funds, creating a local curriculum based on national guidelines and recruitment of personnel.

The principal in Finland needs to be a qualified teacher and have principal education. How much autonomy a principal has in leading a school is determined by the local authorities. As long as the local authorities (municipality and superintendent) and the schools carry out the basic functions determined by law, they have the right to provide educational services according to their own visions and administrative arrangements. Principals are not viewed as technicians, transferring policy and knowledge instrumentally, but as pedagogical experts with a high degree of autonomy to lead a school in a way they see fit (Saarivirta & Kumpulainen, 2016).

The enhancement-led evaluation policy in Finland enables the central and local authorities to follow how the educational arrangements are carried out. As a result of consensus politics and a high degree of trust in pedagogical practitioners, the Finnish basic education level has no national tests on a national level (Simola et al., 2017).

The right of the child to equal education and a safe environment need to be met and the local principals are the ones responsible for organizing equal and safe circumstances. The pedagogical leader mediates between praxes like pedagogy, ethics, politics and law and leads the school in a distributed way together with the teachers and other personnel in a school.

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Title of third presentation: School leadership within the Icelandic education system: School leaders' role, power, agency, and vision

First author / presenter: Sigríður Margrét Sigurðardóttir

Co-authors: Guðrún Ragnarsdóttir.

Abstract for the third presentation:

The tasks and roles of school leaders in Iceland have changed in parallel with a steady and constant development taking place within the education system since the early 1900s. Since then, decentralisation and centralisation have taken turns. Nowadays decentralisation is the leading force, and the main characteristic is soft governance (see Jónasson, Ragnarsdóttir, Bjarnadóttir, 2021). Together with social and cultural changes and global influences, decentralisation influences the work and working environment of school leaders in Iceland (Jónasson, Bjarnadóttir, & Ragnarsdóttir, 2021; Ragnarsdóttir, 2018; Sigurðardóttir, et al., 2018). The aim of this chapter is to provide an overview of school leaders' work and working conditions at the first three school levels in Iceland, but also to reflect on their status, agency, and power within the system. We use various sets of data when responding to the aim i.e., research in the field of educational leadership and educational systems, existing reports, national curriculum guides, various bargaining agreements, and information from Statistic Iceland. To analyse the data, we rely on context analysis (Mjøset, 2009). The findings show that the role of principals is poorly defined within the legislative framework and other middle managers are hardly mentioned. The roles stipulated in the regulative structure do not reflect school leaders' actual tasks and activities. Both principals and middle managers are swamped in administrative tasks that diminish their capacity and goodwill to act as pedagogical leaders. Their pedagogical agency decreases when moving higher up the school system. Distributed leadership characterises the leadership structure within the education system in Iceland and the growth of the middle managers' layer has increased accordingly. The formal education of all school leaders is grounded in their teaching license. Yet, requirements for pedagogical leadership are not the leading demand even though calls for such emphasis have increased recently.

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Title of fourth presentation: School leadership in Norway: Key characteristics and current challenges

First author / presenter: Ann Elisabeth Gunnulfsen

Co-authors: Guri Skedsmo

Abstract for the presentation:

This chapter presents and discusses the role and practices of Norwegian school principals in a policy context of increased monitoring and regulation and handling value dilemmas related to upholding a focus on democracy and inclusion. Research has also shown that Norwegian school principals work under a loyalty dilemma with increasing pressure to improve student outcomes, which does not always align with other pressing local priorities or the diverse needs of students and student welfare (Skedsmo & Møller, 2016; Mausethagen et al., 2020). The chapter starts with a general description of how the Norwegian education system is built on democratic practices and inclusion, followed by a presentation of the school principal's role and position, responsibility, and governance expectations. Moreover, the chapter builds on a review of research on school principals' roles and practices in a changing policy context. The review is regarded as a scoping review (Grant & Booth, 2009) since the aim is to cover research literature on school leadership in the Norwegian context more broadly as well as policy demands as they are expressed in formal documents. The country report is based on national policy documents as well as findings from current Norwegian and international research concerning leadership and policy in schools. The theoretical aspects revolve around education policy and governance. In the concluding remarks, we state that there is a large room for manoeuvre and discretion which means opportunities to determine how policy initiatives should be dealt with in the school context. School principals' role is closely connected to social influence and relational bargaining as a strategy to promote social justice and student well-being as well as the school's academic results. The school principals' discretionary role in promoting social justice and relational bargaining contribute to relevant knowledge of the notion of a Nordic model of school leadership.

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Title of fifth presentation: Principals' Role and Work in the Swedish Governance System

First author / presenter: Helene Ärlestig

Co-authors: Ulf Leo

Abstract for the fifth presentation:

Swedish school prerequisites and the result of the schools are becoming more and more heterogeneous in a basically decentralised system. This also affects principals' roles and work. A detailed education act, recurrent national reforms and a focus on quality assurance create a role with close relations to both teachers and the school owner (Ärlestig, Day & Johansson, 2015). An increased focus on accountability, marketization, and management by objectives and results have forced Swedish principals towards a work role similar to private-sector-style managers (Jarl et al 2012). At the same time, the principals are given a strong mandate to lead the education and the internal organisation based on the education act.

This paper is based on current research in Sweden, analysed through the theoretical framework. We focus on principals' roles and work in the Swedish governance system. The individual principal act by means of their environment which forms unique situations (Biesta & Tedder, 2007). An increased heterogeneity puts focus both on a whole system approach (Shaker & Schechter, 2017) as well as sensemaking and coupling between various organization levels.

Besides being a change agent and pedagogic leader, the pandemic has visualized principals' important role to coordinate, handle and manage schools' everyday work (Ahlström et al 2020). At the same time, there is an increased number of school leaders and high turnover which creates both possibilities and conflicts (Leo et al 2020, Johansson & Ärlestig, 2021). The large discrepancies in principals' prerequisites raise questions about what is expected depending on which municipality (independent school) and school form the principal work in. As a part of a symposium, this paper can give opportunities to find similarities and differences among the Nordic Countries.

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SYMPOSIUM 4

Network: Educational Leadership Network

Title of Symposium: Making Sense of Nordic School Leadership: Contemporary Roles, Demands and Relations of Power

Chair of Symposium: Ann Elisabeth Gunnulfsen

Organisation: University of Oslo

E-mail: a.e.gunnulfsen@ils.uio.no

Discussants: Mette Liljenberg

The symposium consists of 4 presentations

Abstract for symposium:

Making Sense of Nordic School Leadership: Contemporary Roles, Demands and Relations of Power

The role of school leaders has become part of a stress test on the Nordic model in times of demands for school quality, constantly reform and not least in times of a global pandemic. In general, the countries in the Nordic region have strong parallels. With their small and open economies and well-developed welfare states, they have given rise to the term “the Nordic model”. The main player in educational policy during the prime period of social democracy from 1945 to 1970 was the central state, which was stronger in the Nordic countries than in other western European countries. Although the “Nordic model” has received positive global attention, it has increasingly faced several contemporary challenges. School principals are currently faced with multiple expectations aiming to combine administrative tasks with taking a lead in developing the school and facilitating the learning among students and school staff.

This symposium presents drafts of four book chapters which aims to identify and discuss the contemporary challenges of Nordic school leadership roles within the area of education and welfare. The book chapters presented in the symposium investigate the “Nordicness” in the field of school leadership and governing relations such as shared responsibilities, accountability and pedagogical engagement, as well as expectations and changed roles of school leaders in times of the COVID-19-crisis. An overarching theoretical departure is to discuss micropolitics (Gunnulfsen, 2021), as well as national and international governance and trends (Storgaard, 2020; Johansson & Ärlestig, 2021), concerning school leaders role and prerequisites.

The symposium contributes to information of what kind of knowledge and competencies are required to become a principal in the Nordic countries, and what kind of professional development are available for principals to develop those. All four chapters are contributing to a comparative approach within all the Nordic countries

and will hereby contribute to new insights into contemporary governing relations of power and the policy demands forming Nordic school leadership.

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Storgaard, M. (2020). Local and Global? Challenging the Social Epistemologies of the Educational Leadership Field. In *Re-centering the Critical Potential of Nordic School Leadership research* (pp. 53-68). Cham. Springer.

Title of first presentation: Professional development for school leaders in the Nordic countries: Development of the last decades, current trends and issues

First author / presenter: Sigríður Margrét Sigurðardóttir

Co-authors: Guri Skedsmo, Helene Ärlestig, , ,

Abstract for the first presentation:

In the Nordic countries, school principals are faced with multiple expectations aiming to combine administrative tasks with taking a lead in developing the school and facilitating the learning among students and school staff. This raises questions of what kind of knowledge and competencies are required to become a principal and what kind of professional development are available for principals to develop those. Traditionally, systematic infrastructure for principal training has been weak and differed largely among the countries (Carney & Moos, 2000). Over the last two decades, societal challenges have raised new questions to be explored, also for the role of research and the influence of politics and policy in leadership programs (Uljen, 2021). This paper aims to investigate and compare principals' requirements and their options for professional development, infrastructure and incentives across the five Nordic countries. By analyzing the content of programs, we aim to discuss how leadership programs contribute to posing expectations on schools and their actors. Is there an academic drift in what is expected concerning knowledge that is taught in university classes and what is valued in practice (Danzig and Black, 2017)? Moreover, what kind of leadership research forms the basis for the programs and what is the influence of educational policy and politics? Based on policy and current research, we map and compare what kind of professional development for school principals as well as concrete leadership programs are available in each country. Content analysis is applied using a combination of conceptual and relational analysis Cohen, L., Manion, L. & Morrison, K. (2011). Preliminary findings show that all countries have formal national expectations for principals. The form, length and content in principal training differ among the countries. Besides the required principal training, it is unusual that practising principal attends university courses on an advanced level. Professional development for principals is seen as an important factor for organizational improvement by educational authorities, there are few organizational incitements for the individual principal to raise their academic knowledge.

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Title of second presentation: Principals' roles in a Nordic education context: Shared responsibilities, accountability, autonomy and pedagogical engagement

First author / presenter: Ulf Leo

Co-authors: Ann Elisabeth Gunnulfsen

Abstract for the second presentation:

Leadership responsibilities for student learning outcomes at the school level seem nowadays to be more vital than ever. Studies have shown that the role of school principals has become less predictable and more unsettled during the last decades, with a stronger focus on managerial practice and external accountability (Moos et al. 2011). The purpose of this paper is to examine and discuss the role of Nordic school principals in a local context, and to highlight the responsibilities, accountability, autonomy and pedagogical engagement in the leadership roles. The following research questions guide the study: 1. What responsibilities, accountability, autonomy and pedagogical engagement can be identified and 2. What are the implications for enhancing practices regarding pedagogical leadership? In the Nordic countries the term "pedagogical leadership" is widely used when referring to principals' school leadership. It is described as a mix between transformational and instructional leadership (Ärlestig and Törnsén 2014.) Different forms of accountability as managerial, professional, and personal accountability are also used in the theoretical framework (Møller 2009). Results from the TALIS-report 2018, reports and research from the Nordic countries form the basis for the analysis in this paper. According to the results pedagogical leadership in a Nordic context means leadership tasks primarily related to curriculum, teaching activities and the core values of schooling. Power and trust are related to the issue of shared responsibility and how school leaders perceive their role regarding decision making.

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Title of third presentation: School Leadership, Policy and Pandemic. Contemporary Historical Policy Demands, Expectations, and changed Roles of school leaders in times of the COVID-19-crisis

First author / presenter: Guðrún Ragnarsdóttir

Co-authors: Merete Storgaard.

Abstract for the third presentation:

The global impact of the COVID-19 pandemic on education has been considerable and Nordic countries were not excluded. The everyday operations and practises of almost all the organisations within education were disrupted. The pandemic threatened the health of students and school staff at all school levels as, well as the financial, operational, and reputational situation of the majority of schools. School leaders played a significant role in the process of deinstitutionalisation (Scott, 2014) of traditional schooling (Ragnarsdóttir, 2021) and adapting to the new reality of crisis management e.g., by communicating and coordinating actions with all stakeholders, mediating the information given by school authorities and managing the various dilemmas repeatedly occurring during the pandemic (see Coombs, 2007). The aim of this chapter is to present a historical timeline for a one-year period that reflects the policy demands that were imposed on school leaders in compulsory education in Denmark, and upper secondary education in Iceland, by analysing formal policy-instructions sent via e-mails to the school leaders. In particular, the chapter critically analyses the roles and demands placed on school leaders when facing everchanging social structures and ambiguous policy expectations stipulated by the educational authorities from both countries. This we do by drawing on theoretical concepts from classical institutionalism, critical discourse analysis, and critical policy theory (Fairclough, 1992; Levinson et. al., 2009). Three role categories were evident in the data with substantial complex sub-categories explaining the complex processes of deinstitutionalisation taking place during the research period and new and changed role of school leaders; the first traditional crisis management roles, the second contemporary safety management roles, and the third is linked to educational roles conventionally guiding the education systems. The identified leadership roles are related to an overall social order defined by the crisis. Here, the traditional, Nordic democratic values that uphold the education system, such as social deliberation, decentralisation and trust between school leaders, professionals, students, and their families, are challenged as well as the issue of equity.

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Title of fourth presentation: How much autonomy do principals have in the Nordic countries? Principal's position, responsibility, and expectations in the countries governance system

First author / presenter: Ann-Sofie Smeds Nylund

Co-authors: Lars Frode Frederiksen, Alex Mäkiharju, , ,

Abstract for the presentation:

Educational leadership can be viewed as a multi-level phenomenon distributed over several levels, in which multiple actors interact and collaborate in dynamic networks (Uljen, 2018; Elo, 2021). Educational leadership is exercised in a formal hierarchy, in both formal and informal networks. The object of educational leadership encompasses different phenomena linked to education, among the important is policy, law, formation/'bildung', economics, curriculum, didactics.

In this article, we attempt to scrutinize how the principal is constructed according to formal documents in the Nordic countries by document analysis (Bowen, 2019), with emphasize on expressed obligations and requirements and following, interpretations concerning how much autonomy principals have to execute the educational and pedagogical leadership that is expected of them. Depending on the educational leadership levels "above" (municipality, national level); principals have a relative autonomy to relate to the national curriculum and policies, and local municipal directives. For principals, many tasks may stand in contradiction to each other and point in different directions (Alava, Halttunen & Risku, 2012), which makes it impossible to uncritically affirm all policies, aims and goals. Instead, principals need to interpret and relate to these in a reflective manner. If no autonomy or space to act independently were given to principals, the pedagogical leadership would be reduced to an instrumental transfer of knowledge or directives (Uljen, 2021).

The understanding of principal's profession in the Nordic countries becomes clearer with a deeper insight in the similarities and differences concerning the principal's autonomy to act within the formal legal frames and hierarchy, as well as how variations in traditions, values and policies may affect principal's actual accomplishment of the tasks.

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SYMPOSIUM 5

Network: Educational Leadership Network

Title of Symposium: Leading schools in precarious contexts and times: Studying principalship in socio-economically vulnerable areas in Sweden

Chair of Symposium: Åsa Hirsh

Organisation: University of Gothenburg

E-mail: asa.hirsh@gu.se

Discussants: Hedvig Neerland Abrahamsen

The symposium consists of 4 presentations

Abstract for symposium:

The present symposium takes its starting point in a research project where principals and local education authority representatives in a Swedish city collaborate in a network together with researchers.

Included studies aim to shed light on a number of perspectives on principalship in socio-economically vulnerable areas. Questions that are addressed concern what characterizes principalship in these areas, what knowledge principals develop when leading schools in such contexts, and principals' perspectives on responsibility and social justice. Additionally, questions concerning the conditions given to principals from the local education authority are addressed. As part of the research project, a network for principals in socio-economically vulnerable areas has been established with the aim to function as supportive and knowledge-strengthening for principals who operate under similar contextual circumstances. The symposium includes a study of how this particular network functions as an arena for principals' professional development.

All studies included in the research project presented at this symposium depart from a relational ontology, and an Aristotelian view of knowledge as consisting of the three dimensions episteme, techne and phronesis. The various studies are based on empirical data collected at network meetings (n=10) conducted over a period of 1.5 years. The network consists mainly of principals (n=20), but also of LEA representatives (n=3) and the four researchers. The network meetings are structured as one- or two-day seminars consisting of, on the one hand, researcher presentations and, on the other hand, different types of organized dialogues and workshops in groups that vary in size and composition.

This symposium involves presentations from the four researchers and two of the principals who participate in the network described above. The included studies are:

Presentation 1 – Åsa Hirsh & Anette Jahnke

The Context-responsiveness of educational leadership in socio-economically vulnerable areas: Components, Balancing Acts, and Multidimensional Knowledge

Presentation 2 – Åsa Karlsson Pérez

Enacting Social Justice – Principals' Work and Conditions for Leadership in Socioeconomically Vulnerable Contexts in Sweden

Presentation 3 – Mette Liljenberg

School principals in segregated areas navigating local school administration policies in the front line

Presentation 4 – Marika Andersson & Torbjörn Bengtsson

Being part of a professional network - Lateral collaboration among principals in segregated areas

Title of first presentation: The Context-Responsiveness of Educational Leadership in Socio-Economically Vulnerable Areas: Components, Balancing Acts, and Multidimensional Knowledge

First author / presenter: Åsa Hirsh

Co-authors: Anette Jahnke

Abstract for the first presentation:

It is widely acknowledged that context affects school leadership practices. Still, research has historically shown weak interest in the role of context in shaping principals' leadership (Hallinger, 2018). The present study aims to contribute to increased awareness of the situated dimensions of school leadership. More specifically, the focal point is principals' leadership and the professional knowledge they develop when leading schools in socio-economically vulnerable areas. The research questions are:

1. What characterizes principalship in a socio-economically vulnerable area?
2. What professional knowledge develop and emerge as essential for principals who lead schools in socio-economically vulnerable areas?

The study departs from a relational ontology, where leadership practice is understood as embedded in and inseparable from its cultural, historical and institutional environment. An Aristotelian view of knowledge is adopted for analyzing the professional knowledge principals develop when leading schools in socio-economically vulnerable areas. Aristotle drew attention to not only the importance of theoretically substantiated knowledge (episteme) and skills to perform actions given a specific goal (techne), but also the practical knowledge that emerges in and through participation in the specific professional practice (phronesis).

The respondents in the current study consist of 20 elementary school principals operating in an urban, highly segregated environment in Sweden. In total, 20 individual presentations and six focus group discussions form the basis for analysis. Directed qualitative content analysis was used for RQ1, resulting in the identification of a number of context-specific and context-enhanced aspects of leadership. For analysis and interpretation of RQ2, a hermeneutic approach was applied.

Tentative results show that both the student base, the parent base, the geographical catchment area, and the school staff, are characterized by a) high mobility, b) comprehensive diversity of native languages, c) comprehensive cultural diversity, d) comprehensive knowledge diversity, and e) extensive problem complexity, all of which have consequences for the principals' leadership.

The principals' leadership appears as composed of a number of dimensions, all of which can be understood as context-responsive. Similarly, the development of

professional knowledge can be described as context-responsive. Broadened and deepened context-relevant theoretical 'know what' is crucial in the educational leadership at schools where great diversity in language, culture and knowledge backgrounds is the norm. Additionally, the principals' professional 'know-how' and wisdom clearly develops over time in actual clinical practice, through encounters with people and critical events. Their leadership and knowledge seem to be shaped by the fact that their work-in-context continually confronts them with ethical and moral considerations, where they cannot 'follow the manual' but must instead try to balance as judiciously as possible.

In the Nordic context, the relevance of the study can be justified by growing segregation in both the school system and society at large.

References

Hallinger, P. (2018). Bringing context out of the shadow of leadership. *Educational Management, Administration & Leadership*, 46(1), 5-24.

Title of second presentation: Enacting Social Justice – Principals' Work and Conditions for Leadership in Socioeconomically Vulnerable Contexts in Sweden

First author / presenter: Åsa Karlsson Pérez

Co-authors:

Abstract for the second presentation:

Sweden is experiencing an expanding segregation and challenges in providing equality in education as part of an equitable national welfare (OECD, 2015). A correlation between, on the one hand socioeconomic factors and school leadership and, on the other hand, students' academic results is well-documented (Korous, et al., 2022; Sirin, 2005). However, research has historically shown weak interest in the role of context in shaping principals' leadership (Hallinger, 2018). This study aims at contributing to this knowledge gap by focusing the situated dimensions of principalship in schools in socioeconomically vulnerable contexts. The research questions are:

1. What characterizes principals' work and conditions for leadership?
2. What strengths and challenges of principalship in schools in socioeconomically vulnerable contexts can be identified from principals' conversations about their work and leadership?

This research builds on two mutually supportive perspectives; social justice theory and an ethical leadership theory, anchored in a Levinasian ethics of responsibility. The analysis is developed in line with a two-fold approach to social justice as (re)distributive and/or progressive-relational (Bogotch, 2002, 2021; Gewirtz, 1998). Furthermore, an understanding of responsibility for social justice is developed as societal, institutional, professional and interpersonal-humane responsibility. The empirical material consists of 15 audio-recordings of semi-structured focus group conversations with 20 elementary school principals, generated over a period of one year. The topics of the conversations concern the relation between local context as perceived by the principals, and principals' work and leadership.

Findings draw attention to aspects of social justice being topical in principals' reflections upon their work and leadership. Principals' work is characterized by a rights-based work and emancipatory strives sorted into five areas; the right to education, safety and security, an inclusive learning environment, compensatory efforts, and the right to a just distribution of resources. An ethical leadership anchored in a strong interpersonal-humane responsibility appears supportive to that work. The conditions for leadership are, however, highly dependent on context, how responsibility at different levels is met with, and person-specific based decisions about redistributive and progressive/relational approaches to social justice.

The relevance of the study can, for the Nordic context, be justified by growing segregation in both the school system and society at large.

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Title of third presentation: School principals in segregated areas navigating local school administration policies in the front line

First author / presenter: Mette Liljenberg

Co-authors: .

Abstract for the third presentation:

In the decentralized Swedish school system, local education authorities (LEAs) are responsible for building a school administration that meets local needs and can support principals in their work. However, international and national reports indicate that Swedish LEAs have varying capacity to fulfil their obligations (OECD, 2015). This study explores, from a micro level perspective, how local school administration policies influence the work of principals working in segregated areas. Taking a specific focus on these principals becomes relevant as LEAs have shown to have particularly difficult meeting their needs. Thus, the aim is to deepen our knowledge about how local school administration policies influence the work of principals in segregated areas. The following research question directed the analytical work:

1. How do school principals in segregated areas navigate local school administration policies in the front line?

Theoretical point of departure is taken in street-level bureaucracy and the understanding of principals as frontline workers (Lipsky, 2010). Frontline workers are defined by their close work with clients. In their work they have to handle conflicting demands under pressure from different stakeholders but also under pressure of their own moral considerations. However, as frontline workers have high autonomy they can, based on professional judgement, deviate from regulations when they find it relevant to do so.

The study is based on mini focus group conversations (Kamberelis & Dimitriadis, 2005) among principals. With the intention of limiting researcher influence and generating authentic responses, each group conversation was led by one of the participants. This research method can be classified as conversations with respondent moderators. Each group conversation (n=12) was recorded and later on transcribed by the researchers.

The analysis shows that local school administration policies are dominated by centralization and uniformity, lacking contextual adaption and materialised through digital systems. This impedes principals' work and increase alienation. To cope with the situation, without giving up on their professional ethics, principals practice pragmatic improvisation. They delay demands, deviate from rules, and come up with their own solutions, thus acting "professionally disobedient", all in the best interest of their students.

This study is of relevance to Nordic educational research for several reasons. First, differences between schools are growing, and assigning responsibility at the LEA level is a global policy trend in education. Second, school administration has during the last years been under pressure of increased efficiency in most Nordic countries.

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Kamberelis, G., & Dimitriadis, G. (2005). Focus groups: Strategic articulations of pedagogy, politics, and inquiry. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, 3rd ed. (pp. 887–907). Sage Publications Inc.

Lipsky, M. (2010) *Street-level bureaucracy – dilemmas of the individual in public services* 2nd ed. Russell Sage Foundation.

OECD (2015). *Improving schools in Sweden: An OECD perspective*. OECD Publishing.

Title of fourth presentation: Being part of a professional network - Lateral collaboration among principals in segregated areas

First author / presenter: Marika Andersson

Co-authors: Torbjörn Bengtsson

Abstract for the presentation:

The importance of principals' professional development (PD) for enhancing the quality of schools has become a central concern of educational actors in most countries. In Sweden, principals' PD is a responsibility for local education authorities (LEAs). However, international and national reports indicate that Swedish LEAs have varying capacity to fulfil their obligations. Meeting the needs of PD for principals in segregated areas has proved to be particularly difficult for LEAs (Skolinspektionen, 2021).

Research about principals' PD in specific contexts is limited. However, LeChasseur et al. (2019) make an important contribution. Following a network for principals' PD in an urban context they argue that networks have the potential to challenge well-established structures and cultures and thus open up for learning and improvement. However, a change in strategy for PD from top-down to more peer-led models can end up in mere exchange of experiences with absence of theory and reflection. To counteract this, support from external actors may be needed. Thus, the aim of this study is to increase knowledge about principals' PD in a researcher-supported network. The research questions are:

1. How can learning activities in the network be organised to support principals' PD?
2. What characterises principals experience when being part of a network with principals working in similar contexts?

Theoretical point of departure is taken in former work on principals' PD and an analytical framework developed by Dempster and Beere (1996) built up by two intersecting dimensions (people as subject - people as object, reconstruction – reproduction) and the four approaches to principals' PD: revisionism, corporatism, experimentalism and transformatism. The empirical material consists of documentation of learning activities and follow-up reflections with participating principals as well as audio-recorded conversations in groups of principals.

The preliminary results show that by involving principals in the planning of network activities PD can be linked to principals' personal and professional needs arising from moral and ethical concerns of relevance to the specific school context. By letting a group of principals that have taken part in the planning act as moderators in group conversations, in-depth reflexivity and lateral collaboration were made possible.

Network support from researchers enabled questioning of taken-for-granted understandings and reshaping of collective professional knowledge.

As research on principals' PD is limited and research focusing on principals in segregated areas in the Nordic context is virtually non-existent this study intends to make a contribution by focusing on a researcher-supported network for principals working in segregated areas in a Swedish school district.

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Dempster, N., & Beere, D. (1996). Towards a comprehensive approach to principals' professional development: a balancing act. *Journal of In-Service Education*, 22 (3), 263-274.

Lechasseur, K., Donaldson, M., & Landa, J. (2019). District micropolitics during principal professional learning. *Educational Management Administration & Leadership*, online print 31 July. doi: 10.1177/1741143219864947.

Skolinspektionen (2021). Långvarigt låga kunskapsresultat. Grundskolor som under 10 år haft en hög andel elever utan betyg i alla ämnen. Tematisk kvalitetsgranskning. Dnr: 40-2020:2189.

SYMPOSIUM 6

Network: Educational measurement and assessment

Title of Symposium: Assessing opportunities to learn in student teachers' field practice

Chair of Symposium: Tine Nielsen

Organisation: UCL University College, Odense, Denmark

E-mail: tini@ucl.dk

Discussants: Elsa Eiríksdóttir

The symposium consists of 3 presentations

Abstract for symposium:

Field practice placement is at the heart of Nordic and international teacher education as one arena to providing opportunities to learn through the practice of core skills and teacher-related activities. The extent of field practice in teacher education varies across the Nordic countries and internationally. In Denmark and Sweden field practice placement amounts to 30 ECTS, in Finland 20 ECTS, in Norway a minimum of 115 days (Weisdorf, 2020). In Iceland there are no governmental regulations on field practice placements, but there are no teacher education programs without field practice placement - for example, field practice placement amounts to 38 ECTS at the University of Iceland. In the US regulations are at the state level. In the state of Virginia there are requirements of a minimum of 10 weeks of "early clinical experience" and a summative internship with at least 150 hours direct teaching.

Opportunities to learn is a broad-spectrum continuum from engaging in real life teaching activities in field practice placement at one end to the various parts of a subject curriculum at campus at the other end. Cohen and Berlin (2020) divide opportunities to learning with regard to the training of teacher skills into opportunities to engage with representations and decompositions of practice and opportunities to approximate or enact teaching practices. The symposium will be concerned with the latter and particularly so in field practice placement. The real-life nature of the field placement environment in itself facilitates ecological validity, however, the specific opportunities to learn that are available to the student teachers also play a major role in ensuring ecological validity.

Student teachers' opportunities to learn in field practice placements appears as an under-studied area of research. Thus, while many teacher education programs more than likely include this in student evaluations, the research literature shows a predominance of studies on student teachers' teaching and how this provides their pupils with opportunities to learn, or studies on teachers' opportunities to learn. Focusing specifically on student teachers' opportunities to learn in field practice in a

teacher education perspective is in itself an area of growing interest in the Nordic countries as well as internationally. Student teachers' opportunities to learn in field practice placements can be assessed with a variety of qualitative and quantitative methods: e.g. observation with and without supervision, Interviews, surveys, psychometric measurement scales, and any combination there-of. The symposium will feature and discuss studies from Denmark, Iceland and the US, using a variety of methods and providing perspectives on measurement, differences in opportunities to learn in field practice, as well as the relationship between opportunities to learn in field practice and courses during education and teaching in the first year.

Cohen, J. & Berlin, R. (2020). What Constitutes an "Opportunity to Learn" in Teacher Preparation? *Journal of Teacher Education*. 71: 434–448.

Weisdorf, A. K. (2020). Læreruddannelsen i globalt perspektiv—Et komparativt studie af læreruddannelsen i Danmark, England, Finland, Holland, New Zealand, Norge, Ontario, Singapore, Sverige og Tyskland. Denmark: Danske Professionshøjskoler.

Title of first presentation: Icelandic teacher education: Teacher candidates' opportunities to learn through enactment of teaching practice

First author / presenter: Berglind Gísladóttir

Co-authors: Amalía Björnsdóttir

Abstract for the first presentation:

In past decades, Icelandic teacher education has undergone significant reform. In 2008 a legislation was passed (no. 87/2008) requiring a master's degree as a prerequisite for teaching certification for all school levels (Sigurdardottir, et al. 2018). Considerable changes have also been made to field practice, both regarding length and implementation. Since 2019 teacher candidates can, in their final year, opt for either a paid internship or an unpaid field practice placement. If paid internship is chosen, teacher candidates essentially seek employment in schools where they have all the responsibilities of licensed teachers but with guidance from a cooperating teacher and a teacher educator. If unpaid field placement is chosen, the teacher education institution provides them with field practice placement.

Despite these rapid changes and reform, little research has been devoted to the nature of Icelandic teacher education or the nature of specific factors that prepare student teachers for the teaching profession. However, research from other countries suggest that amplified field preparation that is linked with coursework on teaching practices, produces more effective teachers (Darling-Hammond et al., 2002; McDonald, et al., 2014,). The aim of this study was to explore the learning opportunities Icelandic teacher candidates have through real life teaching activities in field placement, both by observing teaching and by the enactment of teaching through practice. Furthermore, we explored whether these perceived opportunities differed depending on type field placement.

Data was collected among teacher candidates at the University of Iceland, which has the largest teacher education program in Iceland. The program has its most extensive field practice in the candidate's final year of study where they can opt for either paid internship in schools or an unpaid field placement.

Teacher candidates in the final year of study (N = 145) completed an online survey. The CATE survey used in this study, was designed to better understand the pedagogical aspect of teacher education and measures among other things, the opportunity that students have to approximate or enact teaching practices during field practice.

Preliminary findings indicate that teacher candidates in general perceive that they have opportunity to learn by enacting practice. Candidates in paid internship report greater opportunities to learn by enactment of teaching through practice while there seemed to be little difference between placements regarding opportunities to learn by observing other teachers teach.

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53(4), 286 – 302. doi:10.1177/0022487102053004002

ICELAND. Act on the Education and Recruitment of Teachers and Administrators of Preschools, Compulsory Schools and Upper Secondary Schools, No. 87/2008.

McDonald, M., Kazemi, E., Kelley-Petersen, M., Mikolasy, K., Thompson, J., Valencia, S. W., & Windschitl, M. (2014). Practice makes practice: Learning to teach in teacher education. *Peabody Journal of Education*, 89(4), 500–515.

Sigurdardottir, A., Johannesson, I., and Oskarsdottir, G., (2018) Challenges, contradictions, and continuity in creating a five-year teacher programme in Iceland. *Education in the North*, 25(1–2), pp. 135–154.

Title of second presentation: Measuring opportunities to learn in field practice placement in the Danish teacher education context: Expanding the three teacher education field practice experience scales (FPE-DK)

First author / presenter: Tine Nielsen

Co-authors: Gitte Gorm Larsen

Abstract for the second presentation:

The Danish language version of the Field Practice Experience scales (FPE-DK) measures student teacher's opportunities to learn through observation of other teachers, own practice and feedback on own practice of 12 key teaching activities while in field practice placement. The three scales were developed based on the Danish translation and adaptation of section C6 of the elementary teaching candidate survey from the Development of Ambitious Instruction (DAI) project (www.daiproject.weebly.com). The psychometric properties of the three scales consisting each of 12 dichotomous items have been investigated using the Rasch model with a sample of student teachers collected in 2020 (Nielsen, 2021). Each scale fitted the Rasch model, with no evidence against overall homogeneity of scores for low versus high scoring students, no evidence of local dependence between items, no evidence of differential item functioning relative to level of field practice (three levels), campus, type of teacher training program, gender or age. Reliability of each scale was excellent for most subgroups, while the targeting of the scales to the study sample was not very good, as there were too few teaching activities which occurred rarely during field practice (i.e. too few difficult items). Significant differences in mean scale scores dependent on level of field practice placement were reported.

Based on the result in Nielsen (2021), the aim of the current study was to expand the three field practice experience scale in order to improve targeting and measurement precision of the scales by the inclusion of items providing a broader coverage of students' opportunities to learn in relation to core teaching activities encountered in the field practice placement. Specifically, we developed items reflecting activities occurring less frequently and items reflecting skills objectives for the field practice placements not reflected in the original instrument. New data is being collected from students in field practice at all three levels immediately after the placements, which take place either in October-November or March-April, thus in December and in April. The three 25-item scales will be analysed using the Rasch model, and we will test for differential item functioning relative to the same background information as did Nielsen (2021).

We expect to find that the targeting of the expanded 25-item scales (FPE-R-DK) is improved due to the content-wise better coverage of students' opportunities to learn in the field practice placement, while the remaining psychometric properties remain as good as for the previous short 12-item version of the scales (FPE-DK). Differences

in scale scores dependent on the level of field practice placement will also be discussed. Thus, we expect the FPE-R-DK to provide precise measurement of student teachers' opportunities to learn through observation of other teachers, own practice and receiving feedback on this practice, while in field practice placements, and thus have great potential for use in national and cross-Nordic Research.

Nielsen, T. (2021). Psychometric evaluation of the Danish language version of the Field Practice Experiences Questionnaire for teacher students (FPE-DK) using item analysis according to the Rasch model. *PLOS ONE*, 16(10):e0258459. doi:10.1371/journal.pone.0258459.

Title of third presentation: The Development of Ambitious instruction: How Beginning Elementary Teachers' Preparation Experiences are Associated with their Mathematics and English Language Arts Instructional Practices

First author / presenter: Peter Youngs

Co-authors: Lauren Molloy Elreda, Dorothea Anagnostopoulos, Julie Cohen, Corey Drake, Spyros Konstantopoulos.

Abstract for the third presentation:

This presentation reports on results from the Development of Ambitious Instruction (DAI) study. The DAI study included 83 graduates from 5 elementary teacher education programs in the United States and examined how elementary teaching candidates' opportunities to learn in courses and student teaching/internships were associated with their enactment of ambitious instruction during their first year of full-time teaching. For the DAI study, we collected survey data from the elementary candidates during their final year of teacher preparation and we conducted video-recorded observations of them during their first year of teaching as they taught mathematics and English language arts (ELA). In particular, we observed each of them three times in each subject and we used the Protocol for Language Arts Observation (PLATO) to assess the quality of their instruction.

Based on a series of single-level, multiple linear regression analyses, we found that elementary candidates' opportunities to learn general teaching methods and general principles of instruction were positively associated with their enactment as first-year teachers of ambitious mathematics and ELA practices. In addition, our analyses revealed that elementary candidates' opportunities to practice content-specific instructional strategies during student teaching were positively associated with their enactment as first-year teachers of ambitious mathematics practices, but negatively associated with classroom management in mathematics and disciplinary demand (an ambitious practice). in ELA. Further, first-year teachers' classroom management practices were positively associated with enactment of ambitious instruction in both subjects.

While our results are not causal, they provide implications for pre-service teacher preparation. First, they suggest that beginning elementary teachers strongly benefit from opportunities to learn about general teaching methods as candidates; such opportunities were significantly associated with novices' enactment of instructional scaffolding and disciplinary demand in both mathematics and ELA. Second, our findings point to the importance for elementary candidates during student teaching to have opportunities to learn about, try out, and receive feedback about ambitious mathematics instructional strategies such as designing high cognitive demand mathematics tasks, using representations to develop students' mathematics

understanding, and facilitating classroom discussion in mathematics; and to learn how to enact these strategies with diverse learners.

Finally, our results indicate that beginning teachers who develop strong skills for creating a productive classroom environment may be more likely than other novices to enact instructional scaffolding, disciplinary demand, and representing content in both mathematics and ELA. This points to the need for elementary candidates to have opportunities to develop such skills during teacher preparation.

SYMPOSIUM 7

Network: Educational measurement and assessment

Title of Symposium: Towards a research agenda on exams in Nordic education

Chair of Symposium: Rolf Vegar Olsen

Organisation: Centre for Educational Measurement, University of Oslo

E-mail: rolfvo@cemo.uio.no

Discussants: TBD

The symposium consists of 4 presentations

Abstract for symposium:

The vantage point for this symposium is that exams and end of term grades have a huge impact on students' lives. In countries where exams are central, debates about whether they can be trusted, are useful or fair regularly occurs, both in the wider public arena and in the processes of policy-making. Discussions about the functions of exams are for instance currently ongoing in many countries as a consequence of the cancellation of exams due to the Covid-19 pandemic. At the same time, there is a remarkable lack of research on most aspects of past and current practices of examination in secondary schooling in the Nordic countries. Accordingly, public and political debate about the future of exams would benefit from systematic studies and research providing a more robust knowledge base.

This symposium has two overarching aims: Firstly, the four papers provides examples of the wide pallet of research that is needed in order to improve our current understanding of exams. These examples highlights students' beliefs and perspectives about exams, the reliability and characteristics of subject specific practices of grading, the concurrent validity of exams and fairness across subjects in teacher-made and exam grades. Secondly, the aim of this symposium is to use the presented studies as a backdrop for stimulating a wider discussion on a potential research agenda on exams and end-of-term grading practices in the Nordic countries.

The studies presented in the symposium are from Norway and Denmark, but they represent topics that are equally relevant for other countries where exams play a decisive role for certification and selection into the next stage in students' educational careers.

Title of first presentation: Among rich traditions and uncertain criteria - An ethnographic analysis of the Danish oral examination tradition as seen from a student perspective

First author / presenter: Julie Marie Isager

Co-authors: Karen Borgnakke

Abstract for the first presentation:

Examinations and evaluations are often addressed from the perspective of teachers/examiners, or as a technical question of how to operationalize intentions of learning outcomes in tests. In contrast, this paper will focus on students' perspective; their perceptions of the process and social context of the Danish oral exam. Through ethnographic study, the exam process is investigated by paying attention to students' preparation for and participation in the exam. We thereby identify consequences of the exam: students' notions of what it takes to succeed in the educational system. Finally, we give flash back to earlier studies of evaluation and examination forms in education organized as project work, since this can thematize the relationship between divergent teaching forms and oral examination forms.

Ethnographical fieldwork carried out among both upper secondary school and university students makes it possible for the analysis demonstrates the preparatory strategies of students about to undertake oral exams. In upper secondary school, students are assessed in high-stakes oral exams, so a five-month fieldwork followed three individual case-students in three classrooms (aged 18-20) taught in 10 subjects participating in eight oral exams (Isager, 2021). The analytical flash back refers to data materials from ethnographical studies in the project-organized environments at Aalborg University, Open University and the IT upper secondary schools in the period 1980-1990 and 2000-2010 (Borgnakke, 1996, 2008).

The oral exam is characterized theoretically-analytically using Bitzer's concept of a 'rhetorical situation' that calls for a 'fitting response' (Bitzer, 1968). The exam situation sets the scene with implicit expectations of the dialogical speech positions of teachers and students. Empirically-analytically, the students' concepts of their 'own strategies' are maintained to characterize the students' handling of the (exam) process and its milestones (Borgnakke 1996, 2008).

Through close analysis, the paper will argue that the oral exam format is challenged by tradition and the students' expectations prior to the exam. Upper secondary oral examination is strongly subject-specifically oriented, but trans-subject- and subject-specific criteria intersect and students perceived them as 'uncertain criteria'. The students have difficulty expressing what a fitting exam answer is. Some students focus on the explicitly stated learning outcomes while others ignore them, and this does not seem to affect their grades. From a student perspective, it seems that the nano-contextual everyday interaction in class 'washes forward' the exam criteria

(Allan, 2020) rather than the explicated learning outcomes directing student everyday participation in class (Isager, 2021).

Allan, G. (2020). Tests as Drivers of Change in Education: Contextualising Washback, and the possibility of Wash-forward. *VNU Journal of Foreign Studies*, 36(4). <https://doi.org/10.25073/2525-2445/vnufs.4573>

Bitzer, L. F. (1968). The Rhetorical Situation. *Philosophy & Rhetoric*, 1(1), 1–14.

Borgnakke, K. (1996). Procesanalytisk teori og metode. Bind 2: Procesanalytisk metodologi. Thesis, Danmarks Universitetsforlag.

Borgnakke, K. (red.) (2008) *Evalueringsens spændingsfelter*, Klim Forlag

Isager, J. M. (2021). "Hvis du vakler, er der ridser i lakken" Mundtlige danske studentereksaminer fra elevperspektiv. [PhD Thesis]
<https://doi.org/10.13140/RG.2.2.34453.86247>

Title of second presentation: The Norwegian Secondary School Exams: Marking reliability through five years

First author / presenter: Julius Björnsson

Co-authors: Gustaf B. Skar

Abstract for the second presentation:

The aim of this research is to contribute to existing technical knowledge about the Norwegian exams in lower and upper secondary school. The emphasis was on marking reliability, as the exams utilize at least two markers and a consolidator for the evaluation of student achievement. Most of the exams are traditionally not piloted or tested beforehand, so there is considerable uncertainty about how well or reliably they measure. However, the exams also differ considerably in their approach, utilizing different types and number of items, some using many shorter items and others just one or more commonly two. Generally, the exams are five hours long. As these exams are of utmost importance for the students, determining their future school choice and further education possibilities, it is imperative that their technical and psychometric characteristics are known, so that both the validity and the reliability of the results is known and fairness ensured. Marking reliability is a crucial component in ensuring overall reliability.

This work used traditional marking reliability statistics, based on common practices throughout the last half century. There exists a vast number of marking reliability studies, from many different subjects and education systems, and additionally some newer IRT based methods, an example is the MFRM-Many-facet Rasch Measurement, where student competence, item difficulty and marker severity is combined into one model, allowing for a combined result for these different facets of the exam.

Exam results from five years, 2015 to 2019 were used for the analysis, from both spring and autumn. In total results from two markers and one consolidator were gathered from 726.440 students and 40 subjects. Most of the exams were authored and marked by the education authorities, but some were locally authored and marked. The analysis was done in R, with the IRR package, producing conventional reliability statistics such as percent agreement, the kappa coefficient, weighted kappa, and an intra class coefficient. A Fleiss kappa coefficient was also used for results from the two markers and the consolidator simultaneously. In addition, a Many-facet Rasch Measurement (MFRM) analysis was applied to a selected number of the cases.

The overall results show a large range of marker reliability, from high in mathematics and science which use a multi-item assessment objectively scored, to low in the language arts and social studies, where the students traditionally write longish

essays on one or two subjects. A part of this study was to also evaluate the marking guidelines and here also there was found large variation that impacts marking reliability. Differences were found between spring and autumn and the MFRM results indicate that the whole measurement scale was not generally used.

Title of third presentation: Concurrent Validity of Grade 10 Norwegian Students' External Exam Results in Mathematics, Norwegian and English

First author / presenter: José Manuel Arencibia Alemán

Co-authors: Sigrid Blömeke, Henrik Daae Zachrisson, Astrid Marie Jorde Sandsør, , .

Abstract for the third presentation:

Since the approval of “The Knowledge Promotion Reform of 2006”, the legal framework for educational assessment in Norway explicitly states that Teacher-Assigned Grades (marks) and External Exam Results (exams) should be measures of the same construct, i.e., curriculum-based competence. Such a feature would imply that marks and exams are close to perfectly correlated, but previous research suggests the existence of systematic differences between them. In this paper, we contribute to the literature by focusing on the role of potential sources of discrepancy on the concurrent validity of exams as predictors of marks.

Willingham, Pollack and Lewis' (2002) proposed that educational measures “should be mutually validating if they are differently derived indicators of much the same performance” (p. 27) and, thus, that if researchers “correct[ed]” (p. 10) for potential sources of discrepancy between measures, concurrent prediction of marks would drastically improve. We adapt the authors' theoretical framework to the Norwegian context in order to study how concurrent prediction of marks in core subjects improves as content differences (e.g., type of assessment), individual differences (e.g., gender) and situational differences (e.g., school effects) are “corrected” in successive regression analyses.

