Nordic Perspectives of Lifelong Learning in the New Europe

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Stephen J. Ball is Karl Mannheim Professor of Sociology of Education at the University of London, Institute of Education and is currently an Economic and Social Research Council Fellow. He is the editor of the Journal of Education Policy. His main work is in the field of ‘policy sociology’: the use of sociological theories and methods to analyze policy processes and outcomes. His specific research interests focus on the effects and consequences of the education market in a variety of respects including: the impact of competition on provider behavior; the class strategies of educational choosers; the participation of private capital in education services; and the impact of ‘performativity’ on academic and social life. Among his most recent publications are Education Policy and Social Class (Routledge 2006) and Class Strategies and the Education Market: The Middle Class and Social Advantage (RoutledgeFalmer 2003).

LIFELONG LEARNING AS AN INVESTMENT: WHAT’S IN IT FOR ME – ERASING THE AUTHENTIC LEARNER

I shall explore and discuss some of the elements in the production of a new kind of learning subject – a generic, flexible, creative and lonely individual learner ready to be trained and re-trained for whatever types of employment are available and constantly faced with the need to ‘de-learn’ within the ‘weightless economy’ but always susceptible to moral blame if they ‘fail’. I shall consider how the new learner is produced within policy, and how policy is produced in new spaces, on new scales, by new sorts of players, and the processes of policy convergence.

Policies do not just change what we do, they change who we are, how we think and talk about what we do and how we relate to others. Current policies of life-long learning may produce, as Basil Bernstein argued, a new unstable social identity based on ‘fast capitalism’, and as Richard Sennett suggests they also corrode trust, loyalty and mutual commitment. Or perhaps we are all wrong!
Vislie, Lise
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Lise Vislie is a professor emerita in Education at the University of Oslo, Department of Educational Research. Her research interests cover a range of topics from motivational/development studies and preschool education to studies of change and innovations linked to ‘the school for all’ policies and reforms. She has been involved in a number of national and international studies related to the issue of integration/inclusion in education and published a number of articles, contributions to monographs and international conferences on these topics. Among her interests are also education as an academic field, its institutional context, traditions and main activities. She has been one of the contributors to An evaluation of Swedish Research in Education (1997). Among her recent publications is a large scale comparative research on global special education policy From integration to inclusion: focusing global trends and changes in the western European societies (2003, in European Journal of Special Needs Education vol. 18). Forthcoming, in the same journal (vol. 21, No 4, 2006) is Special education under the modernity: From restricted liberty, through organised modernity, to extended liberty and a plurality of practices.

“LIFELONG LEARNING” – A NEW FRAMEWORK FOR EDUCATION IN AN ERA OF GLOBALISATION

The keynote is focusing the dramatic shift of policies and terminology regarding education which has taken place worldwide over a short period of time. The terms lifelong education and lifelong learning serve as examples. According to Biesta, one of the most remarkable changes that has taken place over the past decades in the way we speak about and in education, is the rise of the concept of ‘learning’ and the subsequent decline of ‘education’. Paradoxically, the new international consensus about education as the key to future individual and national economic prosperity means that education has never assumed a greater political significance in society than now. The contradiction is a challenge, - how can it be explained, and what consequences can be drawn for education?

With reference to globalisation and the worldwide adherence to lifelong learning, another issue is whether education is becoming an inherently transnational domain of policy and practice, generally applicable to all post-industrial societies, more specifically applicable to particular countries, or only to be regarded as a visionary idea?