The role of potential sources of discrepancy on the concurrent validity of exams is studied using Hierarchical Linear Regression Analysis. These analyses are conducted on population-level data from national administrative registries—containing SEAMs and other contextual, socioeconomic and sociodemographic variables of 10th-graders across cohorts 2008 to 2018 (n=651,355).

The influence of potential sources of discrepancy on concurrent validity of Secondary Education Attainment Measures (SEAMs) is significant but lower than in other national contexts. Differences between marks and exams are mainly driven by content differences. Individual differences and contextual differences, on the other hand, explain a relatively small proportion of the discrepancy between SEAMs but, in some occasions, have important effect sizes. The association between Mathematics SEAMs is markedly different from those of Norwegian and English.

Results suggest that the constructs measured by SEAMs deviate from what “The Knowledge Promotion Reform of 2006” envisioned. Thus, findings should be highly relevant to anyone who makes use of or interprets SEAMs, including researchers, policymakers and stakeholders. Lastly, this knowledge may enable stakeholders to

design professional development activities so that teachers can avoid undesired discrepancies between SEAMs.

Willingham, W. W., Pollack, J. M., & Lewis, C. (2002). Grades and Test Scores: Accounting for Observed Differences. *Journal of Educational Measurement*, 39(1), 1-37. <https://doi.org/10.1111/j.1745-3984.2002.tb01133.x>

Title of fourth presentation: Fairness in grading across subjects

First author / presenter: Tony Tan

Co-authors: Rolf Vegar Olsen, Astrid Marie Jorde Sandsør, , ,

Abstract for the presentation:

The Grade Point Average (GPA, skolepoeng in Norwegian) plays a determining role in Norway's tertiary admission process. The academic track in Norwegian upper secondary education offers students a set of compulsory joint core subjects as well as a wide range of elective subjects for different specialisations. Since different elective subjects are treated equally in its calculation, GPA implicitly assumes that grades across different specialised subjects are equivalent indicators of students' preparedness for higher education—an assumption that remains untested and questioned by available descriptive statistics. This paper focuses on the comparability of difficulty levels across subjects to provide a test of the hidden assumption in the current procedure for producing the GPA.

Fairness is both an essential and an elusive integral of educational assessment. Following Gipps and Stobart's (2009) social-cultural framing of assessment fairness and Tierny's (2017) democratic–measurement–pedagogical construction, the current study models GPA as a selection device (Kane, 2013) for accessing privileged social resources (Bourdieu, 1973). It addresses the construct validity of GPAs by examining any construct-irrelevant variance related to students' subject choices.

Item response theory is particularly suitable for extracting item difficulty information in order to study assessment's selection fairness. This study considers each GPA subject as an item and each candidate as a person. Using marginal maximum likelihood (MML) estimation, the analyses will ascertain difficulty parameters for all major subjects in Norwegian upper secondary schools. Registry data containing Norwegian students' GPA performance in 2019 are first regularised by removing subjects with fewer than 1,000 candidates and by only including candidates who have received valid GPAs through upper secondary school completions. Next, subject difficulty parameters will be extracted using generalised partial credit models. Lastly, group invariance tests are applied to assess the extent to which selection bias influenced subject difficulty parameter estimates.

The registry data set will soon be available for analysis and analyses will be presented and discussed at the conference. We expect Norway's GPA subjects to reflect findings from similar studies in other countries: Differences in difficulties across subjects (He et al., 2018) and significant subject selection effects (Korobko et al., 2008).

Bourdieu, P. (1973). Cultural reproduction and social reproduction. In R. Brown (Ed.), *Knowledge, education, and cultural change: Papers in the sociology of education*, 71–112. Tavistock Publications.

Gipps, C., & Stobart, G. (2009). Fairness in assessment. In C. Wyatt-Smith & J. Cumming (Eds.), *Educational assessment in the 21st Century: Connecting theory and practice*, 105–118. Springer

He, Q., Stockford, I., & Meadows, M. (2018). Inter-subject comparability of examination standards in GCSE and GCE in England. *Oxford Review of Education*, 44(4), 494–513.

Kane, M. T. (2013). Validating the interpretations and uses of test scores. *Journal of Educational Measurement*, 50(1), 1–73.

Korobko, O. B., Glas, C. A. W., Bosker, R. J., & Luyten, J. W. (2008). Comparing the difficulty of examination subjects with item response theory. *Journal of Educational Measurement*, 45(2), 139–157

SYMPOSIUM 8

Network: Families, Institutions and Communities in Education

Title of Symposium: Making small steps visible: Young children's participation in city planning

Chair of Symposium: Terese Wilhelmsen

Organisation: University of South-Eastern Norway

E-mail: terese.wilhelmsen@usn.no

Discussants:

The symposium consists of 3 presentations

Abstract for symposium:

In this symposium we present an ongoing research and development (R & D) project titled "Making small steps visible" or "Småspor" in Norwegian. The R & D project is based on a collaboration between Drammen Municipality and researchers/teacher educators at the University of South-Eastern Norway (USN) and was initiated due to a larger city development project in Drammen. The project's overall aims were twofold. First, we aimed to promote and research young children's participation in city planning. Second, we aimed to increase early childhood teacher students' knowledge about and experience with supporting children's participation in matters that affect children's life.

The project is framed within a children's rights perspective, specifically viewing and democratic citizens with the right to have their voice heard and to participate in matters affecting their everyday life. A tendency in city planning projects and research in Norway and beyond is to involve school-aged children. However, the Convention of the rights of the child applies to all children independent of age. The question then becomes how to integrate young children's interest, participation and voice in city planning.

The overall research questions guiding the project were: how to promote young children's interests, participation and voice in city planning? As to the second aim of the project we asked ourselves: How to incorporate early childhood teacher students as co-researcher so they get first hand experience with advocating children's interest, participation and voice in city planning?

In the project we used multiple methods inspired by the Mosaic approach. The participants were children, parents, and early childhood education teachers from three early childhood education and care (ECEC) centers. The initial round of data gathering in the pilot project was conducted in two phases. First, we invited the ECEC centers in the local community to participate in the project. Three out of eleven centers made room in their schedule to participate. Surveys and maps to be filled in

were sent out to teachers and to parents with children in the age group 3-6. The teachers were also asked to involve children in exploration of available play areas in their neighborhood and children's wish for improvement of the areas with the use of guided tours, field conversations and drawing. In the second phase of data gathering, twelve groups of early childhood teacher students acted as co-researchers with different assignments, aimed at documenting available play areas in the local community, exploring possible improvements of play areas alone and with children, and analyzing parental responses of their use of play opportunities in their local community and their wishes for improvement.

In this symposium, we present experiences and preliminary results from different actors and disciplinary perspectives represented in the project. We also discuss some of the challenges we encountered and our beginning reflections on possible improvements of the project.

Title of first presentation: Children's participation in community development: A municipality perspective

First author / presenter: Lena Elvira Solfrid Hillestad

Co-authors: Mari Nordø Lommelun

Abstract for the first presentation:

The local community hub in Strømsø district is a pilot project in Drammen municipality, the goal is to facilitate development of the area. Strømsø faces several challenges in living conditions: many decrepit buildings, low-income families, many with immigrant backgrounds. Quite a few inhabitants move often, making it hard for them to commit time and energy into developing their local community and social networks.

Because of this the Norwegian state and the city of Drammen have agreed on a ten-year area commitment plan, "Områdeløft Strømsø 2030". This secures governmental funds for activities making Strømsø a better district to live in.

Drammen municipality wishes to develop methods for citizen participation to strengthen the local democracy. The community hubs are vital in this. They are working to make it easy to influence the development of, and interesting to participate in the local areas. A main goal is to strengthen the social and practical qualities in the areas, take the climate into account and develop green lungs for recreation to increase the well-being of the inhabitants. Thereby helping the local communities to become attractive places to live.

Many inhabitants in Strømsø are living close to main roads with heavy traffic and a high degree of air pollution. The access to private gardens, communal playgrounds, parks and other green spaces is limited. Statistics show that the Strømsø district has a large number of children likely to experience more difficulty in participating in activities developing skills and networks compared to children in other areas of Drammen.

Earlier surveys give us knowledge about what adults and school children want from their local districts. But we know little about the wishes of and needs of younger children. Therefore, we at the local community hub in Strømsø have established an important partnership with USN. Working together in the "Making small steps visible" project has given young children and their parents an opportunity to make their voices heard. The students' mapping of our district has given us valuable knowledge

of how children use it, what possibilities exist today, which areas can benefit from development and what new projects to consider. We now know more about what needs fixing and what children and their parents see important to make good meeting places.

Thanks to funds from the area commitment plan, Strømsø 2030, the local community hub at Strømsø is able to make simple improvements in 2022. Further on we hope to be able to develop new areas for activity and social community for children and parents. In this presentation we discuss how further development of the "Making small steps visible" project can give us the foundation we need to do this in accordance with the wishes of the population in Strømsø. We do wish to take children's thoughts on their local environment seriously.

Title of second presentation: Tracing places for child friendly play areas in urban environment

First author / presenter: Simen Thorrud

Co-authors: Steinar Øvreås

Abstract for the second presentation:

This presentation focused on mapping suitable spaces to play for early childhood children in a city community. Densification city policy and urban development put pressure on children's spaces to play in the city and give children limited access to play in nature and green spaces in their neighborhood.

The aim of this presentation is to examine early childhood children's access to potential spaces to play such as parks, playgrounds and undefined areas that families with young children can utilize in the district. Further to evaluate the potential for improvement of these relevant places in the neighborhood through feedback from children, parents, early childhood teachers and students.

This may lead the local municipality to integrate these findings in further development of the district and early childhood children in the area get safer and easier access to richer playgrounds for movement play in the city community.

In the project we used a multimethod design. Early childhood teacher students were engaged in finding play areas in the city community using different approaches. Some students had guided tours in the nearby community area with five year old children combined with the children's drawing or building with Play-Doh or Lego of their favorite outdoor play activity. Other students used maps of the community and walked around trying to find potential places for children's play, analyzing the possibilities and barriers for using these areas. Questionnaires and maps were sent out to parents and early childhood teachers in three early childhood education and care centers . In order to shed light on actually used spaces for play preferences, and places they did not like to take the children, as well as suggestions for improvements in the various places the informants marked in the map.

The theoretical framework on how areas invite children to play and physical activities is linked to Gibson theory of affordances, and Kytä research on affordances of children's environments in cities. Student's participation is related to Vygotsky's theory of learning in a socio-cultural environment.

There are several Nordic studies looking at children's play and children's outdoor places. The contribution of this study is: to set an agenda for a discussion on how we can get children, parents, early childhood teachers and students voices into city planning and expand the focus from just finding good places to also preserve and develop good places for children's play in an urban environment.

Title of third presentation: Children as democratic citizens

First author / presenter: Hege Roll-Hansen

Co-authors: .

Abstract for the third presentation:

Rooted in the Convention of the rights of the child, democratic citizenship and participation are core values in the Norwegian educational policies, informing the pedagogical contents and practices of both early childhood education and care (ECEC) centers and the education of early childhood teachers. The idea that also very young children could and should be included in decisions important for their own everyday existence as well as their futures, presents interesting challenges. The “Småspor” project suggests a method for implementing the opinions and preferences of young children in concrete community development. First year students from the university of South Eastern Norway were in December 2021 involved as co-researchers in a pilot, testing from different angles (surveys, observations, interventions) how children and their families in an inner city community in Drammen, could be given a voice in an urban development project hosted by the city of Drammen. The materials originating from the “Småspor” project offers a unique possibility to study how the grand ideas of participation can be transformed into concrete and practical planning tools.

The aim of this presentation is to pursue the possibilities of the “Småspor” project for the ECEC educational program. In the social studies parts of the SRLE-course in the first year of study, democracy, citizenship and participation are leading themes, to be related both to the everyday ECEC practice and to the broader societal and institutional context to which the professional early childhood teacher commits. The theme is strongly appealing to the students, who fully understand the need for making democratic citizenship a major pedagogical principle both in their education and future profession. All the same, they often find it challenging to connect this idea to practical situations, especially in a broader societal or political perspective. Through analysis of the students experiences from the pilot carried out in December 2021, the paper asks how the idea of democratic participation can be approached and executed in a local political context – taken seriously by the local community representatives and producing concrete results in the form of alterations in the physical environment, and how this can be integrated in the ECEC teacher education.

SYMPOSIUM 9

Network: General Didactics

Title of Symposium: Bildung – linking teacher education and teacher work?

Chair of Symposium: Tobias Werler

Organisation: University of Oslo

E-mail: tobias.werler@ils.uio.no

Discussants:

The symposium consists of 4 presentations

Abstract for symposium:

Bildung describes how pupils become human beings through and with other human beings in and with their culture.

Bildung is promoted when teachers open up the world to their pupils and provide them with experiences that lead them to see themselves as subjects, as part of a community that shares values and knowledge.

Teacher education can be a learning arena that enables future teachers to understand the interrelationships between science, culture, religion, ethics, nature and economics in relation to the formation of a well-acquainted worldview.

Future teachers must be expected to be able to show their pupils what is behind it and what it can mean for them.

If one follows the concept of Bildung (e.g. Klafki), then teacher education must pursue two goals: it must contribute to the formation of professionals, human beings and citizens through an educational approach to the world; and thereby enabling future teachers to stimulate and sensibilise pupils for their educational process.

It is not sufficiently understood how and whether these aspirations are achieved.

Therefore, the overall aim of this symposium is to make visible the theoretical conceptualisation as well as the empirically verifiable impact of the Bildung concept in and for teacher education. The papers ask from different perspectives what space and role the Bildung concept has in teacher education. Furthermore, the papers ask in which way the concept of education is connected to the work of teachers in schools. Overall, the symposium begins a dialogue on whether teacher education that aims to open up and experience the world can do without a concept of Bildung.

The symposium will be opened by a short introductory lecture.

The symposium will be accompanied by a discussant. The symposium will conclude with an open discussion with the audience (session 5).

Title of first presentation: The teacher profession and the dimension of seeing in Bildung: a conceptual orientation using Schön and Hattie as examples

First author / presenter: Silvia Edling

Co-authors:

Abstract for the first presentation:

The Swedish teacher profession has undergone a professionalization process during the 1980s. This broadly means moving from a mere technical approach to an intellectual, where technical skills are united with the capability to understand one's profession in depth as well as the ability to see the human conditions in which action take place, in order to intervene accordingly. The curriculum tradition that best taps into the professional requirements for teachers today in Sweden, has connections to German or continental didaktik that builds on ideas of Bildung.

Accordingly, the intention of this paper is to gain a deeper conceptual understanding of how the notion of Bildung links to teacher's seeing by using a voice coming from the Bildung tradition and one that does not. The following questions are addressed in the paper: a) how do Hattie and Schön describe the purpose of teachers' seeing?, b) how can seeing be developed as a teacher competence? and d) are there similarities and differences in the various perspectives?

Theoretical background

There is a general agreement that teachers' seeing, affects educational and learning outcomes. The teaching profession is one of the oldest in the world and its status and responsibilities have changed over the years. Overall, there are two conflicting traditions in terms of how seeing is approached in the teaching profession: teachers as technicians often described as narrow tradition and teachers as intellectuals that opens up for a broader approach to what seeing entails in relation to the teacher profession. The broader Bildung of seeing and through seeing was developed by Pestalozzi and later Herbart in the early 19th century. Consequently, the theoretical background takes its beginning in the German Bildung tradition.

Methodology and design

In this section, two books are highlighted in relation to teachers' seeing, with a specific focus on the interplay between the certain (top-down) and uncertain (bottom-up): Donald Alan Schön's (1930-1997) *The Reflective Practitioner. How Professionals Think in Action* (1983) and John Hattie's (1950-) *Visible Learning. A synthesis of over 800 meta-analyses relating to achievement* both of which have contributed in various ways of highlighting teachers' seeing. While dialogue is a common method in education it has also been emphasized as an important tool for research investigations as well to highlight threshold situations.

Expected results and findings and relevance to Nordic Countries

Hattie brings a helicopter view to the educational landscape that helps teachers to see the patterns that are generally lost in the dense vegetation of the forest. At the same time, the questions he poses to the research study and the methods used are unable to capture the intimate perspective that Schön applies to explore the notion of seeing. The evidence that Schön generates cannot be disregarded with evidence-based research but rather enriches and problematises it. The teacher profession today in the Nordic Countries are in different ways linked to the Bildung tradition, rendering the topic to be of interest to the NERA conference.

Title of second presentation: Students' experiences of Bildung and education in school: in accordance with the intentions of education policy?

First author / presenter: Mia Stubhaug

Co-authors: Armend Tahirsylaj

Abstract for the second presentation:

1. Research topic/aim

This article examines how 15-16 year-old pupils experience “danning” and “utdanning” in their schooling, and how those experiences are in coherence with the intended policy goals in the latest Norwegian Core Curriculum. “Danning” is often related to the term Bildung, whereas “utdanning” refers to education as acquisition of knowledge and skills in relation to specific subjects.

2. Theoretical framework

To examine the experiences of pupils regarding “danning” three concepts related to Bildung were used, namely self-determination, co-determination, and solidarity (Klafki, 1998). To compare the pupils' experiences with the intentions of the educational policy Biesta's (2015) concepts of qualification, socialization and subjectification were applied.

3. Methodology/research design

The research has been executed by looking into the educational policy documents and interviewing pupils and analyzing how they have experienced and how they currently experience utdanning and danning during schooling. The research was executed using three focus group interviews at a high school in Trondheim municipality.

4. Expected results/findings

The main findings of the research indicate that students are concerned with “danning” in terms of co-determination; to participate as a responsible citizen in the society. To a lesser extent they are concerned with self-determination; to make independent choices based on morality and reason and solidarity; to contribute to the achievement of self-determination and co-determination for others. On the other hand, the pupils were concerned with subjects and that subjects should have a specific functionality for them in the future. The research showed that it is the domain of qualification and socialization that concerns the students the most, while they are less concerned with the domain of subjectification: to become responsible and independent subjects that uses their freedom to act or refrain to act in a conscious matter (Biesta, 2020). In other words, there seems to be a lack of coherence between the intended policy goals and the experiences of pupils.

5. Relevance to Nordic educational research

As research from the pupil perspective is scarce, at least in Norway, this article contributes to more knowledge and insight on the subject. The findings are also highly interesting as there seems to be a lack of coherence between government intentions and the experiences of pupils at schools. This should be investigated further to see if there should be changes either in government intentions and/or the practices at schools, or both.

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Title of third presentation: Bildung and/or education! Teachers' relationship to an unclear term

First author / presenter: Hallvard Bryntesen Aamelfot

Co-authors: Tobias Werler, Christian Huseby, , , .

Abstract for the third presentation:

Research topic/aim

This paper documents a qualitative study which illuminates Bildung (education) in school and teacher's relationship with Bildung and the enabling of processes of Bildung. To answer my study's issue there has been established a theoretical framework, and empirical data which aligns for analysis around how Bildung can show in the teacher's understandings and experiences with the term, and also how processes of Bildung can be enabled by Didaktik. The studies context is Norway.

Theoretical framework

From a theoretical point of the paper applies the Klafkian notion of Bildung falling into the -dimensions of selfdetermination, co-determination and solidarity (Klafki 2001). Further it follows Hopmanns (2007) concept, that teachers that are working towards Bildung - as it is demanded from them from the Norwegian Education Act – are restraining their practice.

Methodology/research design

The data comes from interviews with four teachers at the junior high school. Through the teacher's stories about their own relationship with Bildung, and how they see the opportunities for processes of Bildung in their own teaching hours, there is made formed a picture of the teachers understanding of Bildung and how it can be worked with in school.

Expected results/findings

The data shows tendencies of the teachers viewing Bildung and education as depending on each other, but also a view of education as clearer rather than Bildung. One of my findings can show a possible understanding of Bildung as something unclear and difficult to relate to. At the same time the data shows that the teachers are having a relatively similar implicit understanding of Bildung, and shows to some values, attitudes and norms which can resemble Wolfgang Klafki's (2001) concept of Bildung, and the Bildung-dimensions; selfdetermination, co-determination and solidarity.

At the same time the teachers implicit understanding of Bildung may be viewed as influenced by their own education which leans on a "Didaktik" – tradition, based on the studies of Tahirsylaj & Werler (2018). Another finding shows an uncertainty

around how conscious the teachers are in facilitating Bildung, and much of their work is being attached to the new curriculum.

Relevance to Nordic educational research

Although the findings show a possible common implicit understanding of Bildung, it may seem like the teachers find it difficult to relate to the phenomenon in a concrete sense. The findings may imply some interesting fields for further research and an increased need for focus on Bildung in the teacher-education, and schools in general, considering what Bildung implies and its consequences for Didaktik.

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Title of fourth presentation: A didaktik for Bildung in school and teacher education?

First author / presenter: Thomas Iskov

Co-authors:

Abstract for the presentation:

This presentation addresses the revival of Bildung in the discourse about education, and asks about the implications for the practical pedagogy and teaching both in the public school and teacher education and how it is intertwined.

The school must contribute to the formation of the pupils, and thus the student teachers must be educated to carry out this task. The teacher education must also contribute to the formation of the students. It appears i.a. of the proposal for a new teacher education reform in Denmark, where the students' personal development is (re)enrolled as part of the purpose of the education, and the students' professional formation appears to be a central progression track through the study.

Thus, it becomes clear that both school and teacher education can be said to have a dual purpose: formation and education (Tange, 2021; Biesta, 2011). This is consistent with the brief description of the symposium, which states that: "...teacher education must pursue two goals: it must contribute to the formation of professionals, human beings and citizens through an educational approach to the world; and thereby enabling future teachers to stimulate and sensitize pupils for their educational process."

This raises some practical pedagogical questions on several levels: How contribute to pupils' formation? And to the formation of student teachers? And what must characterize the teaching in order for it to contribute to the formation of student teachers and enable them to contribute to the formation of pupils in school?

Based on general pedagogy (Oettingen, 2010; Komischke-Konnerup, L., 2018) and on the basis of so-called empirical formation research on teachers' understanding of formation (Oettingen, 2018; Iskov, Tange and Duedahl, 2010; Iskov and Tange, 2021) and research in teacher education's second-order didactics, the presentation revolves around these issues.

Empirical studies of teachers' utterances on formation form the basis for some suggestions on how to talk about formation without defining, predicting and instrumentalizing the work with it. A Didaktik for formation is presented, based on a pedagogical reconsideration about teaching being experimental and intentional but not causal, and it is argued that the Didaktik for formation is general and current in both school and teacher education.

Related to teacher education, the Didaktik is unfolded as second order teaching (Goodwin, et al., 2014; Loughran, 1996, 2011; Loughran & Berry, 2005; Lunenberg et

al. 2007; White, 2011; Iskov, 2020). In this perspective, it is not only a matter of teaching someone who must learn to teach themselves. Also, it is about the education and formation of students who have to educate and form pupils, and it is put into discussion how to carry out this task.

Despite research and theory development, it seems that the field raises several questions, and the presentation will seek to formulate such key questions and discussion points in order to open up for further dialogue and continued research.

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SYMPOSIUM 10

Network: Higher Education

Title of Symposium: Kindergarten Adoption – experimental internship

Chair of Symposium: Olav B. Lysklett

Organisation: Queen Maud University College of early childhood education

E-mail: obl@dmmh.no

Discussants:

The symposium consists of 3 presentations

Abstract for symposium:

1) Research topic/Aim

Practical training (internship) is a mandatory and important part of Norwegian kindergarten teacher training. The students will carry out 100 days of practical training during their education. At Queen Maud University of College Early Childhood teacher Education (QMUC) the students at the Nature and outdoor teacher training have an extra week of experimental internship – “Kindergarten adoption”. This particular course consists of students working in teams taking over one kindergarten department. During this week, the students should run all the normal activities in the department.

The School Adoption partnership model is currently being piloted in several European countries and in South America and appear to enable authentic learning opportunities (Bach, 2019). Nevertheless, such adoption in kindergarten, is not yet investigated.

Kindergarten adoption takes part after the second internship period at the end of the fourth semester. After two days of preparations at campus, the student groups of 4-6 students spend one week at the kindergarten department following the staff to get to know the department, the children and their parents. The next week (adoption week), the students take over and manage the department as if they were employees. They plan and arrange the daily activities, conduct team meetings and are in dialogue with the department leader if necessary. After the week of adoption the students reflects over the experiences they have gained and do a presentation of this at campus. The research question is: How do students experience one week of kindergarten adoption?

2) Theoretical framework

Biesta (2013) is problematizing the concept of learning and points at three domains of purpose in education; Qualification, Socialization and Subjectification. Student experiences will be discussed within these domains. Intercultural competence, as

used in international documents meaning the ability of interpersonal communication and understanding (UNESCO, 2006, 2013; Council of Europe, 2014), will also be used.

3) Methodology/research design

We will analyse student reflections over their learning outcomes after one week of kindergarten adoption using different methods. Recordings of oral group presentations and a survey after the whole process will be the subject of our data analysis.

4) Expected conclusions/Findings:

This practice training aims to give students experience in planning, cooperating in teams and leading staff (other students), as well as in using sound professional judgement in everyday situations. Students will experience real situations in teamwork and create both opportunities and dilemmas. In higher education, we will gain knowledge about students' experiences with kindergarten adoption.

Relevance for Nordic Educational Research:

Practical training or internship is an important part of Nordic kindergarten teacher training. Normally there will be a practice teacher that council one or two students and this teacher is responsible at the kindergarten department. During the week of kindergarten adoption, the students will experience challenges they not will have during ordinary practical training. Such challenges might be planning, cooperating in teams and leading staff (other students), as well as in using sound professional judgement in everyday situations.

Note for the organizers.

We know that having different national perspectives is a recommendation to have a symposium at NERA. As far as we concern no other nationalities has tried such kindergarten adaption in the Early Childhood teacher Education.

Title of first presentation: Kindergarten adoption - internship without safety net!

First author / presenter: Olav. B Lysklett

Co-authors:

Abstract for the first presentation:

1) Research topic/Aim:

Practical training, or internship, is a mandatory and important part of Norwegian kindergarten teacher training. The practice period should be supervised, varied, assessed and form an integral part of every area of knowledge. The guided practice periods should last a minimum of 100 days. Ninety-five days should be spent in a kindergarten, and five days should focus on the transition between kindergarten and school. Seventy-five days should be done during the first two years of their bachelor education.

At Queen Maud University of College Early Childhood teacher Education (QMUC) the students at the Nature and outdoor teacher training have an extra week of experimental practice training – “Kindergarten adoption. This particular course is a requirement in the subject “natur, health and movement 2” and consists of students working in teams take over one kindergarten department. This experimental practice training takes place after the students have finished their first 75 days of practice. During this week, the students should run all the normal activities in the department.

After two days of preparations at campus, the student groups of 4-6 students spend one week at the kindergarten department following the staff to get to know the department, the children and their parents. The next week (adoption week), the students take over and manage the department as if they were employees. They plan and arrange the daily activities, conduct team meetings and are in dialogue with the department leader if necessary. After the adoption the students reflects over the experiences they have gained and do a presentation of this at campus. The research question is: How do students experience kindergarten adoption compared to ordinary internship?

2) Theoretical framework

School Adoption is currently being piloted in several countries and appear to enable authentic learning opportunities (Bach, 2019). Biesta (2020) is problematizing the concept of learning and points at three domains of purpose in education; Qualification, Socialization and Subjectification. Student experiences will be discussed within these domains.

3) Methodology/research design

We will analyse student experiences after one week of kindergarten adoption using a survey after the whole process.

4) Expected conclusions/Findings:

Such internship are different compared to ordinary internship. When students plan and arrange the daily activities, conduct team meetings students will experience real situations in teamwork, use sound professional judgement and develop professional skill and attitude.

Relevance for Nordic Educational Research:

Practical training is an important part of Nordic kindergarten teacher training. Normally there will be a practice teacher that council one or two students and this teacher is responsible at the kindergarten department. During the week of kindergarten adoption the students will experience challenges they not will have during ordinary practical training. Such internship is important for all teacher education.

Title of second presentation: Subjectification in leadership education; Students adoption of Kindergarten Departments

First author / presenter: Wencke H. Iversen

Co-authors: Kjersti Merete Langvik

Abstract for the second presentation:

1) Research topic/Aim

Kindergarten teachers are in different ways leaders of the kindergartens and departments they conduct. They are responsible for leading the children, developing the quality of the pedagogical work, and leading the staff. This means that the Norwegian kindergarten teacher training is a leadership education as well as a pedagogical education. The Norwegian government emphasize the importance of leadership practices in developing the quality of kindergartens, and have pointed to the need of a consistent focus on leadership training throughout the kindergarten teacher education, in addition to further leadership education for kindergarten teachers. In spite of the increasing focus on leadership in the kindergarten teacher education in Norway, the students still report a lack of leadership skills when they start their work in the kindergartens. Our research question is: Can Kindergarten adoption provide the students with “real life” experiences of leadership that will make them more prepared for their work as leaders?

2) Theoretical framework

We will use Biestas three domains of purpose in education, Qualification, socialization and subjectification as a framework. On the domain of subjectification Biesta says:

“One thing it asks from education is that it make an encounter with the real possible — an encounter that allows for a reality check. This requires, among other things, that education not remain merely conceptual but that there is something real at stake in it; that the world, in its materiality and its sociality, can be encountered. An encounter with what is real manifests itself in most cases as an interruption — an interruption of the flow of intentions and initiatives, which means that education for subjectification has an interruptive quality.” (Biesta, 2020, s. 98).

3) Methodology/research design

We will analyse student reflections over their leadership practices after one week of kindergarten adoption using recordings of oral group presentations.

4) Expected conclusions/Findings:

Students will experience real situations as leaders, they need to use sound professional judgement and handle the opportunities and challenges that emerge.

We will gain some knowledge about students' experiences as leaders in this type of "real life" training and in comparison with the traditional practical training as part of an experienced staff in kindergartens

Relevance for Nordic Educational Research:

The complexity of leadership calls for more experiential and genuine preparation and practice training for students, which is important for all teacher education. We want to see if kindergarden adoption can be a tool in the educational domain and subjectification (Biesta, 2020).

Title of third presentation: Kindergarten adoption – students' reflections on intercultural competence during internship

First author / presenter: Kjersti Merete Langvik

Co-authors: .

Abstract for the third presentation:

Research topic:

Kindergartens in Norway consists of linguistic and cultural diversity. The ability to understand one another across and beyond cultural barriers is a fundamental prerequisite for making kindergartens work. There is a need for mutual understanding and intercultural competence, and for an effort to develop the necessary attitudes, skills and knowledge that contribute to intercultural competence. UNESCO (2006; 2013) and Council of Europe (2014) underline the importance of developing intercultural competence through education. To require intercultural competence and to engage in intercultural dialogue can be seen as a key competence integrated in the pedagogical role.

With a focus on student resources, I will examine kindergarten teacher students' reflections on their experiences with interpersonal communication and understanding in planning, collaboration, management and leadership during kindergarten adoption. The interactions are between fellow students, children, parents and employees in the kindergarten, all with different cultures and backgrounds. Our research questions are: What reflections do students make during internship on interpersonal communication and understanding, and how can increasing responsibility in planning, collaboration, management and leadership during kindergarten adoption provide students with valuable experience in intercultural competence?

Theoretical framework:

Intercultural competence is used in international documents meaning the ability of interpersonal communication and understanding (UNESCO, 2006, 2013; Council of Europe, 2014). The principles can be found in Norwegian key documents. It is understood as a combination of attitudes, knowledge, understanding and skills applied through action, which enables one to understand and respect others, to respond appropriately, effectively and respectfully, to establish positive and constructive relationships and to understand oneself and one's own multiple cultural affiliations when interacting and communicating (Council of Europe, 2014). In order to understand the concept, the study is based on theory including the concepts of identity, culture, intercultural encounter and competence. It's based on a socio-cultural perspective, which includes a basic view on the need and desire to seek and to create meaning in a social community, through experiences and interests.

Methodology and research design:

The qualitative, hermeneutic phenomenological research is to bring to light and reflect upon the understanding and meaning of the students' experience. How students perceive interpersonal communication and competence during practice is emphasized. The empirical material consists of questionnaires answered by 60 students. The analysis has an eclectic approach (inductive/ deductive).

Expected findings:

In higher education, kindergarten adoption will give students experiences where they will need intercultural communication and intercultural competence. The study will therefore give us knowledge about students' reflections on these experiences.

Relevance for Nordic Educational Research:

The study will give us findings on how students experience intercultural communication and understanding during internship, and what kind of intercultural competence is needed in the pedagogical role in the kindergarten.

SYMPOSIUM 11

Network: ICT & Education

Title of Symposium: Designing opportunities to learn computational thinking

Chair of Symposium: Kalle Juuti

Organisation: University of Helsinki

E-mail: kalle.juuti@helsinki.fi

Discussants: Vibeke Schrøder

The symposium consists of 4 presentations

Abstract for symposium:

This symposium focuses on understanding the possibilities to design multi-faceted opportunities to learn (CT) in co-designed curriculum units in science and mathematics classes in Finland and Norway. Shute et al. (2017) highlight that computational thinking helps to solve problems effectively and efficiently. In designing CT classes we draw on educational design research (Sandoval, 2014). The key in educational design research is to create learning environments that did not exist before. The aims are to reach an understanding of teaching and learning in specific contexts and provide information concerning desired ends of the education as well (Juuti & Lavonen, 2021). The design-research project starts with the indeterminate situation where researchers or practitioners know how to act. In the symposium presented here, the first step focuses on understanding teachers' current practices and beliefs, as well as understand constraints and affordances of the educational context. The desired outcome of this phase is to articulate shared goals and visions for future learning. The second step initiates the design – testing – reflection iterations. The questions focus on what kinds of tools, materials, participant structures, and discursive practices (Sandoval, 2014) that may lead to desired students processes in the form of artefacts and observable behaviour. During the iteration phase, there is need to reflect whether the original vision of desired learning needs to be refined.

This symposium describes and reflects the designing of curriculum units in digitally intensive environments embedded with the opportunities to learn computational thinking. Following the Sandoval's (2014) conjecture mapping technique, we draft the conjectures on how we expect certain elements of curriculum unit to enable students' learning of computational thinking. CT often draws on to Papert's (1980) constructionism, where learning is intertwined with constructing artefacts. Originally, the artefact's construction was understood as writing programmes to control simple robots called "Turtles". Recently, students' active construction, situated learning, social interaction and use of cognitive tools have also been highlighted (Krajcik & Shin, 2015). Our initial high-level conjecture is: "Students learn computational

thinking while designing and creating computational artefacts". Shute et al. (2017) define computational thinking as including six main facets: decomposition, abstraction, algorithm design, debugging, iteration, and generalization. This symposium describes the context and the first iterations of the curriculum units that provide opportunities to learn computational thinking in science and mathematics. Analysis of the teachers' beliefs and curriculum units contribute to understanding opportunities to learn computational thinking by designing and constructing computational artefacts.

Shute, V. J., Sun, C., & Asbell-Clarke, J. (2017, 2017/11/01/). Demystifying computational thinking. *Educational Research Review*, 22, 142-158.
<https://doi.org/https://doi.org/10.1016/j.edurev.2017.09.003>

Sandoval, W. (2014). Conjecture Mapping: An Approach to Systematic Educational Design Research. *Journal of the Learning Sciences*, 23(1), 18-36.
<https://doi.org/10.1080/10508406.2013.778204>

Juuti, K., & Lavonen, J. (2021). Curriculum Development in Science. In Zoi A. Philippakos, Emily Howell, and Anthony Pellegrino (Eds.), *Design-Based Research in Education Theory and Applications*. Guilford.

Krajcik, J., & Shin, N. (2015). Project-based learning. In K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (2nd ed., pp. 275–297). Cambridge University Press.

Title of first presentation: Designing a CT learning opportunities in mathematics and science education

First author / presenter: Katarina Pajchel

Co-authors: Louise Mifsud, Thomas Frågåt, Aino Ukkonen, Håkon Swensen, Kristina Johnsdatter Andreassen

Abstract for the first presentation:

Norway implemented a new curriculum in 2020 which includes CT and programming. The guiding principle is that CT is introduced in selected subjects and is closely related to programming or coding, and problem solving. Mathematics is responsible for introducing the main concepts of CT and programming, while the science is meant to deepen and apply CT and programming as means for problem solving and modelling. However, these curricular goals and concepts are relatively new, and few educational resources are available. Therefore, there is a need for exploring meaningful ways of integrating CT in mathematics and science. The aim of this study is to design learning opportunities where students can develop CT both as a generic skill and as well as a tool for supporting learning in these subjects.

In Norwegian educational context, CT is broadly understood as an explorative and collaborative problem solving mindset (Shute et al., 2017). Although there are numerous models of CT, the literature provides lists of concepts that are closely related to programming as an approach to problem solving. Examples of these are decomposition, abstraction, and algorithms. Such models of CT serve as theoretical framework that guides both the design of the learning activities and offers insight about the learning processes.

The study reports from the initial phase of a design-based research approach that is based on a researcher-practitioner collaboration. The implementation of the research approach is informed by conjecture mapping (Sandoval, 2014) and this phase contributes to an understanding of the context. The interventions took place in a 10th grade mathematics class and 4th grade science class. The data consist of notes and observations from discussions and planning with the teachers, video observations from classes, students' artifacts, and interviews with teachers.

In this study, we explore and present the challenges and needs teachers face when planning CT learning activities. The point of departure is the existing teaching material and strategies, and we investigate the new opportunities for including programming. The high-level design conjecture is that students learn computational thinking while creating an artifact. The preliminary results indicate insights into how teachers structure teaching around the artifact. In mathematics students used Scratch to program calculators, while in science it was used to model waste handling system. We also observe how these facilitate for learning processes related to CT concepts. The very varying contexts of interventions show how the idea of working

with CT artefacts can be embodied in different subjects and what kind of learning processes it induces.

CT and programming are common new challenges in the Nordic countries. As the curricular implementations are different, it is therefore interesting to study teaching designs which addresses CT as a generic skill and transfer between diverse contexts.

Shute, V. J., Sun, C., & Asbell-Clarke, J. (2017, 2017/11/01/). Demystifying computational thinking. *Educational Research Review*, 22, 142-158.
<https://doi.org/https://doi.org/10.1016/j.edurev.2017.09.003>

Sandoval, W. (2014). Conjecture Mapping: An Approach to Systematic Educational Design Research. *Journal of the Learning Sciences*, 23(1), 18-36.
<https://doi.org/10.1080/10508406.2013.778204>

Title of second presentation: Constraints and affordances in implementing computational chemistry practices to upper secondary school

First author / presenter: Ari Myllyviita

Co-authors: Jari Lavonen, Kalle Juuti, , ,

Abstract for the second presentation:

Advanced use of digital tools and applications are encouraged in Finnish national level upper secondary school core curriculum. This does not mean only the use educational technology, in general, but use of such digital practices that are authentic from the point of view of scientific practices that professional chemists use (Krajcik & Shin, 2015). This brings challenges in designing chemistry teaching. Applying professional chemical modelling software can be one way to implement authentic digital practices in chemistry teaching. We adopted a conjecture drawing on Shute (2017): the better CT skills students have, the better their readiness to apply computational chemistry applications in problem-solving. And at the same time, while learning computational chemistry practices, students have opportunity to learn CT skills. We draw on Shute et al.'s (2017) conceptualisation of six CT facets, namely decomposition, abstraction, algorithms, debugging, iteration, and generalisation. However, it is not clear how to implement computational chemistry and opportunities to learn CT skills in upper secondary school chemistry. Therefore, there is need for educational design-based research (Sandoval, 2014; Juuti & Lavonen, 2021) to better understand the learning of authentic digital practices in upper secondary chemistry learning.

In this symposium, we describe the affordances and constraints of current Finnish chemistry education for implementing computational chemistry and creating situations for learning CT skills. For example, how current textbooks, digitally present final assessment (matriculation examination) as well schools' physical environments may enable or prevent adoption of computational chemistry practices and learning of CT skills. Furthermore, we analyse the opportunities to learn CT in the designed and piloted curriculum unit. In the unit, the chemistry topics are chemical reactions and spectroscopy. Students are guided to construct algorithmics to identify and classify molecules using MarvinSketch modelling software. In spectroscopy, students create their own spectra charts, and apply algorithmic thinking facet "Abstraction, pattern recognition" Students identify patterns' underlying the data. Students are guided to report their learning in a diary, where they describe and reflect their CT-skills and use of different CT approaches.

The current design-based research for CT in upper secondary school chemistry will inform teachers and teacher educators, and national level authorities how these up-to-date digital chemistry practices could be integrated in national level education

policy documents, matriculation examination assessment, textbooks, and chemistry teaching practices and activities.

Juuti, K., & Lavonen, J. (2021). Curriculum Development in Science. In Zoi A. Philippakos, Emily Howell, and Anthony Pellegrino (Eds.), *Design-Based Research in Education Theory and Applications*. Guilford.

Krajcik, J., & Shin, N. (2015). Project-based learning. In K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (2nd ed., pp. 275–297). Cambridge University Press.

Sandoval, W. (2014). Conjecture Mapping: An Approach to Systematic Educational Design Research. *Journal of the Learning Sciences*, 23(1), 18-36.
<https://doi.org/10.1080/10508406.2013.778204>

Shute, V. J., Sun, C., & Asbell-Clarke, J. (2017, 2017/11/01/). Demystifying computational thinking. *Educational Research Review*, 22, 142-158.
<https://doi.org/https://doi.org/10.1016/j.edurev.2017.09.003>

Title of third presentation: Learning computational thinking within middle school steam project

First author / presenter: Aleksi Markkanen

Co-authors: Erika Perttuli-Borobio, Anni Loukomies, Kalle Juuti, , .

Abstract for the third presentation:

Finnish core curriculum for basic education emphasises transversal competences such as thinking and learning to learn, multiliteracy, and ICT competence. These transversal competencies can be seen as national implementation of 21st skills or future competencies. CT skills (Papert, 1983; Shute et al, 2017) can be considered to be the central aim in teaching in order to prepare students for the digitally intensive society. We draw on Shute et al.'s (2017) conceptualisation of the six facets of computational thinking, namely decomposition, abstraction, algorithms, debugging, iteration, and generalisations.

This paper presents the design and reflection of a science, technology, engineering, arts and maths (STEAM) curriculum unit where the aim is for students to learn CT. The designed curriculum integrates STEAM subjects at the first year of middle school (mean age 13 years). During the curriculum unit, students design and create interactive tote bags that takes a stand on one of the Agenda 2030 goals that the students finds meaningful. While designing and producing the interactive tote bags, students apply a variety of technology including digital drawing tablets, vector graphics software, multimedia process portfolio software, vinyl cutter, sewing machine, micro controller and e-textiles enabling digital components in fabrics.

Computational thinking facets were embodied in curriculum unit. For example, students had the opportunity to learn decomposition by identifying and planning the tasks for tote bag production process in general. While students plan how to include interactive functionalities into the tote bag, they need to identify steps to construct a cut-out printing model for the vinyl cutter that requires knowledge of geometry. Similarly, the other CT facets are embodied in students' tasks.

To help students recognize and apply CT skills, we designed an application of interactive process portfolio while designing and constructing interactive tote bags. After each lesson, students were asked to document their process and reflect what facet(s) they experienced and how they applied these facets in the specific phases of their tote bag production process.

In the symposium, we present the analysis of CT learning opportunities during the STEAM project and how students documented and reflected computational thinking facets in their multimedia process portfolios.

Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. Basic Books.

Shute, V. J., Sun, C., & Asbell-Clarke, J. (2017, 2017/11/01/). Demystifying computational thinking. *Educational Research Review*, 22, 142-158.
<https://doi.org/https://doi.org/10.1016/j.edurev.2017.09.003>

Title of fourth presentation: Assessing computational thinking – the Nordic teacher perspective

First author / presenter: Aino Ukkonen

Co-authors: Katarina Pajchel, Louise Mifsud, , ,

Abstract for the presentation:

Computational thinking (CT) has been introduced to school curricula in the Nordic countries, and teachers and students need to acquire new conceptual understanding and skills. Assessment is a central aspect of learning (Black & Wiliam, 1998), and as the research in CT is in rapid development, there is a need for more research on how to assess students' CT skills (Tang et al., 2020). Our research explores Norwegian and Finnish K-10 teachers' preconceptions on assessing CT as a generic and a subject-specific skill in science, art, and mathematics. The core curricula in the two countries contain learning goals and some assessment criteria, but to be able to comply with the curricula, teachers need an understanding of which facets to assess and which methods to use to support students' learning processes and outcomes in CT. Studies of teachers' preconceptions of assessing CT are scarce. To develop design conjectures, understanding the teacher's perspective of assessing CT is necessary. As an initial problem analysis, this aspect is explored in the first phase of our educational design research. In this study, we draw on the assessment framework of Black and Wiliam (1998), with assessment from the teacher perspective encompassing choices of tasks, discourse, the quality of feedback along with the student's perspective through the teachers' interpretations of self- and peer-assessment. Our study reports from phase one of a design-based research study. This is an initial analysis that will guide the next phases of formulating embodiment conjectures as well as identifying mediating processes included in the design conjectures. First, we mapped the field of teachers' preconceptions on CT assessment by conducting a scoping review on CT assessment published 2010-2021. Secondly, we will draw on data from semi-structured interviews with teachers in Finland and Norway as well as classroom observations from a Norwegian 10th grade mathematics class to gain insight into teachers' perceptions.

Findings from the review indicate that the literature on how teachers perceive CT assessment is limited. Preliminary findings from the empirical research indicate that curricula guide teachers in their work, but when the curricular criteria for how to assess CT are loosely defined, the teachers might have to set their own criteria. The obstacles and hindrances as well as possibilities in teaching and assessing CT are conceptualized in this study along with findings from the review of previous literature. Our study gives insight into how teachers perceive assessment of CT, both integrated into subjects as well as assessing generic CT skills. As Norway and Finland have incorporated CT into their core curricula, our study will contribute to the

understanding of current practices as well as future possibilities with respect to assessing CT in the Nordic countries.

Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in education : principles, policy & practice*, 5(1), 7-74.
<https://doi.org/10.1080/0969595980050102>

Tang, X., Yin, Y., Lin, Q., Hadad, R., & Zhai, X. (2020). Assessing computational thinking: A systematic review of empirical studies. *Computers & Education*, 148, 103798. <https://doi.org/https://doi.org/10.1016/j.compedu.2019.103798>

SYMPOSIUM 12

Network: Inclusive Education

Title of Symposium: Inclusive Education for Students with Intellectual Disabilities

Chair of Symposium: Jenny Wilder

Organisation: Stockholm University, Department of Special Education

E-mail: jenny.wilder@specped.su.se

Discussants: Daniel Östlund

The symposium consists of 4 presentations

Abstract for symposium:

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008) has firmly stated inclusive education as a basic human right. This is specifically articulated through Article 24, which asserts the right of persons with disability not only to education but to an inclusive education system at all levels of learning (UNCRPD, 2008). Nonetheless, inclusive education for students with intellectual disabilities (ID) is an ongoing strive in practice and research. This symposium invites a discussion about inclusive education for the students with ID, in which the full range of ID, from mild to profound, is approached.

The symposium includes four presentations. 1) In the first presentation, the concept of inclusive education in research and public discourses will be discussed from an analysis using the conceptual framework of the four qualitatively different categories of inclusion as proposed by Göransson and Nilholm 2014; Nilholm and Göransson 2017: a) placement definition; b) specified individualized definition; c) general individualized definition; and d) community definition. 2) In the second presentation, paraprofessionals' care-work with students with severe ID is investigated and problematized. In the presentation, care is focused as a relational, intersubjective process, and using data from video recordings the study aimed to problematize and discuss the tasks of paraprofessionals as caregivers in relation to the consequences for students' participation. 3) In the third presentation, Swedish governmental processes of in(ex)clusion of students with ID will be discussed. Taking a standpoint that contemporary ideas, beliefs, and value systems expressed in the society are mirrored in policy documents; parliamentary texts were analyzed. The results revealed a strive for alignment of the structure of schools for children without ID and children with ID to synchronize the work between the school forms. 4) The fourth presentation will discuss results from a scoping review of international research about inclusive education for students with severe ID. The review focused on participant characteristics, settings of research, as well as the aims, purposes, core outcomes and effectiveness of the studies. The review highlights a set of current priorities that

are necessary for advancing the inclusion in education of students with severe disabilities.

References

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<https://doi.org/10.1080/08856257.2014.933545>

Nilholm, C., & K. Göransson. 2017. “What Is meant by inclusion? An analysis of European and North American journal articles with high impact.” *European Journal of Special Needs Education*, 32, 437–451.
<https://doi.org/10.1080/08856257.2017.1295638>.

United Nations. (2008). Convention on the Rights of Persons with Disabilities (CRPD). <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>

Title of first presentation: The adventures of the concept of inclusive education in research and public discourses

First author / presenter: Kerstin Göransson

Co-authors:

Abstract for the first presentation:

In this presentation I will argue that the concept of inclusive education is beginning to lose sight of its original ideological visions – namely the vision of deconstructing school systems that meet the diversity of children by providing segregated educational settings to those children that do not fit within the mainstream system and thereby constructing a united school system for all children, based on “a human rights approach to social relations. ... Where the intentions and values involved are an integral part of a vision of the whole society of which education is a part.” (Barton, 1997, 234).

As starting points, I will use a) a conceptual analysis of research about inclusion (Göransson & Nilholm, 2014; Nilholm & Göransson, 2017), and b) an analysis of public discourses on inclusionary schooling for pupils diagnosed with ID (Göransson & Bengtsson, 2021). In the conceptual analysis of research, we discerned four qualitatively different categories of inclusion: a) placement definition; b) specified individualised definition; c) general individualised definition; and d) community definition. Important is that in the analysis the categories relate hierarchically to each other in the sense that the community definition (category D) presupposes categories C, B and the placement definition (category A), and category C presupposes categories B and A, and so on. In the analysis of public discourses, we discerned a discourse we proposed to call ‘segrequality’. The segrequality discourse incorporates values more commonly associated with rhetoric related to inclusion, such as education as a democratic right, the importance of the equity and equality of the education system, and the right of every child to a good education. It thereby constructs a rationale for a segregated school system within the umbrella of inclusive education. This was accomplished by processes of decoupling and decontextualising. The process of decoupling is accomplished by rhetoric where the concept of inclusion is decoupled from the organization of the education system. The process of decontextualising is apparent in descriptions where placement in regular classes is described as leading to marginalization like being scared, sad, and lonely. The social and emotional well-being of pupils with ID are recast as psychological conditions, related to disability – that is, to an individual trait – which requires a special pedagogical approach that can only be met outside the ‘regular’ classroom.

I argue that processes of decoupling and decontextualising is evident not only in public discourses about inclusive education for pupils with ID or pupils in need of special support but also in research about inclusive education. And I ask: Are the original ideological visions encompassed by inclusion in danger of being extinct?

Barton, L. 1997. "Inclusive Education: Romantic, Subversive or Realistic?"
International Journal of Inclusive Education 1 (3): 231–242.
doi:10.1080/1360311970010301.

Göransson, K. & Karin Bengtsson, K. (2021): 'They would be bullied in ordinary schools' – exploring public discourses on inclusionary schooling, Disability & Society, DOI: 10.1080/09687599.2021.1921700

Title of second presentation: Paraprofessionals' care-work with students with intellectual disability

First author / presenter: Daniel Östlund

Co-authors: Jonas Aspelin

Abstract for the second presentation:

In Sweden, as in other countries, educational assistants/paraprofessionals often give support to students with special educational needs, both in inclusive and special settings (Sharma & Salend, 2016). In Sweden, 88 % of students with intellectual disability (ID) are educated in self-contained classrooms by a high number of paraprofessionals, together with special needs teachers. In teaching students with ID, care is an essential part of the school day. Previous studies have shown that paraprofessionals build close relationships with students with ID by spending a lot of time with them in both teaching and more care-related situations. Giangreco (2010) has identified various risks in these activities, e.g. that the close relationship can lead to decreased independence of the students. However, paraprofessionals' care-work is still a largely unexplored area. In this presentation, we will focus on caring as a relational, intersubjective process. The main purpose is to explore how care work is realized in interaction in the context of education for students with severe intellectual disabilities and to discuss different aspects of care work and the importance of the interpersonal relationship for opportunities to appear as a subject; and furthermore how this activity could be conceptualized in terms of caring and subjectification. Furthermore, the study aims to problematize and discuss the tasks of paraprofessionals as caregivers in relation to what it has for the consequences for students' participation. Data derive from video recordings made in five self-contained classrooms for students with ID. For this presentation, a small selection of the total video recordings is transcribed and analyzed. As theoretical standpoints and analytical tools, we use Nel Nodding's (2013) concept of care and Gert Biesta's (2009) concept of subjectification. The former enables us to understand if educational activities give space for care as a reciprocal process, while the latter helps us understand students' possibilities for the independence of interaction orders. Implications for the paraprofessionals' practice and inclusive education will be discussed.

Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability* 21(1), 33-46.

Giangreco, M. F. (2010). One-to-one paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong? *Intellectual & Developmental Disabilities*, 48(1), 1-13.

Noddings, N. (2013). *Caring. A relational approach to ethics and moral education*. Second edition, updated. Berkeley and Los Angeles: University of California Press.

Sharma, U., & Salend, S. J. (2016). Teaching Assistants in Inclusive Classrooms: A Systematic Analysis of the International Research. *Australian Journal of Teacher Education*, 41 (8) 118–134.

Title of third presentation: The stealth policy of inclusion of students with intellectual disability

First author / presenter: Anna-Lena Andersson

Co-authors: Anne Lillvist, Anette Bagger, , , .

Abstract for the third presentation:

The Swedish school system is currently undergoing a change, one in which issues of inclusion for students with ID are at stake. Policy documents mirror ideas, beliefs and value systems that are expressed in the society. In order to better understand the processes of in(ex)clusion of students with ID there is a need to analyze policy. In this study we have analyzed 61 parliamentary texts, such as propositions, decisions and investigations from 2011- 2021 considering compulsory school for students with intellectual disabilities, CSSID (Grundsärskola). Specifically, the analysis focused on how inclusion and students with intellectual disability were fabricated by contemporary policy discourses. Findings indicated that inclusion was fabricated as equal rights to schooling, as the right to be assessed and accountability and as being closer to the norm. Furthermore, the results show a strive for alignment of the structure of schools for children without ID and children with ID to synchronize the work between the school forms, and that much emphasis is put on students' equal participation in the assessment of knowledge. This seems to mean "sameness" regarding hours, and systems in place for assessment. From this our conclusion is that inclusion is above all to be an active neoliberal subject and the most important thing is then that the organizational structures are in alignment. Hence/ this is example on what Allan (2015) calls the Stealth bureaucracy in Sally Tomlinsson's irresistible rise of the SEN industry.

Allan, J. (2015). Stealth bureaucracy in Sally Tomlinsson's irresistible rise of the SEN industry. In (Eds.), Chris Forlin, Phyllis Jones & Scott Danforth, Foundations of inclusive education research, International perspectives on inclusive education vol 6, p37-52. Bingley: Emerald Group Publishing Limited.

The Open Parliament Laboratory (2021). Örebro universitets analystjänst för riksdagsdata. www.riksdagsdata.oru.se

Title of fourth presentation: A scoping review of inclusive education for students with severe disabilities

First author / presenter: Jenny Wilder

Co-authors: Nina Klang, Shakila Dada, Adele May, Mershen Pillay,

Abstract for the presentation:

Children with severe disabilities are often excluded from educational opportunities due to inter alia attitudinal barriers and a lack of teacher training. This leads to children with severe disabilities experiencing poorer outcomes in respect of their education and general well-being (United Nations, 2018; European Agency for Special Needs and Inclusive Education, 2018). It is therefore important to address and reduce these children's inequitable access to participation in education.

Reviews provide important information for both practitioners and researchers, and scoping reviews have a threefold use: to examine emerging and available evidence, to identify knowledge gaps, and to clarify key definitions in a research field (Munn et al., 2018). This scoping review paper assessed intervention studies focused on inclusive education for children and youths with severe disabilities. Specifically, the review focused on participant characteristics, settings of research, as well as the aims, purposes, core outcomes, and effectiveness of the studies.

An electronic search was conducted in the following four search databases: Education Resources Information Center (ERIC), PsychINFO, PubMed, and SCOPUS. These databases were selected owing to their inclusion of education literature. The search identified 1413 relevant articles, and following automatic deduplication on Covidence, and screening at title and abstract level, 52 studies were screened at the level of full text. At the level of full-text screening, a majority of studies was excluded due to the following reasons: not focusing on children with severe disabilities (n=13); incorrect study design (n=2); not focused on inclusive education as an intervention (n=17); and outcomes not focused directly on children with severe disabilities (n=2).

It was found that a total of 13 studies met the review's inclusion criteria, the studies were published between 2001 to 2019. The results revealed a paucity of literature and highlighted five main areas of focus in the available intervention studies. The five main areas were: multicomponent-packaged interventions, collaboration teaming to facilitate inclusion of children with severe disabilities in general classrooms, inclusion of children with severe disabilities in a community-based educational activity, self-management and positive behavioral interventions, and peer support arrangements within inclusive classrooms. The majority of intervention studies were found to be focused on increasing engagement, reducing behaviors and improving social

inclusion as outcomes. There was limited focus on studies focusing on the improvement of academic outcomes.

European Agency for Special Needs and Inclusive Education. (2018). Evidence of the link between inclusive education and social inclusion: A review of the literature. (S. Symeonidou, Ed.). Odense, Denmark. <https://www.european-agency.org/resources/publications/evidence-literature-review>

Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology*, 18(143), 1–7. <https://doi.org/10.1186/s12874-018-0611-x>

SYMPOSIUM 13

Network: Inclusive Education

Title of Symposium: Infrastructure for interdisciplinary collaboration on the development of inclusive practices

Chair of Symposium: Associate professor Marit Mjøs

Organisation: NLA University College

E-mail: mmj@nla.no

Discussants:

The symposium consists of 3 presentations

Abstract for symposium:

The symposium is based on selected findings from a 3-year action research project in two different municipalities in Norway. The aim of the project has been to explore various forms of collaboration between the local Educational Psychological Service (EPS) and kindergarten/school with potential for joint competence development for inclusive practices.

The innovation part of the project took place in 2020-2021, a period that was almost entirely affected by the Covid-19 pandemic. It is therefore an interesting finding that development work could still be carried out, under certain conditions.

The project's academic focus and research profile correspond with the new national initiative in Norway called The Competence Boost for Special Education and Inclusive Practice (Udir, 2021), which is now being implemented in all Norwegian municipalities. Central guidelines for this initiative will therefore be the starting point for the issues selected for this symposium; 1) competence development based on local needs, 2) see the general education and special education in context, 3) focus on collaborative competence in the 'team around the children', 4) collaboration between practitioners and researchers. Research based on these principles will most likely be of interest to the other Nordic countries.

This symposium is limited to two schools, and through three presentations we will discuss key issues and experiences from concrete innovations, with more inclusive practices as a goal. The choice and design of measures in the two municipalities is based on local needs and priorities and shows that inclusion as a phenomenon is complex and must be understood and met based on contextual conditions. The project can point to concrete experiences, linked to different issues. We have seen that collaboration in action research is demanding for both researchers and practitioners, but also the potential that lies in such a collaboration and how it can be utilized. Besides, while developing an infrastructure for collaboration regarding inclusive practices, the project has clarified several specific challenges that affect the

possibility of an equal collaboration between EPS and school; actors with traditionally different roles and status and primarily experience with collaboration about individual children in need of special educational support.

The first presentation will focus on the importance of municipal organization and management when it comes to facilitating desired processes in interaction between EPS and school, to see the general education and special education in context. We will also discuss challenges and opportunities related to the collaboration between researchers and practitioners in a locally controlled innovation. The second presentation will focus on EPS and discuss examples of challenges and opportunities that have appeared in the project. In the last presentation, we will discuss how two different collaboration meetings are justified and designed, and what challenges and opportunities this seem to entail for the establishment of a competence-developing collaboration in the 'team around the children'.

In the discussion, we will draw on theories about inclusion, competence development, interdisciplinary collaboration, leadership of professional communities, innovations, and organizational learning.

Udir. (2021). Kompetanseløftet for spesialpedagogikk og inkluderende praksis. <https://www.udir.no/kvalitet-og-kompetanse/lokal-kompetanseutvikling/kompetanseloftet-for-spesialpedagogikk-og-inkluderende-praksis/>

Title of first presentation: Organizational learning in collaboration between researchers and practitioners; the importance of municipal organization

First author / presenter: Associate professor Marit Mjøs

Co-authors: Educational Psychological Service leader Simona Jonassen

Abstract for the first presentation:

As the owner of both kindergarten, school and Educational Psychological Service (EPS), the municipality is responsible for these units to have good quality, necessary competence and ability to utilize this in a constructive and developing collaboration. At the time, when the SUKIP-project started, the education sector in Norway was affected by two public reports that received much attention (Barneombudet, 2017; Nordahl, 2018). Both reports contained severe criticism of the practice and extent of special education. The criticism was raised even though school policy has for a long time focused on inclusion, understood as strengthening ordinary practice so that more children can participate in and benefit from the teaching in regular classes. At the same time, the EPS has been challenged to use more of its capacity to support the development of inclusive practices in kindergartens and schools, which requires other kinds of competence and another service profile than conducting expert assessments.

In this presentation we will show how two different municipalities have addressed these challenges through specific innovations within the framework of a 3-year action research project, and what potential seems to lie in the chosen innovations when it comes to further development. Both municipalities have had a local project manager who has coordinated the work and, through participation in the research group, has helped to contextualize relevant theory and research. Apart from this, the municipalities are mainly different in terms of size, organization, competence, traditions, and personnel continuity, which through the project has been shown to influence the management of a desired organizational learning and competence development. The national initiative The Competence Boost for Special Education and Inclusive Practice (Udir, 2021), recommends that 1) general education and special education should be seen as interrelated, 2) innovations should be designed within the local context, based on municipal priorities, and 3) in collaboration with researchers. With this in mind, the municipalities in the SUKIP-project are used as cases to discuss challenges and potential in these examples of concrete innovations. In our presentation we will highlight challenges and potential in the collaboration between practitioners and researchers around municipal innovations, and how the relationship between general education and special education is handled. The latter relates, among other things, to how the education sector is organized in the municipalities. We will also present the municipalities' views on how the experiences from the project period can be utilized after the end of the project in connection with The Competence Boost. The discussions will relate to theories on collaborative

research, on management of professional learning communities, and on organizational –learning.

Barneombudet. (2017). Uten mål og mening. Elever med spesialundervisning i grunnskolen. <http://barneombudet.no/for-voksne/vare-publikasjoner/uten-mal-og-mening/>

Nordahl, T. (2018). Inkluderende fellesskap for barn og unge. Ekspertgruppen for barn og unge med behov for særskilt tilrettelegging. Fagbokforlaget.

Udir. (2021). Kompetanseløftet for spesialpedagogikk og inkluderende praksis. <https://www.udir.no/kvalitet-og-kompetanse/lokal-kompetanseutvikling/kompetanseloftet-for-spesialpedagogikk-og-inkluderende-praksis/>

Title of second presentation: How can participation in municipal professional collaboration contribute to desired competence development in EPS?

First author / presenter: Educational Psychological Service leader Simona Jonassen

Co-authors: Associate professor Marit Mjøs, Associate professor Vegard Moen, , ,

Abstract for the second presentation:

There is a long tradition of close collaboration between schools and Educational Psychological Service (EPS) regarding expert assessment of pupils in need of special education. Following national aspirations to reduce the need for special education, the EPS for some years has been challenged to change the main focus of their work from individual pupils towards ways to increase the quality of inclusive practices in general education. The new national initiative, called The Competence Boost for Special Education and Inclusive Practice (Udir, 2021) emphasizes the role of EPS as crucial in this context. This initiative expects a competence development in the EPS, based on local needs and in a joint professional collaboration with local schools. However, the schools' expectations for help and support are high and not always consistent with these guidelines. As a consequence EPS often has a difficult task in meeting local expectations in the tension that often exists between work at individual and system level. Sometimes a vacuum may arise under these circumstances, vacuum where other help-services or local help-providers find their place and give the schools what they ask for. This, even though it is not the intention, may undermine EPS's possibilities to initiate and function as a partner in the schools' competence and organizational development. Examples of this can be seen in the SUKIP-project. Data and preliminary analyses from the project indicate that EPS find these challenges and dilemmas demanding and limiting the possibilities to exercise their mandate towards the school. In this presentation we discuss how this affects EPS's prospects inside the frame of a professional collaboration with the school, and possible ways to handle this.

Furthermore, we discuss how internal competence developing processes in the EPS enables them to handle the dilemmas and the difficult balance between traditional counselling and partnership in professional development and collaboration. Data from the project show the importance of developing a new infrastructure for collaboration between EPS and school that enables EPS to take on a new role in this collaboration. A basic assumption is that a clear management of the meetings that support a new EPS role, and EPS's own active use of pre- and post-work between the meetings, will give the EPS good support for necessary internal competence development. In this way, each EPS-counselor can develop skills and confidence and get new and improved conditions for participation in the demanding interdisciplinary collaboration in the municipality. Furthermore, the internal development process will support needed organizational learning in a service that

should strive for a collaborative- and service profile that is not person-dependent. This will be in accordance with the aim of The Competence Boost for Special Education and Inclusive Practice, which says that municipal authorities and services shall develop collaborative competencies and build a good team around the child. A unified EPS will have new and better conditions to support schools in competence and organizational development regarding inclusive practices.

Udir. (2021). Kompetanseløftet for spesialpedagogikk og inkluderende praksis. <https://www.udir.no/kvalitet-og-kompetanse/lokal-kompetanseutvikling/kompetanseloftet-for-spesialpedagogikk-og-inkluderende-praksis/>

Title of third presentation: Joint competence development in two Norwegian municipalities; a question of meeting choreography and contextualization of inclusive practices?

First author / presenter: Associate professor Vegard Moen

Co-authors: Associate professor Marit Mjøs.

Abstract for the third presentation:

National ambitions to reduce the need for special education through raising the quality of ordinary education have focused on collaboration on inclusive practice both within schools and in collaboration between school and the local Educational psychological Service (EPS). This is emphasized in The competence boost for special education and inclusive practice, where EPS is pointed out as the schools' closest partner. Recent research on both inclusive practice and professional development also shows the importance of professional learning communities. Thus, we can see an increasingly emphasis on strengthen the collaboration competence between the actors involved.

In this presentation, the spotlight is on so-called collaborative meetings between schools and EPS as a tool and arena for the development of inclusive practices. Through different collaborative meetings at two schools in two different municipalities in the SUKIP-project, an infrastructure has been established for a professional community. The aim at both schools has been to lay the foundation for an expanded collaboration between the school and EPS, emphasising how ordinary practice can accommodate students with different needs. The innovations at the two schools are different both in terms of the way the meetings are choreographed/structured, and in the form of communication in the meetings. While one school has chosen an open and participatory meeting choreography; a 'weak inscription' (Nespor, 1994), the other school has emphasized a clear meeting management and a clear and pronounced choreography; a 'strong inscription'. In addition, the schools differ when it comes to the period between the meetings and the connection between them. The schools have established a new platform for collaboration between teachers and EPS in different ways. The meeting choreography seems to be governed by different understandings of and approaches to the development of inclusive practices, which is expressed in the agenda and current issues raised in the meetings.

To understand the two schools' approaches to the development and implementation of new competence, we have used the concept of recontextualisation (Mausethagen et al., 2019). In light of this concept, one school's approach to competence development can be characterized as an adaptive recontextualisation (main focus on adapting the new to established forms of knowledge), while the other school's approach can be understood as a more transforming recontextualization (new knowledge challenges the established knowledge). Besides, the choice of

participants in the meetings illustrates different approaches to organizational learning for inclusive practices.

Data from the innovations in these two municipalities constitute two cases that support previous research, which claim that inclusive practices are understood contextually.

Based on data from this project, we will show concrete examples both of the complexity associated with inclusive practices and of the opportunities and challenges in various forms of competence-developing collaboration between school and EPS.

Mausethagen, S., Skedsmo, G. & Prøitz, T. S. (2019). Hva slags utvikling? Elevresultater som utgangspunkt for utviklingsarbeid. I K. Helstad & S. Mausethagen (Red.), Nye lærer- og lederroller i skolen (s. 53-69). Universitetsforlaget.

NESPOR, J. (1994). Knowledge in Motion: Space, Time and Curriculum in Undergraduate Physics and Management. London: The Falmer Press.

SYMPOSIUM 14

Network: Justice through Education

Title of Symposium: Urban segregation and everyday life in schools in disadvantaged areas

Chair of Symposium: Social studies in Urban Education (SURE) research unit;
Assistant Prof. Sonja Kosunen

Organisation: University of Helsinki

E-mail: sonja.kosunen@helsinki.fi

Discussants: Marianne Dovemark

The symposium consists of 5 presentations

Abstract for symposium:

Urban segregation has challenged European countries widely, including the Nordic sphere. Socio-spatial segregation of cities manifests in different dimensions, dividing people's everyday lives at the level of home, school, work and leisure time activities based on their socio-economic, class and ethnic backgrounds. The concentration of advantaged and disadvantaged population in different parts of cities and neighbourhoods has a direct impact on schools. This symposium addresses the phenomena of urban and educational segregation and consequences for schools and people working and studying in them. We present and compare findings from Finland and Iceland.

Previous research has shown how the phenomena of urban segregation, school segregation, and their interrelationship creating and maintaining vicious cycles, needs more comprehensive and qualitative understanding. In this symposium we, thereby, discuss the theories, quantitative and ethnographic research evidence exploring the effects of urban segregation on life in schools, and draw both theoretical and empirical conclusions. In the presentations, we discuss 1.) how different dimensions of segregation (areal, schools, and teachers) connect and overlap, and 2.) the development of the cultural enclave (immigrant concentration and native flight) of Reykjavík, Iceland 1997-2019. In addition, we present findings from the Metropolitan area of Helsinki and discuss 3.) how pupils' everyday realities are segregated at the level of different life domains in lower secondary education, 4.) how pupils' right to inclusion is realised in an urban lower secondary school, and 5.) how primary school staff encounters socio-economic disadvantage and the challenges related to this. Our studies find similar types of development in Finland and Iceland. Urban and educational segregation processes have been increasing in both countries in the past few decades. The research projects, which our symposium presentations are based on, aim to shed light on the consequences of urban

segregation for the everyday life in comprehensive schools that struggle to enhance positive life prospects for pupils living in deprived neighbourhoods.

Title of first presentation: Cycles of educational segregation: interconnections between socio-spatial segregation, school segregation and teacher segregation

First author / presenter: Sonja Kosunen

Co-authors:

Abstract for the first presentation:

There is concern on the European level about the diminishing attractiveness of teaching as a profession, as well as about the shortage of qualified staff in schools and the increasing turnover of teachers in segregated education markets. However, analyses of both teacher segregation, i.e., the regionally uneven distribution of qualified staff in affluent, mixed and disadvantaged schools, and the stratification of the teaching profession, i.e., teachers with different social-class backgrounds, have attracted relatively little attention. Many countries are struggling to provide equal access to quality education for all children. The academic community is currently engaged in three parallel debates on these inequalities in terms of segregation: 1) the socio-spatial (regional) segregation of schools, 2) the socio-economic segregation of schools and 3) the segregation of teachers. These themes are discussed in different theoretical debates in the fields of sociology of education, human geography and economics of education. In this presentation I aim to clarify the relations of the conceptual debate on educational segregation and present through which conceptualisations and research paradigms the different forms of segregation have been discussed thus far in research literature, and how this debate could be elaborated for empirical purposes. This is relevant in the Nordic countries, as they all face these phenomena at different levels with their local specificities, and could benefit from a shared conceptual frame in analysing them.

Title of second presentation: The development of the cultural enclave of Reykjavík, Iceland 1997-2019: Reflections on immigrant concentration and native flight

First author / presenter: Berglind Rós Magnúsdóttir

Co-authors: Kolbeinn Hólmar Stefánsson

Abstract for the second presentation:

Over the past two decades, the Icelandic educational system has seen changes in the direction of marketisation; i.e. deregulation, competition, school ranking, and a gradual increase in numbers of privately run schools. Over the same time period, the number of children in the Icelandic compulsory educational system with immigrant backgrounds has increased, from 3% in 1997 to 16,5% in 2019, and ethnic and socio-spatial segregation in neighbourhoods and schools has been increasing. The 'whitest' and wealthiest municipalities have not been much affected by ever growing immigration. Concurrently, there is a concentration of immigrant population in certain neighbourhoods of Reykjavík (Magnúsdóttir, Auðardóttir & Stefánsson, 2020). The article analyses how patterns in parental choices of residence and schools from 1997-2019 have resulted in an area of cultural enclave. In the presentation we a) analyze the socio-cultural changes of the cultural enclave area using tailored data from Statistics Iceland 1997-2019, with a special focus on the most disadvantaged school; b) explore through parental voices the discourse on Breiðholt residences and schools. This transformation will be examined through three datasets; population based data from Statistics Iceland, documents on enrolments in schools from the municipality of Reykjavík, and interviews with parents who live in the area. We apply Bourdieu's concepts of social, cultural and economic capital, social space, and strategies to understand these processes. The main strategies of parents in Reykjavík is to avoid residing in certain school catchment areas or sending their children to schools in neighbouring catchments. That counts both for state and private schooling. Very few parents are sending their children to school over long distances (Auðardóttir & Kosunen, 2020). That explains the high transition between the schools within the cultural enclave, rather than open enrollment to schools further away along with the fact that in the last decade fewer families with children are choosing to reside in the area. There are clear hierarchy between the schools in the area, resulting in overflow in some schools that is especially drastic for one particular school. Ambiguity towards the school or avoidance of this particular school zone in Reykjavík seem to be based on a construction of national/Icelandic identity and parental strategies to avoid 'too many' special-ed students or the "wrong kind of difference". This also holds true for some of the immigrant parents. However, there are parental voices with contrasting views. Even though Iceland is known to have only 1% of its pupils in special schools/units the unintended consequences of steeper economic inequality and market policies have produced a school that is widely seen as not being for "normal" students. If inclusion policies do not cover between-school

differences in a marketized school environment there is a real danger of reproducing the old segregative model of special schooling, even in a country of high inclusivity in terms of general schooling.

Title of third presentation: Pupils' segregated everyday realities in an urban lower secondary school

First author / presenter: Riikka Oittinen

Co-authors: Marja Peltola, Venla Bernelius, , , .

Abstract for the third presentation:

Previous studies have demonstrated that socio-spatial segregation occurs not only in residential areas but also at the level of different domains of life, such as schools, workplaces and leisure activities. Segregation researchers Marten van Ham and Tiit Tammaru (2016) call the simultaneous study of the dimensions of segregation and interactions between them - a domain of segregation approach. Two dimensions of segregation, residential and school segregation, have been found to be strongly interlinked. Regardless of the egalitarian reputation of the Finnish school system, recent studies reveal that schools in Finland's largest urban areas are increasingly segregated. However, there is relatively little qualitative research data on the daily life of schools in low socio-economic status and ethnically heterogeneous urban areas in Finland.

The social mixing policies have been used as a means of preventing socio-spatial segregation in the Helsinki metropolitan area. However, social mixing of residential areas is not a sufficient way to address the underlying causes of deprivation. Through social mixing measures, residents from different backgrounds may share the same space at the same time, but this does not guarantee that they will encounter or interact with each other. There is a particular need for investment in schools and education and locally tailored solutions.

In this study, we examine how pupils' daily lives are segregated or integrated across three life domains - 1) home 2) school and 3) leisure activities, and what kind of negotiation and social distinctions are related to these domains among pupils in everyday school life. Our findings are based on an ethnographic study (48 school days), including interviews with pupils (n=22) with different social and ethnic backgrounds in one urban lower secondary school in Helsinki metropolitan area. We analyze research data using qualitative content analysis. The research school is located in a relatively low socio-economic status neighborhood compared to the city average with a rather large proportion of ethnic minority students. There are also areas of higher socio-economic status in the school neighborhood.

The results demonstrate that differences between the pupils' life domains are interconnected in many ways, and create social distinctions, hierarchies and divisions between pupils from different backgrounds. Thus forming breeding ground for detachment and segregation between pupils. The findings emphasize the need for

urban and educational policies that are sensitive to complexities of local context in social mixing measures.

Title of fourth presentation: An ethnographic study on pupils' right to inclusion in an urban Finnish lower secondary school

First author / presenter: Tiina Luoma

Co-authors:

Abstract for the presentation:

This presentation contributes to the discussion on segregation and equality in a Nordic educational setting by offering a Bernsteinian analysis on how pupils' right to inclusion – to belong to the school community – is realised in today's urban context. Based on an ethnographic data produced in a lower secondary school located in a relatively disadvantaged area, I focus on how pupils' social relations together with school practices affect the construction of an inclusive school community. The metropolitan area of Helsinki, where the study was conducted, represents an interesting example of educational and spatial segregation that is present in many urban areas in the Nordic countries.

The theoretical framework of this presentation draws from Basil Bernstein's concept of inclusion, which is one of the three pedagogic rights, i.e. enhancement, inclusion and participation (Bernstein 2000). According to Bernstein (2000), the right to inclusion presupposes that all pupils have the right to be included in the school community, whatever their social, intellectual, cultural or personal background is. Pupils' social relations and school's practices are further investigated with Bernstein's (2000) notions of classification: If classification is strong, there is strong insulation or boundary between categories, be they agencies, agents, discourses and practices. If classification is weak, the categories are less specialised and closer to each other. The interest lies in the boundaries between pupils from diverse social class and ethnic backgrounds, and I seek to analyse how classification works, either in promoting or in impeding pupils' right to inclusion.

I conducted the ethnographic fieldwork in a lower secondary school in the Helsinki metropolitan area during the academic year 2019–2020. The school was selected according to the following criteria: the school is located in socioeconomically vulnerable areas but achieves better learning results than can be statistically predicted from the economic, social and cultural factors of the school's catchment area. The data includes participant observation (approximately 40 days) with two class groups, a selective and a non-selective class, and interviews with 24 pupils, 14 members of the school staff and 3 parents. The pupils were in the seventh grade and aged 13–14 at the time of the fieldwork. I coded the data with Atlas.ti software and analysed it using thematic content analysis.

The preliminary findings suggest that the school community shares a strong ethos of acceptance and respect towards people from different backgrounds, and in general,

boundaries between pupils with different social class and ethnic backgrounds are blurred, indicating weak classification. This seems to promote pupils' right to inclusion in the case school. Nevertheless, there is variation in the strength of classification based on pupils' social class and ethnicity, e.g. pupils and teachers have different viewpoints on boundaries between pupils, which can affect the construction of an inclusive school community.

Bernstein, B. 2000. *Pedagogy, Symbolic Control and Identity. Theory, Research, Critique*. Rev. ed. Oxford: Rowman & Littlefield.

SYMPOSIUM 15

Network: Justice through Education

Title of Symposium: Diverse Diversity; contradictions and challenges in education

Chair of Symposium: Gry Paulgaard

Organisation: ICred, UiT The Arctic University of Norway

E-mail: gry.paulgaard@uit.no

Discussants: Gunilla Holm

The symposium consists of 3 presentations

Abstract for symposium:

Education is one of the main pillars of the Nordic welfare system, and important for ensuring “social justice by providing schooling of high and equal quality to all citizens regardless of social class, gender or geographic origin and location” (Lundahl, 2016, p. 4). The core values of the Nordic education model are equality, inclusion and all-embracing social community. In all the Nordic countries, there are policies in place that are based on above values and the principles of inclusive education and the school for all (Lundahl, 2016). Despite these values and policies, the educational systems in the Nordic countries, as well as other countries, are based on national standards for both curriculum and educational practice of pupils and students. Hence, in contexts characterized by high degree of diversity, as it is in a majority of schools today, the actual space for diversity might be constrained. The educational model, despite being based on values as inclusion and participation, might potentially result in inequity, des-integration, and exclusion from social contexts and local community.

In this symposium, we will explore and discuss how the values in the Nordic education model influence, contradicts and challenge, inclusive educational practices. Critical discussions based on empirical and theoretical knowledge is important to discover and open up “Invisible Fences” (Gullestad 2002), in order to create inclusive schools for diverse pupils (Riehl, 2000). We will therefore focus on how spaces for diversity are produced in different educational context among teachers, parents and pupils. The symposium gives attention to research projects addressing diverse empirical studies, drawing on interdisciplinary theoretical perspectives from pedagogics, psychology, anthropology and sociology, as well as both qualitative and quantitative methodological approaches.

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Coloniality and Inviting Alternative Conversations. Nordic Journal of Comparative and International Education (NJCIE) <http://doi.org/10.7577/njie.3859>

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<https://doi.org/10.1177/1745499916631059>

Riehl, C.J. (2009). The Principal's Role in Creating Inclusive Schools for Diverse students: A

Review of Normative, Empirical and Critical Literature on the Practice of Educational Administration. Journal of Education, (1-2), 183-197

<https://doi.org/10.1177/0022057409189001-213>

Title of first presentation: To be a participant but still not belong

First author / presenter: Hermína Gunnþórsdóttir

Co-authors:

Abstract for the first presentation:

The growing number of children of foreign origin in Icelandic schools has given wings to the ideology of a multicultural school. Those ideas have gained ground in relation with inclusive education and the importance of ensuring the equality of minority groups and marginalised individuals (Nieto, 2010). An education policy promoting the ideology of the inclusive school has its foundation in general human rights. It is a fundamental concern that the schools be neither adapted to the needs of certain social classes, nor characterised by their dominant perceptions (Skóla- og frístundasvið Reykjavíkurborgar, 2012).

Icelandic research has shown that students of foreign origin are often socially isolated, they feel worse than their peers, have fewer friends, are more likely to be bullied and are less likely to participate in leisure and sports activities (Ministry of Education, Science and Culture, 2020). It is, therefore, of utmost importance that schools make an effort to improve the social situation of students of foreign origin to prevent their isolation.

The main objective of the study was to gain an understanding of the circumstances, challenges and support relating to students of foreign origin in Icelandic schools. Interviews were conducted with eight primary school students in grades 6, 7, 9 and 10 in one provincial Icelandic school in spring 2020. The interviews focused on attempting to understand how the school meets their needs and how it supports students in their daily lives, as well as examining their connection with their peers of Icelandic origin.

A common thread in the results was the students' sincere desire to become part of the community to which they belong, where they feel good, and they see their future. However, they experience many obstacles to that extent, both socially and academically.

The cultural background that students bring with them is neither visible nor utilized but they would like teachers to work more with their background because this way they could give other students insight into their culture, homeland and language. It is interesting but also sad to see that students are well aware of what it takes to become part of a community and belong to a group, and they have all made an effort to take steps that could well lead to their integration into society. However, they do not seem to receive enough support from the school environment for these steps to be effective, and there are many indications that some of them are developing marginalization or even separation from the society. The findings will be discussed in

relation to the situation in other Nordic countries as similar findings have been identified across the Nordic countries.

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Skóla- og frístundasvið Reykjavíkurborgar. (2012). Skóli án aðgreiningar og sérstakur stuðningur við

nemendur í grunnskóla: Stefna skóla- og frístundaráðs Reykjavíkurborgar. Höfundur. <https://rafhladan.is/bitstream/handle/10802/10972/Stefnaskolianadgreiningar1.pdf?sequence=1>

Title of second presentation: "I am Sámi, but I am not a Sámi": Young Sámi pupils articulations of ethnicity and identity.

First author / presenter: Anna-Maria Stenseth

Co-authors:

Abstract for the second presentation:

This paper gives voice to coastal Sámi pupils and explores their struggles over 'being Sámi'. Undertaking education, locates the pupils as part of processes that unfold through cultural and political spatialities that influence identity negotiations. These spaces are embedded in history; not bounded but developed in relation to a diverse outside world, such as pupils' natal community and the education system.

The participants in this study were educated according to the Knowledge Promotion Plan— Sámi (LK06-S). The core curriculum states that the Sámi language and culture are part of Norway's shared heritage; this legacy must be nourished to strengthen Sámi identity. For this research, pupils in a coastal Sámi area were interviewed on three occasions, in order to explore whether the education system nourishes the Sámi heritage and strengthens the Sámi identity. The interviews were conducted with pupils in the 10th grade of lower secondary school and the 1.st grade of upper secondary school.

The paper examines young peoples' negotiations of ethnicity and identity, and how these are structured by the education system. Theoretically, this paper employs Archer's work on educational systems (1995) together with her theory on structure and agency (2003), Fricker's philosophy on epistemic injustice (2007), and decolonizing perspectives (Morgan, 2003).

In focusing on pupils' and using the educational system as a backdrop, the study seeks to deepen the understanding of how the society and the educational system in particular, condition pupil's notions of what it entails to be Sámi. Furthermore, it examines to what extent the education system provides diversity for pupils when negotiating ethnicity/identity. Key findings are that the educational system constrains the coastal Sámi pupils, as educational discourses seem to restrict them from identifying as 'real' Sámi, caused by epistemic injustice and the unification in the centralised education system.

In Finland and Sweden, researchers found diverging curricular discourses concerning 'cultural identity'. The latter being more essentialising than the former (Zilliacus et al., 2017). Young people with minority background are positioned as "the Other" in Norwegian schools based on skin colour and language (Mathisen, 2020). The presented paper adds to Nordic research on diversity in educational contexts.

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Title of third presentation: Preliminary Findings from Interviews with Families Participating in Parental Support Programs to Enhance Integration in Norway

First author / presenter: Therese Halvorsen

Co-authors: .

Abstract for the third presentation:

Most parents find it challenging to raise children in a new country (Chuang & Costigan, 2018). Positive parenting coping strategies have proven to be a protective factor for the long-term effects of migration related stress (Timshel, Montgomery, & Dalgaard, 2017). In Norway, attendance at a parental support program upon arrival is mandatory for parents coming to the country. The purpose is to ensure positive integration. Parental support programs are a well-known practice in several of the Nordic countries (Sundsbø & Sihvonen, 2018).

I discuss the preliminary results from semi-structured interviews with parents (N=27) who have participated in support programs and dialogue-based interviews with children (N=11). The interviews were conducted with an interpreter present. I examine if parental support programs are experienced as adequate interventions to meet the challenges refugees encounter as a family in a new context. To gain this knowledge parents and children's experiences with migration and parent support programs are assembled and compared.

The interviews indicate that most parents are satisfied with the programs and the setting in which the programs are delivered. Families emphasize meeting others who have similar challenges as positive, but at the same time parents complain that they do not meet Norwegian parents in the groups. The children have overall positive experiences in Norway. A quieter everyday life and more time together as a family are highlighted. But the children also report experiences with significant language challenges, bullying and racism in school settings. In addition, the children feel a longing for family, friends and a life that was.

The findings will be discussed in relation to the frame of the Nordic educational model. Additional measures supporting both children and parents should be delivered within the educational settings to ensure integration and all-embracing social communities.

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SYMPOSIUM 16

Network: Justice through Education

Title of Symposium: Analysing the places and spaces for human rights in formal education

Chair of Symposium: Sue Gollifer

Organisation: School of Education, University of Iceland

E-mail: sueg@hi.is

Discussants: Barbara Santibanez; Eva Harðardóttir; and Ragný Þóra Guðjohnsen

The symposium consists of 3 presentations

Abstract for symposium:

Rapidly changing environmental and social climates can create dire consequences for human wellbeing. Climate change, forced migration, increasing poverty, discrimination and right-wing xenophobia interconnect in ways that sustain social and ecological imbalances that underpin human vulnerability. Human rights, understood as legal, political and moral norms that act as a minimum threshold of human dignity, can be used as an effective tool to analyse the complexities of the world and generate action-oriented responses aimed at ensuring both human and ecological wellbeing. Ensuring the protection of human rights is therefore an essential purpose of education and should be given places and spaces to develop as a core and explicit component of formal education, from pre-school to tertiary level. The concepts of place and space are useful in their representation of human rights in educational settings. Not only do they provide physical and non-physical locations where human rights can be addressed, they offer a context to understand how institutional structures can support or constrain human agency needed to protect against and oppose violations of human rights. In formal education policy contexts where human rights are an assumed part of the curriculum, analysis of these places and spaces, and the power dynamics involved, becomes essential. In this symposium, we draw on research from two country contexts, Iceland and Finland, to argue for an explicit human rights focus in formal education. We propose a relational approach to HRE that provides spaces and places for stakeholders to engage in critical dialogue on human rights in the context of the lived experiences of multiple and diverse stakeholders.

All three papers argue that despite progressive national and institutional policy supporting human rights in formal education, informed by international conventions and domestic legislation, human rights tend to be on the periphery of formal curricula. Paper one draws on a doctoral study conducted in Iceland. Using upper secondary school teachers' experiences of working with human rights, it illustrates how school systems and stakeholder expectations conflict with teachers' responses to social

justice. Paper two describes student teachers' experiences of HRE in Finland. The paper concludes that despite these teachers understanding human rights as important, timely, and not self-evident, HRE has not been systematically developed in teacher education, a finding shared by paper one. Paper three uses a university course run in the Department of Social Education of the School of Education of the University of Iceland. It illustrates how policy can be used to ensure that human rights become an integral part of professional development. The paper provides an alternative perspective to the complacency suggested in the first two papers towards policy promoting human rights,. It offers an example of how a relational approach, underpinned by strategic decision making at the individual faculty level within a university, and the participation of multiple stakeholders, can result in an explicit human rights focus. These three papers raise questions of significance for HRE in the context of formal education, including teacher education, internationally and in the Nordic context.

Title of first presentation: Conflicting expectations of schooling call for a relational approach to Human Rights Teacher Education

First author / presenter: Sue Gollifer

Co-authors:

Abstract for the first presentation:

Human rights education (HRE) is not an established field of education in Iceland and yet human rights is a fundamental curricular pillar in the general section of the National Curriculum Guides for all levels of schooling. Addressing issues of social justice and human rights is instead associated with related fields of education, such as citizenship, multicultural and inclusive education. In a country context where democracy has a longer and more established history in the field of education, this has led to human rights being understood as synonymous with democracy and/or limited to ensuring equitable access to quality education opportunities. Such unquestioned assumptions restrict the spaces and places for human rights to be discussed as a potentially powerful education tool to address justice concerns both in schools and broader societies. Given the current social and ecological crisis and given that HRE is a legal human right articulated in international and domestic legal frameworks, one would expect to find strategic and collaborative approaches to address human rights in our formal education system. Yet human rights is not an explicit component of teacher education for compulsory or upper secondary school teachers. It is instead left to the discretion of individual school teachers and university educators to decide how to introduce social justice, including human rights concerns, in school curricula.