Finally, the keynote turns to the present situation in the Nordic states. Given their traditional position as welfare states, is it possible to trace a common Nordic dimension in the approach to lifelong learning?
Lehtinen, Erno
Professor of Education, University of Turku

Erno Lehtinen is a professor of education, and vice rector at the University of Turku, Finland. He has worked as a teacher and researcher in several universities including the Universities of Turku and Joensuu, Finland, the University of Bern, Switzerland and the Learning Research and Development Center at the University of Pittsburgh, USA. His scientific work is aimed at combining basic research on cognition and motivation with the practical development of learning environments. He has studied the early development of mathematical skills, technology-based learning environments, conceptual change problems in advanced learning tasks, and new forms of expertise in networked environments. Among his most recent publications are Communities of Networked Expertise (with Kai Hakkarainen et al, Elsevier 2005) and a chapter Computer supported collaborative learning: An approach to powerful learning environments (In E. De Corte, L. Verschaffel, N. Entwistle & J. Van Merriëboer (Eds.), Unraveling Basic Components and Dimensions of Powerful Learning Environments, Elsevier 2003). Dr. Lehtinen was the President of the European Association for Research on Learning and Instruction (EARLI) 2001–2003.

KNOWLEDGE-BASED SOCIETY – A CHALLENGE FOR LEARNING

During the 21st century, society will undergo rapid and profound change. A knowledge-based and networked society is emerging, ushering in new skill and competency requirements. The complexity of the situation makes it impossible to predict future trends in detail, but it is obvious that this development is dramatically changing the learning challenges people of all ages are facing. Our desire to develop more powerful learning environments is a consequence of these many changes currently taking place in society. The rapid development in technology and work practices is challenging the traditional aims of education. At the same time, the advancement in theories of learning and new technologies provide us with qualitatively new methods for coping with these challenges. Knowledge and technical tools for creating, storing, and manipulating knowledge are the most critical resources for social and economic development in the advanced information society. Distributed expertise and networked activities increasingly characterize the emerging types of work. Self-regulated skills for searching, producing and managing knowledge will be essential for all individuals, as well as organizations, in an emerging knowledge society. The skills needed include the ability to solve increasingly complex problems in a variety of knowledge-rich domains, to participate in knowledge work and to engage in various socially embedded or networked knowledge building activities. Neither traditional educational organizations nor classical forms of teaching and learning are well prepared for the ongoing changes. In the talk I will elaborate on these learning challenges and outline some key elements of a new educational programme.
CHALLENGES TO UNDERSTANDING AND IMPROVING LIFELONG LEARNING

Despite the rhetorical commitments to lifelong learning there are fundamental gaps and weaknesses in our approaches to building an understanding of the shape lifelong learning takes, and the effects of its various manifestations.

I shall address the following issues:

1. What are the major gaps in the knowledge base, and why have these occurred?
2. Does it make sense to make international comparisons, and what can we learn from them?
3. How might we better understand the outcomes of lifelong learning?

I shall illustrate these issues by referring to current international evidence and debate. My aim is to invite reflection on what national and international research communities might do to improve our understanding, in their own practices and in relation to other stakeholders such as policy-makers.
Ahonen, Sirkka
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COMMON SCHOOL – A HISTORICAL ANOMALY? TWO HUNDRED YEARS OF UNIVERSAL ELEMENTARY EDUCATION

Common school – public elementary education – was established as a global action. From Thomas Jefferson to J.V.Snellman, the 19th century politicians advocated a common school as a historically inevitable reform.

Today the history of the common school is written as two stories, one being a grand narrative of emancipation through education while the other critically portrays the common school as a disciplinary tool of State in conforming people.

Today, since the 1980s, the common school is challenged by neoliberal politics. As education according to the neoliberals is a private rather than public good, the public “people's school” seems one of the obsolete structures of the welfare state, especially of the Nordic model of it. Elementary school is therefore to be submitted to market rules and competition. Equal opportunity is redefined as a consumer's right to pursue individual competitiveness through education.