This paper draws on an interpretive narrative inquiry and transformative education theories to illustrate how school systems and stakeholder expectations conflict with individual teachers' social justice pedagogical intentions. Data were generated from the life stories of ten upper secondary school teachers of different subject specialisations, who self-identified as working with human rights and social justice. The thematic analysis of their stories reveals that teachers' unsupported commitment towards addressing justice concerns in professional development leaves them to draw on tacit knowledge of human rights, informed by moral and political convictions developed through life experiences. It further reveals that teachers feel constrained by school curricula that prioritises dominant subject areas, leaving human rights-related courses as electives. The teachers' stories reveal tensions between their social justice practices and stakeholder expectations supporting conventional content and pedagogy. Such inertial constraints to transformative practice in upper secondary schools result in teachers' disillusionment and dilution of commitment to addressing social justice in their work.

I propose a relational approach to HRE teacher education underpinned by Bajaj's conceptualisation of transformative agency and Biesta's notion of subjectification as

a purpose of education. A relational approach emphasises critical dialogue on conflicting purposes of education, competing historical narratives on human rights in education, and values the unique life experiences of teachers and students. Engagement in dialogue with the other gives human rights new meaning that challenges narrow understandings of human rights as entitlements or assumed abstract norms that underpin national values. The findings are relevant for policy makers and educators in Nordic and international contexts who are interested in strengthening and sustaining transformative forms of human rights in education.

Title of second presentation: Discrepancy of public discourse and student teachers' experiences of human rights education in Finland: Reflections on relationality, ambivalence, and ignorance

First author / presenter: Tuija Kasa

Co-authors:

Abstract for the second presentation:

This presentation describes discrepancy of public discourses and student teachers' experiences on human rights education (HRE) in Finland. HRE has been in Finland unsystematic in teacher education, depending on individuals and detached from its judicial basis. This forms a discrepancy with legal normative commitment to human rights and public discourses emphasising the importance of human rights and education. First, the aim of this presentation is to clarify the experiences of student teachers about HRE in teacher education. Secondly, I analyse some perspectives on why the discrepancy persists.

The theoretical framework builds on feminist and critical theories. Feminist and critical theories question the autonomous, rational, and detached individual which is often presented as the human rights subject, and call for relational approaches. Furthermore, there is a need for critical perspectives on human rights in countries that have attitudes of "national exceptionalism" meaning that the need for HRE is seen to belong somewhere else. This attitude has been noticed in Finland and other Nordic countries. Feminist approaches have emphasised the need to pay attention to power relations and address the experienced realisation of rights instead of focusing only e.g. on formal structures or abstract notions of rights. However, structures are necessary for addressing properly inequalities instead of focusing only on individuals or varying contingent contexts.

Described discrepancy of official discourse and experienced reality is presented by analysing student teachers' experiences (n=311) about HRE in 2019 at the University of Helsinki. The results of content analysis of student teachers half-structured questionnaire data is presented. Results show that despite these student teachers understanding human rights as important, timely, and not self-evident, HRE has not been systematically developed in teacher education. To gain a better understanding why this discrepancy persists, I present preliminary results of discursive reading of educational policy documents in Finland concerning equality and human rights and analyse the student teacher data by discursive reading. Preliminary results suggest that teacher education in Finland has an ambivalent role as being presented as "exceptional" but at the same time it is a persistent reproducer of inequalities. Students' experiences suggest lack of knowledge which I analyse from the perspective of ignorance, and on the other hand, their experiences are ambivalent.

The presentation analyses the ambivalence of public discourse and students' experiences furthering understanding of how institutional structures can support or constrain teachers-to-be agency needed to protect against or oppose violations of human rights. I argue, that to be able to see and notice human rights violations, teachers and educational policy need to take distance to the idea of "national exceptionalism", cultivate critical reflection and unlearning, and question their historically constructed position of "knowing better" in unequal education system. The results are relevant for educators in Nordic contexts and beyond as there seems to be similarities in Nordic countries but also connections and differences in wider international context.

Title of third presentation: Seizing on the opportunity of change

First author / presenter: Laufey Elísabet Löve

Co-authors: .

Abstract for the third presentation:

As part of the symposium Places and Spaces, this paper draws on the example of the Department of Social Education at the University of Iceland, where strategic decision making at the faculty level has resulted in an explicit human rights focus.

The stated goal of the Department of Social Education is to promote throughout its curriculum the goals and aims of the Convention on the Rights of Persons with Disability (CRPD) (United Nations, 2006). The Convention is an international human rights treaty that has been ratified by Iceland and serves as the leitmotif for all legislation and regulation concerning the rights and interests of disabled people, at both the state and municipal levels. The emphasis on rights is of particular relevance to the professional development of social educators, who often work closely with disabled people to provide and develop support and services to actualize the right enshrined in the Convention to independent living and full participation in society. Consequently, social educators are often key facilitators in supporting the ability of disabled people's ability to actualize these rights, reversing the often taken-for-granted view of disabled people as recipients of welfare and lacking agency in their own lives and affairs.

In the last few years, the Department has taken further steps to strategically embed a human rights focus within its curriculum when – due to a legislative change – the requirements for obtaining certification as a licensed social educator were revised, calling for an additional full year (60 ECTS) of study following the completion of a BA degree in social education.

Seizing on this opportunity, the Department now requires all students to complete a 10 ECTS course on human rights at the start of their fourth year of study. The course, entitled Human rights and human diversity, taught for the first time in 2021, provides students with both the historical and philosophical foundations of the development of today's international human rights system and requires them to engage in critical discussion and evaluation of the access of minority and marginalized groups to these rights. Students are encouraged to adopt a critical approach to normalized and often taken for granted perspectives on the interpretation of rights. Furthermore, it engages students in the practical application of these rights through various case studies and the lived experience of right holders, in particular disabled people, with a clear focus on the issue of multiple disadvantage and discrimination.

This paper highlights how this emphasis on incorporating an explicit human rights focus provides social educators with essential and practical tools to support and

facilitate the exercise of human rights by people whose rights have often been overlooked. Furthermore, it provides an example of how policy at the faculty level within universities can be used to ensure that human rights become an integral part of professional development, and serves as an example of how a relational approach, underpinned by strategic decision making at the individual faculty level within a university, can result in an explicit human rights focus.

SYMPOSIUM 17

Network: Mentoring, Guidance and Counseling

Title of Symposium: A Comparative Study on Quality in Mentor Education for Teachers – Developing Professional Mentors – UPV

Chair of Symposium: Professor Eva Bjerkholt

Organisation: University of South-Eastern Norway USN

E-mail: Eva.Bjerkholt@usn.no

Discussants: Professor Lisbeth Lunde Frederiksen, Via University, Århus, Denmark

The symposium consists of 4 presentations

Abstract for symposium:

The research leader is Professor Eva Bjerkholt, University of South-Eastern Norway (USN) and Inland Norway University of Applied Science (HINN)

This symposium presents a research study of four mentor educations (30 ECT): “Mentor education for mentoring teachers in kindergarten/preschool” at (HINN) Inland Norway University of Applied Sciences (HINN) and UiT – Arctic University of Norway. “Mentor education for teachers in kindergarten and school” at HINN and The University of South-Eastern Norway (USN). These mentor educations are at a master level and were reformed based on the Norwegian framework for mentoring newly qualified teachers in 2019.

The project follows two generations from these educations (2020-2021 and 2021-2022). We will present preliminary findings from the first generation (2020-2021).

Research questions:

- 1) How do the students experience their learning processes throughout the education?
- 2) How do the students describe their learning outcomes?
- 3) In what way do the students consider the education’s content and work methods to have contributed to their learning?

The data consists of the students’ mandatory assignments, written exams, and evaluations. The main analytical approach is contextual analysis combined with the four causes or perspectives:

- 1) the material, the students’ expectations
- 2) the formal, the student’s experiences and how these are expressed in the pedagogical situations

3) the source of change, the turning point in the students learning

4) the final perspective, the students learning outcome

(Bjerkholt et al. 2020; Kindeberg, 2008, 2011; Røise & Bjerkholt, 2020).

The mentor education for teachers in kindergartens/preschools (HINN/UiT) and the mentor education for teachers in schools and kindergartens /preschools (HINN/USN) have differences in the curriculums and organization. The different studies vary in organization, content, teaching methods and literature. Despite the variations, preliminary findings show significant results when it comes to criteria in connection with quality in mentor education across the different universities.

Relevance: This symposium highlights quality in mentor education. Research leader Eva Bjerkholt is also the leader of the Nordic cross-sectorial network NTI-SEM: Nordic Teacher Induction – Sustainable Ecosystems of Mentoring for Newly Qualified Teachers. Mentor education is a very important issue in this network, and two of the representatives from the NTI-SEM are together with the presentator as chair: Associate professor Birna Svanbjörnsdóttir from Iceland and as discussant: Professor Lisbeth Lunde Frederiksen from Denmark.

This symposium consists of:

Paper 1: UiT- Arctic University of Norway (UiT): “Mentor education for mentoring teachers in kindergarten/preschool”

Paper 2: Inland Norway University of Applied Sciences (INN): “Mentor education for mentoring teachers in kindergarten/preschool”

Paper 3: Inland Norway University of Applied Sciences (HINN): “Mentor education for teachers in kindergarten and school”

Paper 4: University of South-Eastern Norway (USN): “Mentor education for teachers in kindergarten and school”

References:

Bjerkholt, E., Ørbæk, T., & Kindeberg, T. (2020). An outline of a pedagogical rhetorical interactional methodology – researching teachers’ responsibility for supporting students’ desire to learn as well as their actual learning.
<https://doi.org/10.1080/13562517.2020.1792876>

Kindeberg, T. (2011). Pedagogisk retorik. Den muntliga relationen i undervisningen. Stockholm: Natur och kultur.

Røise, P., & Bjerkholt, E. (2020). Frigjørende deltagelse i en forskningssirkel om faget utdanningsvalg. *Forskning og Forandring*, vol. 3(1), 47-69.
<https://doi.org/10.23865/fof.v3.2160>

Title of first presentation: Paper 1: UiT- The Arctic University of Norway (UiT): "Mentor education for mentoring teachers in kindergarten/preschool"

First author / presenter: Hansen, Inger Merethe- Assistant professor (UiT)

Co-authors: Worum, Kirsten Sivertsen. Associate professor, (UiT)

Abstract for the first presentation:

Introduction

The purpose of the study is to contribute to the development and knowledge of quality in the mentor education programmes. The sub-study is based on "Mentor education for mentoring teachers in kindergarten/ preschool" (30 ECT.) at master's level. The education program is organized as flipped classroom with 6 physical seminars and 5 intermediate works online. The physical seminars include seminar work, mentoring exercises and evaluation. The intermediate work consists of watching online lectures and preparing for physical seminars. The program ends with a written individual exam and an oral group exam.

Theoretical background and research questions

The sub-study researches the same questions as the main project. The questions are discussed through various theoretical approaches to mentoring (Bjerkholt, 2017; Bakhtin & Slaattelid, 2005; Bakhtin et al., 1986; Luthen et al., 2021; Skagen, 2021; Vatne & Søndena, 2020; Worum, 2016.)

Method, selection, data, primary data used in the presentation and analysis

The data consist of student texts from the first of the two generations included in the main project (2020/2021): The data base consists of the students' mandatory assignments, written exams, and evaluations, as well as the students' presentation of learning outcomes for their own colleagues. We have used Contextual analysis combined with the four perspectives: expectations, experiences, turning points and learning outcomes (Bjerkholt et al. 2020; Røise & Bjerkholt, 2020).

Preliminary findings

The students' previous experiences are based on an individual-oriented approach. They expect the education will give them confidence and tools in mentoring. Their meeting with different approaches through theory, practical exercises with new tools, as well as discussions about theory and practice, are described as turning points for their learning process. Support from teachers and meta-conversation after mentoring makes it easier to know where they belong in the field of knowledge of mentoring. The students describe drawing in mentoring-conversation strengthens communication. Relations among the different learning activities used by flipped classroom have an impact on the learning outcomes.

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Title of second presentation: Paper 2: Inland Norway University of Applied Sciences (HINN): "Mentor education for mentoring teachers in kindergarten/preschool"

First author / presenter: Blystad, Arnhild, Assistant professor (HINN)

Co-authors:

Abstract for the second presentation:

This part of the study is based on texts from students attending a program titled "Mentor education for mentoring teachers in kindergarten/ preschool" (30 ECT.) at master's level, and aims to answer the same research questions as raised in the main project.

Method, selection, data, primary data used in the presentation and analysis

The methodological approach is based on Contextual analysis (Svensson & Duma, 2013) combined with the four perspectives (Bjerkholt et al. 2020; Kindeberg, 2008, 2011; Røise & Bjerkholt, 2020). The data consists of student texts from the first of the two generations included in the main project (2020/2021). These texts are compulsory activities where the students are asked to present, describe, and reflect over issues connected to their own development and experiences during the year of education. By using Contextual analysis combined with the four perspectives: expectations, experiences, turning points and learning outcomes (Bjerkholt et al. 2020; Røise & Bjerkholt, 2020), our preliminary findings are:

Preliminary findings

We find that the students have a variety of different experiences with mentoring and the role of mentoring when entering the course. The students wish to educate themselves to become more confident in the role of mentoring: they are concerned with creating good communication, and to develop as both mentors and professionals in all areas within the kindergarten field. In the early texts, we see that there is a tendency to wanting tools and methods. The texts written later in the course show less focus on tools and recipes as they experience the alternation between exercises, theory, and literature. The student communities that are established are highlighted as valuable, both for practical practice and for discussions and reflections bringing practice and theory together. The students emphasize the experience that mentoring is a learning process for both participants in the mentoring situation as a turning point in the learning process. These "turning points" are often linked precisely to work that takes place in the learning community in the class and the network groups. Through the students' descriptions of experiences and learning activities, we see that the literature has contributed to an insight into the interaction between the theoretical and the practical aspects of professional mentoring. It appears that the student experiences that this interaction contributes to enhance their mentoring skills.

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Title of third presentation: Paper 3: Inland Norway University of Applied Sciences (HINN): "Mentor education for teachers in kindergarten and school"

First author / presenter: Jonsson, Susanne Assistant professor (HINN)

Co-authors: Bjerkholt, Eva professor (HINN).

Abstract for the third presentation:

Introduction:

Even though the mentor education was planned as a campus-based study, due to the covid situation, it had to be a digital study with no physical meetings.

Methodological approach and research questions

The methodological approach is based on "Contextual analysis" (Svensson & Duma, 2013) combined with the four perspectives (Bjerkholt et al. 2020; Kindeberg, 2008, 2011; Røise & Bjerkholt, 2020) and the research questions presented in the beginning of this symposium.

Method, selection, data, primary data used in the presentation and analysis

We have analyzed the students' mandatory assignments as background data. Their fifth mandatory assignment, a group research project, is analyzed as primary data.

Preliminary findings

Preliminary findings show that many students justify their motivation with a desire for both professional and personal development. In the start of the education, many of the students are concerned with getting tools and methods. At the end, the students are more concerned with the approach to mentoring, values, knowledge, attitudes, and ethical reflections. The students describe a steep learning curve, and the study changes their view of mentoring. They emphasize the importance of theoretical reflections and mentoring in network groups, getting more experience as mentors, and experience in giving and receiving feedback on mentoring. The importance of varied forms of work and different group constellations at the digital gatherings were emphasized. The work requirements are described as demanding but are gradually perceived as important for developing practical and theoretical competence. Some of the literature was in the first semester described as difficult, but the primary data show that this literature became meaningful and important. Because this education turned into a solely digital education, using digital platforms and tools had an impact on the student's digital competence. The students experienced that mentoring on digital platforms could be an important supplement to physical meetings.

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Title of fourth presentation: Paper 4: University of South-Eastern Norway (USN):
“Mentor education for teachers in kindergarten and school”

First author / presenter: Vala, Heidi Østland: Assistant professor (USN)

Co-authors: Kjær, Lene Joensen: Assistant professor (USN), Bjerkholt, Eva:
Professor (USN), , ,

Abstract for the presentation:

Introduction

We are mentor educators for teachers in kindergartens and schools. The education consists of the basic module Mentor education for teachers in school and kindergarten, and the elective modules Professional qualification: mentoring students and new teachers and Professional mentoring: process mentoring for quality development (30 ECT). The research questions were presented in the beginning of this symposium.

Methodology, data collection and analytical tools

Our data consists of the students' (2020-2021) presentations, mandatory assignments, written exams, and evaluations. Primary data is a depth analysis of the students' written exam which is an academic text written over time where the students reflect over their experiences with mentoring. The written exam also consists of an additional text on meta-reflection. We made use of contextual analysis (Svensson & Dumas, 2013) with the four perspectives: expectations, experiences, turning points and learning outcomes (Kindeberg, 2008, 2011; Røise & Bjerkholt, 2020).

Preliminary finding

Preliminary findings connected to the students' earlier experiences and expectations show that students from kindergartens and schools have the same expectations. They want to develop knowledge about mentoring through variation in teaching and mandatory assignments. They also wish to learn how to create a safe environment and trust as mentors. Furthermore, the students express that the academic level is higher than expected. The students' written exams show that both individual and collective processes are important. Practicing different approaches to mentoring and the literature they are exposed to are central elements. The students also communicate through their texts that it is challenging to be critical and to challenge the mentee in mentoring. Introduction to literature, mentoring exercises, transcription/sound file, mandatory assignments, working in groups and the writing process, as well as exercising doing these learning activities are experienced as turning points for the students. They also experienced that connecting their own experiences to research and theory to be meaningful and significant. Feedback from teachers both

on exercises and texts has been central. Learning outcomes which the students describe are, among others, the meaning of developing through a process. They describe how they, throughout the year, have changed their view on the mentoring role. Meta communication is highlighted as important in connection with the learning outcomes.

Final comment on the research process and the comparative perspective

Having a common research project on mentoring education we from different universities could inspire each other, discuss our findings, and together identify important characteristic of which learning activities, assignments and content have had good impact on the students learning process.

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SYMPOSIUM 18

Network: The Nordic Society for Philosophy of Education

Title of Symposium: Pedagogical Production through Reduction: offering the world in a grain of sand

Chair of Symposium: David Lewin

Organisation: University of Strathclyde

E-mail: david.lewin@strath.ac.uk

Discussants: Professor Guðmundur Heiðar Frímannsson

The symposium consists of 3 presentations

Abstract for symposium:

Scholars associated with 'continental'/Germanic educational theory (theories of Bildung/Erziehung) might well be familiar with an important pedagogical concept, one that underpins considerations of exemplarity (Wagenschein 2015) and discussions of subject didactics (Klafki 2015), namely pedagogical reduction (more commonly known as Didaktische Reduktion). And yet, apart from brief mentions here and there (e.g. Dewey 1916) the concept of reduction in Anglophone educational theory is normally heard in a negative key: as reductionism. Rather than interpret reductionism as fundamental to understanding, many working across science, philosophy, religion and elsewhere have tended to resist or oppose it. Perhaps this is because the reduction offered in reductionism is thought to be sufficient, the final word on the matter: e.g. a particular chemical interaction in the limbic cortex is all we really need to know about our experience of happiness, and might therefore be manipulated to produce experience of greater happiness. While such reductive forms of reduction are not as widespread as they once were, the association of reduction with reductionism perhaps explains the ambivalence with which Anglophone educationalists understand the concept of reduction in relation to pedagogy. Why is it important to explore pedagogical reduction aside from the pejorative concept of reductionism? How can reduction be generative, or productive in the context of pedagogy?

This roundtable brings together scholars from continental and anglophone traditions, all of whom are interested in the 'translation' of pedagogical notions of reduction into the more anglophone context. Establishing the relevance of the concept, the participants will illustrate some fundamental aspects of the logic of pedagogical reduction partly through theoretical and exemplary analysis (that is, by using pedagogical reductions). From selection and simplification, to exemplification and generalisation, forms of reduction are demonstrated to be productive not only in curriculum discourses, but across the entire practice of what is commonly known in German educational theory as Erziehungswirklichkeit: the production of an

educational reality (Mollenhauer 2013). From understanding how textbooks perform the basic selection of materials to be presented in classes, to the design of children's toys which literally reduces 'real' objects, to the ways policy enacts of kind of temporal reduction by extending expectations of past and present into a putatively predictable future, this roundtable offers a chance to explore related ideas and examples of pedagogical reduction.

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- Mollenhauer, K. (2013) *Forgotten Connections: On Culture and Upbringing*, trans. Norm Friesen (London: Routledge)
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Title of first presentation: Reduction without reductionism

First author / presenter: Dr David Lewin

Co-authors:

Abstract for the first presentation:

Although generally defined as making something smaller, less in amount, degree or size, the concept of 'reduction' has a range of connotations. To the mathematician, reduction is a way of simplifying mathematical expressions (e.g. fractions). Scientists might refer to the reduction implied by the simplification of Occam's razor for the development of scientific theories. To the chef, reduction is the process of thickening and intensifying the flavour of a sauce. Thus, the concept can be applied diversely and descriptively, that is to say, without negative connotations; indeed, sometimes the productive implication is evident (the example of the chef enriching a sauce). Yet it is not uncommon for the concept to imply something negative: reductionism.

While there are different forms of reductionism, I suggest that naturalistic and cultural reductionism offer two broad ways of understanding the concept. Naturalistic reductionism here refers to the idea that phenomena can be explained by reference to 'naturalistic' ('natural' or material) processes. For example, pathological anger is explained as a hormonal imbalance which can be treated through hormone therapy. By cultural reductionism I mean that one aspect of society or culture is explained in terms of another: e.g. that certain forms of art or religion exist because of structures that organise the means and relations of production (Marxian critique). In these examples, what defines reductionism is that the explanation is presented as not only coherent but complete, as though nothing more needs to be said.

At its most general level, I argue that what distinguishes reductionism from reduction in pedagogical terms is how they are interpreted: a pedagogical reduction serves a particular pedagogical purpose without purporting to be 'true', 'complete' or the whole story. The presentation of pedagogical reduction will often entail some kind of dialectical process by which the reduction is given and then taken away: it offers a perspective, or adumbration, but never a complete/ God's eye view. Indeed, reduction becomes reductionism precisely at the point at which it is presented as sufficient, complete, or true. Pedagogical 'reductionism' is less a self-conscious way of presenting, than a statement of what is the case. When a textbook account of the causes of an historical event (e.g. a particular war) are interpreted as complete, or the whole truth, we have lost sight of the pedagogical relation that is expressive of the pedagogical reduction.

Title of second presentation: The Logic of Education and Pedagogical Reductions: Variations on a Theme

First author / presenter: Dr Karsten Kenklies

Co-authors:

Abstract for the second presentation:

Pedagogical reduction as introduced is one of the main characteristics of what we may call the activity of educating (which includes but is not restricted to teaching). It may therefore seem reasonable to draw on systematic analyses of this activity (Prange 2005) to identify the ways in which pedagogical reduction does play a crucial role in those endeavours. There are, of course, different ways to analyse the very activity of educating. The following will introduce two possible systematisations, both of which offer a distinct approach to the analysis of educating and pedagogical reduction: 1) the exploration of the genuinely aesthetic, i.e. temporal-spatial, nature of all education (Kenklies 2012); 2) the exploration of the fundamental triangular structure of all education, i.e. the so-called Pedagogical Triangle as logic of all acts of educating (Friesen/Kenklies 2022).

Education at its core is genuinely temporal-spatial. This is obvious in relation to the external form of education as a process that undeniably unfolds in space and time. In addition to those obvious features, the very notion of education is temporal-spatial: it is temporal as it relies on the assumed existence of a 'future', the characteristics of which are culturally dependent: no future, no education; it is spatial inasmuch it relies on the momentous schizophrenia of imagining a different state of being called 'future', whose otherness depends on the simultaneous presence & spatial separation of 'presence' and 'future'.

Looking at education from this point of view, pedagogical reduction unfolds along temporal and spatial lines within the act of educating. Two short examples should suffice to illustrate: a) a temporal reduction happens when a coach shows a gymnastics movement in slow-motion to become observable to the student: time is 'stretched' to allow for clear perception; b) a spatial reduction is present when a space of experience is fenced off, e.g. as playground, to allow only for certain experiences (e.g. 'educational' toys) and whereas other experiences are prevented (e.g. pain induced by traffic outside).

From the perspective of the pedagogical triangle, education is characterised by 3 relations: educator–student, student–world, educator–world. Strategies of educating often emphasise one of those relations (Künzli 2010), and pedagogical reduction is part of each strategy. Emphasising the educator-student relation is e.g. done in communicative practices (e.g. dialogue), which in their often organised form are 'reduced' in comparison to everyday conversations. Emphasising the student-world

relation is prevalent where experiences are organised for students, e.g. on a field trip with chosen goal and directed practices. And emphasising the educator-world relationship is enacted where the educator is entrusted with presenting the world in e.g. words or images, hereby presenting the world in an accessible way through adapting of language and object.

In whatever way we analyse education, pedagogical reduction will lie at the heart of the practice of educating.

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- Prange, K. (2005) *Die Zeigestruktur der Erziehung. Grundriss der Operativen Pädagogik*. Schoeningh.

Title of third presentation: Theatre's pedagogy of doubling as education into a tragic world(view)

First author / presenter: Dr Katja Frimberger

Co-authors: .

Abstract for the third presentation:

Pedagogical reduction's central pedagogical act is that of putting the world on display - for the purpose of epistemic access. We assume that the world speaks, can be spoken about and can be heard, with its voice either made intelligible – or perhaps originated - in the process of reduction (Kenklies and Lewin, 2022). But what if the world is not fully intelligible to human reason and agency? Can such epistemic/ontological 'opacity' be taken into account in the very act of disclosing the world in pedagogical reduction? Or do we lose even 'more world' in such doubly reductive act: 'reducing' a world for human consideration, in a pedagogical act that is now seemingly denounced as ontologically/epistemologically suspect? Perhaps there is hope. As W.B. Yeats (1933) reminds us, 'for nothing can be sole or whole that has not been rent'. In this presentation, I explore theatrical mimesis as a form of pedagogical reduction, that seeks to emphasize aspects of the human world, with the aim to make intelligible (to human reason) the irrationality of our speech and actions. At the same time however, theatre's fictions are shown to integrate human beings' ontological weakness (what Simon Critchley argues is one way of reading Aristotle's hamartia) into a form of pedagogical reduction that questions the very possibility of intelligibility. My pedagogical examples are drawn from the Greek Chorus (in Euripides Trojan Women) and Gestic Acting moments (in Brecht's Mother Courage) - two plays that employ theatrical-pedagogical devices to frame the conflictual experience of women in war time. Critchley argues that tragedy's pedagogy neither wishes to educate its audience into unthinking action or solitary contemplation, but into a 'tragic consciousness' - able to engage with (the reality of) irreconcilable claims to truth and justice. Vernant and Vidal-Naquet (1988) echo tragedy's pedagogical intention:

'The tragic message gets across to [the spectator] only provided he makes the discovery that words, values, men themselves, are ambiguous, that the universe is one of conflict; only if he relinquishes his earlier convictions, accepts a problematic vision of the world and, through the dramatic spectacle, himself acquires a tragic consciousness' (p. 43).

In other words, theatre's pedagogical reductions open out to human reason an ambiguous social reality, whilst also questioning our human ability to fully understand, and respond reasonably, to a human world that is 'rent, twisted, doubled over, and divided against itself' (Critchley, 2019, 53). Theatre's pedagogy of doubling, or as Brecht (perhaps more hopeful) would call it, theatre's acts of 'making

strange' social reality on stage, then educates us into a philosophising stance; one that attends to a world, whose ambiguity can indeed be framed in pedagogical reduction - and perhaps even be understood (even if imperfectly) – but whose fate is not easily directed by human reason; whose future is not yet decided, and about whose (utopian) realisation the theatre cannot directly instruct; but (only) leave its spectators and actors 'productively disposed' towards (Brecht 1978, p. 205).

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SYMPOSIUM 19

Network: Politics of Education and Education Policy Studies

Title of Symposium: Gifted Education: Enactment of Nordic Inclusion Policy

Chair of Symposium: Valerie Margrain

Organisation: Karlstad University, Sweden

E-mail: valerie.margrain@kau.se

Discussants: Valerie Margrain

The symposium consists of 4 presentations

Abstract for symposium:

This symposium shares four presentations which illustrate how Nordic educational responses to giftedness align with inclusive education policy. In Nordic countries, educational rights are enacted through inclusion policy with the intent that schools and preschools meet the learning needs of all students. In this symposium, the various presentations consider attitudes and beliefs about gifted education (macrosystem), specific Nordic educational policy (exosystem), classroom practices and gifted student experience (microsystem) and changes across time (chronosystem).

The first presentation by Sims shares findings from historical review of Swedish policy documents and also interviews with teachers in national education, the International Baccalaureate and the Peak Programmes, a version of national education based on acceleration and enrichment. Findings indicate a tension between policy commitment to inclusion of all students' right to education, and notions of equity and excellence being (mis)understood as elitism.

The Norwegian national report NOU 2016:14 More to Gain. Better learning for students with higher learning potential has called for more research. Studies show that gifted students in Norwegian schools do not receive an adaptive and inclusive education, and researchers argue that this is contrary to the Education Act's intentions for adapted and inclusive education. The literature review presented in presentation two by Jokstad and Furnes shows increased research concerning gifted education since the NOU 2016:14 report, although it is primarily students' theses (bachelor and masters).

As the principal in a Swedish context is responsible for implementation of policy, the third presentation by Ivarsson shares 71 preschool, primary and secondary principals' perceptions of gifted students. 69 percent of the principals in the study are of the opinion that gifted students need special attention to develop their abilities fully, and that they should be offered special education in school. However, 59

percent of the respondents do not believe that the needs of gifted students are met in today's school. This finding indicates a gap between policy intent and enactment.

The final symposium presentation by Iidsøe reports findings from a pilot project on in-school science talent centers for gifted children as an inclusion policy strategy initiated by the Norwegian Ministry of Education. Findings of the programme evaluation indicate innovative pedagogy and student satisfaction with enrichment opportunities in the talent centers. Thus, this study gives us hope for what is possible.

These collective findings, increasing research and critical challenges raised in the symposium have potential to positively influence Nordic policy, inclusive practices and the Nordic gifted research field. The attention is important for Nordic educational policy to be able to meet espoused goals of inclusion and wellbeing for all.

Title of first presentation: Giftedness in Swedish Educational Policy; Between Excellence and Equity

First author / presenter: Caroline Sims

Co-authors:

Abstract for the first presentation:

Research topic/aim.

The presentation is based on research from a current PhD project. It covers the conceptualisation of giftedness in educational policy in Sweden.

Theoretical framework.

In analysing policy, Stephen J. Ball makes a distinction on the one hand between policy as text, and on the other policy as enactment.

Methodology/research design.

The way the thesis has approached these two components is by focusing on policy documents from 200 years of education and interviews with teachers from national education, the International Baccalaureate and the Peak Programmes, a version of national education based on acceleration and enrichment. Presence of giftedness has been analysed through the occurrence of teaching strategies identified as relevant in supporting gifted students. In addition, the presence of giftedness has been identified as when referring to any of the denominators in a cluster concept constructed out of common criteria in categorising giftedness.

Results/findings.

The presentation covers how the teachers' enactment should be thought of as a dialectic relationship, as the teachers respond to, re-formulate, or even ignore what have been formulated by the actors at the central formulation arena. In doing so, they are caught between a sense of equity where excellence is interpreted as elitism, and the inclusion of all students' right to education.

Relevance to Nordic educational research.

The relevance of this research from a Nordic point of view is sprung, on the one hand out of a common cultural conception of excellence and elitism. On the other hand, the Nordic countries also apply different strategies in how to address the needs of students identified as gifted. More knowledge and research is needed concerning these issues from a number of different stand points, such as in policy analysis, in developing teaching practices and research networks where researchers from a variety of fields discuss these issues. At NERA 2022, we hope to initiate the beginning of such a discussion based on an exchange of experiences to generate possible future cooperation across the Nordic countries.

Key words: giftedness, equity, policy enactment, inclusion, teachers

Title of second presentation: Swedish principals' perceptions of gifted students

First author / presenter: Lena Ivarsson

Co-authors:

Abstract for the second presentation:

Research topic/aim.

The aim of this study was to identify Swedish principals' perceptions of gifted students. As the principal in a Swedish context is responsible for implementation of policy, for how to organize the school, and, distributes resources according to students' different conditions and needs (Swedish school law, 2010), I found it interesting to identify their views of gifted students.

Theoretical framework.

The Swedish school law (2010), which states the principal's responsibility, and Gagné's (1991) OGE scale (Opinions about the Gifted Students and their Education) form the theoretical basis for this study.

Methodology/research design.

The participants in the study consisted of 71 principals in preschool, primary school, and high school in a region in the northern part of Sweden. At the time for the study, the participants were involved in the national principal education program. Gagné (1991) attitude scale was used to collect the principals' perceptions. The scale contained of 34 items for the participants to relate to on a five-point Likert scale, was translated into Swedish and distributed digitally to 230 principals of whom 31 % answered the attitude scale. Descriptive statistics are used.

Results/findings.

Results show that only one of the participants expressed a very negative attitude towards the gifted and their education, and only two of the participants expressed a very positive attitude. A more ambivalent attitude was found among 23 of the participants. Furthermore, six of the participants seemed to have a slightly negative attitude, and 39 participants represented a more positive attitude. Inclusive education, as it is understood in the network, is "/.../seen as an overall approach with the aim of increasing the capacity of schools and education systems to respond to the diversity of learners." 69 percent of the principals in the study are of the opinion that gifted students need special attention to develop their abilities fully, and that they should be offered special education in school. 59 percent of the respondents do not believe that the needs of gifted students are met in today's school, however 70.4 percent of the principals do not recommend special classes for gifted students. My interpretation is that most principals in this study advocate inclusion rather than

exclusion. At the symposium, results from the study will be discussed more in detail, in relation to principals' assignments in general and inclusive education in particular.

Relevance to Nordic educational research.

Although research and policy on gifted education is growing in the Nordic countries, it is still in its infancy. This study is a contribution to increase knowledge about the gifted and their education, especially in connection to education and involvement in precarious times, as the need for all students to be seen and treated equally, is of great importance for their well-being.

Key words: gifted, principals, attitude, perception, inclusion

References

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Title of third presentation: Gifted education research in Norway: A literature review

First author / presenter: Gunnvi Sæle Jokstad

Co-authors: Gila Hammer Furnes.

Abstract for the third presentation:

Research topic/aim:

An adaptive and inclusive education practice is a central policy principle and value in Norway. The aim is to provide all children with an equal education that aligns with their capabilities and interests. Nevertheless, a group of students does not seem to be covered by this principle – gifted students. Studies show that gifted students feel socially isolated in their everyday lives and often lack self-efficacy. The Norwegian national report NOU 2016:14 More to Gain: Better learning for students with higher learning potential has called for more research. The report raises concerns about research-practice interaction before, during, and post studies and the relevance of research. This presentation reports a literature study of how gifted students appear in Norwegian research journals since the 2016 report, aims to shed light on the journals' foci, and discuss values expressed concerning gifted students and the implications for their right to learn.

Theoretical framework:

Although gifted education is extensively researched internationally, it is, at best, very limited in Norway. Norwegian education policy has also, until 2016, mainly addressed gifted students to determine that they do not have an individual right to adaptive education. This shows that gifted education has a relatively low priority in Norway. Studies show that gifted students in Norwegian schools do not receive an adaptive and inclusive education, and researchers argue that this is contrary to the Education Act's intentions for adapted and inclusive education (Smedsrud, 2018; Idsøe, 2014; Idsøe & Skogen, 2011; Santa, Kyed & Baltzer, 2011; Forest, 2012; Straube, 2003).

Research design:

The study's research method is a systematic literature study (Gough, Oliver & Thomas, 2013) to oversee existing research and comprehend the language applied (Bakhtin & Slaattelid, 1998). The method involves a structured search process in relevant academic research engines (Oria, NorArt, Google Scholar, and Eric). The analysis process involves mixed methods (Creswell, 2013) to interpret how gifted students are referred to in educational research. The study's transparency is ensured through a prescribed and systematically documented search process (Gough, Oliver & Thomas, 2013; Jacobsen, 2015). The data consists of scientific articles that discuss studies on gifted education in Norway. The timeline is between 2016 and the spring of 2022.

Findings:

The study shows increased research concerning gifted education since the NOU 2016:14 report, although it is primarily students' theses (bachelor and masters). Professional research on gifted education in Norway is still relatively limited. The study lacks data that can explain this phenomenon, although studies point to at least two reasons. Firstly, adaptive and inclusive education is mainly aimed at students who struggle with learning difficulties. Second, gifted students are considered self-employed in Norway. This seems to be a cultural issue. The study argues that gifted students are hindered from an adaptive and inclusive education practice due to a lack of relevant research in the Norwegian context.

Relevance to Nordic education research:

The study is limited to the Norwegian context post publishing of the NOU 2016:14 report.

Key words: giftedness, gifted education, literature review, Norway, inclusion

Title of fourth presentation: Psychological outcomes among Norwegian talented students participating in talent Science Centers

First author / presenter: Ella Idsøe

Co-authors:

Abstract for the presentation:

Topic/aim:

Including the needs of gifted children and supporting their development should be the priority for each country (Ninkov, 2020). Literature shows that gifted students require inclusion in both academic and socioemotional areas (e.g. Hoogeveen et al., 2004). In an effort to achieve this inclusion policy goal, the Norwegian Ministry of Education initiated a pilot project on in-school science talent centers for gifted children. The effect of this in-school talent science program on psychological outcomes of 121 gifted students was evaluated (e.g. motivation, self-image) before and after the course, and on satisfaction with programs content and social contacts.

Framework:

These centers used Gagne's giftedness model (2005) as a main framework reference. According to Gagne, education of gifted students should focus on three main goals: 1) to provide more advanced knowledge, insights, and reasoning skills, 2) to develop personality, and 3) to establish a network of peer relationships. The purpose of these centers was to offer an interdisciplinary and complex science educational program for students that need higher challenges; give better knowledge opportunities so that more children will achieve on higher and advanced level in science; and support high achieving students to develop social contacts with similar students through an organized student network.

Methodology:

We conducted a quasi-experimental study (one-group pre-post design). A number of 170 students were recruited to attend the program at the talent centers during the period 2016-2017. During this period they attended between 2 and 4 days of enrichment activities at the centers. Selection criteria were students' motivation letters, teacher evaluations, application forms, and interviews. Students were measured on psychological outcomes (e.g. motivation, self-image) before and after the course, and on satisfaction with the academic content and with social contacts.

Results:

Pre and post comparisons show small to medium size effects, indicating that the students were satisfied with this kind of enrichment science program. For Social

expectations to the talent program we found a medium effect ($d = .34$), indicating that the social gains were actually stronger than hypothesised.

Relevance to Nordic policy and research:

In-school science talent programs constitute an innovation pedagogy in Norway and in Nordic countries in general. We believe that this study has potential to positively influence Nordic policy, inclusive practices and the Nordic gifted research field. There is a need for both quantitative and qualitative research in order to provide a more comprehensive understanding related to the effects of such programs in Norway and the Nordic context.

Key words: gifted students, science, enrichment, innovative pedagogy

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SYMPOSIUM 20

Network: Politics of Education and Education Policy Studies

Title of Symposium: Education Policy and Education Practice: Developments and Contemporary Tensions

Chair of Symposium: Alessandra Dieude

Organisation: University of South-Eastern Norway

E-mail: Alessandra.Dieude@usn.no

Discussants:

The symposium consists of 5 presentations

Abstract for symposium:

The Covid-19 health crises has disrupted education systems worldwide adding an extra layer of tension to a school sector already puzzled by multiple policy pressure aiming at increasing students' performance. Within the Scandinavian context, recent education reforms have been introduced adopting new curricula emphasizing learning outcomes and assessment (Prøitz & Nordin, 2019). While researchers have observed that in the past there has been a high degree of trust and autonomy towards the education profession (Helgøy & Homme, 2007), studies have shown that the introduction of accountability policies can drive local actors to change their behavior and constrain their autonomy (Camphuijsen et al., 2020). Furthermore, the effects of COVID-19 pandemic have enhanced new types of multisector public-private collaborations and policy networks, blurring boundaries between public and private sector (Williamson & Hogan, 2020). This in turn raises concern about transparency, as well as who participates in the educational process and how it is delivered (curriculum, pedagogy, assessment, and school management). Given the importance of investigating how these contemporary challenges affect the school practices, the aim of the symposium is to discuss the education policy and practice relationship and to understand these changes through different methodological and theoretical lenses. For example, considering the precarious and complex educational panorama, what need to be further explored is 1) whether and how new curricula and assessment initiatives might impact actual classroom practices and school culture and 2) how different school actors' professional autonomy has developed over time and in different contexts. The symposium comprises studies using eclectic methodological and theoretical approaches to emphasize the complexity of the educational space both within and beyond national contexts and under varied circumstances and dimensions of time.

The symposium reports on findings from two different NRC funded projects LOaPP (Learning Outcomes across Policy and Practice) and CLASS (Comparisons of Leadership Autonomy in School districts and Schools). Hence, the symposium will

mirror a variety of national and educational contexts such as Norway, Sweden, and Germany. The five papers viewed together form a basis from which to exchange ideas and reflect on the overlapping and varied approaches and results to contemporary transitions in education policy and education practice. The findings of the papers are of relevance to understand developments and contemporary tensions in the educational system. Therefore, of relevance to the conference this symposium offers insights on how recent reforms might challenge traditional visions of educational practitioners' autonomy.

The structure of the session will entail five fifteen-minute presentations wrapped up by a discussant comments and, finally, discussion with the audience.

Camphuijsen, M. K., Møller, J., & Skedsmo, G. (2020). Test-based accountability in the Norwegian context: Exploring drivers, expectations and strategies. *Journal of Education Policy*, 1–19.

Helgøy, I., & Homme, A. (2007). Towards a New Professionalism in School? A Comparative Study of Teacher Autonomy in Norway and Sweden: *European Educational Research Journal*.

Prøitz, T. S., & Nordin, A. (2019). Learning Outcomes in Scandinavian Education through the Lens of Elliot Eisner. *Scandinavian Journal of Educational Research*, 1–16.

Williamson, B., & Hogan, A. (2020). Commercialisation and privatisation in/of education in the context of Covid-19. *Education International*.

Title of first presentation: School leaders' perception of autonomy in diverse school contexts

First author / presenter: Alessandra Dieude

Co-authors: Tine S. Prøitz

Abstract for the first presentation:

The Covid-19 pandemic has shown that the private sector and commercial organisations have significantly increased their importance and presence for the learning and the educational environment (Williamson & Hogan, 2020). As evidenced by various policy studies conducted in the Nordic countries, if left unregulated, the market and the private sector does not necessarily conform to the conventional social-democratic values (Prøitz & Aasen, 2017). However, considering the policy interest to increase the role of the markets in education researchers have paid little attention to the importance of studying the development of policy and the rules governing private government-dependent schools (Dieudé, 2021; West & Nikolai, 2017). Norway is a particularly interesting context to study the private actor involvement in education since substantial public funding is allocated to institutions not owned by the state such as the independent State-funded schools (ISFSs). Since there are clear policy expectations that ISFSs will raise standards to develop diverse and innovative teaching practice, higher degrees of autonomy are granted to ISFSs compared to traditional public schools. Despite having their own parallel system of regulations, curriculum understanding and assessment practices their participation in national external assessment is mandatory. This study explores the relationship between the policy instruments for assessment and how it affects school leaders' autonomy in public and independent schools and what implications has this relationship for school leadership in diverse types of schools. The study is based on a comparative case study design building on data from in-depth interviews and fieldnotes from meetings with five school leaders (2 ISFSs and 3 public schools). Findings indicate that as autonomy is a multidimensional phenomenon for teachers (Wermke et al., 2018) it is for school leaders as well. Varied policy instruments for assessment affect school leaders' autonomy in public and independent schools in different ways, however, there are some variations and similarities between all. We do not find specific patterns of autonomy that characterize independent and public schools; however, we see that to a great extent school leaders are affected by policy instruments from national and local governing agents. This effect is different among independent schools, the different pedagogical profile has a significant implication for how school leaders' autonomy is affected by policy instruments.

Dieudé, A. (2021). Legitimizing private school policy within a political divide: The role of international references. *Nordic Journal of Studies in Educational Policy*, 7(2), 78–90. <https://doi.org/10.1080/20020317.2021.1963593>

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- West, A., & Nikolai, R. (2017). The Expansion of “Private” Schools in England, Sweden and Eastern Germany: A Comparative Perspective on Policy Development, Regulation, Policy Goals and Ideas. *Journal of Comparative Policy Analysis: Research and Practice*, 19(5), 452–469. <https://doi.org/10.1080/13876988.2016.1262549>
- Williamson, B., & Hogan, A. (2020). Commercialisation and privatisation in/of education in the context of Covid-19. Education International. <https://www.ei-ie.org/en/detail/16858/edtech-pandemic-shock-new-ei-research-launched-on-covid-19-education-commercialisation>

Title of second presentation: Exploring students' preparation for assessment – a qualitative study of classroom practice

First author / presenter: Christine R. Stenersen

Co-authors:

Abstract for the second presentation:

During the last decades, learning outcomes and results has become the focal point in educational policy, curriculum-making, and assessment (Mølstad, Prøitz, & Dieudé, 2020). Further, assessment affects the character and quality of education, and is a prominent part of the contemporary learning culture (Shepard, 2013). However, how this development may influence students remain understudied (McMillan, 2013). This paper investigates three authentic cases of classroom assessment, to answer the research question How do the students prepare for an assessment situation within the given frames set by the teacher? Theoretically, this study draws on discursive institutionalism (Schmidt, 2015) as an approach to understanding in context the interplay of policy relevant ideas, discourse, institutions, and agency of the actors within the institution. Further, concepts from Wenger's social theory of learning (1998) are employed to analyse the student activities. The paper reports on data collected in a larger qualitative research project including three lower secondary schools in Norway over a period of one and a half years. A combination of purposeful and convenience sampling strategy was used in the selection of the three cases studied in this paper, meaning that the selected cases are perceived as the best to answer the research question within the dataset (Leavy, 2017). The data comprise video data, audio data and classroom working materials. Preliminary findings indicate that the teachers frame student collaboration in preparing for an assessment as a key factor in achieving better results and encourage the students to collaborate. Some students seem to prefer to work individually, however, in response to teachers expressed expectation and encouragement, the students physically place themselves in groups. Yet, the analysis indicate that the students mainly use digital tools to collaborate both in the classroom and after school hours, like shared documents, video meetings and snapchat. This paper aims to contribute with knowledge about the potential influence the changes in education policy and education practice related to assessment has on the students. In a broader context, knowledge of how students prepare for an assessment can be valuable in precarious times where everyday school life has changed during the pandemic.

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McMillan, J. H. (2013). Why We Need Research on Classroom Assessment. In J. H. McMillan (Ed.), *Sage Handbook of Research on Classroom Assessment*. London: SAGE Publications.

Mølsted, C. E., Prøitz, T. S., & Dieudé, A. (2020). When assessment defines the content—understanding goals in between teachers and policy. *The Curriculum Journal*, 32(2). doi:10.1002/curj.74

Schmidt, V. A. (2015). Discursive Institutionalism: Understanding Policy in Context. In F. Fischer (Ed.), *Handbook of Critical Policy Studies*. Cheltenham: Edward Elgar Publishing.

Shepard, L., A. (2013). Foreword. In J. H. McMillan (Ed.), *Sage Handbook of Research on Classroom Assessment*. London: SAGE Publications.

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Title of third presentation: Teachers' Impact on Curriculum Development: Tracing Conceptualizations of Democracy and Citizenship in English Language Education

First author / presenter: Tiril Smerud Finnanger

Co-authors: Tine Sophie Prøitz.

Abstract for the third presentation:

In precarious times, teachers' involvement in educational matters is especially important, and teachers are increasingly required to act as agents of change and participate actively in curriculum development (Priestley et al., 2012). In 2020, Norwegian educational authorities introduced The Knowledge Promotion Reform 2020 (LK20) - a new national curriculum for primary and secondary school. Openness and extensive involvement of educational actors was a carrying principle in the development of the LK20. This was done through several rounds of public hearings where schools, teachers, experts, organizations and others could respond to drafts of the new curriculum (Karseth et al. 2020). This was meant to give legitimacy to the curriculum and enhance the feeling of ownership, particularly for schools and teachers (Karseth et al., 2020). This reform has a strong emphasis on democratic citizenship through the introduction of the interdisciplinary topic democracy and citizenship (The Norwegian Directorate for Education and Training, 2017). The aim of this article is to investigate how the topic democracy and citizenship is conceptualized and how this conceptualization came to be. We use the English subject as the focus of analysis, as previous research suggests that these topics have not been explicitly taught in this subject before. The research question of the study is: How is democracy and citizenship conceptualized in the English subject, and which actors have influenced this conceptualization? This is investigated through document analyses of curriculum drafts, responses to public hearings and the final LK20 curriculum. The analysis is guided by theoretical concepts such as ideational power (Carstensen & Schmidt, 2016) and translation (Røvik et al., 2014). We conclude that the development of the interdisciplinary topic democracy and citizenship in the English subject of the LK20 has been heavily influenced by experts of English language education, while ideas from schools and teachers have been excluded, and we discuss the implications this might have for the operationalization of the curriculum.

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The Norwegian Directorate for Education and Training. (2017). Core curriculum - Values and principles for primary and secondary education. <https://www.udir.no/lk20/overordnet-del/?lang=eng>

Title of fourth presentation: School leaders' perceptions of shifting assessment policies: a diachronic, comparative study from Norwegian and Sweden (2006-2021)

First author / presenter: Rikke A. Sundberg

Co-authors:

Abstract for the presentation:

Within the Nordic context, there is extensive research on data informed assessment for school development and control. However, arguments are being made that there is a need for more empirical research of the relationship between assessment policies and -practices (Prøitz et al., 2017). This paper explores how school leaders have perceived and discussed shifting assessment policies in secondary schools in Norway and Sweden between 2006-2021. The time span includes several school reforms, as well as the COVID-19 pandemic with its cancelled exams and discussions of fair assessments when the students' learning environments and conditions for learning abruptly changed. Within decentralized governance systems, studies have shown that both municipal leaders and school leaders have been given a great deal of responsibility connected to assessment results, both applied to school development and to quality control (Prøitz et al., 2021). Thus, school leaders play a key role in effectuating the policies in both countries (Moos, 2009; Paulsen et al., 2014). Focusing on school leaders' autonomy related to assessment in secondary school, the exploration in this paper is guided by the following research question: How have school leaders in Norway and Sweden perceived and discussed shifting assessment policies over time? The paper draws on theories of autonomy as multidimensional and context dependent (Salokangas & Wermke, 2020), combined with concepts of ideational power deriving from discursive institutionalism (Carstensen & Schmidt, 2016) to understand the interplay between national assessment policies and school leaders' discourses. Drawing on 200 journals across a longer period of time, as well as key white papers, the analysis enables identification of patterns of issues emphasized and debated among school leaders in the two countries. As such the paper presents how shifting assessment policies are perceived and debated among school leaders in a period of transition. The study is part of a larger international research project comparing school leaders' autonomy in relation to assessment policies.

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Title of fifth presentation: Analyzing principals' work with inclusion – a comparison of professional journals for principals in Germany and Norway since 2006

First author / presenter: Carolina Dahle

Co-authors:

Abstract for the fifth presentation:

School leadership has changed worldwide in the last decades: policy reforms led to more responsibility and an extended field of duties for principals, for example in managing schools and improving the education quality. Germany and Norway handled these issues almost contrary. (Brauckmann & Schwarz, 2015; Prøitz & Aasen, 2018). Furthermore, the Convention of the Rights of Persons with Disabilities was adopted in 2006, pointing out a school for all. Finally, new implementations during the COVID-19-pandemic led to even more uncertainty in school leadership (Stone-Johnson & Miles Weiner, 2020).

Constant political changes require flexible adjustments from educational leaders in both countries, while the autonomy of principals is still uncertain, especially in relation to political implementations on school district level (Wermke & Prøitz, 2019). On that account, this paper aims to investigate principals' work. This study is part of a comparative research on the emergence of leadership autonomy and principals' scope of action in relation to the implementation of inclusion policies over time and will contribute to further research. This research is of peculiar interest, since international findings have shown that principals play an important role in the implementation of political shifts in their schools. (Badstieber & Moldenhauer, 2016).

To understand present forms of leadership and the sphere of action of principals, it is important to understand the historical context and development of principals and their profession. To achieve this, the paper will answer the following question: How is the development of leadership autonomy described in professional papers for principals regarding the implementation of inclusion policies since 2006?

The study will analyze professional journals for principals in Norway and Germany, from 2006 until 2021, with a focus on leadership of inclusive schools before and during the COVID-19-pandemic. The paper defines autonomy as decision-making and control, drawing on an analytical device for autonomy in education, suitable for comparative studies, designed by Salokangas and Wermke (Salokangas & Wermke, 2020). Preliminary findings indicate that principals are just playing a marginal role at the interface of top-down-decisions.

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SYMPOSIUM 21

Network: Politics of Education and Education Policy Studies

Title of Symposium: Approaches to historical research on education reforms, policy, and politics in the Nordic context and beyond

Chair of Symposium: Gunnlaugur Magnússon

Organisation: University of Oslo

E-mail: gunnlaugur.magnusson@iped.uio.no

Discussants: Berglind Rós Magnúsdóttir

The symposium consists of 5 presentations

Abstract for symposium:

This symposium takes its point of departure in the importance of contextualizing current education politics by insights into historical and political processes. The overarching aim of the symposium is to illustrate different theoretical, methodological, and historical approaches to examine education policy and school reforms within the Nordic region and beyond.

In 2006, a special issue of the *Scandinavian Journal of Educational Research* asked whether the Nordic model of education existed. Several researchers approached the question with arguments both for and against the notion, but the editor drew the overarching and summarizing conclusion that the answer to the question was positive by ways in which the Nordic resonate with historical narratives of commonness (Frímannsson, 2006). One of the papers in the special issue drew the same conclusion, that the Nordic countries were distinct as regarded their education politics, but warned that fiscal cuts, increased segregation and neoliberal conceptions of justice and equality would erode this over time. The warning proved accurate, and in a paper from 2018, Dovemark et al., drew the conclusion that marketization, privatization, deregulation and other reforms had dramatically altered the Nordic model of education. As Sivesind and Wahlström (2016) argued, education reforms are becoming more transnational and interdependent not the least due to supra-national policy endeavours. The politics of education in the Nordic contexts have thus been influenced not only by regional evolvments within the Nordic region but also by interactions with international organizations and global education policy.

This roundtable discusses the developments of education politics in the Nordic countries using a variety of examples that draw on Nordic educational research. Different types of empirical materials (e.g. White and Green papers, education policies, speeches, school documentations, interviews etc.), a variety of methodological approaches, and a diversity of theoretical concepts are relevant to understand these developments (drawn from for instance Apple, Bacchi, Ball,

Koselleck, Labaree, Lundgren, Meyers, Popkewitz, Steiner-Khamisi, and Smeyers & Depaepe to name but a few).

Each of the contributors will exemplify an approach to research about education policy, and to arguments about their preferences. A general discussion about the meaning of research on education reforms and education politics will then follow, and will be conducted/chaired by the principal proposer of the roundtable. A central question that will be attended to is how research can both review reforms in a retrospective perspective as well as inform future political developments in an era of international comparison (Verger et al. 2018; Ydesen et al, 2022).

The theme of the discussion falls under the general headline of the NRC-funded project POLNET (Policy Knowledge and Lesson Drawing in Nordic School Reform in an Era of International Comparison), coordinated by the University of Oslo. See webpage:

<https://www.uv.uio.no/iped/english/research/projects/sivesind-policy-knowing-and-lesson-drawing/>

Title of first presentation: Imaginaries of Inclusion in Swedish Education

First author / presenter: Gunnlaugur Magnússon

Co-authors: Daniel Pettersson

Abstract for the first presentation:

Traditionally, Swedish education has been built on and enhanced by notions and priorities of democracy, equity, and inclusion. In fact, Sweden's education system has often been raised as a beacon of inclusion during the 20th century. However, from the 1990s onwards Swedish education has gradually transmogrified into a heavily marketized system with several providers of education, an emphasis on competition, and an escalating segregation, both as regards pupil backgrounds, need for special support, educational attainment, and provision of educational materials and educated teachers.

This shows that traditional educational ideals have shifted and been given new meanings. These shifts are based on desires to improve performance and new ideas of control and predictability of educational ends.

The historical development of education reforms illustrates how priorities have shifted over time, dependent on how the public and private are conceptualized. In particular, education reforms from the 1990s and onwards have gradually been more attached to connotations on market ideals of competition, efficiency, and individualization, making inclusion a secondary and de-prioritized goal of education, creating new educational dilemmas within daily life in schools.

Additionally, the paper uses interview data from 22 head teachers, to illustrate the shift in educational rationale that has been identified through the historical and theoretical analysis. This empirical example of head teachers' experience — here viewed as mediators of educational desires, acting as buffers between school staff, parents and the schools' principal organizers — illustrates particular dilemmas as well as how the marketization of education affects both the political understanding of how education is best organized and the prioritization of previously valued ambitions of coherence and inclusion.

Aside the use of interviews and qualitative content analysis of those data, the paper's primary methodology is a historical analysis of education politics, using among others the conceptions of "abjection" and "systems of reason" by Thomas Popkewitz.

Title of second presentation: Researching Global Education Historically

First author / presenter: Christian Ydesen

Co-authors:

Abstract for the second presentation:

What can we learn about global education from historical studies? It may sound like a simple question. On reflection, however, the question raises fundamental ontological, methodological, and empirical issues. The workings and constitutions of contemporary education systems are historically constructed as amalgams of multiple – and often competing – agendas, actors, technologies, and materialities (Popkewitz 2013; Sobe 2013; Tröhler 2020). The implication is that today's understandings, concepts, and priorities in education have distinct historical trajectories, precursors, and antecedents. Certainly, the actors, partnerships, agendas, programmes, and technologies shaping education in the past were different from those today; even so, unravelling the historical compositions of actors, their agendas, and the means they employed in shaping education constitutes a relevant platform for contemporary research on the shifting configurations of actors, their interactions and power dynamics in different contexts.

In this paper, I venture to unpack these issues using examples from the history of international organisations like UNESCO and the OECD and their work in education. Starting from Bourdieu's argument that every social object must be understood as a historical one and that it is imperative to historicize the research object in question to achieve understanding, I argue that historical research can contribute with valuable insights to contemporary education research. Harvesting these insights, however, does require meticulous reflections in terms of theory, sources, methodological approaches. Drawing on examples of possible paths to pursue, I argue that history of education can provide; 1) increased awareness of the precursors of contemporary programmes and developments in education; 2) knowledge about trajectories and path dependencies, which often define new spaces of opportunities; and 3) a focus on continuities and ruptures as an analytical lens. From this outset the value of historical perspectives is that they offer insights into reservoirs of communalities and analogies between the past and the present as well as the contingencies that shape historical change and impose both temporal and explanatory order on contemporary events. In this sense, a historical perspective can provide critical awareness of how and why contemporary education has come to function and be understood as it is, but it also enables us to reflect on lost opportunities and unexplored paths and to problematise accepted truths. In this sense, a historical analysis carries emancipatory potential that offers fresh re-readings of contemporary paradigms, power structures, and practices.

Title of third presentation: Nordic dimensions of education

First author / presenter: Jón Torfi Jónasson

Co-authors: Valgerður S. Bjarnadóttir.

Abstract for the third presentation:

This paper argues that there is a Nordic education space, with different worlds or sub-spaces, and that their interaction or lack thereof is of particular interest. The policy arena is a part of these worlds, and the paper argues that it might be fruitful to see it as a part of larger Nordic discursive world. The argumentation presented here proposes at least two multidimensional spaces, with their own sub-spaces: the educational world, and the mode of interaction world and these may then interact in different ways making the picture somewhat complex. As the names indicate, the first refers to content of interaction and the second to interaction modes or processes.

The education world contains all levels of educational practice and structure, from kindergarten to adult education or education in the world of work, and also the infrastructures of educational government, from local through national levels. Here we also find various pedagogical practices, assessment cultures and curricula that may, or may not show a clear Nordic influence. The systems of education would be educational sub-spaces, albeit very important ones and the policy discourses would be a space within this world. The mode of interaction space covers all types of interactions, e.g., dedicated and general societies and conferences, dedicated and general journals or magazines, institutional and governmental committee work and consultations, at specific, local, or governmental levels. An important part of this interaction is “the Nordic” as a special reference space for quality and standards.

Some of these interactions are supported by special funds directed at co-operation, such as from the Nordic Council directly or indirectly as through NordForsk, but some come from internal operational budgets. Thus, there are many spaces in which a Nordic influence will be found, we might even find more than one Nordic model.

The main advantage of the current approach is to highlight that there is perhaps more than one answer to a query about a Nordic operational model, or the Nordic model, even though the social welfare dimension is the most visible defining dimension. This also demonstrates how collaboration that may be close, intense, and probably very fruitful along different dimensions may neither concern and thus not necessarily lead to harmonious policies or operational modes. This highlights a dissociation between on the one hand an organisational interaction which may be both multifaceted and influential, and definitely Nordic, and other hand policies or governing structures which are specific spaces, some of which may be categorised as Nordic and some not.

Title of fourth presentation: Same same but different? Contrasting Nordic policy futures in education across time and space

First author / presenter: Petteri Hansen

Co-authors: Ingólfur Ásgeir Jóhannesson

Abstract for the presentation:

In this paper we examine policy futures of Nordic education by contrasting them in three of the Nordic countries, Finland, Iceland and Sweden, at two different points of time: just before the first PISA-study (1998–1999) and more than 15 years later (2016–2017). By policy futures, we mean future related expectations and concerns that are observable for both single actors and for policy organizations in certain time and place. Methodologically, our presentation is applying semantic analysis of temporalities in time. Originating from Kosselleck's conceptual history, semantic analysis focuses on how different ideas and meanings change or re-emerge over time and space. Besides historical studies, semantic analysis can also be applied in contemporary sociological analysis for example by paying attention how future related expectations are managed or utilized in certain socio-temporal context. Our empirical data consists of policy expert interviews (N=37) collected in two comparative Nordic education policy research projects, namely Education Governance and Social Inclusion and Exclusion in Europe (EGSIE) conducted in 1998–2000 and Dynamics in Basic Education Politics in Nordic Countries (DYNO) conducted in 2015–2018. As a result of this study, we identified three common themes according to which Nordic policy makers deal with the future: (a) Ideas on work and equality in and for future society; (b) changing policies and practices of educational governing; and (c) future of teaching profession and teacher education. Whereas these themes constitute a shared semantical base for discussing on Nordic education, a comparison across time and space reveals differences and paradoxes between the changing, persisting and (re-)emerging policy futures.

Title of fifth presentation: Tracing reform trajectories by moments of historical and societal transitions

First author / presenter: Kirsten Sivesind

Co-authors:

Abstract for the fifth presentation:

During the 20th century, reform trajectories aimed to modernise education for the masses (Jarning & Aas, 2008). In these trajectories, nationalism developed through political discussions and education-related decisions on how to educate the younger generation. However, competing rationales influenced reform developments as international comparisons played a central role in legitimising policy from the late 19th century (Nóvoa & Yarik-Mashal, 2003). On this backdrop, one may examine how national and international reform trajectories interacted by the ways reforms were governed by comparison (Papanastasiou, 2012; Steiner-Khamsi, 2013) and how reform trajectories changed by what Nóvoa and Yarik-Mashal (2003, p. 425) call “moments of transition”.

A few of the rationales that may have shaped school reform during the early 20th century were guided by the ideas of the Rechtsstaat (Ziller, 2003). Simultaneously, French systems of reasoning that emphasised classical civic ideals were also prevalent at this point in history (Tröhler et al., 2011). In addition, Nordic traditions reflected their own rationales, not necessarily congruent with those dominant on the European continent. These developments resulted in different forms of curriculum control (Hopmann, 1999) that in practice gave rise to various reform trajectories within the Nordic region (Sivesind, 2021).

The paper addresses how historical analysis of texts that are digitalized into full-text archives, provide new opportunities to examine dominating rationales and changes in reform trajectories and forms of curriculum control within a larger framework of historical and societal transitions. How can researchers, by the usage of digitalized search strategies, identify 1) when in the history interests to develop national curricula were prevalent 2) which areas of knowledge they addressed, and 3) how international comparisons created moments of historical transitions?

The paper provides examples from an ongoing-study of school reform policy in Norway. It illustrates how to use N-gram search to identify books and articles that can deepen existing knowledge about the usage of international comparisons, how spatial and temporal dynamic of the reform processes can be visualized and how examination of full-text sources help interpreting how educators have translated rationales about schooling by their scholarly role of acting as authors.

SYMPOSIUM 22

Network: Politics of Education and Education Policy Studies

Title of Symposium: Transnational and global features across the 'Nordic' region: commonalities, trends, and the 'Nordic Myth'

Chair of Symposium: Dr Paul Adams

Organisation: University of Strathclyde

E-mail: paul.adams@strath.ac.uk

Discussants: Dr Alison Louise Milner

The symposium consists of 3 presentations

Abstract for symposium:

It was Pasi Sahlberg (2012) who first coined the phrase Global Education Reform Movement (GERM) to describe an approach consistent with attempts to objectively gather evidence of teaching and learning success through testing outcomes. As a global endeavour, this approach seeks to compare jurisdictions and provide insights into how policy learning, or even policy borrowing, might facilitate improvement and developments between regions. At one level, such positions speak to the globalisation of national educational systems and approaches, while on the other, they seek to reify nationalist orientations and interpretations. This approach is entirely consistent with moves to 'uplift' the local/national in international terms.

The three papers in this symposium explore features of this Global Reform Movement. The first (Ydesen), notes how national(ist) discourses mediate national/global aspects to demonstrate how national matters are not simply subject to international forces, but rather how these themselves contribute to the formation of global imperatives.

The second paper (Krejsler) locates such discussions in a pan-Nordic frame by highlighting historical features that led to turns away from Welfarist ideologies towards interpretive mechanisms that extol the virtues of transnational approaches that seek simplification and objectification.

The final paper (Adams) moves to Scotland, a neighbour with historical ties to the Nordic region but within a United Kingdom social, political, and economic framework. The paper examines this dual perspective and highlights the exigencies that position Scottish education as: independent and nationally constructed; subject to regional forces; but located in an international, GERM nexus.

The symposium offers insight into how Welfarist ideas lauded by Nordic/'nearly Nordic' countries still offer much, but how such approaches and philosophies have been gradually modified and reoriented by global players and forces.

Sahlberg, P. (2012). How GERM is infecting schools around the world? Retrieved September 21, 2021, from <https://pasisahlberg.com/text-test/>

Title of first presentation: Extrapolated imperial nationalisms in global education policy formation - An historical inquiry into American and Scandinavian agendas in OECD policy

First author / presenter: Professor Christian Ydesen

Co-authors:

Abstract for the first presentation:

This paper explores the role of extrapolated imperial nationalisms in global education policy formation by investigating the positions taken up by two reference societies – the US and the Scandinavian states – in the development of selected policy instruments – the development of comparative indicators and the development of evidence-based policy research – in the OECD arena. The aim of the paper is to transcend the traditional division between local, regional, national, and global contexts and bring them into one analytical lens to tease out the imperial energy that frames and shapes globalization and national education systems. The paper adds to our understanding of the complexity of global education policy formation by historically exploring the ways in which national agendas and their extrapolated national-isms have been embedded in, reproduced, and promoted via global and international education agendas. The paper demonstrates that imperially extrapolated nationalisms cut across global arenas – practically, discursively, and ideologically – and that these national-isms generate meaning, orientation, and direction for the formation of policy instruments with a global reach.

Eide, K. (1990, March 26–30). 30 years of educational collaboration in the OECD. International Congress Planning and Management of Educational Development, Mexico. Retrieved from <http://unesdoc.unesco.org/images/0008/000857/085725eo.pdf>.

Grek, S., & Ydesen, C. (2021). Where science met policy: Governing by indicators and the OECD's INES programme. *Globalization, Societies and Education*, 19(2), 122–137. doi:10.1080/14767724.2021.1892477.

Krejsler, J. B. (2020). Imagining school as standards-driven and students as career-ready! A comparative genealogy of US federal and European transnational turns in education policy. In G. Fan & T. S. Popkewitz (Eds.), *Handbook of education policy studies: School/university, curriculum, and assessment*, volume 2 (pp. 351–383). Singapore: Springer. doi:10.1007/978-981-13-8343-4_19.

Sorensen, T. B., Ydesen, C., & Robertson, S. L. (2021). Re-reading the OECD and education: The emergence of a global governing complex – an introduction. *Globalisation, Societies and Education*, 19(2), 99–107. doi:10.1080/14767724.2021.1897946.

Tröhler, D. (2020). Nation-state, education and the fabrication of national-minded citizens (introduction). *Croatian Journal of Education*, 2, 11–27.
doi:10.15516/cje.v22i0.4129.

Ydesen, C. (2021). Extrapolated Imperial Nationalisms in Global Education Policy Formation: An Historical Inquiry into American and Scandinavian Agendas in OECD Policy. In: D. Tröhler, N. Piattoeva, & W. Pinar (eds.), *World Yearbook of Education 2022: Education, Schooling and the Global Universalization of Banal Nationalism*, pp. 119-135.

Title of second presentation: Nordic School Policies from National Welfare to Transnational Competition: The case of Denmark and Transnational Connections via Nordic Interlocutors

First author / presenter: Professor John Benedicto Krejsler

Co-authors:

Abstract for the second presentation:

The paper maps how Nordic school policies maneuver the transitions from more national welfare-oriented systems during the post-WW2 period to integration into competition and performance oriented transnational policy regimes. The presentation highlights the case of Denmark with outlooks to Sweden, Finland, Norway, and Iceland in order to make visible how inter-Nordic collaborations and inspirations were considerable throughout the period. The presentation outlines the Nordic context in school and education policy as a pre-condition for understanding the moves from national school policies up till the 1990s and the changes that OECD and IEA surveys and other transnational policy impacts gave rise to in school policies. Nordic collaborations remained strong but were increasingly mediated via the individual countries' participation in transnational collaborations (OECD, EU, IEA, and the Bologna Process). Keywords for the developments have been from didactics and Bildung to standards-based education and testing, from school as democratic microcosm of society to evidence and what works. Today the situation is somewhat in a limbo in policy struggles between consolidated transnational impact and increasing national(ist) pressures on school policy.

Blossing, U., Imsen, G., & Moos, L. (Eds.). (2016). *The Nordic Education Model: 'A school for all' encounters neo-liberal policy*. Dordrecht: Springer.

Krejsler, J. B., & Moos, L. (Eds.). (2021). *What Works in Nordic School Policies? Mapping Approaches to Evidence, Social Technologies and Transnational Influences*. Cham (CH): Springer.

Larsen, J. E., Schulte, B., & Thue, F. W. (Eds.). (2022). *School Teachers and the Nordic Model: Comparative and historical perspectives*. London: Routledge.

Title of third presentation: Scotland the Brave: 'Nordic', 'Nearly Nordic' or a global product?

First author / presenter: Dr Paul Adams

Co-authors: .

Abstract for the third presentation:

One of the outcomes from the National Conversation held between 2002 and 2003 by the Labour/Liberal Democrat Scottish Executive was the introduction of Scotland's Curriculum for Excellence in 2011. This followed an implementation period between 2004 and 2010 where CfE was crafted, and agencies and schools were engaged. This 'national curriculum' exists to this day and at the end of 2021, the OECD produced its report into CfE. The out-come was broadly supportive noting that the curriculum '...offers an inspiring and widely supported philosophy of education' (OECD, 2021: 11). However, several issues were identified: policy saturation; Scottish teachers' high contact time; a lack of structure for long-term development; and expectations that teachers lead and plan curriculum locally.

Scotland has a somewhat unique place in that although its education system has been independent for over 150 years, it is part of a United Kingdom with power mostly located in London. Consequently, it is often compared with England despite significant differences between the two countries' educational approaches. Since 2010, the UK government, which runs English education, has had a clear focus on: a knowledge rich curriculum; world-leading and exacting pupil testing; school autonomy tied closely to national Discourses (Gee, 2012) surrounding reductions in the Welfare State, taxes and increases in entrepreneurial opportunity; and tightly regulated and controlled pupil and teacher management systems (cf. Adams, 2011). Conversely, Scotland's approach has been to elevate broad conceptions of success with locally managed and implemented approaches to education as one way to ensure national outcomes on the world stage. However, as with many jurisdictions, Scotland is subject to the PISA narrative which, through the Scottish and UK media roundly condemned Scottish Government approaches and outcomes. Such national comparisons may offer succour to those who wish to elevate a country's position, but in fact do little to meet national requirements and needs; the same can be said of Scotland.

Scotland has resisted many of the vicissitudes of English education policy and that of other countries and has trodden its own path, one possibly more akin to that seen through the lens of the 'Nordic Myth'. Indeed, the Scottish National Party (SNP) Government makes clear its desire to see a broadly 'Nordic Model' for the Welfare State and associated countrywide and population-wide developments (Arnott, 2017). This is not without issues; not least, to assume one Nordic approach is to

misunderstand the changes and policy shifts that have occurred over time in the Nordic region.

This paper will briefly outline Scottish education policy changes since the reopening of the Scottish Parliament in 1999 and examine these against reports from the OECD particularly, that position Scottish education. Finally, the paper will offer possible directions for travel in coming years. Given the prospective (and possibly desired) position for Scotland as 'nearly Nordic' this paper offers insights into relationships between the two regions.

Adams, P. (2011). (Dis)continuity and the Coalition: Primary pedagogy as craft and primary pedagogy as performance. *Educational Review*, 63(4), 467–483.
<https://doi.org/10.1080/00131911.2011.620699>.

Arnott, M. A. (2017). The SERA lecture 2016: “Jigsaw puzzle” of education policy? Nation, State and Globalised Policy Making. *Scottish Educational Review*, 49(2), 3–14.

OECD. (2021). *Scotland's Curriculum for Excellence: Into the Future, Implementing Education Policies*. Paris: OECD. Retrieved from https://www.oecd-ilibrary.org/education/scotland-s-curriculum-for-excellence_bf624417-en.

Sahlberg, P. (2012). How GERM is infecting schools around the world? Retrieved September 21, 2021, from <https://pasisahlberg.com/text-test/>

SYMPOSIUM 23

Network: Politics of Education and Education Policy Studies

Title of Symposium: Politics, Discourse, and Networks of Evidence Use in Education Policy: Comparative and International Perspectives

Chair of Symposium: Chanwoong Baek

Organisation: University of Oslo

E-mail: chanwoong.baek@iped.uio.no

Discussants: Linda Rönnerberg

The symposium consists of 4 presentations

Abstract for symposium:

The use of evidence in policymaking is not a new topic; however, there have surely been much greater interest and effort for evidence use in recent years. In particular, in the field of education where tacit knowledge obtained through direct professional practice has been preferred traditionally (Slavin, 2002; Thomas & Pring, 2004), this increased emphasis on evidence-based policy and practice is noteworthy and deserves further examination. Indeed, there has been a proliferation of actors and organizations such as higher education institutions, think tanks, research centers, and private sector that produce and disseminate policy-relevant research and evidence. Moreover, governments use diverse “expertise-seeking arrangements” such as ad-hoc commissions, advisory councils, and congressional hearings to facilitate the use of evidence in policymaking.

Despite the numerous actors and mechanisms that are designed to promote evidence use in policymaking, these do not necessarily result in evidence-based policy decisions. Scholars have found that policymakers often ignore, cherry-pick, or misrepresent evidence, and policy decisions heavily depend on political circumstances (Boswell, 2009; Cairney, 2016). Interestingly, although many existing studies have criticized problematic ways that policymakers use evidence, few studies have focused on understanding contextual factors that shape policymakers’ decision to use particular bodies of knowledge as evidence.

This symposium seeks to address this gap by theorizing and analyzing politics, discourse, and networks of evidence use in education policy. The papers included in this symposium draw on the data and findings from an international collaborative research project “Policy Knowledge and Lesson Drawing in Nordic School Reform in an Era of International Comparison (POLNET)” (Karseth et al., 2022) The first paper offers a theoretical exploration of the uptake of evidence in an era where there is an over-production of data and research. By examining the relationships of authors who are co-cited in policy documents, the second paper analyzes discursive networks that

contribute to the knowledge base of recent education reforms in Norway and Sweden. The third paper examines the geographical affiliation of the references cited in policy documents of the five Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden) to explore the phenomenon of lesson drawing and policy transfer across borders. The fourth paper zooms into the “reference societies” in Norway and Sweden and explore historical, cultural, and institutional contexts shaping each country’s choice of reference societies.

This symposium contributes to advancing research on evidence use in education policymaking by (1) focusing on contextual factors such as politics, discourse, and networks that influence evidence use in education policy and (2) comparing the practice of evidence-based policymaking in and across multiple national settings.

References

Boswell, C. (2009). *The political uses of expert knowledge*. Cambridge University Press.

Cairney, P. (2016). *The politics of evidence-based policy making*. Springer.

Karseth, B., Sivesind, K., & Steiner-Khamisi, G. (Eds.). (2022). *Evidence and expertise in Nordic education policies*. Palgrave Macmillan.

Slavin, R. E. (2002). Evidence-based education policies: Transforming educational practice and research. *Educational Researcher*, 31(7), 15-21.

Thomas, G., & Pring, R. (2004). *Evidence-based practice in education*. Berkshire: Open University Press.

Title of first presentation: The uptake of evidence in an era of surplus of evidence

First author / presenter: Gita Steiner-Khamisi

Co-authors:

Abstract for the first presentation:

Arguably, most studies on evidence-based policy decision focus on the production of evidence and notice that commissioned policy studies manufacture, more often than not, evidence along the political agendas of their client (government) and, in some regions more than in others, consider randomized controlled trials to be the gold standard, closely followed by international comparison ranking second in the hierarchy of evidence. This presentation, however, does not focus on the well-studied topic of evidence production. Instead, the emphasis is placed on evidence update or use in an era in which researchers are swamped with information on empirical studies on what works, successful case studies, or best practices.

The presentation uses Paul Cairney's (2015) definition: "evidence is assertion backed up by information." Drawing on this definition, the presentation investigates the following four questions:

1. How is the uptake use of evidence measured?
2. Who uses evidence, when and for what purposes?
3. Whose evidence counts (more)?
4. Who promotes evidence uptake?

In answering these four questions, the presentation provides examples from two empirical studies: the POLNET study as well as a study on initiatives, networks, and digital platforms that promote the use of research evidence in policy and planning. The latter was carried out by NORRAG/Graduate Institute of International and Development Studies (Steiner-Khamisi et al. 2022, forthcoming) for UNESCO Division 2030. The survey of initiatives, networks, and digital platforms (filled by 898 respondents globally) was administered and analyzed by Chanwoong Baek, University of Oslo.

References

Cairney, P. (2015). The politics of evidence-based policymaking. Palgrave Pivot.

Steiner-Khamisi, G., Faul, M. with C. Baek, A. N. Hopkins and C. Baek (2022, forthcoming). Strategic review of knowledge initiatives, networks and platforms in education (tentative title). Paris: UNESCO Division 2030.

Title of second presentation: Political Culture, discursive networks, and persuasion in education policy debates in Norway and Sweden

First author / presenter: Berit Karseth

Co-authors: Oren Pizmony-Levy, Ninni Wahlström, , ,

Abstract for the second presentation:

In this paper, we identify and compare discursive networks within education policy in two Nordic countries: Norway and Sweden. We argue that political culture, politics and recognition of expertise could shape the structure behind policy knowledge base of recent educational reforms. Our theoretical framework is Discursive Institutionalism (DI), which emerged in political science over the past decade (Schmidt, 2008). The main premise of DI is that ideas and discourse play an important role in explaining policy shift and stability. For example, “advocacy coalitions” in localized policy contexts (Sabatier & Jenkins-Smith, 1993) consist of more closely connected individuals who share similar ideas regarding a common policy enterprise. Scholars writing within the DI framework emphasize that discourse is not only what you say, it includes to whom you say it, how, why, and where in the process of policy construction. We analyze the structure of the policy discourse by pointing out the relationships between co-cited authors. In other words, we seek to identify which authors appear together frequently across multiple policy documents.

Data for this study come from a collaborative research project ‘Policy Knowledge and Lesson Drawing in Nordic School Reform in an Era of International Comparison.’ The project examines recent educational reforms in all five Nordic countries through bibliometric analysis of green and white documents (source) and the texts/materials they reference (citations). Previous studies from this research project examined the network of documents (Baek et al., 2018). For the purpose of this study, we constructed networks of authors using author co-citation analysis (ACA). In ACA, a node corresponds to one author (e.g., OECD) and a tie/link is established if two authors are co-cited by the same policy document. The weight for the tie is the number of times that two authors are co-cited. It is assumed that the more often two authors are co-cited, the more similar they are in content or idea, thus the weight can be seen as an indicator of similarity between nodes.

Our analysis points to a robust discursive structure comprises of international organizations (e.g., OECD, IEA), domestic agencies (e.g., Ministry of Education), and individual authors (e.g., John Hattie). In both countries, vast majority of the authors are cited by one policy document (Norway-81%; Sweden-85%). Importantly, our analysis points to several differences between the countries. First, we find variation in the size of the network: Norwegian policy documents rely on 1,222 authors while Swedish policy documents rely on 550 authors. Second, we find differences in the

composition of the networks: In Norway the core includes many individual scholars (10/19) while in Sweden the core includes more governmental agencies (10/11).

References

Baek, C. et al. (2018) Policy learning in Norwegian school reform: a social network analysis of the 2020 incremental reform, *Nordic Journal of Studies in Educational Policy*, 4(1), 24-37.

Schmidt, V.A. (2008). Discursive Institutionalism: The Explanatory Power of Ideas and Discourse. *Annual Review of Political Science*, 11(1), 303-326.

Sabatier, P. A., & Jenkins-Smith, H.C. (1993). *Policy Change and Learning: An Advocacy Coalition Approach*. Westview Press.

Title of third presentation: Where do policy knowledge come from and why? Lessons from Nordic countries

First author / presenter: Kirsten Sivesind

Co-authors: Oren Pizmony-Levy, Jaakko Kauko, , , .

Abstract for the third presentation:

In times of globalization, national bureaucracies are increasingly looking outward in their pursuit to improve public policy and practice. This social process of “externalization” and the use of “reference societies” include selection processes where domestic actors/stakeholders choose which countries they will refer to and which countries they will ignore. In this article, we engage Social Network Analysis (SNA) to examine the policy network of Nordic countries, as reflected in documents pertaining to recent education reforms. In other words, we examine which countries are “sourced” for knowledge/evidence that inform education reforms. SNA is a broad research paradigm that includes theory, substance, and methodology.

Within the tradition of SNA, a network consists of “a finite set or sets of actors and the relation or relations defined on them” (Wasserman & Faust, 1994, p. 20). Note that a network includes some actors that are connected and other actors that might be disconcerted or isolated from each other. Drawing on recent studies on globalization (e.g., Kessler & Pizmony-Levy, 2022; Martens & Windzio, 2022; Shields, 2013) we test possible explanations for how Nordic policy makers select which countries to “source” knowledge/evidence from. Our study has two empirical questions: (a) What characterizes the policy knowledge network of Nordic countries? (b) To what extent does the network of citations reflect international networks of actors?

Data for this article come from a five-country study of knowledge use in Nordic education policy (Karseth, Sivesind, & Steiner-Khamsi, 2022). We constructed social network data drawing from an original dataset of policy documents (green and white papers) from all five Nordic countries. The raw dataset is a two-mode matrix, with policy documents in the rows and all countries referenced in the policy documents in the columns. We then used UCINET (Borgatti, Everett, and Freeman, 2002) to transform the dataset by aggregating the results by countries. In this way, we have a directional network in which Nordic country A (in rows) is sending a reference to country B (in columns).

Preliminary analysis suggests that Nordic countries draw on policy knowledge produced in 23 other countries. Seven Western countries are often cited in this network (by at least three Nordic countries): Australia, Canada, Germany, Netherlands, New Zealand, United Kingdom, and United States. Thus, we find limited engagement with East Asian countries that are top performers on ILSAs (e.g., PISA and TIMSS). In the full manuscript, we will explore possible explanations for the

policy network structure we have identified. Specifically, we will evaluate whether the policy network is correlated with other international networks, including trade, shared membership in international organizations, and shared cultural values.

Title of fourth presentation: "Silent borrowing" and beyond: A comparative analysis of reference societies in Norwegian and Swedish school reform

First author / presenter: Chanwoong Baek

Co-authors: Andreas Nordin

Abstract for the presentation:

Scholars in comparative education have long examined the concept of "reference societies" which was originally coined by Bendix (1978). Each country has its own reference societies where they borrow from or refer to in the policy process, and the choice of reference societies is often shaped by various contextual reasons, ranging from political and cultural similarities to OECD membership and PISA performance (Baek, 2022). In this study, we (1) identify the reference societies for the most recent school reforms in Norway and Sweden, and (2) explore historical, cultural, and institutional contexts shaping the reference societies in each country.

For the first part of the study, we examine the bibliographic references in the white papers and green papers (NOUs and SOUs) prepared for the 2016/2020 renewal of the Knowledge Promotion Reform in Norway and the 2015/2018 Knowledge Achievement Reform in Sweden. The preliminary results show while Norway drew extensively on knowledge from its neighbors, especially from Sweden, Sweden seldom referenced knowledge produced in other Nordic countries, suggesting a rather one-directional transfer of knowledge. For the second part, we interview policy experts who participated in the preparation of the policy documents analyzed in this study.

Waldow (2009) introduced the term "silent borrowing" to describe Sweden's policy transfer without any explicit reference to other systems including its Nordic neighbors. In addition, a more recent study has observed that in recent years, Sweden has started to use "international argument" as a prominent strategy instead to justify a policy change (Nordin & Wahlström, 2022; Ringarp & Waldow, 2016). In comparison, there has not been much exploration regarding Norway's extensive reference to other Nordic countries, particularly Sweden. In this study, we aim to extend the concept of "silent borrowing" by comparing policy experts' explanations for reference societies in Norway and Sweden that are in close historical, geographical, and cultural proximity yet have different reference patterns for each other.

References

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- Bendix, R. (1978). *Kings or People: Power and the Mandate to Rule*. University of California Press.

Nordin, A., & Wahlström, N. (2022). The complexity of context in legitimating national school reforms: the case of Sweden. In K. Sivesind, B. Karseth, & G. Steiner-Khamisi (Eds.), *Evidence and expertise in Nordic education policies*. Palgrave Macmillan.

Ringarp, J., & Waldow, F. (2016). From 'silent borrowing' to the international argument—legitimizing Swedish educational policy from 1945 to the present day. *Nordic Journal of Studies in Educational Policy*, 2016(1), 29583.

Waldow, F. (2009). Undeclared imports: silent borrowing in educational policy-making and research in Sweden. *Comparative Education*, 45(4), 477-494.

SYMPOSIUM 24

Network: Post-approaches to Education

Title of Symposium: What does researching-with childhood in times of precarity agitate: exploring temporalities, animacies, worlding and care within more-than-human childhoods of the Anthropocene. Part 1: Research-doings and creation

Chair of Symposium: Camilla Eline Andersen

Organisation: Norway Inland University of Applied Sciences

E-mail: camilla.andersen@inn.no

Discussants: Karen Malone

The symposium consists of 4 presentations

Abstract for symposium:

In this double symposium we seek to explore 'childhood' as a more-than-human phenomenon that emerges through times of intense precarity brought about by the effects of human exceptionalism and extractivism that manifest in global events such as Covid 19. The studies in this double symposium draw upon empirical and pedagogical work that involves children, plants, animals, viruses, bodies, digital technologies, life and death in a range of childhood contexts and other(worldly) in-between spaces. These enquiries foreground relationality and dynamic intra-activity between the non-, more-than-, and other-than-human and prevailing discourses about life in the Anthropocene. Collectively the eight papers seek to pose alternative questions about childhood as it is lived during Covid times in order to consider where else educational research can venture, and what else might be learnt about multi-species flourishing in times of capitalist ruin (Tsing et al, 2020). Each paper discusses situated details of multi-species intra-actions and the ways in which these encounters rework ideas across bodies, time and place. Conceptualisations and practices of worlding (Haraway, 2016) and care (Puig de la Bellacasa, 2013) provide possibilities for the papers to explore childhood as relational, comprising multi-species processes that are affective, political and instructive. The papers unsettle ideas of certainty, place and linear time, they are intentionally provocative, speculative and experimental in their attempt to collectively push boundaries of knowledge production and research practices beyond the limits of Anthropocentrism.

Title of first presentation: Portal-time and wanderlines: What does a method of virusing-with make possible in childhood research?

First author / presenter: Jayne Osgood

Co-authors: Camilla Eline Andersen, Ann Merete Otterstad, , ,

Abstract for the first presentation:

This paper emerged from the forces of a pandemic that invited us to wrestle with what 'virusing-with' might potentiate in educational research-creation (Manning, 2016). We sense the Coronavirus perform its agency on childhood in the Capitalocene in new, troubling, and sometimes hopeful ways. Research-creation has compelled us to dwell upon how virusing-with makes attuning differently to the world possible. We contemplate how virusing-with as concept and method holds the potential to disrupt and reformulate ways to undertake research and ways to conceptualise the child. Inspired by Manning's (2020) recent work in relation to the child of the wanderline, we explore how multiple wanderlines take shape and interweave through research processes. Through the curation of three threshold events we think-do qualitative research in ways that push ideas and practices about childhood in directions that attend to agentic relationalities between the human, non-human and more-than-human. We argue that practices of virusing-with in portal time provides space for coming-into-relations of differences (Manning, 2016) as an ecology of practice that shapes how educational research might be conceptualised and practiced in times of precarity.