However, a counter-argument to the marketisation of school can be founded on the project of lifelong education. International data about the educational level of adult population supports the beneficitality of a long common school. In the perspective of two generations, the equity of educational provision, as it became guaranteed by the comprehensive reforms of the post World War II era, rapidly raised the proportion of adults with tertiary education. Still, there is deficit in that respect. The project of modernity, for the part of universal lifelong education, is far from being accomplished. Life long education thrives best in the soil of common school.
Ingrid Pramling Samuelsson
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Ingrid Pramling Samuelsson is a professor and coordinator for early childhood education at the Department of Education, Göteborg University, Sweden. She has a background as a preschool teacher and got the first chair in early childhood education in Sweden in 1996. Her research mainly deals with how children create meaning and make sense of different aspects of the surrounding world, in the context of preschool (day care and kindergarten). Another research interest is teachers' professional development. Professor Pramling Samuelsson has been consulted by the Ministry of Education, the National Agency for Education, and the Department of Social Welfare and Health concerning questions about children. She is the editor of *International Journal of Early Childhood Education*. She is also president of OMEP Sweden (Swedish organization for children’s education and development). Among her publications are *Att lära barn lära* (1988); *Temaarbete. Lärarens metodik och barns förståelse* (1988); *Mångfaldens pedagogiska möjligheter. Förskolebarn i matematikens värld* and *Att förstå barns tankar. Metodik för barnintervjuer* (2000, all four books with E. Doverborg). Her most recent books are *Det lekande lärande barnet - i en utvecklingspedagogisk teori* (with Maj Asplund Carlsson) and *Läroplan och lek* (with Eva Johansson).

**CAN PLAY AND LEARNING BE INTEGRATED IN A GOAL ORIENTED PRESCHOOL?**

When Froebel developed his approach to learning in preschool, he used the three notions, play, work and learn. He also was clear about mathematics and moral as objectives of preschool. What, then, are the objectives and the approach to learning in preschool today? With Sweden as a point of reference we can see that the task of preschool has changed since preschool was included in the education system in 1996 and the introduction of a national curriculum two years later. The main challenges for the teachers today are a larger width of the content and to work goal oriented. The dilemma for many teachers is to use the tradition of preschool and at the same time renew their practice make it more goal oriented.

Although everybody working in the field of preschool, including researchers of the field, are talking about what is specific about early years education, they all agree that it is play. But play and learning have by tradition been carried out separately, in theories as well as in practice. Play has constituted one part of the day, and by the teacher planned activities intended to teach children something, another part. Play has been considered to be each child’s activities and creation. The teacher’s role in children’s play has been to support but not to intervene. Children’s play should not be included in learning, but be free, joyful, light-hearted and driven by children’s own interest, still, play has been considered to be an important aspect of learning. Learning has, on the other hand, always been related to a teacher’s planning and goal oriented influence. From research, however, we can also see that play and learning are different phenomena, but they both also have similarities in their characteristics and in what ways children’s experiences can be challenged. Specifically lust, enjoyment, creativity, creating meaning, interaction and children’s possibilities to set their own goals as dimensions appears, all of which seem to be as important in play as in learning. What seems to be missing in learning at a first glance is the dimension of "as if", but on the other hand, today we often talk about learning as something beyond "here and now", two notions that, more or less, have the same meaning.
THE INTERACTIVE DOING OF ENABLING CONDITIONS DURING A MEETING

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In organisations meetings are interactive situations where people do gender and how gender is done in the actual situation will influence the conditions for both women and men. Meetings are therefore important sights to focus from a gender perspective. It has been shown that people in organisations do gender with a recursively precision, but this is not something that they normally are aware of. Instead it is understood as part of the natural order. The focus of the paper is to analyse how gender is done on an interactive level during one meeting. The empirical material is from a R&D project with the aim to visualise and change the ways gender normally is done in organisations and especially middle managers are focused. Tree persons are present at the meeting, one woman and two men. The woman is a project leader and the men are middle manager and first line manager. This actual meeting can bee seen as a "good" meeting in the sense that the meeting creates good conditions for the woman in her work. How this is done will be analysed from a socialconstructionism gender perspective.