Title of second presentation: Zooming in on the in/visibilities of parental care for their young child

First author / presenter: Mona-Lisa Angell

Co-authors:

Abstract for the second presentation:

This paper explores the ways parents share the care of their young child with professional care providers at culturally diverse daycare centers in Norway. Specifically, my PhD research focuses on parent-teacher conferences (PTCs) and the tensions that exist from the power dynamics of parental involvement in daycare institutions. Previous research (Hughes & Mac Naughton, 2000) claims that parental knowledge, especially parents deemed to come from minority communities, are frequently othered. PCTs typically occur twice a year and provide an opportunity to discuss a child's welling and development. However, the pandemic has intervened. PCTs have either been postponed, cancelled or mediated by video or telephone. The agency of the pandemic worked upon the nature and scope of my research. During the spring of 2021 Norway daycare centers remained open, but operated differently, with small cohorts of children and staff physically contained to minimise the spread of the virus; and doctoral researchers discouraged from entering. The virus, or the threat of the virus altered my research. Ethics expanded to include the more/other-than-human, which insisted upon a remote, on-line methodology in place of the situated, in person approach originally planned. 14 PTCs have been hosted and recorded from my home office. The contagiousness, precariousness and unpredictability of the virus, computer software, and internet connection substantially altered the context of the PTCs. Familiar smells routinely encountered upon entering daycare centres (e.g. the smell of diapers) are missing, and in its place a green houseplant in one mother's kitchen; and distinctive wallpaper in a teacher's guest bedroom, capture my attention instead. Transitioning from video to transcribed sound, resulted in the fading of both contextual changes and parental presence in the conversations. By prioritising a textual analytical starting point parents were effectively decentred. A need to prioritise the visual emerged through this process. In this paper I expand upon how I have worked to move beyond talk and (re-)centre the presence of parents through practising what I frame Seeing/Drawing/Thinking, which is informed by the insights of artist Frederick Franck (1973) and researchers Brice (2018) and Knight (2021).

Title of third presentation: Research-creation to come with the precarity of the pandemic

First author / presenter: Kari Lerbak

Co-authors: Ann Merete Otterstad, Tonje Skoglund, , , .

Abstract for the third presentation:

After two years living with the pandemic we have been given unanticipated experiences and encountered precarity from living our routine, everyday lives. It has filled both our daily life and our life as researchers. Daily tasks that we had previously taken for granted have been turned around because we are persistently required to think otherwise. As researchers we are inspired by the precarity of the pandemic, and in this presentation, we want to investigate how the pandemic inspires researchers to think differently about their research and engage in methodological debate. In 2006, Rhedding-Jones published "What is research?", a book which focuses on how choices of philosophies and concepts work to enforce particular ways of doing methodology. Rhedding-Jones's philosophical theories offered possibilities to rethink research and researchers positionings which lead us to Erin Manning's (2016, p. 133) concept of research-creation. Research-creation is a way of doing research that makes a difference, and how disparate practises can work together to create other ways of thinking about the world, and questions what research might be (Manning 2016). Inspired by Manning we see that research-creation, working with the pandemic, can generate the not yet thought of, and open for knowledges that are extra-linguistic. When we turn to the potentiality of more-than-oral of children's language, we ask what might occur in our research, in pedagogy and in our collective experimentation. What is left behind? And how else might a question be asked. What knowledge creation comes from our research when we propose to 'å gjøre hørestyrke/to do listening' as emergent listening with extracts from a mobile camera film. The mobile camera film gives potentialities for movements of thoughts and offers the researchers the possibility to collectively explore bodies, vitality, movements, sound, rhythm, together with Deleuze and Guattari (1987/ 2013) – territories.

Title of fourth presentation: Play as method for working with minor issues

First author / presenter: Teresa Aslanian

Co-authors: Nina Odegard, Anna R. Moxnes, Solveig Nordtømme, ,

Abstract for the presentation:

Taking our cue from children, we ask what happens when researchers of childhood embrace play as a minor knowledge and serious research strategy (Aslanian & Moxnes, forthcoming). In these precarious times, we find a need for a deeper involvement with children and practitioners, to explore how play and material play could build caring publics and create capacity to respond (Haraway, 2016). Revisiting Manning's (2016) call to tend to the minor gesture, we ask how playful methodologies and experimentation can subvert entrenched hierarchies of thought and induce new possibilities of knowing and noticing new things, through adopting play as methodology and attending to minor issues. We step away from academic and political incentives to perform research and rebel against our own habitual modes of thinking as academics, by being playful. Play is a serious business involving trust, cooperation, creativity and the intentional creation of uncertainty (Lester & Russell, 2014). Play also utilizes strategies that are valuable in precarious times, such as creating change and mutability, acting outside of 'clock time', and letting the joy of embracing uncertainty act as a contagion to generate knowledge that works on children's behalf (Reinertsen et al., 2022). We explore play as method, for researching minor issues in early childhood education. By 'minor' we don't mean unimportant, quite the opposite. We mean issues that affect the politically disempowered, such as children and those who work with children whose knowledge and concerns are often obscured by political agendas. By working and playing with minor issues, we hope to "... create a field of resonance for the minor" (Manning, 2016, p.1) inspired by children's ways of learning through self-initiated play (Aslanian, 2020). This paper contributes to an effort to carve out a space for education research that builds on knowledge gained and questions asked from the practice field, with children as our main source of inspiration (Odegard, 2019). With catalysts outside of the political agenda and outside of critique of the political agenda, we hope to generate research that serves and responds to concerns of children and educators working with children.

SYMPOSIUM 25

Network: Post-approaches to Education

Title of Symposium: What does researching-with childhood in times of precarity agitate: exploring temporalities, animacies, worlding and care within more-than-human childhoods of the Anthropocene. Part 2: Research-Pedagogies

Chair of Symposium: Camilla Eline Andersen

Organisation: Norway Inland University of Applied Sciences

E-mail: camilla.andersen@inn.no

Discussants: Karen Malone

The symposium consists of 4 presentations

Abstract for symposium:

In this double symposium we seek to explore 'childhood' as a more-than-human phenomenon that emerges through times of intense precarity brought about by the effects of human exceptionalism and extractivism that manifest in global events such as Covid 19. The studies in this double symposium draw upon empirical and pedagogical work that involves children, plants, animals, viruses, bodies, digital technologies, life and death in a range of childhood contexts and other(worldly) in-between spaces. These enquiries foreground relationality and dynamic intra-activity between the non-, more-than-, and other-than-human and prevailing discourses about life in the Anthropocene. Collectively the eight papers seek to pose alternative questions about childhood as it is lived during Covid times in order to consider where else educational research can venture, and what else might be learnt about multi-species flourishing in times of capitalist ruin (Tsing et al, 2020). Each paper discusses situated details of multi-species intra-actions and the ways in which these encounters rework ideas across bodies, time and place. Conceptualisations and practices of worlding (Haraway, 2016) and care (Puig de la Bellacasa, 2013) provide possibilities for the papers to explore childhood as relational, comprising multi-species processes that are affective, political and instructive. The papers unsettle ideas of certainty, place and linear time, they are intentionally provocative, speculative and experimental in their attempt to collectively push boundaries of knowledge production and research practices beyond the limits of Anthropocentrism.

Title of first presentation: Arboreal Methodologies in Childhood Research: the promise of getting lost with feminist new materialism and indigenous ontologies.

First author / presenter: Jayne Osgood

Co-authors: Suzanne Axelsson

Abstract for the first presentation:

This paper materialises 'arboreal methodologies' as a way to push childhood studies in other directions. The problematic divide between theory and practice in early childhood education has long been recognised (Lenz Taguchi, 2010), it is our intention to pursue ways to 'go beyond' this divide by enacting feminist new materialist praxis to actively engage in world-making practices (Haraway, 2008). We consider this to be a generative experiment in bringing practices, philosophies and activism together in order to (re)imagine childhood studies in other (worldly) ways (Haraway, 2016). The arboreal methodologies we work with are situated, material and affective, they involve metaphorical and material practices of weaving, crafting and entangling strings. We pursue seriously playful questions about how else knowledge gets produced, by whom and with what consequences. We wonder how arboreal methodologies might offer ways to live differently in the world, and to recognise ethical response-abilities in our teaching, research and activism.

Title of second presentation: Involvements with a rope v.s involvements with a screen

First author / presenter: Agnes W. Bjelkerud

Co-authors: Anna Moxnes

Abstract for the second presentation:

The precarious times we live in brings back memories from a teaching session some years ago where we were grabbing a hiking rope together with a big group of student teachers in a classroom. While grabbing a hiking rope, we explored how this grabb(l)ing forced us to think and further grapple with how the personal-political (Stengers & Despret, 2014), could produce communities of hope in Early Childhood Teacher Education (ECTE). In the Norwegian context, the pandemic led to closed campuses and online teaching. Inspired by Zarabadi et.al, (2019, p. 108), who ask: "What happens when we/you/I take string for a walk? What play, what joy, what hope in new encounters might ensue.", we wonder whether pandemic forced mutabilities create hope in new encounters online. As an empirical entrance for explorations on teaching in pandemic times, we have collected student teachers' comments after previous activity where they were walking and holding on to a hiking rope, as an educating activity in a pedagogy-class. Furthermore, we involve our experimental teaching-experiences from online-teaching. In this presentation, these stories and involvements are grappled/grabb-led within a String Figure (Haraway, 2016). Hence, this paper seeks to explore how teaching otherwise can make a fuss and thereby produce new imaginaries and potentialities of hope (Stengers & Despret, 2014; Zarabadi et.al., 2019).

Title of third presentation: Body rhythms and the ticking of the clock: Markings of temporality in kindergarten naptime practices

First author / presenter: Beate Leirpoll

Co-authors: .

Abstract for the third presentation:

I filmed two early childhood education and care teachers (barnehagelærere) during naptime, in two Norwegian kindergartens. In this presentation, I discuss two empirical examples that illuminate different markings of temporality. My readings of the empirical examples are theoretically influenced by Walter Benjamin (1892-1940) and two thought-figures in his work; the angel of history (Benjamin, 2017), and the child that is never on time (Benjamin, 2006). I also draw on Ulla's (2021) research on sleep and naptime in kindergarten. My readings align with Ulla's (2021), to argue that naptime is a space where rhythms of aesthetics and ethics are interwoven. My research with kindergarten teachers points to the embodied attention that sensory experiences of the woken child is given. But with the time-disciplining imperative to get more out of less time places this embodied practice in tension,

What «more» should we treasure in our markings of time? The political discourses in Norway framing the kindergarten place an increased emphasis on learning, especially Norwegian language learning. But the Covid 19 pandemic worked to disrupt this logic. As kindergartens across Norway closed as a response to the pandemic, the political attention on what the kindergarten had to offer shifted. Public debates became preoccupied with a concern for the vulnerability of children. Removal from kindergarten was connected to concerns for safety, well-being, and quality of life for the most vulnerable of children. Kindergarten shifted materially-discursively from a place for optimising learning outcomes to a place valued for providing safety, care and nurturance; where the importance of being held and for joyful embodied encounters were recognised. My paper is concerned to explore this shift; I am not only concerned with the most vulnerable children, but all with children. I investigate the value of a holding milieu, not one that rushes to reach learning goals, in the markings of temporality in kindergarten practices. To rest, to be held are not lost learning opportunities, rather they are times with a different quality - where the child is already, always on time.

Title of fourth presentation: Photography as a rhizome in kindergarten toy pedagogy

First author / presenter: Anna Moxnes

Co-authors: Tove Lafton

Abstract for the presentation:

Toy pedagogy is highly relevant in contemporary society where children have access to a wide range of toys. In this presentation we use two photos to generate discussion into how the rhizome can contribute to examining toy pedagogy in early childhood, in precarious times. Children are adventurers embarking on hopeful journeys along rigid lines, along smooth lines and along lines of flights. When the lines in the web of adventure connect, they create the rhizome (Bjelkerud, et.al, 2018, Deleuze & Guattari, 1987/2016). In such creations, children, stories, and things intra-act, and crossing points, or knots are formed. Such knots produce connections, tensions and breaking points (Haraway, 2016). In mutual meetings, children and things will shape, form and be transformed. But under the shadow of Covid kindergartens have stored away toys, due to the need to sanitise and minimise the spread of the virus. We explore how this intra-acts with the becoming of toy pedagogy. We use two photos. They are not intended to be representational but rather to function as links, long-lasting and immediate, to other regimes of signs, both material and immaterial, human and other-than-human. In precarious times the connections allow for experimenting with understandings of knowledge about toy-pedagogy. In the presentation we constantly return to these two photos, to reconstruct a toy-pedagogy in line with Barad's (2007) concept iterative, described as repeating but at the same time changing, in processes of developing and experimenting with knowledge. Our work is inspired by poetry and Haraway's (2016) philosophical perspectives of making kin to activate toys as companion species.

SYMPOSIUM 26

Network: School Development

Title of Symposium: Developing school service support system to improve professional and inclusive capability in schools: Examples from Iceland and Sweden

Chair of Symposium: Birna María Svanbjörnsdóttir

Organisation: University of Akureyri

E-mail: birnas@unak.is

Discussants: Ann-Sofie Smeds-Nylund, University Teacher, Åbo Akademi University, Finland Ann-Sofie.Smeds-Nylund@abo.fi

The symposium consists of 4 presentations

Abstract for symposium:

Sweden and Iceland have many similarities in the education system, such as a large degree of decentralization. The ambition has since the 1970s been to create “a school for all” in the meaning of “inclusion” even though the specific term is not used in the legislation. Despite that ambition, there has been great challenges and a struggling pathway. At the same time there are differences, such as the type of support from local and national level. The focus is to deeper elaborate mainly two parts of importance to greater inclusive capability, namely Local leadership (at two levels: School authority and Principal level) and the organization and action of support functions in relation to teachers. The aim is to reach deeper understanding of the transformation from the mode of individual diagnosis of the pupil, toward orientation of and support toward increased inclusive capability of the local school, its leaders, and teachers in their everyday practice. There is also an underlying interest in developing new knowledge based on the combination and dialogue between researcher and practitioners. We introduce by findings from different studies in the Nordic countries in general, in Iceland and in Sweden. In the Black box studies we recognized that there is a common lack of „connections“ between different boxes, levels and also sectors. There is a lot of capacity but this is not transformed to factual inclusive capability.

Firstly, the Icelandic municipal school support system is explored, by several recent studies on how the local school service meets the emphasis of laws and regulations on school support, especially regarding schools as professional institutions and inclusion. Secondly, we conclude that despite a long tradition in Sweden of both national support and the development of local pupil health teams, there are still challenges in order to connect this support to the everyday activity of teachers. In large there is need for greater „connectiveness“ in the whole system of education, not at least at the local level. Thirdly, we focus on educational leadership practices considering the municipal school support services in Iceland, and the fourthly, we

provide a problematisation of some underlying factors hindering the system from increasing inclusive capability in the Swedish and Icelandic system. The need for bridges and links between levels are highlighted.

Conclusions toward the future:

Which are the needs in practice in order to further improve the inclusive capability?
Which are the needs of national support actors in the future? Which are the knowledge gaps in the future that research needs to address?

Title of first presentation: The role and responsibility of school services and their interaction with schools and principals in Iceland

First author / presenter: Birna Svanbjörnsdóttir, associate professor, University of Akureyri, Iceland, birnas@unak.is

Co-authors: Hermína Gunnþórsdóttir, professor, University of Akureyri, Iceland. hermina@unak.is, Sigríður Margrét Sigurðardóttir, University of Akureyri, Iceland. sigridurs@unak.is, , ,

Abstract for the first presentation:

The aim of the research was on how the local school service meets the emphasis of laws and regulations on school support, especially regarding schools as professional institutions and inclusion. Data were collected through a questionnaire to all communities and a case study conducted in several selected cases. Results show that there is a need for reviewing working methods and policies in collaboration with principals and schools, to strengthen their professional capacity and address challenges regarding inclusion. The focus is unclear, and it seems that; demand, human resources and individual approach dominate the practice, rather than a holistic view. There is an increased interest for school services and positive efforts for change in Iceland, but where improvement have been most fruitful, education authorities, school support services directors and principals agree on priorities and approaches.

Title of second presentation: Exploring the challenges of student health work in Sweden – what can we learn from cooperation between research and national agency support

First author / presenter: Erica Sjöberg, Adviser, Swedish National Agency for Special Needs Education and Schools, erica.sjoberg@spsm.se

Co-authors: Sarah Neuman, Adviser, Swedish National Agency for Special Needs Education and Schools, sarah.neuman@spsm.se, Pia Skott, Associate. Prof, Stockholm University, Sweden, pia.skott@edu.su.se, , ,

Abstract for the second presentation:

Sweden has a long history of public efforts to create an inclusive school system, making it possible for all kinds of students to develop individually through the teaching of heterogeneous groups, a challenge in practice. When students fail or don't feel well it is common that they are taken care of by other professional support functions. The school organization has thus been divided and reactive. To overcome that the national school act (2010) marked a change. Under the leadership of the principal the schools are to work multi professionally with a focus on prevention and promotion. This however is still a challenge. The aim of the presentation is twofold. Firstly, we show how this kind of complex challenges can be overcome if researchers and advisers work together in an explorative project. Secondly, we show the results of what the common work has identified as successful health promotion work and leadership.

Title of third presentation: School support services in Iceland: Educational leadership practices

First author / presenter: Sigríður Margrét Sigurðardóttir, sigridurs@unak.is University of Akureyri. Iceland

Co-authors: .

Abstract for the third presentation:

The purpose of this presentation is to shed light on the educational leadership practices of the school support services at the municipal level in Iceland and how it is shaped by the structure of the services, population density, geographical location, and available professional expertise. Data was obtained by a questionnaire to school support services directors and preschool- and compulsory school principals. A framework of desirable leadership practices is used as an evaluation tool. The finding revealed that leadership practices of school support services match poorly with the leadership framework. Furthermore, available professional expertise at the support services are important elements in how leadership practices of the school support services are rated while the services' structural arrangements, municipal population density, and geographical location are less so.

Title of fourth presentation: Sweden: A problematization of what hinders and promote increased inclusive capability of the local education system

First author / presenter: Per Skoglund, R&D coordinator, Swedish National Agency for Special Needs Education and Schools, per.skoglund@spsm.se

Co-authors: Pia Skott, Associate. Prof, Stockholm University, Sweden, pia.skott@edu.su.se

Abstract for the presentation:

The presentation highlights the crucial factors at local authority and national state level. The countries are in different stages of reforming the system. However, there seems to be a common lack of conditions and processes for creating organized professional learning communities. We can see a need of national and municipal support for conscious transformation of local systems toward increased inclusive capability and raised achievement. Not at least it is about supporting the principals to focus the common idea and mission of schools, analysis of local current situation, directions, and support for teachers to reach desired outcomes. It is not just about technical implementation of national policy, but rather about supporting diverse local abilities, to create deeper knowledge in terms of proven practice (how) in relation to research results in education. This is described by using newly collected data from a local system level perspective and a spiral model elaborated during the Nordic Black Box studies.

SYMPOSIUM 27

Network: School Development

Title of Symposium: Better school start for all – an innovation project in Trondheim municipality

Chair of Symposium: Maria Øksnes

Organisation: NTNU

E-mail: maria.oksnes@ntnu.no

Discussants: Johanna Einarsdóttir

The symposium consists of 3 presentations

Abstract for symposium:

The topic of this symposium is school start and the transition from kindergarten to school. We present findings from an innovation project funded by the Norwegian Research Council (2020-2024). Trondheim municipality has initiated a larger effort – called Better School start – to improve coherence and continuity in the transition from kindergarten to school. This is based in the Municipality's Education and Early Development strategy Rock Paper Scissors - Strong Childhood Communities. The innovation project is part of this focus area and has led to a collaboration between researchers and practitioners (staff in kindergarten and primary school) where new measures to improve the transition from kindergarten to primary school are explored. The aim is that these measures should contribute to a better school start for all children. The collaborators are Trondheim Municipality (project owner), Norwegian University of Science and Technology (NTNU) (project leader), Queen Maud University College of Early Childhood Education (QMUC), Roskilde University and Linnæus University. Action research is chosen as the overarching approach due to the strong participatory aspects.

Transition from kindergarten to primary school should be a positive factor that impacts on children's experience of good life quality understood as wellness, belonging, wellbeing, and the opportunity to establish friendships. These qualities in childhood are often associated with play or other child-initiated activities. However, research shows that the possibility of child-initiated activities in school are threatened by adult-led activities, increased emphasis on learning and academic career (Dockett, Perry & Einarsdottir, 2019; Rasmussen et al., 2019; Schanke, 2019; Øksnes & Sundsdal, 2020). Based on previous research and acknowledged knowledge gaps (Lillejord et.al. 2015; Lillejord et.al. 2018) our research question is qualitatively oriented: How do children, practitioners and parents experience and participate in the transition from kindergarten to school? To get insight into the

different participants' perspectives we have conducted qualitative interviews. We have also observed the everyday life of children and practitioners.

The innovation project includes an intervention part and a research part. Trondheim Municipality is responsible for implementing the intervention part of the project. The universities and university college mentioned are responsible for the research. The intervention part consists of a framework for exploring three measures: 1. Developing content and ways of working in the transition between kindergarten and school 2. Mixed age groups (kindergarten and Years 1 and 2 in school) 3. Exchanging practitioners between kindergarten and school/SFO (after-school day-care). The research should provide knowledge about how participants in kindergarten and primary school participate in and experience the transition from kindergarten to primary school before and after the measures for a better school start are implemented. In this symposium we present data both from spring 2021 before the measures were implemented and autumn 2021 at an early stage of implementing the measures.

The researchers present their findings in three papers. Each paper focus on one group of participants: Children, practitioners and parents. We aim to see the three papers in relation to each other.

Title of first presentation: First graders' experience of and possibilities to play at school

First author / presenter: Tuva Schanke

Co-authors: Maria Øksnes, Kris Kalkman, Einar Sundsdal, Mari Furnes,

Abstract for the first presentation:

The research topic for this paper presentation is Norwegian children's experience of their everyday life and possibilities to play at school. We aim to generate nuanced analyses of how children experience their possibilities to play in school. Previous research point to the lack of research on children's play in first grade in Norway (Becher, 2019; Hølland, Bjørnstad, Dalland & Sundtjønn, 2021; Lillejord, Børte & Nesje, 2018; Thoresen & Aukland, 2020; Øksnes & Sundsdal, 2020). This is also in line with research from other Nordic countries (cf. Møller, Andersen, Kristensen & Rasmussen, 2018). However, we see an increased interest and attention on play in school (Broström, 2018; Sahlberg & Doyle, 2019). For instance, in the process of renewing the national curriculum in Norway (2020), government officials stated that one of the reforms central ambitions was that there should be more play (and practical work) in the primary school.

Through qualitative interviews with first graders that started school in 2020 and 2021, we have gained insight into how they view their possibilities to play while at school (including after school care, SFO). We have also made observations of first graders' play in school.

Preliminary analyses show that children present ambivalent experiences of play at school. The children we talked to explicitly express that they experienced few possibilities to play before the intervention (scheduled playtime), and that they miss kindergarten because of the comparatively good opportunities they had to play there. Their descriptions tell us that they experience life in kindergarten and school as noticeably different. After the intervention, most children still claim to have little time and space to play, especially when they compare it to their life in kindergarten. Yet, observations in our study indicate that children find several ways to play or engage in playful activities. This is not restricted to recess or scheduled 'playtime', but includes different teacher-led settings, and in other organized, scheduled situations in school (e.g., eating, dressing). This is in line with recent Nordic research (Skovbjerg, 2018). Thus, the observations invite several critical reflections and questions about what the children in retrospect identify and experience as play and what the practitioners and researchers identify and categorize as play. Different understandings of what play is and what it feels like necessitates both methodological and analytical reflections, for instance whether the children play more than they tell, play more than they themselves experience as play, engage in playful activities that they do not recognize as play.

Our research brings new knowledge about a topic that has been in the interest of educational research in the Nordic countries at least since Helga Eng's research *Begynnernes forestillingskrets og sprog ved optagelsen i skolen* (1923). The research is carried out in close dialogue with both historical and contemporary Nordic research, and it will both confirm and challenge long held assumptions about play in Norwegian schools.

Title of second presentation: Practitioners' Perspectives on Play and Learning in the Childrens' Transition from Kindergarten to School

First author / presenter: Kristine Warhuus Smeby

Co-authors: Ingvild Olsen Olaussen, Else Johansen Lyngseth, Maria Øksnes, Ingrid Rotli,

Abstract for the second presentation:

The topic for this paper is practitioners' knowledge and expectations to each other's traditions and ways of working. This paper presents findings from the innovation project exploring the transition from kindergarten to school. Previous research has shown that tensions often arise between employees in kindergarten and school who are to collaborate on measures that will make the transition better for the children (Lillejord et. al. 2015). The purpose of this study is to explore the complexity of the practitioners' perspectives on play and learning in the transition from kindergarten to school.

Following the introduction of a new Framework Plan for Kindergartens in 2006, research shows that the kindergarten's subject areas have gained more terrain in Norway. There also seems to be a change in practice where activities related to art, culture, and creativity, are downgraded in favor of language, text and communication (Østrem et al., 2009). Although the transition is experienced as relatively unproblematic for many children, there are some who experience greater challenges in connection with the transition. Many researchers express concern that the transition from kindergarten to school will be too overwhelming (Lillejord et al. 2015), that a more regulated and sedentary life will replace play, exploratory activities, characterized by curiosity and children's desire to explore.

This study is based on qualitative interviews with 21 practitioners. Nine from kindergarten and 12 from school. The analysis departs from a phenomenological approach, applying thematic analysis. A future goal is to support the practitioners in exploring their own practice to improve the children's transition to school, hence helping the practitioners to change their situation in order to explore it (Tiller, 2015).

Through interviews with participants, nuances emerge in the practitioners' perspectives related to how play and learning interact in children's everyday lives. Preliminary findings suggest that insight into each other's pedagogical practice seems vital for improving the children's transition from kindergarten to school. Practitioners admit that they do not know enough about each other's traditions to be able to understand what everyday life children come from in kindergarten and what they are going to meet in school. Some notions of each other's traditions are taken for granted and may reproduce myths about play and learning that even the children in this innovation project seemingly carry with them.

The study aims to contribute to increased insight into overarching topics about traditions, knowledge base, role understandings and expectations of the practitioners representing different institutionalized perspectives. The findings will systemize knowledge of how pedagogical practice in kindergarten and in school differ and lay the ground for further collaborations between the two in a later phase of the innovation project.

Title of third presentation: Norwegian caregivers' perspectives on institutional practices and changes in childhood transitioning from kindergarten to school

First author / presenter: Else Johansen Lyngseth

Co-authors: Kris Kalkman, Tuva Schanke, Kristine Warhuus Smeby, , .

Abstract for the third presentation:

In this study, we explore how institutional practices in kindergarten and school are guided by social mandates and historical rules that frame children's childhoods within and beyond these institutions. This study focuses especially on caregivers' perceptions on how they experience those institutional practices not only frame but also transform their children's childhood, when transitioning from kindergarten to primary school.

The studies theoretical framework intersects with childhood studies and transitional theory (see; Balduzzi, et al. (2019) for a comprehensive literature review). The research approach is qualitative. The data are nine in-depth interviews with caregivers focusing on experiences and expectations surrounding their children's last year in kindergarten and their first year in school. Thematic qualitative analysis was done using NVivo. Analysis reveals that key themes are play, learning, and friendship. Even though our study's data and findings cannot be used as a generalization for the status quo for all Norwegian families' experiences with their children's transition from kindergarten to school, our findings are supported by previous (inter)national studies (Brooker 2008; Corsaro et al. 2000; Hogsnes & Moser 2014; Janssen et al. 2018).

Our preliminary findings indicate that parents with children in kindergarten and those with children in primary school are concerned about the continuation for children's opportunities to play, understanding play to be important for friendship and learning. In addition, findings underpin that parents, in both institutions, lack sufficient insight and information about how kindergarten and school are collaborating in developing institutional practices that safeguard the ways in which children play, learn, and foster their friendships. A recent national study on the everyday life and challenges among Norwegian families with children (Egeland et al. 2021), supports our findings. Egeland et al.'s (2021) study reveals that caregivers are especially articulate about primary school and how homework is unnecessarily time consuming in the afternoon. Our study's findings are in line with Egeland et al.'s study, revealing that when families are not done with dinner before 5 pm, there is little time left of the younger children's day, for leisure, playing with friends, and relaxation. Many of the caregivers in our study, though not all, indicate that afternoons should not be designated for homework and deem this as being unnecessary.

In our discussion, we critically address how institutional practices, such as homework, can lead to a colonization of childhood. Children's transition between educational institutions exposes children and parents to institutional practices that are designed as regulatory frameworks. These frameworks are experienced by many as constraining the family's autonomy. We argue, guided by social mandates and historical rules, these frameworks alter not only children's childhoods, but likewise families' familyhood. This study's contribution is deemed as being beneficial in critically discussing the framing and ways to re-frame institutional practices in kindergartens and schools, especially in the Nordic countries.

SYMPOSIUM 28

Network: Teacher's Work and Teacher Education

Title of Symposium: Examining the knowledge base of teacher education: An international comparison in relation to epistemic in/justice and teacher agency

Chair of Symposium: Matthew Clarke

Organisation: York St John University

E-mail: m.clarke@yorks.j.ac.uk

Discussants: Elisabet Langmann

The symposium consists of 3 presentations

Abstract for symposium:

Teacher has been recognized for many years as central in determining the effectiveness of education and in meeting individual and societal aspirations (Hattie, 2009; Larsen, 2010). Consequently, recent years have seen a renewed interest in teacher education, with the field coming under scrutiny from policymakers in many global contexts (Clarke & Phelan, 2017). Underlying this problematization are particular anxieties around national economic and educational performance in an era of intensified globalisation, underpinned by simplified assumptions about the alignment between the economic and educational arenas (Savage, 2020) and fuelled by the increasing visibility of international comparisons as a result of PISA and other elements of the 'global education race' (Sellar, Thompson, & Rutkowski, 2017).

The policy problematisation of teacher education has manifested in critiques of the field. Specific criticism include placing too great an emphasis on 'theory' at the expense of 'practice' and insufficient attention to building and utilizing an 'evidence-based' repository of 'what works' and 'best practice' (Goldacre, 2013). This has led to significant 'reform' in recent years, including the articulation of detailed professional standards, the mandating of core curriculum for Initial Teacher Education (Mayer, 2021). These reforms have led to both a narrowing instrumentalization of the knowledge base of teacher education in many global and European contexts.

At the same time, there has been a growing body of work resisting and challenging the derisive rendering of the field from scholars working within teacher education (e.g. Clarke & Phelan, 2017). This work has accused policy makers of deploying seemingly neutral and objective terms like 'best practice' and 'evidence-based' as discursive strategies aimed at de-contesting, deintellectualizing and depoliticizing the field.

These debates are the focus of this symposium. We are interested in the prioritising and privileging of knowledge evident in teacher education but also the absences, gaps and silences (Phelan & Sumsion, 2008). The papers in the symposium will

evaluate teacher education 'reform' against a set of normative criteria including notions of epistemic in/justice (Fricker, 2007), and the modes of agency afforded or denied by teacher education in each context, as indices of the relationship between authoritarian and democratic modes of governance in each context.

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Title of first presentation: Dominant knowledge and silenced 'noise' in teacher education in a Danish context?

First author / presenter: Dion Rüsselbæk Hansen

Co-authors:

Abstract for the first presentation:

The aim of teacher education in Denmark is that the teacher students acquire knowledge and skills so they can work professionally, pedagogically, and didactically in accordance with the overall purpose for the Folkeskole (Ministry of Children and Education, 2018). Becoming a teacher is not an easy task. Many teacher students can be overwhelmed by the ambiguity and complexity that are attached to the socio-symbolic teacher position they must 'take up' and 'live up to' (Phelan and Rüsselbæk Hansen, 2018). A position to which different types of knowledge are attached that have influence on the ways in which the teacher students understand what it means, for example, to be a teacher and to prepare the younger generations, for active democratic citizenship, for further education and for the job market etc.

Teacher education has been criticized by politicians, researchers, and practitioners for not preparing the teacher students good enough to handle the above-mentioned tasks. Some critics claim that they lack practical skills and relevant research-based knowledge. Other critics claim that the types of knowledge that teacher students are been introduced for in teacher education do not live up to their promises (Bøje, et.al. 2021; Berlant, 2011). The question is: What types of knowledge are valued, included, silenced and absent in teacher education in a Danish context? This paper takes up these questions by drawing on interviews with teachers and by focusing on the term epistemic injustice (Pohlhaus, 2017) in relation to political and psychoanalytical theory (Rancière, 2004, Lacan, 2008; Žižek, 1989).

On this basis, the paper discusses what types of knowledge that are important to engage with in teacher education if teachers should be able to conceptualize, problematize and discuss the 'impossibilities' that are an inherent part of education and teaching (Brown et al., 2006). What will be argued in this regard is that such 'impossibilities' cannot be overcome by means of standards, national tests and (international) student assessment programs (Krejsler, 2021).

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Title of second presentation: Immunitas and Teacher Knowledge

First author / presenter: Matthew Clarke

Co-authors: Ruth Unsworth

Abstract for the second presentation:

“The immunitary paradigm does not present itself in terms of action, but rather in terms of reaction – rather than a force, it is a repercussion, a counterforce, which hinders another force from coming into being” (Esposito, 2011, p. 7).

“We’ll ensure discredited ideas unsupported by firm evidence are not promoted to new teachers” (Department for Education (DfE), 2016, p. 12)

For over two years now, the Covid-19 pandemic has posed a mortal threat to our biological bodies. But as Roberto Esposito (2011) insightfully and presciently notes, epidemiological notions of contamination and contagion have spread beyond the confines of medicine and biology and into the social, technological and political realms. In this reading, the regulatory and symbolic orders of law and language are also caught up in the medical paradigm and can be productively (re)thought in terms of immunization. Critically for our paper, moves towards formalizing and standardizing knowledge in teacher education, alongside the dominant discourse of ‘evidence based’ policy and practice and a prevailing emphasis on ‘what works’, can be read as attempts to immunize the profession against unhealthy or undesirable influences that might threaten and undermine educational wellbeing.

Yet immunization does not only have a positive, protective function; it also involves a logic of negation. Just as biological immunization involves allowing a little of what threatens the body to transgress its protective boundaries, so too in immunizing the body politic, law and language perpetrate violence in the name of protection.

In this paper, we will discuss these ideas in relation to two immunization projects undertaken by England’s government in order to protect the minds and bodies of teachers and students in schools. Specifically, a legal requirement to promote so-called Fundamental British Values (FBVs), and a national accountability and performativity framework which promotes reliance on synthetic phonics in teaching literacy. Our argument is that the insistence on and repetition of these requirements can be read as instances of hermeneutic epistemic injustice (Fricker, 2007), insofar as other modes of thought and practice are thereby rendered invisible, unthinkable and illegitimate, whilst also limiting teachers’ agency to a subservient mode (Bunn, Langer & Fellow, 2021). To counter this ideologically-driven epistemic authoritarianism we advocate a notion of agonistic pragmatism (Rorty, 2021; Wenman, 2013) that values pluralism, contestation and openness.

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Title of third presentation: An 'Ethic of Innocence': The Fragile Contours of Teacher Education in Canada

First author / presenter: Anne M Phelan

Co-authors: .

Abstract for the third presentation:

During the summer 2021, a series of unmarked mass graves of Indigenous children were located at residential school sites across Canada revealing the remains of over 1000 children. Residential schools were government-sponsored religious schools (1880 -1997) created to minimize the influence of Indigenous families and to indoctrinate their children into the legally dominant Euro-Christian Canadian society (Truth & Reconciliation Commission of Canada, 2015). Monstrous harms carried out daily by many 'reliable workers' for significant periods of time (Minnich, 2014) indicates the role played by teachers in the cultural genocide of Indigenous peoples.

In response to calls for remembrance, reparation and reconciliation with Indigenous peoples, Canadian teacher educators have committed to defend against this everyday kind of thoughtlessness by fostering student-teachers "political commitment to Indigenous education, such that they move beyond awareness and act within their particular sphere of influence" (Accord on Indigenous Education, Association of Canadian Deans of Education, 2010, p. 7).

These admirable aims face many challenges. First, teacher education is rooted in a doctrine of educationalization that shifts responsibility for perceived social problems away from economics and politics to (teacher) education. Today's teachers are seduced by an ideology that positions them as key to social justice in Canada. Student-teachers are kept ignorant of how neoliberal capitalism continues to promote provincial disinvestment from social and educational programmes, disproportionately impacting Indigenous and minority women and children, and transferring the burden of responsibility from provincial ministries of education to the shoulders of teachers.

Second, teacher education's unquestioning reliance on fields such as educational psychology and faith in developmental, decontextualized, de-historicized pedagogical knowledge, obscure its underlying modern/colonial narratives of progress and certainty. Teacher educators promote 'evidence-based knowledge', mistakenly equating it with goodness, virtuous practice, and even moral superiority (Renzi, 2020).

Consequently, student-teachers are subjected to a form of "hermeneutical injustice", preventing them from understanding the epistemological entanglements of their political commitments and pedagogical responsibilities (Fricker, 2007).

Against this background, in this paper I explore an 'ethic of innocence' as a tactic of choosing against knowledge in favour of a suspended stance of not-knowing (Renzi, 2020). I ask: What are the possibilities of knowledge's opposite, not-knowing, in teacher education? How might that space of not knowing be created, maintained and used (as a strategy of resistance or moral caution)? How might educators claim ignorance in order to refuse dominant epistemic structures and ideologies, think for themselves, and call into question the unquestioned and unquestionable?

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SYMPOSIUM 29

Network: Teacher's Work and Teacher Education

Title of Symposium: Teacher education stretched between a research turn and a practical turn

Chair of Symposium: Bjørn Smestad and Birgitte Lund Nielsen

Organisation: OsloMet and VIA University College

E-mail: bjorsme@oslomet.no and bln@via.dk

Discussants: Louise Mifsud

The symposium consists of 5 presentations

Abstract for symposium:

A systematic politicization and regulation of teacher education has been seen internationally in the last decades (Cochran-Smith, 2016). Murray et al. (2019) highlight how policy reforms in teacher education in some countries are focused on making teacher education more practical prolonging school placements etc. while contemporary reforms in other countries focus more on strengthening the academic elements of teacher education. The first is the case in the newest 2022 reform in Denmark while the 2016 reform in Norway increased the length of time of study and changed from the former professional bachelor level to a master's level of qualification among other things based on an evaluation raising concerns about the research base (Karseth, 2020). Therefore, Norway is mentioned by Murray et al. (2019) as an example of a research turn but Karseth (2020) also highlight the elements of a practical turn, e.g. strengthening university school cooperation.

Murray et al. (2019) call for more research with insider perspectives on policy, research and practice in the context of teacher education reforms. This symposium contributes with research from the context of the TEQ21 project <https://teq21.oslomet.no> mainly focusing on the policy reform in Norwegian teacher education however also including Danish researchers. The papers of the symposium analyze and discuss the (transdisciplinary) competencies student teachers are intended to develop through the educational activities in light of policy expectations. The constitution of professional teacher competence must be seen as an integrated relation between theoretical, scientific and practical experience-based knowledge (Nielsen & Lund, 2020). Hence, developing professional teacher competencies requires integrating different types of knowledge developed at both the campus and the school arenas. Maybe what is needed is a focus on the synthesis of the practical and academic elements of teacher education, more than on the apparent dichotomy highlighted by Murray et al. (2019) when comparing reforms internationally.

The following overall questions discussed in the symposium are:

- What kind of competencies are highlighted in the policy reform documents in Norway?
- What are the experiences from the first years of practice of the integrated master level teacher education in terms of role and relevance of student teachers' research competencies in the interplay with other elements of transdisciplinary teacher competencies?

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Title of first presentation: Teachers' professional competence in policy documents for school and teacher education in Norway

First author / presenter: Monica Johannesen

Co-authors: Bjørn Smestad

Abstract for the first presentation:

RESEARCH TOPIC/AIM

In a research project on teachers' transdisciplinary competencies, we are studying how such competencies are understood by pre-service teachers, in-service teachers, and teacher educators, as well as by researchers. We study three transdisciplinary competencies: teachers' diversity competence, teachers' research and development competence, and teachers' digital competence. In this subproject we are investigating how these competencies are discussed in Norwegian policy documents on ITE and school.

THEORETICAL FRAMEWORK

Smestad & Gillespie's (2020) systematic review of research on these competencies found that there are important tensions in the research literature, among others in the dimension "attitudes, knowledge and skills". This is our main analytical tool in analysing the policy documents: to what degree are teachers' attitudes, knowledge and skills prominent in discussions of the three competences in Norwegian policy documents?

METHODOLOGY/RESEARCH DESIGN

The collection of policy documents is somewhat complex: we study the three competencies; current policy documents both concerning schools and teacher education; while looking at different levels, from laws and regulations to locally developed plans. We have also included several relevant reports and documents that are influential although not government policy.

EXPECTED RESULTS/FINDINGS

Our preliminary analyses suggest diverse perspectives. In the policy documents for schools, the law is rather silent on digital competence but stresses attitudes towards diversity. The more detailed curricula, however, include many concrete formulations on digital competencies, while diversity is less visible. To put it harshly: diversity works well in the overall goals, but digital competence works on the concrete.

In policy documents for ITE, there is a tendency to use language focusing on skills. Both digital competence and R&D is often discussed in terms of what teachers should be able to do. Diversity is an exception – concrete knowledge (about religions, for instance) is stressed as important for teachers.

As policy documents are important in setting priorities for schools and ITE institutions, understanding the perspectives they represent is important. One might imagine that the different emphasises of policy documents was due to differences in the three areas. However, the same differences are not found in the research literature (Smestad & Gillespie, 2020), suggesting that these differences are not inherent in the concepts. Another possibility is that policy makers have made conscious decisions to differentiate between these three areas in the ways we have found. In that case, policy makers' reasons for that should be investigated. A next step is to compare the emphases in the policy documents to the conceptualizations that stakeholders have. If there are tensions between policy documents' and stakeholders' ideas, that might put the implementation of policies at risk.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

Although the presented research is based on Norwegian policy documents, we believe that further knowledge on coherence between policy and practice in ITE is relevant for Nordic audience.

REFERENCE

Smestad, B., & Gillespie, A. (2020). Dimensions of teachers' transdisciplinary competence based on a systematic review of three transdisciplinary areas. *NJCIE*, 4(3–4), 56–71.

Title of second presentation: Tensions between policy and stakeholders' perceptions about the acquisition of teachers' diversity competence (tDIVc) in teacher education

First author / presenter: Astrid Gillespie

Co-authors: Hanne Rinholm

Abstract for the second presentation:

RESEARCH TOPIC/AIM

Norwegian Primary and Lower Secondary Teacher Education for Years 5–10 is regulated through several national policy documents, where the notion of diversity plays a noticeable part. The program is aiming for the students to develop broad competence in pupil diversity regarding cultural, linguistic, religious and social differences. This competence should be acquired both through the campus program and through teaching practice. In the compulsory subject of Pedagogy and pupil-related skills, one of the efforts taken to improve teachers' diversity competence is integrating courses concerning religion and life stances.

With this as a backdrop we set out to investigate how different stakeholders in teacher education perceive 1) what knowledge forms that are at play; and 2) how and where knowledge on matters related to the diverse classroom can be acquired to meet the requirements in the policy documents.

THEORETICAL FRAMEWORK

To illuminate the research question, we find it is useful to see the data through the lens of Aristotle's (1953) three forms of knowledge, episteme, techné, and phronesis. This framework has been largely applied in research relating to professional competence within professions (Hovdenak & Wiese, 2017).

METHODOLOGY

We conducted in-depth interviews with three mentor teachers and four teachers, as well as focus group interviews with 12 teacher students in groups of 4.

FINDINGS

When asked what knowledge, attitudes and skills that are needed to master a diverse classroom, the findings suggest that this issue in many of the informants' view is connected to general teacher competence, rather than specific skills and knowledge. The competences are described as competences compatible with phronesis.

Most of our informants clearly state that teaching practice is the preferred arena to acquire diversity competence. We suggest that there is a tension between the policy documents and the perceptions of the stakeholders, as the policy documents hold that both teaching practice and campus programs should contribute to the

development of this competence. This makes us question how the campus' contribution could be to be more suited to support the development of professional diversity competence more compatible with a phronetic knowledge form and with the stakeholders' understandings of how to acquire this competence. One possible solution could be to strive for a more case-based approach which involves inviting representatives from the real world to campus for collaboration and co-teaching. This could help bridging the gap between policy, theory and practice in teacher education.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

The question of how diversity competence is constituted across policy and different learning arenas is timely and relevant for teacher education.

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Title of third presentation: Teacher educators' efforts supporting student teachers R&D competence on campus and in placement –Tensions and coherence

First author / presenter: Kirsten Thorsen

Co-authors: Pål Lundberg.

Abstract for the third presentation:

RESEARCH TOPIC/AIM

The study is focusing on R&D competence as a transdisciplinary theme in teacher education (TE).

Research questions:

- a) How do teacher educators on campus and in placement respectively perceive and handle intentions of developing student teachers' R&D competence?
- b) To what extent do tensions between teacher educators on campus and in placement affect student teachers' learning outcome regarding their R&D competence?