NORDIC POLICIES ON RECOGNITION OF PRIOR LEARNING – A COMPARATIVE ANALYSIS

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The recognition of prior learning (RPL) often in terms of validation /of/ real competence is a phenomenoon that has been paid much attention to in adult and lifelong learning policies in the Nordic countries. This paper presents a comparison of RPL policies in Denmark, Finland, Iceland, Norway and Sweden. The comparison comprises aspects like what concepts are used, and what these concepts are covering. The focus on convergent/controlling vs. divergent/exploring applications is analysed. Further, the focus on summative vs. formative assessment is discussed, and thus the relation between prior learning and new learning in RPL. Another area of the analysis is the relation to different target groups, and to the educational system and the work life.

PERSONALISATION IN FINNISH COMPETENCE-BASED QUALIFICATIONS

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The Finnish system of competence-based qualifications offers the adult population a way to gain official recognition of their competencies, regardless of whether the skills have been acquired through formal, non-formal or informal learning. In competence-based qualifications, vocational skills are demonstrated through competence tests, and possible preparatory training and demonstration of skills are separate processes. From the beginning of year 2006 the law governing this system provides that personalisation is taken care of in three phases: in enrolment phase, in competence tests and in acquiring the vocational skills. Personalisation has become a widely spread aspiration in education and training. It aims at responding to the changes in working life and needs of individuals, making the quality and effectiveness of education and qualification systems better. Personalisation can be studied as a pedagogic reform as well as a larger societal and policy phenomenon. I study the concept of personalisation in official papers and orders, and descriptions of personalisation processes, in order to analyse the conditions and effects of the new legislation and to put personalisation of competence based qualifications into larger framework of developments in adult education.

DIALOGICAL ART AS AN INTERGENERATIONAL ENCOUNTER

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My dissertation examines dialogical art in the context of a cooperative art project between elderly people and children. Dialogical art has emerged in community art, specifically in the field of contemporary art that is participatory in nature. Dialogical art investigates interactive relationships as art. My dissertation analyses how dialogical art can function as a resource for elderly people. The art project associated with my dissertation involves a group of active elderly people who interact with children in seven cultural and geographical encounters in Finland, Russia and France. The starting point for my research is art that seeks to create new methods and establish a dialogue with the surrounding social environment and architecture. I employ a (visual) ethnographic research approach. My dissertation focuses on memory and recollection. In the workshops associated with the art project, elderly people record their own history using hiking poles and houses of memories. The elderly approach children from different cultures using self-made or other memory puzzles. Dialogical art that emphasises participation is concerned with cultural objects, not the production of individual artefacts. I approach dialogical art from two perspectives. I use video recordings to analyse my data, focusing on memory puzzles. I also interview twelve elderly people participating in my research and analyse the material they have produced during the project. As a researcher, I am close to my subjects, for I am also part of the field of study and the cooperative process.

SUPPORTING LIFELONG LEARNING AND MOBILITY FOR DANISH AND SWEDISH PEDAGOGUES – AN EVALUATION OF JOINT SUPPLEMENTARY TRAINING OF PROFESSIONALS IN THE ÖRESUND REGION

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In November 2006 an evaluation of a three year supplementary training project for 24 pedagogues working in
youth centres in Lund and Frederiksberg was concluded. The project was founded by EC InterregIIIA Foundation for Mobility and Minimized Barriers, and included support from Swedish and Danish local authorities. The aim was to develop supranational knowledge, collaboration and professional qualifications. Project-meetings were held 40 times a year, supervised by the project manager. The evaluator joined about a quarter of the meetings as an "active observer" also making contributions to the process. The formative evaluation aimed to explore if and how the goals were attained. This presentation reveals the initial findings of a meta-analysis of the project and evaluation process, from a socio-cultural perspective, inspired by a dialectical method and "momentums of torque" between five agendas: 1) The pedagogues' expectations and contributions, 2) The local government employees' ideas, 3) The project manager's goals 4) The InterregIIIA and 5) The evaluator. The result demonstrates a hybrid of continuing education where personal affairs are intertwined with supranational expectations. Furthermore, all participants experience "torque" at certain moments, but understand the meaning of them differently depending on their agendas. These understandings blend together into "stories of compromise".