THEORETICAL FRAMEWORK

The theoretical point of issue is based on research constituting well integrated and research-based TE programs (Hammerness, 2016; Flores, 2017). Lack of campus-based coordination of disciplinary and transdisciplinary themes as well as coordination between campus- and placement learning are for decades assumed as a major challenge in TE. Internationally research in TE has highlighted integration and coherence as criteria of quality in TE programs. Coherence as analytical concept distinguishes between a structural perspective to study organizational framework of coherence while a conceptual perspective connects to a common language and visions of aims and measures in educational programs.

Furthermore, content and structures of a research-based TE are anchored in studies exploring teaching and learning activities developing teacher students' sustainable R&D competence for professional practice (Healey & Jenkins, 2009).

METHODOLOGY/RESEARCH DESIGN

The methodological approach is based on reanalyzing and synthesizing findings from three previous studies on R&D competence in the TEQ21 project (a-c):

- a) Four focus group interviews with student teachers (N=16) added with free-form survey responses (N=129).
- b) Three focus group interviews with teacher educators on campus (N=10) added with free-form survey responses (N=8).

c) Five individual semi-structured interviews with teacher educators in placement (N=9).

The analytical approach is abductive; empirically driven and theoretically informed. The point of departure analyzing the data is qualitative content analysis inspired by a thematic approach (Alvesson & Skjöldberg, 2017; Kvale & Brinkmann, 2004; Braun & Clarke, 2006).

EXPECTED RESULTS/FINDINGS

To reveal critical ranges regarding structural and conceptual coherence in TE programs attaining aims of R&D competence.

To reveal and define how tensions between teacher educators on campus and in placement affect learning activities and student teachers' learning outcome regarding R&D competence.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

Questions regarding constituting a research-based TE are relevant for TE in all Nordic countries.

REFERENCES

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Hammerness, K. (2006). From Coherence in Theory to Coherence in Practice. *Teachers College Record*, 107(7), 1241–1265.

Healey, M., & Jenkins, A. (2009). Developing undergraduate research and inquiry. *Higher Education Academy*.

Kvale, S. & Brinkmann, S. (2015). *Det kvalitative forskningsintervju* (3rd ed.). Gyldendal Akademisk.

Title of fourth presentation: Teachers' professional digital competence, between policy, theory and practice

First author / presenter: Leikny Øgrim

Co-authors: Monica Johannesen, Ove Edvard Hatlevik, , ,

Abstract for the presentation:

RESEARCH AIM

Public debates about the role of digital technology in schools and education are partly dominated by digital advocates asking for more computers in school and more digital pedagogy, and partly by sceptics warning against what they describe as a huge experiment. The debates have been seen both in the public and in the research community and influence political documents like white papers, frameworks and curricula. As a response to this, the framework for teacher professional digital competence (tDIGc) was developed in Norway (Kelenctric et al, 2017).

Smestad & Gillespie (2020) present an overview of international research discussing transdisciplinary competencies, including tDIGc, showing that discussions of tDIGc usually emphasize practical user skills and integration of digital tools in teaching, and less theoretical knowledge of the field.

The aim of the paper is to investigate the relation between political, theoretical, and practical aspects of digital technology in Norwegian schools and teacher education. Political aspects are materialized in white papers, frameworks, and curricula. Knowledge on theoretical perspectives may be knowledge on the role of technology in school and society and the digital influence on pedagogy and teaching methods. Practical aspects are how tDIGc is put into practice in schools and teacher education.

THEORETICAL FRAMEWORK

The concepts of coherence in teacher education (Hammerness, 2010) form the theoretical framework of this presentation and is extended to include coherence of visions, ideas, and goals, on and across the political, practical, and theoretical aspects of digital technology in schools and education.

METHODOLOGY

Data from two surveys on student teachers understanding of digital technology in schools form the basis for focus interviews with 10 groups of student teachers in 8 placement schools. In addition, 6 practice teachers and 3 teacher educators are interviewed to capture tensions between the three aspects of digital technology in schools and teacher education.

EXPECTED FINDINGS

The theoretical understanding of the role of technology, seems to be absent among student teachers and teachers. This can be explained by digital competence not being a school subject, implicit stating that teachers know how to teach and discuss the field of digital technologies, based on their practical skills, rather than a broader and more scientific-based knowledge of the role of technologies in education. This is paradoxically illustrated after the introduction of the newest national curriculum, where all teachers are assumed to teach algorithmic thinking, usually understood as programming.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

The study is based on a case from Norway. However, we believe the findings are relevant for teacher education in the Nordic countries.

REFERENCES

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Title of fifth presentation: Systematic observation as a supportive tool in Teacher Education (TE)

First author / presenter: Beverley Goldshaft

Co-authors:

Abstract for the fifth presentation:

RESEARCH TOPIC/AIM

This paper examines systematic observation during student teachers' period of practicum as a supporting tool for collaborative, critical inquiry of teaching and learning, which, according to the literature on research-based teacher education, is essential for professional learning. The research question for the study asks: In what ways can systematic observation during student teachers' period of practicum support R&D competence?

THEORETICAL FRAMEWORK

Student teachers' systematic inquiry into teaching and learning has been identified as a key dimension in enhancing the teacher profession and teacher education (Menter & Flores, 2021). In Norway, research and development (R&D) competence is a trans-disciplinary competence required for qualification into the teaching profession. However, the skills and knowledge that make up R&D competence are somewhat diffuse (Smestad & Gillespie, 2020). Additionally, there seems to be a lack of understanding about how research-based teacher education can support student teachers in their professional development (Heikkilä et al., 2020).

For student teachers enlisted in a programme of teacher education, contextual evidence of teaching and learning is accessible during their period of practicum. Menter & Flores (2021) advocate that collective inquiry into practice during mentoring sessions is crucial for understanding the complexity of teaching. Sjølie et al. (2019) see mentoring sessions as potential communicative learning spaces, where all participate in democratic, critical dialogue about teaching and learning. Windsor et al. (2020), conclude that the use of observational tools during mentoring sessions can guide student teachers and mentors towards evidence of learning in their classes and improves the quality of mentoring conversations.

METHODOLOGY/RESEARCH DESIGN

The ongoing qualitative study on which this paper is based, is an intervention study. Teacher educators, both campus-based and school-based, have been asked to collaborate on the use of a specific lesson planning/observation form during the four-week period of practicum in February 2022. The form combines a didactic-pedagogical model with observation grids. Interviews, observation forms and written reflection logs will form the data for the study.

EXPECTED RESULTS/FINDINGS

The collaborative nature of inquiry is expected to be of importance for student teachers' development of an R&D competence. Use of systematic observation in practicum is also expected to support coherence between what is taught on campus and what is learnt in practicum.

RELEVANCE TO NORDIC EDUCATIONAL RESEARCH

Intervention studies examining research-based TE are relevant for all Nordic countries.

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SYMPOSIUM 30

Network: Teacher's Work and Teacher Education

Title of Symposium: Wicked problems in teacher education in Iceland, Sweden and Norway

Chair of Symposium: Eyvind Elstad

Organisation: Universitetet i Oslo

E-mail: eyvind.elstad@ils.uio.no

Discussants: Björn Åstrand, Þuríður Jóhannsdóttir

The symposium consists of 3 presentations

Abstract for symposium:

The school model in the Nordic countries is distinctive. All Nordic countries rely on an extended inclusive, comprehensive and undifferentiated model that values equity and eschews streaming until learners complete school at the age of 16. The quality of students' education is linked to the quality of their teachers' education. Even though school models in the Nordic countries have much in common, their teacher education programmes are diverse and different, and they are different in interesting and important ways. This symposium focuses on problems in teacher education in Norway, Sweden and Iceland.

The evolution of the first teacher education occurred at different times, and the first efforts were locally initiated and was limited to short-term programmes. The evolution of teacher education into education at the secondary and tertiary level took also place at different times. Iceland and, to some extent, Norway and Sweden caught up to the idea of locating teacher education in universities in the early years of this millennium (in Norway and Sweden, this process is yet not complete). However, this adaption to the academic mission has also sharpened a tension to the professional mission: the challenge with professional relevance. Other challenges are struggling with academic demands, teacher shortage in the societies, quite low completion rates, bottleneck problems in teacher education et cetera. Measures to solve the problem of low entry points for teacher education lead to new problems with an adequate number of teachers. There is no definitive solutions on these wicked problems (Head, 2008).

The Nordic countries (except Finland) have witnessed intensive activity in terms of change processes of teacher education programs to meet these wicked problems. Sweden has a significant challenge in obtaining fully qualified teachers and is implementing a new reform in 2022 with the ambition of creating a shorter supplementary pedagogical training programme to put more teachers in schools and

to ensure that the requirements for teacher education are tightened and the focus is clarified. The length of complementary pedagogical education will be shortened, and the pace of study should increase.

In 2008, Iceland implemented a university-based five-year master's in education for teachers, but in 2019 the authorities introduced an opportunity for student teachers to complete their teacher education without an independent research-oriented master's thesis. In many ways, the lack of qualified teachers and low completion rates were behind changes in the length of teacher education.

Norway is in the process of implementing a five-year master's programme for primary and lower secondary school teachers, but only time will tell whether the new arrangements will have an impact on whether students complete the programme. The completion rate in the programmes has been quite low, and it is not known how the master's thesis requirement will affect that throughput.

The purpose of this symposium is to present research from three Nordic countries – Norway, Iceland and Sweden - that are relevant to scholars regarding understanding of deep-seated problems of teacher education.

Reference

Head, B. W. (2008). Wicked problems in public policy. *Public policy*, 3(2), 101-118.

Title of first presentation: Wicked problems in Norwegian teacher education

First author / presenter: Eyvind Elstad

Co-authors:

Abstract for the first presentation:

Some of the problems of teacher education programs can be described as complex, intractable, and even 'wicked'. The tension between the professional mission and the academic mission of teacher education programs located at universities is an example. A consequence is several reform initiatives. However, the problems are endemic. This contribution discusses the dynamics of governmental policies for primary and lower secondary (PLS) teacher education in Norway within the last decades.

PLS-educated teachers' academic knowledge of their subjects has been debated in Norway over time. An expert group (2006) concluded that the quality of teacher education varied enormously, with the lack of integration of practice, professional studies, professional didactics and educational theory a major challenge. The lack of wholeness and connection between theory and practice was evident. Their report became a starting point for changing teacher education in Norway. In a 2009 parliamentary report, the name 'general teacher education' was replaced by programmes in a new PLS teacher education, which was a four-year differentiated education. In this programme, teacher competence for grades 1–7 was reduced to four teaching subjects, and teacher competence for grades 5–10 would normally consist of three teaching subjects, each with a scope of 60 credits. A new expert group found that the reform had made progress in the work on practice and professional correction but pointed out that questions about education's research base, recruitment, dropout rates and internationalization were not addressed to a satisfactory level. In 2017, the government announced that the PLS education was elevated to the master's level. As reasons for the reform, several issues were noted: students' low time on task, grade inflation, inadequate recruitment and high dropout rates in the existing teacher education framework. The master's-level education is intended to equip student teachers with better academic, professional didactic and pedagogical competence, with the intention of strengthening their learners' learning outcomes. Work with master's theses, with their emphasis on R&D-based or 'clinical' practice training, is intended to help student teachers integrate theory and practice and make education more relevant to the actual needs of today's Norwegian schools.

There is a widespread opinion among many participants in the public debate that Norwegian teacher education is not of sufficient quality. A central measure in a governmental strategy has been to establish partnerships between teacher education programmes and school owners in order to create teacher education schools. One goal was to integrate enhanced knowledge and research competency with inquiry-rich, school-based experiences to create a permanent professionally-oriented

teaching force. As of this writing (January 2022), a new government wants to “make teacher education more practical and relevant to practice and make the last year of teacher education more vocationally relevant, with more practice.” In its efforts to solve deep-seated problems, teacher education policies waver between difficult-to-reconcile goals.

Title of second presentation: The education of teachers in Sweden: An endeavour struggling with academic demands and professional relevance

First author / presenter: Björn Åstrand

Co-authors:

Abstract for the second presentation:

Teachers in Sweden are today educated within the framework of regular higher education, which means that most Swedish universities and university colleges provide one or more teacher education programmes. Since 2011, teachers have been prepared for Swedish schools at all levels in one of four different programmes, each with its own degree: preschool teacher degree,

primary teacher's degree (with three different orientations: teaching in preschool class and grades 1–3, in grades 4–6 and in leisure time centres), subject teacher's degree (with a specialization in teaching in either grades 7–9 or upper secondary school) and a vocational teacher's degree.

Teacher education is the largest educational field in quantitative terms throughout Swedish higher education. Close to 10,000 students graduated in 2020. But teacher education programmes do not attract the academically strongest candidates. However, the great challenge is to organize teachers' education so that it prepares student teachers well, regardless of their backgrounds or previous qualifications, so that when they graduate, they can all teach at high levels. Then, for the purpose of teaching excellence, teachers' continuing education must realize the idea of lifelong learning in a structure that works for teachers. However, there are signs that teacher education programmes do have operational problems.

Swedish teacher education programmes largely follow the dropout patterns found throughout Swedish higher education. The fact that those with poorer grades leave teacher education programmes to a greater extent indicates that those programmes are maintaining a certain standard of performance, but at the same time, this cut-off means that fewer students in the end become (well-prepared) teachers, which will only worsen an already severe teacher shortage.

Teacher shortages are deeply troublesome for education and can have different causes, such as poor working conditions in schools, bottleneck problems in teacher education, inadequate long-term planning by central and local administration and so on. Effective efforts have not been made to increase the attractiveness of the teaching profession and to secure teacher recruitment, which is deeply troublesome given the current severe teacher shortage. The forecasts vary slightly, but it is clear that the shortage in the coming years, despite increased educational efforts, will amount to over 40,000 teachers. The starting point is already troublesome; only approximately 70% of teachers in compulsory schools hold the required

qualifications. From the perspective of the near future, though, the teacher shortage and the question of teacher quality will be the major challenges facing Swedish teacher education.

In the January governmental agreement from 2019 (item 56) the Swedish government says it will “reform the teacher education. The ... connection between theory and practice should be strengthened and the focus on methodology should increase”. A new white paper (2021) explains this endeavour in detail, and new adaptations of teacher education are expected within 2022.

Title of third presentation: Research and practice in teacher education: A challenge in the shadow of teacher shortages

First author / presenter: Baldur Sigurðsson

Co-authors: Þuríður Jóhannsdóttir.

Abstract for the third presentation:

Raising the quality of teacher education by better integrating theory, research, and practice has been a matter of concern worldwide. The teacher shortage problem is also well known, making it difficult to fill teaching positions, and such is the case in Iceland.

In 2008, the three-year B.Ed. teacher education was extended and upgraded to a five-year master's programme. The programme was designed to be a research-based vocational education and was offered both as a five-year integrated program and as two-year master's degree added to an undergraduate degree.

In the University of Iceland's teacher education programme, theoretical emphasis and research orientation were to be integrated in all courses, and a master's thesis of 30 credits was required. Emphasis on school practice was ensured by regular practice teaching during the five-year integrated programme and, in the fifth year, student teachers were supposed to spend one term as apprentices in schools supervised by practice mentors in collaboration with lecturers at the university.

Before the reform, the attendance to teacher education had been satisfactory for two decades, and teacher shortages were negligible. From 1998 to 2003, an average of 162 students graduated as compulsory-school teachers annually at the University of Iceland. After the reform, both attendance and number of graduates dropped drastically.

In 2018, the Ministry of Education Science and Culture launched an action plan to respond to an imminent teacher shortage. Three aspects of the problem were defined: 1) low attendance to teacher education, 2) slow progress and increased dropouts during studies, and 3) high dropout rate among teachers in their first years of teaching.

The plan called for cooperation between universities, schools, teachers, student teacher unions, and the ministry of education. The legal framework was changed, and a new teacher education act was adopted.

The first action was a campaign aimed at students graduating from upper secondary schools. The second action was to tackle students' slow progress. The fifth year's apprentice period was extended from one term to a full school year, enabling students to teach in schools as salaried employees in their last year of study. The master's thesis was made optional and could be substituted with coursework, leading

to a MT degree (master of teaching) instead of the traditional M.Ed. degree. The third action was support for teachers during their first three years as professionals to reduce dropout rates.

The action plan seems to have had the desired effect. Since 2018, the number of enrolled students has increased and, with the advent of the MT degree, the number of graduates went from 75 in 2020 to 164 in 2021 (of which 78% graduated with the new MT degree). Thus, the master's thesis—that had been seen as an important attestation of the research foundation of the studies—seems to have been a major obstacle to graduation.

It is not yet known how this new degree will affect the quality of teacher education, but it is surely a sign that student teachers are more inclined to practice than research.

Title of fourth presentation: The wicked challenges of teacher education in Greenland

First author / presenter: Lars Dermant-Poort (University of Greenland)

Co-authors:

Abstract for the presentation:

Teacher education is the oldest further education program in Greenland, and it is the oldest teacher education program in the Kingdom of Denmark, originating back in 1845.

From the earliest days it has been the education program of the leaders of the country. For more than a century being a teacher or a catechist was regarded as the highest obtainable position in society. It was the pivotal of education, and only the brightest of students were admitted.

In today's wide variety of possible higher education programs offered at the University of Greenland, students have so many more options.

Students graduating from the program are highly sought for future teachers across the entire country. There are, however, several 'wicked' challenges affecting the program. One of them is the paradox of a country wide need for more teachers to fill positions than what the program can train and educate – this is partly due to limited funds from the government. A second 'wicked' challenge are student teachers' choice of majors. Every student teacher must choose two 'large' 50 ECTS credit majors and on one 'small' 35 ECTS credit major. Most student teachers choose 'Greenlandic' as one of their majors. This however, poses a challenge for both the program and schools. There is a general lack of qualified teachers to teach Greenlandic at university level – which means that the program in principle is understaffed for that major. For schools hiring new teachers, the sheer amount of teachers with Greenlandic as major makes it still harder to fill positions of mathematics, social studies, English, Danish and the subjects taught at school.

The third 'wicked' challenge for teacher education in Greenland is the theory – praxis chock that new teachers experience when meet their first teaching position. The 'chock' rests on two separate pillars; The first pillar is that the students' are apparently not ready to meet practice; their 19 week exposure to practice during the program may not be sufficient. The second pillar is the clash of culture that new teachers experience when they enter a school, with their heads full of brilliantly new ideas – but are met with a wall of tradition. This mean that they leave the teaching profession early. Diane Hirshberg from Alaska put it this way: 'You cannot put a changed teacher into an unchanged school'.

The 'wickedness' of challenges to the teacher education program threatens to undermine the dynamics and evolution of future public schooling in Greenland.

SYMPOSIUM 31

Network: Teacher's Work and Teacher Education

Title of Symposium: Educational developmental research – a hopeful attempt to base the school's activities in research

Chair of Symposium: Inger Eriksson

Organisation: Örebro University

E-mail: inger.eriksson@oru.se

Discussants:

The symposium consists of 5 presentations

Abstract for symposium:

In this symposium we want to contribute to the ongoing discussions on close to practice research or practice based research (praktiknära forskning) that has evolved in Sweden and the Nordic countries since the beginning of this century. The symposium is related to a newly published anthology (Eriksson & Öhman Sandberg, 2022) and is built around a sample of the chapters.

Background

The growing interest in close to practice research is today obviously of interest for all most every university dealing with teachers and teacher education today. The growing interest regarding close to practice research are also of interest for the external parties, such as school organizers, principals, and staffs, since this type of research requires their involvement. At the policy level much hope is attributed close-to-practice research, e.g. as a mean to rise the quality of schools and thereby enhancing the learning opportunities for all students. Further, this type of research has been declared necessary if the education is to be research based as stated in the school act from 2010. At Örebro University (ORU) close to practice research has received growing attention in relation to the project financed by the vice-chancellor at ORU named Teacher education for tomorrow (Framtidens lärarutbildning) and the national project The ULF agreement (Ulf-avtalet).

However, though “everybody” tends to speak about close to practice research in its diverse forms it is not at all clear what this type of research is, can be or what it should accomplish. For example, there is yet no agreement on how to relate school development or instructional development to research interest. If they are to be seen as two parallel but related activities or if development is seen as the engine for the knowledge producing process. There are also different understandings of the presumed collaboration between actors at universities (researches) and schools (teachers, student health teams, principals). In addition, there are several other issues that crates dilemmas and challenges. The anthology: Practice developmental

research between school and academy. Challenges and opportunities for collaboration (Praktikutvecklande forskning mellan skola och akademi. Utmaningar och möjligheter vid samverkan) aims to inspire and deepen the discussion on close to practice research.

Title of first presentation: Exploring practice-based research through government policies and reforms

First author / presenter: Malin Benredal

Co-authors:

Abstract for the first presentation:

This paper contributes to the discussion of what practice-based research (PBR) can and should be through the perspective of the Swedish government. By analysing policy documents and reforms from the latest decades with a focus on how the issue of PBR is framed and what kind of problems this kind of research is expected to be a solution to (see Bacchi, 2009; Bacchi & Goodwin, 2016).

The results indicate PBR being closely connected to reforms of the Teacher Education. Specifically framed as an ambition to come to terms with the so-called theory-practice gap, and to strengthen the research base in teacher education as well as professional teachers' knowledge base. Further, the term PBR has been given different meanings and content in different contexts and continues to be contested. Which is an important finding since the government continuously have been expressing the need for more PBR. The allocation of resources and organisational solutions and responsibility issues are other aspects being discussed.

Title of second presentation: Sustainable model for close to practice research in collaboration between academy and schools

First author / presenter: Ann Öhman Sandberg

Co-authors:

Abstract for the second presentation:

Research topic/Aim:

The aim of the presented study is to investigate precondition for establishing a sustainable model for close to practice research in collaboration between academy and schools. The model is supposed to become a long term, mutualistic partnerships between researchers and school staff in order to address problems of school practice. The model is developed within the framework of a Swedish national policy driven program (ULF-avtal).

Theoretical frameworks:

The theoretical framework that has been operationalized in this study is based on the Cultural Historical Activity Theory (CHAT) (Engeström, 1987). The framework consists of four dimensions of sustainable change. The dimensions are: active and delegated ownership, need-driven development, development towards a partly shared object of activity and artifact mediated depth (Öhman Sandberg, 2014).

Methodology/research design:

The presented study is based on semi structured interviews with 11 researchers (professors) involved in Teacher education at a Swedish university and 11 superintendents in the same region.

Expected conclusions/Findings:

The findings show that both the interviewed researchers and the interviewed superintendents are positive to close to practice research. However, there are several tensions and dilemmas that have to be resolved in order to establish a sustainable model that can answer to the needs of both the academy and schools. An active delegated ownership at all levels and a partly shared object of activity are expected to be crucial preconditions for establishing a sustainable model.

Relevance for Nordic Educational Research:

Since 1988 several policy-driven efforts aiming to enhance the research base in schools and in teacher education have been launched. However, it is uncertain to what extent the initiatives have fulfilled the expectations. Research shows that policy driven programs often fail to realize the intentions behind policies and, it is uncertain if policy driven projects contribute to a sustainable change of practice. Thus, there is

a need for more knowledge about the preconditions needed to establish sustainable models for close to practice research in collaboration between academy and schools.

References:

Engeström, Y. (1987). Learning by expanding: An Activity-theoretical approach to Developmental Research. Helsinki: Orienta-Konsultit.

Öhman Sandberg, A. (2014). Hållbar programutveckling: Betydelsen av delvis delade objekt och expansivt lärande. Doktorsavhandling vid Högskolan för lärande och kommunikation, Jönköping.

Title of third presentation: Research collaboration in preschool through symmetrical and complementary development of practice

First author / presenter: Karin Alnervik

Co-authors: .

Abstract for the third presentation:

In a collaborative research project between a researcher, a principle, and preschool teachers on a preschool, the aim was to develop a collegial knowledge-developing culture. Many and long conversations (här skulle du kunna använda begreppet meaning negotiations isf conversations) were initially needed in order to reach mutual meaning. The project aimed at working with a symmetrical and complimentary approach, where collaboration was based on equivalence regarding: the needs of the participants, competencies, and engagement. As a basis for our conversations, Bachtin's theories on multiple voices, the authoritative voice, and the individual voice, was used. The research design was not set initially, but rather grew over time. Initially, positive stories from the participants formed the basis for development of a knowledge developing culture at the preschool. The principal's as well as the researcher's thought figures (Asplund, 1979) on knowledge-developing cultures, was affected and changed by the teachers' conversations and stories. This lead to a complimentary image of what a knowledge-development culture can be in today's preschool; collegial knowledge-development cannot solely be regarded as development-oriented. Based on the current situation today in preschool today, knowledge-development can be describes as reproducing and situated.

Title of fourth presentation: Practice-related research – a challenge

First author / presenter: Ingrid Granbom

Co-authors:

Abstract for the presentation:

In this presentation, my aim is to discuss some of the dilemmas and challenges that can be linked to practical research and the work to create a sustainable model that contributes to the development of practice and research. The starting point for my presentation is a recently completed project that aimed to produce knowledge about the work in preschool regarding working methods, profession and division of responsibilities. The project had a clear goal to conduct research together, which means that I as a researcher and a group of professional preschool teachers have carried out the different parts of the project, such as transcription and analysis, together. Carlgren (2010) emphasizes the role of the teacher as a research producer and argues that practice-related research can contribute to strengthening the role of teachers as research producers. In the presentation I will describe our experiences from the project with a focus on both opportunities and challenges.

Title of fifth presentation: Multilingual support in second language teaching – opportunities and challenges

First author / presenter: Oliver St John

Co-authors:

Abstract for the fifth presentation:

First language use is commonly regarded as an important learning tool in second language acquisition research and education. With a conviction that a pedagogical use of their multilingual students' strongest languages would facilitate their learning of Swedish and course achievements, a team of teachers within the "Swedish för immigrants" program recruited several multilingual language assistants (MLA). The challenges of forming new pedagogical roles and coordinating instructor interaction in the classroom led to a practice-based/action research project aiming to develop innovative methods and competence among both teachers and MLAs to enhance the student learning environment. "How can the use of the students' mother tongues effectively promote second language development?" became a central research question.

In this presentation, research results will be presented in terms of opportunities and challenges of multilingual support through MLAs. For example, while the MLAs served to bridge language barriers (opportunity), they tended to take on the role of interpreter in a way that limited student opportunities to cope with target language communication independently and strategically.



Roundtables

Roundtable 1

Network: Social Pedagogy

Title of Roundtable: Social pedagogy in the Nordic countries today

Organizer of Roundtable: Elina Nivala

E-mail: elina.nivala@uef.fi

Organization: University of Eastern Finland

In this Roundtable are 4 contributors

Abstract of the Roundtable:

Social pedagogy has always been a field closely connected to the society, in which it develops. Both as a field of science and as a field of practice, it has taken different forms in different countries depending on the particular social and educational needs and interests, political and other ideological traditions, historical situations, etc. The understandings of the concept itself have varied quite a lot between countries even though most of the countries share the same understanding of the roots of social pedagogy: as a concept and a theory tradition as well as a field of practice it started to develop in the German-speaking area of Central Europe in the 1840s as a result of the social and educational problems caused by the rapid industrialization and urbanization of the society. Paul Natorp is considered the father of social pedagogy, and his name is known across the whole world where the concept is recognized.

Despite the fact that the Nordic countries are considered to have quite similar social systems – they are grouped together as Nordic welfare states – they have quite different histories and understandings of social pedagogy. In each country, social pedagogy has developed through a unique path and today it looks different both as a concept and as practical work. In this round table, we will take a look at this diversity of social pedagogy in Nordic countries.

Historically, social pedagogy has started its development in the Nordic countries first in Denmark. Hanne Meyer-Johansen from Denmark will together with Amela Pacuka from Norway look at this history and compare the Danish discussion and practical developments in the field with the Norwegian ones. In Sweden, social pedagogy also has quite long historical roots, and John Stigmar will discuss the forms that social pedagogy has taken in the Swedish context. Vilborg Jóhannsdóttir from Iceland will present the development and the challenges of social pedagogy and the profession of social pedagogues in Iceland. The shortest country-specific history for social pedagogy can be found in Finland, and Elina Nivala will look at the Finnish case as an example of the theory-driven development of the field.

Through the presentations, we will explore the differences between the countries, in how social pedagogy is understood and practiced. In the joint discussion that will

follow the presentations, we will also look for similarities, shared ideas, and possibilities for growing stronger together through learning from each other.

Title of the first presentation: Danish and Norwegian understandings of social pedagogy

First presenter(s): Hanne Meyer-Johansen

Abstract:

In our presentation, we will try to draw a brief picture of a complex field of social pedagogy in Denmark and Norway by extracting some central tendencies in theoretical ideas and practices.

The Danish social pedagogy is inspired by Natorp's broad understanding of the concept. In this perspective, social pedagogy should be seen in the context of the emergence of psychology, in connection with the protection of children and childhood. The aim of social pedagogy was to investigate and determine social conditions for human formation and socialization and to provide guidelines for supporting the development of autonomy.

Social pedagogy has historically been a natural part of pedagogical work and education in general, but the broad understanding of social pedagogy has later been replaced by a narrower one. More children and young people are sent to an ever-growing and more specialized treatment system, which has meant that social pedagogy has become a pedagogy of the excluded and marginalized. Both the broad and the narrow understanding of social pedagogy have shaped the Danish social pedagogical debate during the last decades. The narrow understanding of social pedagogy gained ground in Denmark particularly with the establishment of the social pedagogical seminars that initially trained welfare educators, later renamed social educators, who worked with all age groups with social and disability challenges. Later this narrow understanding of social pedagogy was reduced even more into an area of specialized education which in turn was emerged with something called General Education. In 2007 social pedagogy regained its place in the new pedagogical education that included social pedagogy as a specialization field.

In Norway, social pedagogy became a separate field of study at the University of Oslo in 1974 and it was rooted in a sociological approach to social pedagogy. Social pedagogy made a breakthrough at several Høgskoler. For example, Høgskole in Volde had a two-year education where one could graduate as a social educator. After some years, the social educator training was replaced by education in child welfare. Child welfare education is a social work education that specializes to work with children and their parents with social and psychosocial problems in different areas. Child welfare education has built its core competence around social pedagogy, thus trying to build a different professional profile from social work education. In child welfare education, social pedagogy has been defined from different theoretical understandings, but the dominating way to understand social pedagogy is in close connection with environmental therapy.

Child welfare education has gone through many changes in the past several years. In new education programs, social pedagogy has often been replaced by child welfare

professionalism, even though some universities have maintained social pedagogy in their educational program. The future for social pedagogy looks foggy.

Title of the second presentation: Social pedagogy in Sweden

Second presenter(s): John Stigmar

Abstract:

Social pedagogy in Sweden is both work practice and an academic subject. Social pedagogues work mostly in schools, assisted housing, and related practices in the disability field. According to Eriksson & Markström (2000), there are three pillars that constitute social pedagogy: social work, pedagogy, and the German social pedagogical tradition mostly influenced by Paul Natorp.

Högström (2018) has reviewed what he considers the canon for social pedagogy in academic circles, and he shows that authors most often use sources from sociology and philosophy. Surprisingly pedagogical sources are very subordinated to sociology and philosophy.

Social pedagogy in Sweden has always had difficulty distinguishing itself from other subjects and professional fields such as social work and remedial pedagogy. This could in part be due to the fact that social pedagogy often is integrated into the concept of social work within higher education. However, a few universities offer bachelor programs in social pedagogy including Malmö University, Linné University, and University West. In addition, there are a few vocational universities that offer education in social pedagogy outside of the academy.

If someone wants to get a higher academic degree they have to enlist in courses in social work or the like, it is not possible to get a Ph.D. in social pedagogy.

On a ground level, there seems to be a need for a social pedagogical approach in supporting individuals to navigate the different support systems in Sweden since it is increasingly harder to exercise individual legal capacity, especially if you live with a disability or experience mental health problems. The system has over time become more competitive and less easy. This is largely due to increased standardization and the introduction of New Public Management, which may be somewhat surprising since standardization is often described as a way of making things less uncertain and challenging. The problem is perhaps the standardization of practices that do not conform to standardization, such as recovery or empowerment.

The field of social pedagogy is quite wide and includes a variety of contexts, all including some kind of marginalization or exclusion of individuals and groups. This range can include students with learning difficulties, people experiencing mental health problems, addiction problems and/or intellectual or bodily disabilities, refugees. The main goal seems to be striving toward inclusion, empowerment, and mutual learning between different groups in society.

In conclusion, social pedagogy struggles to find its identity in Sweden and there are only two Swedish authors considered historically influential: Johan Asplund and Ellen Key, according to Högström (2018). Admittedly, this study is a few years old. The organization of the welfare state is often linked to the identity process of social

pedagogy, also adding an element of constant change since social policy and welfare politics is in a constant flux of shifting horizons.

Title of the third presentation: The evolution and core themes of social pedagogy in Iceland viewed from an international perspective

Third presenter(s): Vilborg Jóhannsdóttir

Abstract:

This presentation sheds a light on the transformation, state-of-art, and core themes of social pedagogy in Iceland in an international comparison, thus highlighting the similarities, differences, and common motives. Hämäläinen (2013) notes that social pedagogy in many countries has been developed as a particular professional system dealing with people's social and educational needs. Elsewhere he stresses that 'country-specific traditions of social pedagogy can be understood, and must be studied, in the context of national histories' (Hämäläinen, 2012, p. 5). Furthermore, Eriksson (2014) emphasizes that the interpretation of social pedagogy today depends not only on its historical roots but also on the theoretical, cultural, and political development within different societies. On that note, Úcar (2021) argues that the discussion of social pedagogy today must aim for a reconstruction of the social, cultural, and political framework in which it operates, from an updated perspective. Moreover, he claims that theorists and professionals have a moral obligation to evolve parallel with these changes. This reflects the origin, challenges, and development of the field of social pedagogy and the profession of social pedagogues (SPs) in Iceland who provide services for diverse marginalized groups, such as disabled people of all ages in a variety of community settings.

The first SPs in Iceland were educated in the 1950s as specialized nurses and caretakers within the largest residential institution for disabled people, Kópavogshæli. Thus, the field of social pedagogy in Iceland is rooted in societal needs for trained practitioners in the field of disabilities and has evolved through several theoretical and ideological phases parallel with the paradigm shift grounded in the Convention on the Rights of Persons with Disabilities (UNCRPD) that replaces the medical model with the social and human rights models of disability. In that light, the SPs' professional role, theoretical base, and practices have evolved via fundamental changes in response to social and political understandings and expectations expressed in disability movements and policy, legislation, and human rights treaties. The paradigm shift grounded in the UNCRPD has played a pivotal role in SPs' professional development and in the reconstruction of their professional framework and practices.

Recent Icelandic studies situated within the field of social pedagogy in Iceland indicate similar concerns as are found in the international literature on social pedagogy both regarding its status and identity as a professional discipline and a field of practice. There is a call for a clearer vision and a common core in light of changing factors (Jóhannsdóttir and Haraldsdóttir, 2021; Jóhannsdóttir and Ingólfssdóttir, 2018; Jóhannsdóttir and Lilliendahl, 2015). The findings from the Icelandic studies will be discussed and further analyzed with the help of the International social pedagogical indicators which were developed by Janer and Úcar

(2020) in an attempt to construct an updated, global and integrated view of social pedagogy. Finally, a special emphasis will be centered around comparative perspectives such as on the common core themes, challenges and opportunities for growth, and further collaboration across international boundaries.

Title of the fourth presentation: Social Pedagogy in Finland

Fourth presenter(s): Elina Nivala

Abstract:

The history of social pedagogy as a term and as a field of theoretical discussion in Finland is much shorter than in other Nordic countries. At the beginning of the 20th century, there had been some instances in the field of education, where social pedagogy as a concept had been mentioned. It had gained ground, though, neither in education nor in social work, although there had been connections to pedagogical discussions in Germany and later to Swedish ideas of social pedagogy as a form of community work. When the concept then finally arrived in Finland in the 1990s, the discussion around it was first mainly academic. Social pedagogy started to develop first as a field of research, theoretical discussion, and academic education. The practical development started later when an understanding of the concept started to spread out with the first publications and the first graduates. Both old and new practitioners in different fields, especially in social work, youth work, and early childhood education, became interested in looking at their work in a social pedagogical framework.

Today the academic education in social pedagogy takes place in one university, namely the University of Eastern Finland. In addition, several universities of applied sciences include social pedagogy as a perspective in the bachelor degrees of social services and of community educator. Social pedagogy has not formed a profession of its own but it has been knowingly developed as a broad academic discipline, which can form the framework for different professions in the educational and social fields. It is thus considered a multi-professional field. Anyone can start to look at one's work from a social pedagogical perspective and thus anyone can become a social pedagogue in one's own professional field. Social pedagogue is understood as an identity that develops when one gets familiar with social pedagogy and starts to understand social pedagogical ideas as part of one's own understanding of the world. This idea has led to a wide range of areas where social pedagogy is practiced and researched, but at the same time, social pedagogy has remained quite unknown to the wider public, because it is not visible as a single profession.

The tradition of socio-cultural animation has been central in the development of the practices of social pedagogy in Finland. Socio-cultural animation has its roots in post-war France and it is considered a social pedagogical field of practice e.g. in Spain. It comes close to the field of community development because it is first and foremost work in and with communities. Participation of the people themselves in social, cultural, and educational activities in their communities is highlighted, aiming at transforming their everyday lives and making the communities better places to live in.

Roundtable 2

Network: Teacher's Work and Teacher Education

Title of Roundtable: The policy and practice in teacher education in the Nordics in responding to the digital transformation in society

Organizer of Roundtable: Tarja I. Tikkanen

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Organization: University of Stavanger

In this Roundtable are 5 contributors

Abstract of the Roundtable:

This roundtable is related to the Nordplus Higher Education network project Digital competence in teacher education (TE) in the Nordic countries (DICOMTEN). We will address the topic on several levels: national policies and strategies, their local translations in TE establishments, and teacher educators' digital competence and renewed practices, accordingly, in their work with their students. The digital transformation in society (e.g. Siebel, 2019) is having a strong effect upon schools. One would expect it to have its counterpart in TE. Yet, over and over again, studies show that even if tools-in-use have changed, instructional practices have largely remained traditional. The Covid19 pandemic rapidly, and dramatically, challenged the world of education in this regard. The general question in this roundtable is, how is public education system, including TE, relating to this transformation in the Nordic countries.

The topic is not new (Olofson & Lindberg, 2021). All Nordic countries have adopted policies and strategies directing their educational actors throughout to grasp the opportunities within digitalization to modernize their education systems, thereby enhance students' learning. Nevertheless, still today the question seems to be rather: «could policy be turned into practice» (Olofson & Lindberg, 2021, 312). Considering that teachers are the primary actors in implementing digital strategies and policies in education, it is perhaps not surprising that ICT initiatives have been found to be fragmented in the Nordic countries (Geelmuyden Kiese, 2018).

Digital transformation is a complex, multi-level concept. The Nordics have been forerunners in Europe when it comes to building infrastructure and equipping schools with access to technology. Systematic development of teachers' competences, to make the most out of the affordances of digital technology for learning enhancement, has nevertheless been lagging behind. In the roundtable, DICOMTEN partners from four Nordic countries will explain policy translations in their TE to the digital transformation, based on their national education policies and strategies. The question here is, to what extent has it been possible for TE to be part-taking in the formation of the digital transformation?

Besides national strategies and their translations locally in TE, the papers in this roundtable will be looking at the teacher educators' due responses in practice, in their work with their students, piloting digital technologies with «new pedagogies» (e.g. Fullan & Langworthy, 2014). Focus is on the ways new pedagogies are transforming the educational practice in TE in the Nordics. Are teacher educators «innovating» and displaying deep learning, new learning partnerships enabled by digital technologies, and relevant pedagogical-digital competence in their work with students. How are the digital transformation and the due call for new pedagogies challenging and stimulating the profession, the identity and competence of teacher educators?

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Title of the first presentation: Digital competence development of teachers and in teacher education in Iceland

First presenter(s): Sólveig Jakobsdóttir

Abstract:

ICT was introduced as a special subject at the primary and lower secondary level in the Icelandic curriculum in 1999 and includes digital competence as a cross-curricular theme. In Iceland, a recent Act (2019), on the education, competency and recruitment of teachers defines general and specific competences of teachers. Digital competences are not included. However, a new education policy (2021) emphasizes teacher education and opportunities for professional development taking into consideration needs of society, including needs for digital skills. As part of the policy Menntaflétta, a professional development hub for educators is to be strengthened, under the umbrella project Menntamiðja (EducationPlaza) since 2012. Menntaflétta is a collaborative project between universities and the Icelandic Teachers' Union.

In 1998, a graduate diploma programme on ICT in education was created, following 1997 ICT policies by the Icelandic government, and later undergraduate study track was initiated. Teacher students at the University of Iceland School of Education (UISE) can graduate with a B.Ed. specializing in ICT and Media as a main (60/180 ECTS) or supporting subject (40/180 ECTS) and take additional courses at the master's level. Current courses are on ICT in teaching and learning, coding and makerspaces, playful learning and technology, digital content creation, online and blended teaching and learning, and ICT and school development. Emphasis is on project-based learning. Students share their work and ideas, e.g. through educamps where students take turns being in learner or teacher role introducing digital tools or materials and their ideas for their use in teaching and learning. Courses are taught online but include campus sessions. The DigCompEdu model is being considered as a tool for further development of the programme.

University of Iceland policy for 2021-2026 prioritizes development of digital teaching methods, distance learning and open online courses. UISE has been in the forefront regarding distance education at the university level in Iceland and recently published a report with recommendations for further development. Plans are also being made for increased emphasis on innovation education and makerspaces in collaboration with other institutes and facilities.

In the roundtable, we shall also share our experiences in the Nordic DICOMTEN-project with our piloting of digital tools, such as for example Storytelling (BookCreator) and Minecraft Edu with teacher students. Further, we shall discuss the outcomes in terms of student learning and development of teacher educators' digital competence.

Title of the second presentation: Digital pedagogy in the context of digital revolution in lifelong learning in Estonia

Second presenter(s): Maire Tuul

Abstract:

Estonians love to talk about Estonia as a digital country. We are used to carry out almost all important affairs comfortably without leaving home: we use digital signatures to sign documents, we use e-voting to elect the parliament and the president, the digital register helps us to use health care services, schools use e-diaries, etc. However, coping with such an environment requires digital competences, i.e., the basic ICT skills, knowledge and attitudes that are necessary for every citizen to operate safely and competitively in the information society. Therefore, in the Estonian Lifelong Learning Strategy, approved by the Estonian Government in 2014, one of the strategic goals for the coming years was the digital revolution in lifelong learning - it was considered important that by 2020 modern digital technologies would be more expediently and more efficiently applied on learning and teaching, that the digital competences of the whole population would be more improved and that everyone would have access to the new generation infrastructure. In order to support the fulfillment of these goals, the national curricula of basic schools and upper secondary schools were supplemented in 2014 with regard to students' digital competences. Also the early childhood education curriculum that is currently under development, has been amended with the principles of shaping the digital environments, in addition to the principles of shaping the mental, social and physical environments. This draft curriculum also formulates some learning outcomes related to the use of digital technology for children aged 6-7.

However, digitally competent teachers are needed to meet the updated curricula and national education strategy. In 2020, the updated professional standards for teachers came into force, where, in addition to the mandatory and transversal competencies, optional competencies are also mentioned, one of which is the application of digital pedagogy. Although the teacher's basic digital competence for coping in a group or classroom is described in the list of compulsory and transversal competences, a separate digital technology competence also makes it possible to prove one's suitability as a technology leader and as a trainer of one's colleague inside an organization. As universities have been granted the right to award a profession to teachers, i.e., teacher training curricula have been developed in accordance with the professional standards of teachers. In 2020 additional subjects were added to teacher training curricula, to achieve selected competence in the implementation of digital pedagogy. Thus, students can acquire basic knowledge for the application of digital pedagogy by completing the basic curriculum at the university and, if desired, choose also subjects that are specifically aimed at enhancing digital competence in order to acquire additional competencies in digital pedagogy.

Thus, digital competency of preservice teachers in Estonia is quite good, putting pressure on teacher educators to constantly improve themselves in this field. Indeed,

improving the digital competencies of teacher educators is currently one of the development goals at Tallinn University. In the roundtable, we will discuss the situation further, presenting also the results from our teacher education technology pilots in the DICOMTEN project.

Title of the third presentation: ICT in Finnish Teacher Education

Third presenter(s): Mikko Vesisenaho

Abstract:

In Finland, the first larger initiatives related to the digitalisation of education were launched in the mid-90s starting with intensive efforts for the ICT infrastructure and continuing towards more pedagogical perspectives in the early 2000s. Already then, all municipalities were required to have a strategy document for ICT in school education. ICT in education has also become an integral part of the Finnish National Core Curriculum (2004, 2014). Lately, one significant national effort is the New Literacies programme that aims to support all schools in integrating ICT in education in an equal way. In 2021, the programme published grade-specific competence descriptions for ICT skills, programming skills, and media literacy from preschool to lower secondary school.

The state of ICT in Finnish teacher education was studied comprehensively for the first time by Meisalo et al. (2010) who noted that the theme had been addressed but implementations varied greatly. Digital perspectives, among other aspects, were addressed in the Teacher Education Forum, appointed by the Ministry of Education and Culture in 2016 to reform teacher education. In a recent study commissioned by the Ministry, digitalisation was found to enhance the attractiveness of teacher education to some extent (Heikkinen et al., 2020). Furthermore, teacher students' TPACK (Koehler & Mishra, 2009) has been studied extensively (e.g., Valtonen et al., 2017).

The strategy of the University of Jyväskylä addresses digitalisation on several levels from the digital infrastructure to the quality of teaching. For example, as part of the university's educational development programme, the JYULearn concept seeks to develop the university's pedagogical expertise from the perspective of digitalisation.

At the Department of Teacher Education, one major focus has been in the innovative future oriented mindset in ICT education. The students have worked in thematic "home groups", several of which have had a specific focus on digital pedagogy. Some of them were part of a larger R&D project "Teachers in Clouds" supporting communal teacherhood and creating hybrid, technologically supported learning environments to future schools. The department also offers an elective module "Technologies for Learning and Pedagogy" for pre-service teachers and several professional development modules for in-service teachers. Additionally, the Faculty of IT offers a Master's degree in educational technologies.

Lately the Department of Teacher Education has actively established synergies between pre-service and in-service education development, seeking for deeper impact of the development actions for teacher education and teachers' work in the field (e.g., OpenDigi, Digipedagogical skills 0-100, see Kyllönen et al., 2021). The digital competence (including digital pedagogical skills) of teachers has been modelled using a criteria-based, process-oriented assessment tool, which provides

information about teacher students' and teachers' competence and helps them reflect on their development needs. Development of social immersive learning environments has been the most recent step in our continued learning technology reform. Introduction of virtual reality (VR) technology and a social VR platform (JYUXR Campus) in learning, particularly in multidisciplinary phenomenon-based learning situations, has given students and teachers access to real-time collaboration experiences in a spatial 3D environment during the COVID-19 pandemic.

Title of the fourth presentation: Piloting programming with students in “Teacher specialists”

Fourth presenter(s): Svein Ove Lysne, Elen Johanna Instefjord and Per Ivar Kjærgård

Abstract:

In aiming to answer the question “How to implement digital competence in teacher training”, our participation in the project Digital competence in teacher training in the Nordic countries (DICOMTEN), is based on the national training program “Teacher specialists”, with focus on development and implementation of digital competence in teacher education. Beside individual skills, the program also emphasizes the development of the local school of the student/teacher. Teacher specialists are facilitators of development and implementation of digital competence in the local curricula and serve as a resource for their colleagues. Thereby, they can potentially contribute to implement digital competence in a wider scale, to change and develop practice related to pupils in primary schools.

At the Western Norway University of Applied Sciences (HVL), our local customization of the curricula, to reach the goal of the DICOMTEN project, is an implementation of pilot on programming languages that are developed for children. We have focused on the language Scratch, developed by MIT. Through the assignments, the students shall familiarize themselves with Scratch and make a teaching plan, where programming is a core activity. Based on the classroom activity, the students are asked to reflect on the experiences with the teaching plan, in text and in a video. The core of their reflection shall be on their role, the learning outcome of their pupils, and other central aspects in learning and teaching.

The preliminary results of our analyses of the pilot show that the students have chosen to work with programming in various school subjects, and that they reflect on different aspects of working with programming. The findings also indicate that programming contributes to variation in working methods in such ways that it may support deeper subject knowledge.

The findings will be discussed further in the DICOMTEN roundtable. In this way, our contribution to the DICOMTEN-project can promote the 21st century digital competence of in-service teachers in primary schools, but also of teacher educators. DICOMTEN provides also excellent arena to share our pilot experiences with other teacher education institutes in the Nordic countries, as well as to enrich our own knowledge and competence, thereby adding to building of joint Nordic understanding of digital competence of teacher educators, and in and across the education systems.

Roundtable 3

Network: Mentoring, Guidance and Counseling

Title of Roundtable: Induction and Mentoring of New Teachers in the Nordics as an Ecology of Practices

Organizer of Roundtable: Hannu L. T. Heikkinen

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Organization: University of Jyväskylä

In this Roundtable are 5 contributors

Abstract of the Roundtable:

This roundtable introduces an overview of the current situation in the Nordic countries regarding induction and mentoring of new teachers and the historical development which has led to the current state of art. This review is rooted in a number of consecutive cross-sectorial network projects on induction and mentoring in the Nordics, the first of which was launched in 2004. The ongoing project, funded by Nordplus is entitled “New Teacher and Induction (NTI)”.

The NTI network consists of representatives from teachers’ unions and researchers in five Nordic countries Denmark, Estonia, Finland, Iceland, Norway and Sweden. In the fall of 2020 the NTI network published a scientific anthology in which it presented the historical main lines and discussed relevant measures on induction and mentoring in the aforementioned (Olsen et al., 2020). This paper seeks to bring these perspectives together. However, this presentation is not just a compilation of the earlier book, but the interpretation has been updated and developed further through joint seminars across the research network in the spring of 2022.

The focus of this roundtable is to present some empirical findings of the ecosystems of mentoring in the Nordic countries, based on a long-term research of a network consisting of researchers, teacher educators and representatives of teacher unions which now form the NTI network. The theory of ecologies of practices helps us to understand the development and diversity of the different mentoring and induction practices in the aforementioned countries. It suggests that the relationships between practices and their environment resemble the relationships between organisms and ecosystems in nature (Kemmis 2022; Virolainen et al. 2022). From this perspective, practices of induction and mentoring derive their essential qualities and their existence from their relations with other practices within wider ecosystems of social, political and educational practices (Capra 2005; Heikkinen 2020). We portray the different national practices by describing how things have progressed in a dynamic balance, how mentoring has found its ecological niche in the midst of different policy interests, and how the image of mentoring in the Nordics begins to take shape as a rather diverse and rich ecology of practices.

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Title of the first presentation: Induction and mentoring in Denmark

First presenter(s): Lisbeth Lunde Frederiksen

Abstract:

The presentation introduces a brief history with main emphasis on national characteristics and prerequisites regarding induction for newly qualified teachers in Denmark and national research concerning how schools receive and support newly qualified teachers today in Denmark and how the mentoring that some of the teachers receive looks like. An evaluation prepared by a group of experts, just pointing to the importance of induction programs. The authors conclude by pointing out that if you want mentoring that leads to professional development you must invest in educational mentoring carried out by trained mentors. Currently there might be incipient shifts in the political ecosystem of education, that points in the direction of renewed interest in mentor programs for newly qualified teachers in Denmark.

Title of the second presentation: Induction and mentoring in Finland

Second presenter(s): Hannu L. T. Heikkinen

Abstract:

Some of the factors that has contributed to the rise of mentoring on the education policy agenda in Finland, are the European Union's education policy documents, which have been presented since the early 2000s.

At that time, quitting of new teachers from the education sector was seen as a major problem in several EU countries. The issue was also raised in the national education policy debate, although it was not so much a problem in Finland. Mentoring had internationally regarded as a good method to support new teachers, and thus the traditional one-to-one model-based mentoring was introduced in Finland as well, most ambitiously in the City of Helsinki. The problem, however, was that experienced teachers were not very willing to do mentoring for free. Therefore, efforts were made to pay the mentor. Later, mentoring was also piloted in Kokkola so that one mentor could mentor several new teachers at the same time. This was found to be a way to save on costs, but it was also found that new teachers got professional, social and emotional support from each other. So there were both financial and pedagogical reasons for group mentoring. Based on this, a peer group mentoring model developed, so that the mentor was also paid for the working time as a facilitator of the group. This model was disseminated almost nationwide in the beginning of 2010s through a development programme for teacher in-service development called Osaava Ohjelma. The problem, however, was that many municipalities were reluctant to invest money in mentoring, due to the financial challenges. The financial crisis also cut down the resources of the educational sector, especially in the mid-2010's by the government of Juha Sipilä. Mentoring has also had to compete with other practices in the same ecological niche. One of them is the Tutor Teacher Project, the purpose of which was to promote the digital leap in education in Finland. It was seen as a competing species for mentoring, struggling for resources in this same contested niche. In the late 2010s, several attempts were made to reach a national agreement that would include mentoring. This would have meant that mentoring would have found its ecological niche.

These efforts have not been successful so far. However, the issue is still on the political agenda, featured especially by the Trade Union of Education in Finland. In short, the development of mentoring has progressed as a kind of pendulum movement, seeking a dynamic balance so that before 2010 and a few years after, mentoring was on a high political agenda, but since then its weight has gradually waned. Mentoring is still struggling for its space in the contested niche in the ecosystem of teacher professional development.

Title of the third presentation: Induction and mentoring in Iceland

Third presenter(s): Birna Svanbjörnsdóttir

Abstract:

In Iceland, no national policy concerning induction or mentoring of new teachers has existed, which is in contrast with many other European countries (European Commission, 2010). No laws or regulations in Iceland ensure support for new teachers from mentors when they start working in pre-schools, compulsory or upper secondary school, and thus no tradition has been developed for professional guidance or systematic induction to the teaching profession. Yet, the need for support for NQTs has been acknowledged to a certain extent and some schools have developed support for newcomers, but it has been highly informal and unsystematic. Thus, induction is dependent on the headmasters and the financial situation of the school (Steingrimsdóttir, 2007). Mentoring or induction has not been part of the school culture or tradition in Iceland. In fact, NQTs' need for guidance was very little discussed until around the turn of the century with the emergence of first scholarly writings in Icelandic, based on Icelandic research. (Bjarnadóttir, 2005; Steingrimsdóttir, 2007). During the last few years, mentoring has become more prominent in the discussion as one of the factors that prevent beginning teachers from failing and leaving the profession. The teachers' unions and universities providing teacher education in Iceland have however been advocates for support of new teachers. Their objective has been to develop mentoring as a sustainable part of schoolwork, thus becoming an ecological niche.

Title of the fourth presentation: Induction and mentoring in Norway

Fourth presenter(s): Eva Bjerkholt, Tonje Brokke, Knut Rune Olsen and Sissel Havre

Abstract:

This presentation introduces the main features and analyzes the work on facilitating induction and mentoring for newly qualified teachers (NQTs) in Norway. We build on a systematic review of a variety of sources of political, scientific and professional nature. We have attempted to answer the following questions: Which stakeholders have contributed to the Norwegian work on facilitating induction and mentoring for NQTs? What principles have been the basis of the cooperation and what results have been achieved? We will also try to find an answer to why, after 25 years of work, we still have not reached the goal that all NQTs in schools and kindergartens should be offered induction and mentoring.

We have found that the narrative on induction and mentoring in Norway can be divided into four epochs. Although each epoch has distinct developmental traits and challenges, we find some pervasive features that have characterized the work. First, state authorities represented by the Ministry of Education and the Directorate of Education have played a key role in leading and facilitating cooperation between the stakeholders. Furthermore, a clear distribution of roles and responsibilities has been developed between employee organizations, regional authorities and teacher education institutions.

We conclude that the history of induction and mentoring in Norway can be seen as one of many examples where education, research and politics are intertwined. Based on a comprehensive national survey further recommendations will be made.



POSTERS

POSTER 1

Network: Early Childhood Research

Title of poster: The ontology of nature in Swedish preschools

First author: Sanne Björklund

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Co-author(s):

Abstract:

The preschool is an institution that contributes to constructions of nature, as nature is a part of the preschool's educational aim and practice. This PhD project zooms in on nature in preschool: What is nature in Swedish preschool? How is it articulated, by whom and for what purposes?

Preschool is the first formal step in the Swedish educational system with education for sustainable development (ESD) as a part of recently revised curricula (Skolverket, 2018). In Sweden, almost all children under the age of six attend preschool, where they take part of activities that include relations with nature. In Sweden, nature is a self-evident component in any good childhood (Halldén, 2009) and a part of the preschool institution in several ways, both historically and in the current curricula. When it comes to ESD it is the ecological dimension, including connecting children to nature, that is the most prominent in Swedish preschools (Ärlemalm-Hagsér & Sundberg, 2016). But nature and ESD are also connected to norms and underlying truths about who can be included when entangling with nature and who is competent enough to save the world (Harju et al., 2021; Ideland, 2018).

The study will focus on different practices linked to preschool and will be carried out in a municipality in Sweden, by focusing on nature on different levels within the preschool organization – both the administrative level and in everyday preschool settings, involving children, materials, and educators. I will conduct both document studies and ethnographical fieldwork. The theoretical underpinning of the project is that different constructions of nature and society shape each other. Society, materials, and individuals interact, and nature is constructed on several levels, contradicting the assumption that there are only macro- and micro-levels in society but instead being interested in connections creating nature. What could be the strengths and challenges approaching this research area with an actor-network theory (ANT) perspective? Which limitations of the theory need to be considered in different stages of the research process, when figuring out what nature is in Swedish preschools?

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POSTER 2

Network: Early Childhood Research

Title of poster: When children's play does not proceed by it self - The importance of pedagogues' participation in children's play

First author: Julia Nørgaard Ravn

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Co-author(s):

Abstract:

When children's play does not proceed by it self

- The importance of pedagogues' participation in children's play

Julia Nørgaard Ravn

Ph.d.-student at DPU, Aarhus University and VIA, Aarhus, Denmark

Keywords: Early childhood education, children in vulnerable positions, children's communities, play, participation, pedagogy

Nordic research has long established that children's communities and play are one of the most important parameters for children's well-being in Early Childhood Education and Care (ECEC) settings (Ahrenkiel & Rasmussen, 2015; Kuutti et al., 2021). However, it turns out, that children in so-called vulnerable positions often experience difficulties related to their participation in the play communities (Harrist & Bradley, 2003). With the strengthened pedagogical curriculum in 2018, children's play and communities did for the first time become a statutory part of the pedagogical practice in the Danish ECEC settings, and it is specified that: "Vulnerable children should be an important part of the community of children" (Ministry of children and education, 2018, s. 26). However, the pedagogues in the Danish ECEC settings express difficulties in relation to create equal opportunities for children's participation in the communities of children (Danmarks Evalueringsinstitut, 2020a). Based on this, the aim of the present study has been to explore how pedagogues are involved in children's play in ways that expand the participation of children in vulnerable positions. The study draws on a socio-cultural perspective; especially the concept of guided participation developed by Rogoff (1990) plays a significant role in the study. The research question has been researched methodically through participant observations and interviews conducted in an ECEC for children aged 0-6 years in a so-called vulnerable residential area in Denmark. On the basis of a thematic analysis, it is found that pedagogues use three frequent roles in children's play. The three

roles are denoted; play partner, play supporter and play catalyst, and through empirical examples it is illustrated how the pedagogues' through their involvement in the play create different fruitful opportunities for the children's participation. Common to the pedagogues' participation in the children's play is their sensitivity to the children's perspectives, their presence and their ability to support the interaction of the children. At the same time, the analysis folds out the complexity of the pedagogical work concerning children's play and communities.

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POSTER 3

Network: Early Childhood Research

Title of poster: "Academic education should matter": preschool teachers' conversations on collegial leadership

First author: Kristin Ungerberg

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Co-author(s): Lovisa Skånfors

Abstract:

The aim of the study is to contribute knowledge about views on responsibility and collegial leadership among staff in early childhood education and care (ECEC), with focus on preschool teachers. According to the Swedish national curriculum (Swedish National Agency for Education, 2018) preschool teachers have gained a partly new mission separated from the work team's joint mission, pointing out that preschool teachers are to lead the work team's joint work. This change in role represents a fairly significant change as Swedish preschools, unlike other Nordic countries as for example Norway, have a long tradition of sharing assignments on an equal basis within the work team. Four focus group interviews (Wibeck, 2010), holding 18 preschool teachers, have been carried out. In the analysis positioning theory (Davies & Harré, 1990; Harré & Langenhove, 1999) was used, specifically the analytical concepts interactive positioning and reflexive positioning among others. The results show how the preschool teachers' views change from a collective and consensus oriented view on leadership where experience and personality is crucial, to an understanding of leadership as something that should be based on their academic education. The results also show the presence of a culture of silence regarding different competences within the work team where preschool teachers are afraid to stand out as more knowledgeable and thereby risk to undermine colleagues with less education. In conclusion, staff in ECEC need formal support and mandate delegated by the principal as well as tools and strategies in order to exercise leadership in practice. This calls for further research with specific focus on how both preschool teachers and principals enact policies regarding preschool teachers' collegial leadership.

Key words: Early Childhood Education, preschool teachers, leadership, focus group interviews, positioning theory

POSTER 4

Network: Educational measurement and assessment

Title of poster: Assessment of the youngest students' multimodal text competence - a review of the literature

First author: Astrid Kufaas Morken

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Co-author(s):

Abstract:

In the poster, I would like to present the findings from a systematic review. The qualitative systematic review synthesizes research articles from the last 20 years (2002-2021), reporting on assessment of multimodality in early years education. The aim is to provide insight to what is emphasized in formative assessment of young students' multimodal text competence, and how this competence is described.

From an initial 129 articles, the study reports on 7 articles published between 2008-2020. The articles were collected through a systematic search in three databases: ERIC, Idunn and Scopus.

Using a multiliteracies approach, theoretical thematic analysis was applied at a semantic, explicit level to identify, analyse and report patterns within the 7 articles.

Preliminary findings suggests that the development of metalanguage, recipient orientation, affective and critical dimensions, dialogue and the opportunity to show knowledge through different modalities, is emphasized in the assessment of the youngest students multimodal text competence.

The study is of relevance to Nordic educational research because it can contribute with knowledge about what is emphasized when assessing young students multimodal text competence, and point out some areas that the feedback can be focused on. In addition, the research questions can contribute information on how the formative assessment can be implemented in practice and descriptions of/characteristics of what the multimodal text competence of the youngest students entails, and thus could also provide some guidelines for feedback.

POSTER 5

Network: Higher Education

Title of poster: A poster says more than a thousand words - using multimodal posters to make writing and research relevant for students in vocational master's programs

First author: Julie Leonardsen

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Co-author(s):

Abstract:

VET teacher students in Norway meet higher education without sufficient reading and writing skills. They have practices little systematic reading and writing in previous education and work and often lack strategies for developing their reading and writing skills. Furthermore, they struggle to express their professionalism in writing. Students with a vocational background often have little experience with using text and writing as a gateway to learning and might experience the text-oriented culture in higher education as irrelevant for the VET teacher profession. Furthermore, poor writing skills can prevent VET students and teachers from engaging in educational research. However, practical approaches to writing might give students necessary tools to develop their reading and writing skills, engage in educational research and contribute in discussions about school and work in nordic and international context.

This study provides knowledge about how the use of academic research posters in higher education can make academic writing more accessible and relevant for students in vocational master's programs. The research question is: How can students in vocational master's programs use academic posters as a tool to research, develop and communicate their own professionalism? This study uses a pragmatic approach to writing and argues that practical work with text promotes learning in students with a vocational background. Furthermore, the study draws on theories about «writing to learn», about subject-specific writing and about writing as social processes. The study also looks to research on how to use multimodal texts to communicate research.

The context for this qualitative case study is an academic writing subject in a master of education program at a Norwegian University. Twelve out of 66 students are VET teachers pursuing a master's degree in vocational didactics. I teach vocational didactics, vocational pedagogy and academic writing and was one of several teachers in the writing subject. My main contribution was teaching the students how to make and use academic, multimodal posters to communicate their research, both orally and in writing. The students participated in practical workshops where they made posters based on their master's project. They presented their posters at the

gallery walk for their fellow students, teachers and supervisors. This study is based on field notes from the workshops and the gallery walk, the posters made by the twelve students with a vocational background, their meta-texts about the poster making-process and a questionnaire. The study uses content analysis because it is an appropriate method to analyse different text types, including multimodal texts.

Preliminary findings show that practical approaches to academic writing strengthen students' self-confidence as writers and researchers, give them tools to communicate their own professionalism, make writing a social learning process and invite students to reflect on their own writing skills. Furthermore, using posters help students to express their research, both orally and in writing. The study suggests that practical approaches to writing motivate students to engage in educational research, both as students and as future VET teachers.

Keywords: VET teacher education, master degree in vocational didactics, academic writing, writing to learn, academic research poster

POSTER 6

Network: Higher Education

Title of poster: What is honour?! – a qualitative study of strategic choices within nursing education

First author: Cecilie Betzer

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Co-author(s): Niels Sandholm Larsen

Abstract:

Research topic/aim:

The current global shortage of nurses, especially within the primary health care sector, calls for retention initiatives which among other things lies within nursing education. A newly established honours programme at Copenhagen University College targeted the elderly patient with COPD and/or type 2 diabetes, offers motivated students extracurricular education in addition and parallel to their ordinary nursing education. The honours programme corresponds to 30 ECTS points and is followed by a Ph.D. project which evaluates the social and professional implications of introducing an honours programme in the context of a state-funded nursing education.

The aim of this sub-study to said Ph. D. is to gain knowledge about the motivation and strategies that arise within the individual student in relation to their participation in the honours programme.

Theoretical framework

The analyses in this study are based on Bourdieu's interactionalistic-sociological analytical concepts which provide an opportunity to understand strategic choices as a result of dispositions, positions, and possible positioning on a microlevel.

Methodology/research design

This study takes a comparative approach based on analyses of 15 individual 1½ hours focus group interviews, each including 5-7 honours students (A) or ordinary students (B). All included students are interviewed in the beginning of the honours programme (A+B) and the honours students are interviewed again for follow-up after one year (A1). In total, data are collected through four educational cohorts from September 2021 to February 2023, ending with the last follow-up interview in September 2023 (A1).

All interviews are fully transcribed and coded. The findings from the interviews are supported with quantitative data accumulated by student administration as well as data from informal interviews.

Expected results/findings

With this study we expect to investigate if the trajectories of the honours students can be understood as strategic, through an evaluation of what is perceived by the students as recognizable capital in their present and future roles as nurses. The reflections, negotiations, and answers of the students on questions like 'What do your parents do?', 'What is honours?' together with more forward-looking questions such as 'Where do you see yourself in 10 years?' aim to provide an understanding of what is at stake by choosing – or not - an honours programme.

Relevance to Nordic educational research

To attract and retain nurses, it seems politically, economically, and professionally compelling to think new in terms of education. Honours programmes in nursing have been completed throughout the United States for decades, but in Europe – and Scandinavia in particular – this kind of differentiated education with the possibility to make distinction within the profession is fairly new and has the potential to support but also change the field of nursing. This study's relevance is to provide knowledge on how distinctions within the nursing education are used strategically in the light of a Nordic egalitarian educational mindset.

POSTER 7

Network: Higher Education

Title of poster: Towards a Pedagogy of Higher Education

First author: Gunnlaugur Magnússon

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Co-author(s): Johannes Rytzler

Abstract:

This poster describes the structure and argument of the book *Towards a Pedagogy of Higher Education. The Bologna Process, Didaktik, and Teaching* (Magnússon & Rytzler, 2022) based on several previous publications (see below).

The book is organized as follows: Part I – The Current Paradigms of Higher Education uses curriculum theory to illustrate how the understanding of higher education has changed along four dimensions, namely from public good to private good, a commodification, educationalization, and learnification of higher education. We illustrate these shifts through analyses of several important policy-documents from the Bologna-Process, and discuss the consequences of these as regards political ideals of the student, the teacher, and educational practice. We then discuss how university pedagogy has become an organizational phenomenon used to adapt the practices and thinking of university teachers to the overarching paradigm of higher education, where certain models have become almost hegemonic. We analyse one such model (Constructive Alignment) specifically.

Part II - Reconnecting Higher Education and Pedagogy, develops a theoretical argument about the importance of pedagogical thinking in higher education. Using Mollenhauer's foundational questions of pedagogy, we illustrate how they relate to higher education and how his arguments connect pedagogy to Didaktik. We then discuss Rancière's critique of institutionalized education to investigate the dimensions of equity in teaching and to enrich the didactical conceptions we developed earlier. We argue that the true aim of higher education should be intellectual emancipation and studies of the epistemological fissures of specific subjects and subject matters. We also recognize gaps in our theoretical work and attempt to fill in these as regards the ethical dimensions of teaching.

Finally, Part III - Towards a Theory of Teaching in Higher Education, brings the book to a conclusion, using teacher education and its paradoxes as a specific educational context to test our theory of higher education and to illustrate its pedagogical potentials. We argue that the university is a specific pedagogical form and maintain that the objective of university pedagogy should be the study-practice, a method of

shaping the attention of both the teacher and student around specific subject-matters and interests, rather than adaption of practices towards organizational frameworks and simplified learning models.

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POSTER 8

Network: Higher Education

Title of poster: Phases of the final thesis in higher education viewed from the perspective of boundary crossing

First author: Olli Vesterinen

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Co-author(s): Mika Alavaikko

Abstract:

One – if not the most – important part of Undergraduate Degree Programme in Higher Education is the thesis. Our interest was in actual learning that takes place during the thesis process. The study considers learning during the different phases of the final thesis (Initiation, Implementation and Reporting) through the concepts of boundary crossing and learning mechanisms.

The final thesis can be considered as a boundary object, an epistemic artefact crossing sociocultural boundaries. In the context of University of Applied Sciences in Finland, the final thesis is required to have significance and meaning in two sociocultural domains: the academic domain and the professional domain (a partner organisation). Learning mechanisms again can be seen between these organisations, between human agencies and within human agency.

The research question was: What is sociocultural learning during different phases of the final thesis process? The sub-question was: Which learning mechanisms are active during different phases of the final thesis process? Learning mechanism were: Identification, Coordination, Reflection, and Transformation.

The study was conducted in a University of Applied Sciences in Southern part of Finland and in the field of social and health care education. The data were collected by conducting interviews with higher education students [n=14] both individually and in groups. The data were analyzed through thematic analysis.

The results show that each phase of thesis process witnessed several different learning mechanisms relating students to several sociocultural domains. No simple sequence where learning would follow a certain pattern can be identified. Rather, each phase has an internal dynamic of its own. In addition, during the initiation phase of the final thesis, students are driven by their motivation to create something useful for the clients, that is the partner organisation. At the reporting phase, students' activity is again directed towards customers: the results of the final thesis process are to be reported to the customers of the partner organisation in question

The results can be applied in the final thesis design in Higher Education Institutions. The presented multifaceted approach to student learning in thesis process can have important input in developing thesis supervision and guidance practices in Nordic countries and elsewhere

POSTER 9

Network: ICT & Education

Title of poster: Impact of the COVID-19 pandemic on the well-being of secondary-school students in Iceland

First author: Amalía Björnsdóttir

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Co-author(s): Guðlaug M Pálsdóttir and Guðrún Ragnarsdóttir

Abstract:

The outbreak of the COVID-19 pandemic in the spring of 2020 had a profound impact on education worldwide. Schools were closed, new teaching methods were adopted, and teachers and students worked from home, impacting on students education and their well-being. Several studies on student well-being during this period have shown that students missed having face-to-face communication with their schoolmates (Esposito et al., 2021; Pelikan et al., 2021). Others have indicated that students' communication during lessons did not decrease and that new technology may have changed the way young people communicate (Ferraro et al., 2020). Anxiety among adolescents has increased in recent years (Thorisdottir et al., 2017; Wiklund, 2012). A study in upper-secondary schools in Italy found a decrease in anxiety among students during the pandemic (Ferraro et al., 2020), but other research revealed that students experienced severe anxiety related to COVID-19 (Ningsih et al., 2020; Thahir et al., 2021).

The aim of this study was to examine the effect of the COVID-19 pandemic on the well-being of upper-secondary school students in Iceland. A questionnaire was administered to students in four upper-secondary schools (N = 1,306) in the spring semester of 2021. Three of these were comprehensive schools, offering both academic tracks and vocational training, and the fourth was a traditional academic school (grammar school).

The findings of the study indicate that most students had good support from parents and friends, and that, generally, they perceived online teaching as effective. However, the social aspect of remote learning was seen as challenging. Almost half the students experienced increased workloads, and the majority reported improved progress in their studies or progress similar to that made in traditional classroom learning. Additionally, about half experienced less anxiety with distance learning, but almost a quarter reported more anxiety. Female students were more likely to feel anxious than their male counterparts. Moreover, first-year students felt less anxious

than older students, and students on the academic track in comprehensive schools experienced less anxiety than their peers in the traditional academic school. About half the students reported feeling lonelier, and more than half of the participants experienced more boredom than they felt with on-campus learning. About half indicated feeling good about returning to traditional learning when schools finally reopened, but a quarter did not share this feeling.

Numerous studies have been conducted on the effects of COVID-19 on education worldwide, and many are ongoing. This topic will be further explored to discover more about the effects of this pandemic on students and to determine what can be learned from this experience. The impact of COVID-19 was felt to varying degrees in schools throughout the Nordic countries, and thus the topic is relevant to Nordic educational research. Understanding the impact of COVID-19 on student well-being is critical because of its potential long-term effects. Furthermore, it is important to understand the pandemic's effects on different groups of students in order to identify and develop adequate and appropriate support.

POSTER 10

Network: ICT & Education

Title of poster: Virtual Reality in Kindergarten Teacher Education

First author: Nils Christian Tveiterås

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Co-author(s):

Abstract:

This poster will present my PhD. project with emphasis on methodology and how to relate the project to cultural-historical theory. The project is going to study the early exploration of adapting Virtual Reality technology (VR) in the education of preschool teachers. The education program is already partly organized for distance and online learning and the use of digital solutions for online teaching and collaboration is therefore common. However, VR might add new possibilities. Despite increasing practice and research on digital solutions for online teaching and collaboration in higher education, including growing interest in VR, the possibilities with this specific technology in this kind of education are so far less investigated. The aim here is both to explore and discuss how such research might be designed and carried out, as well as to explore how this might inform and be informed by perspectives from cultural-historical theory. The concepts cultural tools and artifacts are important and frequently used in the field of education and technology. However, this specific technology (VR) invokes new ontological challenges due to the immersive experience of interacting with objects that, though perceived very realistic, are only present in the virtual sphere. Agency is another concept that might be relevant in understanding how students both contribute to and adopt new teaching methods with the technology. The social aspect, interaction with technology and each other, is also important. In addition, because of the context of early childhood education, a perspective considering play might also be fruitful. Acting or performing as an avatar in VR has similarities with role-play or dressing up in costumes. VR provides opportunities for imitating a classroom or lecture hall, but it also makes almost limitless possibilities for playfulness and experimentation which is highly relevant to this field. These aspects will be presented and discussed in the poster. Expected findings in the project will be related to students' intentions and motivation to use technology for learning. The relevance to Nordic educational research is found in a contribution to an already extensive field of research on technology in teacher education in which there have been less focus on early childhood education.

POSTER 11

Network: Inclusive Education

Title of poster: Multilingual resources in a Sign Language context

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Co-author(s): Eli Raanes and Anne Charlotte Torvatn

Abstract:

This poster examines and discusses the use of multilingual resources in a Norwegian Sign language (NTS) context. Based on data from a project in a Deaf middle school class, we examine the following research question: How are the teachers and students making use of resources from different languages in their work on text production and vocabulary building? The poster showcases their concrete multilingual teaching practises and addresses some challenges with the application of a translanguaging perspective in a Sign language context.

Multilingual teaching practises can foster a more inclusive learning space because the students can access learning through the linguistic resources available to them instead of being limited to what they can understand and verbalize in one single language (García & Wei, 2014). This is especially the case for second language learners, as for instance deaf students who are acquiring written Norwegian as a second language. While many teachers – as well as the new national curriculum in Norway (Norwegian Directorate for Education and Training, 2020) – appreciate multilingualism as a resource, it is not always clear how this perspective can be realized in concrete teaching practises (Zwankhuizen, 2021).

The teachers and students in our project seem to be highly attuned to using resources from NTS, written Norwegian and spoken Norwegian as an integrated part of their work on text production and vocabulary building. By identifying their concrete practises, we showcase multilingual teaching practises that may be of use in other multilingual classrooms. The practises are identified based on classroom observations and interviews and group discussions with the teachers.

While the students' multilingual resources are indeed appreciated and utilized, it is not given that translanguaging in the sense of using features from several languages is without its challenges in this context. As the teachers note, students who are to be assessed in NTS need to acquire fluency in NTS, and they express concern when the students mix NTS with features from spoken Norwegian. Moreover, NTS is a monitory language with a past and contemporary history of linguistic subordination (Haualand & Holmström, 2019). Using features from the dominant language in NTS

text production is therefore not unproblematic. The poster presentation addresses some of these challenges and discusses how the application of a translanguaging pedagogy in this context may have to consider sociolinguistic and political dynamics.

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POSTER 12

Network: Inclusive Education

Title of poster: Re-Engaging in their Future: Students' experiences of preparedness for education and training after attending a transitional school year.

First author: Øyvind Laundal

Organization: Oslo Metropolitan University

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Co-author(s): Stine Solberg

Abstract:

Re-Engaging in their Future: Students' experiences of preparedness for education and training after attending a transitional school year.

Abstract for the NERA conference 2022. Authors: Øyvind Laundal and Stine Solberg. Department of Vocational Teacher Education, Faculty of Education and International Studies, Oslo Metropolitan University, Kjeller, Norway.

In the poster presentation, we present our explorative study on how students describe their preparedness for education and training after attending an additional school year following lower secondary school. The main purpose of this transitional school year is to prepare youths for upper secondary education by providing them with an adapted and flexible schooling arena (The Norwegian Directorate for Education and Training, 2021). The overall aim is to increase their chances of attaining formal qualifications later. Thus, we argue that the aim is that of inclusion; preparing youths for continued presence, participation, and achievement in school and training (Ainscow et al., 2006). The target group are students who have completed lower secondary education, but are at risk of early school leaving (ESL) due to numerous risk-factors, such as, previous low academic achievement.

Little is known, however, about how students experience preparedness for future education and training after attending an additional school year. Drawing on the theoretical underpinnings of disengagement and re-engagement (see e.g. Lee & Burkam, 2003; Velloso, 2009), the present study addresses this gap in research by examining how 17 youths (age 16) experienced preparedness for future education and training after attending the additional school year. Data comprised individual interviews with students. The interviews were collected at the end of the additional school year attendance. Some (n = 8) were interviewed twice, one year after their first interview. Conducting reflexive thematic analysis (Braun et al., 2019), the findings indicate that students experience of preparedness are intertwined and many-faceted; including socially, academically, and personally preparedness for future

education and training. The students experiences of preparedness seem to be characterized by a process of re-engagement in the presence and the future.

This study contributes to knowledge about how an additional school year can potentially prepare students for future schooling and training, and thereby increase our understanding of how to create pathways for students to re-engage with schooling.

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Language: English

POSTER 13

Network: Mentoring, Guidance and Counseling

Title of poster: What does it mean to be a teacher educator at the university with responsibility for supervising students in practice?

First author: Karin Helene Danielsen

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Co-author(s): Gjertrud Kalseth, Kirsten Sivertsen Worum and Vivienne Mackisack

Abstract:

Introduction:

This study forms a part of a collaboration between The Arctic University of Norway (UiT) and The University of Auckland, New Zealand (members of The Teacher Education Network, TedNet). This presentation describes one study from the UiT where we have investigated the following question: What does it mean to be a university teacher educator with responsibility for supervising students in practice?

Theoretical framework:

The research question will be explained using various theoretical approaches to guidance and research on practice in teacher education (Bjerkholt, 2017; Bachtin & Slaattelid, 2005; Bachtin et al., 1986; Barbour, 2007; Braun & Clarke, 2006; Skagen, 2021; Vatne & Søndena, 2020; Worum, 2016; Worum, & Bjørndal, 2018).

Research design:

We used focus group interviews in this study. The strength of focus group interviews is that the participants are given room for sharing experiences and exchanging opinions (Barbour, 2007). The participants in our study were divided into two groups of 5-6 teacher educators: one group of established and one group of new employees. Two focus group interviews were conducted with each group, giving a total of four interviews.

Preliminary Findings:

Teacher educators at the university have different perceptions of their own role during practice supervision. The university teacher educators in our study identify themselves as subject teachers and appear to find it challenging to present themselves as teacher educators. Teacher educators with extensive primary school teaching backgrounds appear to present a broader understanding of their supervision roles whereas those with lesser primary school teaching experience appear to have

more of a specific subject focus. The university teacher educators in this study demonstrate a range of different competencies and they discussed a range of different ways that they carry out their supervision roles.

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POSTER 14

Network: The Nordic Society for Philosophy of Education

Title of poster: How children talk about playing

First author: Nina Ludvigsen

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Abstract:

The aim of this study is to find out more about children's free spontaneous play.

The theoretical framework is social constructivist theory, more specifically Laclau and Mouffe's discourse theory (Laclau and Mouffe 1997, 2002, 2008). The term discourse can be defined as a specific way of talking about and understanding the world (or a section of the world). Discourse has consequences for our social practice (Jørgensen & Phillips 2005, p. 9).

Usually, various documents and established texts are analyzed when using discourse analysis. It is most often not used in interaction between the researcher and the field in which the research is conducted (Alvesson & Skoldberg 2018, p. 287). But in principle, a social constructivist starting point will not exclude any known forms of method (Esmark et al. 2005, p. 14). The study will be interested in the participant perspective in children's play (Bogdan & Biklen 1998, p. 7), and therefore wants different voices from children in play and children talking about play.

To find out more about children's play, I will use participatory observation in various first grades in school. The approach will be reflexive with a social constructivist understanding (Fangen 2020, p. 24-27). Through this approach, a continuous internal dialogue and critical self-evaluation of my degree of influence and the research's possible outcomes of this are sought (Alvesson & Skoldberg 2018, p. 11, Berger 2015, p. 221).

In discourse theory, concepts get their meaning by being included in contexts with other concepts. This is done by giving some words or signs in the discourse a corresponding meaning. Several such juxtaposed signs are called a chain of equivalence (Laclau & Mouffe 2008, pp. 109-111 & 187-192). My expectation is that I find play and statements about play articulated together with other concepts, which can provide understanding or different understandings of how children view play.

In a general comment from UNs Convention on the Rights of the Child (2013) UN emphasizes the intrinsic value of play, but children's free and spontaneous play is threatened (Sundsdal & Øksnes 2015). We need to do more research on children's free play.

POSTER 15

Network: Teacher's Work and Teacher Education

Title of poster: Integrating practice-based and research-based knowledge in a collaborative master's supervision project. Perspectives from students, schoolteachers and university professors.

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Co-author(s): Signe Rix Berthelin, Andreas Moen, Per Esben Myren-Svelstad, Ane Opdøl Kopreitan and Anne Grete Sundem

Abstract:

The connection between theoretical knowledge and professional practice is essential in teacher education (Dewey, 1904). As of 2021, all student teachers in Norway are required to write a master's thesis as part of their teacher education. This means that many students need to design and carry out master's projects that allow them to develop research-based and practice-based competencies. Moreover, it is important to students that their master's projects are anchored in the field of practice, and collaboration skills are seen as relevant to their work as teachers (Jakhelln, Bjørndal & Stølen, 2016). It is therefore likely that master's students will benefit from a close collaboration with schoolteachers in addition to university professors to identify and solve research questions that are relevant to the field of practice.

In order to enhance the potential of the master's work to develop the students as professional teachers, a systematic development work is needed (Jakhelln, Bjørndal & Stølen, 2016). This year, 24 students, 10 university professors and six schoolteachers are working together within the PRANO-project ('Practice-based master's projects in Norwegian language and literature'). PRANO is designed to a) strengthen the integration of research-based and practice-based competence in master's projects in Norwegian didactics, and b) develop a new model for collaboration between the university and the field of practice. The project has funding from the Directorate for Higher Education and Competence in Norway. The schoolteachers and the university professors collaborate on the supervision of the students' projects. PRANO thereby explores a model which breaks down the dichotomy between research-based and practiced-based knowledge (cf. Ertsås, 2017).

This poster addresses the following two research questions: RQ1: How do the participating students, teachers and university professors experience the interaction between research and the field of practice during the project? RQ2: Which aspects of

the project need improvement in order to further develop the integration of practice-based and research-based knowledge? The data is collected throughout the first execution of the PRANO-supervision model in the fall of 2021 and the spring of 2022. The data material consists of a) group interviews and personal interviews with the students, schoolteachers and university professors, b) students' reflection logs and c) observations of discussions between participating teachers and university professors about the development of the project. The findings will be of interest to teachers, university professors and master's students who want to integrate research-based knowledge and practice-based knowledge in master's projects.

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POSTER 16

Network: Teacher's Work and Teacher Education

Title of poster: The Internationalization at home: to get know abroad without leaving home!?

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Abstract:

The poster conveys the results of an international project that aims at the development of a variety of tools that can be used by teacher educators to contribute to the internalization of teacher education without leaving home. The project presented in this poster was conducted by teacher educators from Turkey, the Czech Republic, and Norway.

In the research literature, several types of internationalization of TED were described, and the internalization at home (IaH) is one of those. The concept of IaH in higher education was introduced in 1998, at Malmö University, Sweden. In this poster, the concept of IaH is understood as “a set of instruments and activities “at home” that focuses on developing international and intercultural competencies in all students”. IaH corresponds to activities, processes, and environmental experiences of teaching that contribute to the development of international understanding and cross-cultural, curriculum-oriented skills that prepared teacher students to participate in a globalized world. IaH can also foster a culture or atmosphere on campus that supports international understanding and helps overcome international time and space limitations. The project that this poster is illustrating, was conducted by using ICT that enables teacher students to share a variety of viewpoints on specific issues, facilitating their experiences.

How internalization at home was realized in this project? Teacher students from three countries (Norway, Turkey, the Czech Republic) were divided into 8 different groups. It was created a set of specific activities that consist of 4 steps: (1) Icebreaking activities included the creation of an audio greeting to demonstrate the various ways to say “Hello” in home countries. (2) Reflection on a specific topic for each group question. The questions were on issues such as school impact on society development, teachers' role in pupils' life, motivation to become a teacher and qualities of a good teacher. After sharing reflections inside the domestic groups, teacher students posted the abstracts of their discussions on a virtual collaboration area (www.Padlet.com) that was created by the project leader. The third and fourth

steps were not realized due to delays we experienced caused by the covid-19 situation. However the plan was to use the abstracts from the teacher students' discussions as a starting point for collaboration activities between teacher students from participating countries. These activities were planned to focus on the dialogue between teacher students where they could ask teacher students abroad about the backgrounds of the reflections posted on Padlet. On our poster, we will illustrate all the steps of the project as well as introduce examples from teacher students' posts. Despite the incompleteness of the project, we have identified several advantages of conducting similar projects in the future, and this poster will invite participation in a new round of this project from fall 2022. We found that our project can contribute to the development of teacher students' understanding of school systems across Europe as well as how teacher profession, schools' and teachers' roles are perceived in different countries.

POSTER 17

Network: Teacher's Work and Teacher Education

Title of poster: Collective learning in teacher education

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Abstract:

Research topic/aim

This research topic in this poster highlights collective peer teaching in teacher education. This is a unique instructional design that involves all students in being teachers for each other. The aim is to describe how collective peer teaching can bridge the gap between theory and practice in teacher education. One of the perennial dilemmas of teacher education is how to integrate theoretically based knowledge that has traditionally been taught on campus with the experience-based knowledge that students acquire in their placement periods in schools. Student teachers learn more effectively when ideas are reinforced and connected both in theory and in practice. However, it has been difficult to create this kind of coherence in teacher education. One of the main challenges has been that a lot of the course work at campus has been isolated from teaching practice (Darling-Hammond, 2006). Collective peer teaching addresses this challenge by transforming campus into a teaching practice that allows for active training of teaching skills. It is suggested that this type of instructional design can help teacher educators strengthen the link between theory and practice in ways that theorize practice and make formal learning practical (Darling-Hammond, 2006).

Theoretical framework

Today, peer teaching is receiving increased attention as studies identify associated positive learning results across educational areas (Duran, 2017; Duran & Topping, 2017; Kobayashi, 2019). Little research exists, however, on what role collective learning can play in peer teaching. The book centers around first-hand empirical research conducted with pre-service teachers who are assigned to be teachers for each other in a collective peer teaching design. Building on Vygotsky's (1987) sociocultural theory of human learning and research on collective learning (Baltzersen 2017) and collective intelligence (Baltzersen, 2022), collective peer teaching is introduced as a pedagogical practice with a significant learning potential that has not yet been fully examined.

Methodology/research design

The collective peer-teaching design in the present study was organized in the “practical-pedagogical” teacher education (PPU), one of the largest teacher education programs in Norway. This one-year program is offered to students who have already completed a bachelor degree in relevant school subjects, qualifying for work in upper primary school, secondary school (grades 5–13 in the Norwegian school system), and adult education. In this specific study, the informants were part-time student teachers who followed the course over a two-year period. Two-thirds of these students already had one year or more of teaching experience from schools. The student teachers participated in two six-week school placement periods and followed mandatory lessons in pedagogy and subject didactics on campus. The pedagogy classes covered topics such as theories of learning, human development, design of teaching, curriculum theory, and classroom management. The first year of teaching in pedagogy on campus primarily took place through large-scale lectures with 80 to 90 students.

The data were collected in April 2019, at the end of the students’ first year. The study examines a peer-teaching event that lasted two days and was part of the formal assessment system. Students were required to complete a midway test in the two-year course. Previously, this test had been organized as a traditional written exam, but it was now redesigned as a peer-teaching assignment.

Expected results/findings

This poster reports findings from a survey of student teachers’ perceptions of being part of a collective peer teaching assignment. Positive learning outcomes are identified in several areas, collective peer teaching as a pedagogical practice, teacher training, student motivation, and academic learning.

Relevance to Nordic educational research

The poster analyzes how collective peer teaching can strengthen both student empowerment and deep learning in teacher education. We suggest that important learning processes in the classroom have largely been overseen because of how we have organized formal learning. The pedagogical principles related to collective learning will be further developed and implemented at larger scale in the teacher education program in the autumn 2022.

Literature

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