THE INTERPLAY BETWEEN ADULT EDUCATION CENTRES AND ENTERPRISES
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Adult Education Centres (AEC) offers general school subjects mainly to low skilled persons. The AEC target group has in the last decade changed from unemployed to employed people. Both AEC and private and public enterprises share a common interest in planning and undertaking special courses for the employees. But AEC and enterprises speak more or less from two different perspectives, a school oriented towards a work oriented perspective. How does that influence the planning processes and the interplay between the participants when they prepare courses based on general school subjects while the aim is to develop competencies related to working life? The paper will describe the interplay between enterprise managers, school consultants, teachers and other participants in the planning processes and also the kind of tools they use. Accordingly the paper will discuss and approach a theoretical concept of learning and development of school based competencies affiliated to working life by juxtaposing the school oriented logic based on teaching and qualifications to the management and organisation oriented logic based on learning and competencies. The paper includes empirical examples in a Danish project with focus on development of competencies in fringe areas.

DEFENSIVE ROUTINES AND ORGANIZATIONAL LEARNING
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Learning is called for in situations where the theories-in-use do not lead to expected results Argyris and Schön (1978). In these situations, the actor experiences some sort of uncertainty, and if he sticks to his theory-in-use, there will be a dysfunctional effect, if not immediately, then probably in the long run. To avoid dysfunctional effects learning as an inquiry into the situation at hand is needed. The most common theories used in practice by managers, according to Argyris (1990), are built on factors which desire to appear rational, cloak feelings and weaknesses, achieve unilateral control and "win" in situations. Use of such "model 1 thinking" leads to single loop learning, which is limited to an adjustment of known frameworks or "more of the same" strategies. This
paper reports from an attempt to reduce unproductive behaviour among a group of twelve middle managers, through an attempt to develop a new set of espoused model 2 values.

CUSTOMER SERVICE AS EDUCATIONAL CHALLENGE IN THE EMPLOYMENT SERVICE CENTRE

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Finland aims at reducing the structural unemployment that has its origin in the economic depression of the early 1990s. In the employment service centres the customer service crosses the borders of different administrative sectors. The staff is experienced and their titles include, for example, employment coordinator, social worker, case manager, public health nurse and insurance secretary. The aim of the study is to research the strategic points in the customer service in the employment service centre in Vantaa. Customers usually have complex problematic backgrounds and they have been unemployed for years. The customers need diverse services that are produced by internal expert networks in the service centres as well as by external service providers. As an education instructor in an employment service centre I use action research as a framework and as an initiating research method. The research data is produced by interviewing the coordinators and the customers. Other research methods I use are personal semi-structured interview, text analysis and conversation analysis. The study will offer solutions for developing better practices in the customer service in order to improve the customers' opportunities to live full life and to find work.

TWO SWEDISH STUDY ASSOCIATION SETTINGS AND ICT

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In this paper we discuss the study association as an organisation, looking for identities and networks that are discerned in this organisation. Furthermore, we are analysing the relations between identities and networks, and particularly the roles that information and communication technology (ICT) have in networks and in relation to identities. Methodologically our study is inspired by an ethnographic approach. In this paper the empirical base is case studies of two local study association settings. The project is starting from a theoretical perspective based on Giddens' ideas of society and the relations between actors and structure, between individuals and organisation; and on actor-network theory. Empirical results from the two associations are analysed in relation to these theoretical perspectives. We discuss how identities, in terms of educational missions’ are expressed in these contexts, and how these identities are related to ICT. Further, we analyse how the [net]work[s] is/are organised in and outside the local settings of two study associations.
DESIGN AND DELIVERY OF QUALITY STUDY PROGRAMS FOR ADULT PART TIME STUDENTS IN SCANDINAVIAN UNIVERSITIES

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The transformation of universities from being educators of primarily young people before their entrance into the job market to modern educational institutions with a multitude of educational offers for diverse target groups must be built on knowledge and educational leadership in order to succeed (Jarvis 1995). Using Scandinavian universities as examples this paper wants to analyse and discuss what kind of knowledge universities need in order to be able to design and deliver appropriate study programs for different groups of adult part time students. Main themes which will be analyzed are how adult students experience combining everyday life, job obligations and academic study programs at university level, and how study programs should be designed and delivered to make such a combination as successful as possible (Collis & Moonen 2001). Analysis and discussions will be based on partly a desk study of theories in the field, partly new empirical studies which have taken place in all Scandinavian countries in 2005-2006 in parallel (Grepperud et.al. 2006, Lorentsen 2004).

PROMOTING DEMOCRATIC CITIZENSHIP THROUGH NON-FORMAL ADULT EDUCATION: THE CASE OF DENMARK

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Since the mid-90es the importance of strengthening democratic citizenship (DC) through learning activities has become an important aspect of European education policy. Accordingly, civic competences (CCs), "based on knowledge of social and political concepts and structures and a commitment to active and democratic participation" have been identified by the European Commission (2005) among those key competences to be given priority in all Member States in a lifelong learning perspective. In 2006 a "Stocktaking study on lifelong learning for DC through adult education" was granted by the European Commission to investigate research outcomes, national policies, and interesting and relevant learning activities undertaken in recent years in 9 EU Member States in order to strengthen DC. The paper will present preliminary results for Denmark, strongly grounded on two case studies of learning activities organized by the non-formal adult education system in cooperation with national NGOs, which aim at promoting CCs among the out-of-school and unemployed population. The analysis will draw extensively on the Danish "folkeoplysning" research tradition, which provides a useful frame for interpreting pedagogical approaches fostering social and political awareness in order to enhance democratic processes at both local and global level.

DEMOCRATIC LEARNING PROCESSES

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The overall theme of this paper is democratic learning, which we conceptualise with inspiration from two academic traditions, namely (a) the political sociological conceptions of citizenship, political identities and deliberative democracy; and (b) the focus in learning research on democratic and lifelong learning. In the first part of the paper we outline our understanding of the core concepts involved. In the second part we relate these conceptual discussions to two themes; one concerning the question of public adaptation of historical experiences, based on Jürgen Habermas' conception of the public and its role in connection with the German reunification and another concerning the historical origins of the Danish democratic model and the learning perspectives related to women's democratic integration and mobilization. Finally, in light of the two analyses, we discuss some current democratic problems with integrating the diversity represented by ethnic minority groups. The discussion emphasizes the learning theory perspective on, among other things, the abolition of obligatory native language teaching in the Danish elementary school.

INFLUENCE OF NORDIC MODEL IN LIFELONG LEARNING IN JAPAN

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In Japan, making a lifelong learning society was set as one of the goals of major educational reform in the 1980's. Although national budget to promote lifelong learning has been reduced due to increasing problem among younger generation and school education, there is various learning opportunity organized by citizens at local communities. There are a number of community-based learning which have some influence from Nordic model of popular education. As Japanese people's respect and admiration towards Nordic model society is increasing, more and more people are showing interest to education and lifelong learning in Nordic countries. In view of such tendency in Japan, this paper will try to make comparative analysis of lifelong learning theory and practice in Nordic countries and Japan, and try to find out attractive points of Nordic experience to Japanese people. The paper will also look into the influence of Nordic countries in the process of formation of lifelong learning policy both in Japan and international society in the past 40 years.

NON-NORMATIVE PARTICIPATION IN GENERAL UPPER SECONDARY SCHOOL STUDY IN ADULTHOOD IN THE CONTEXT OF LIFELONG LEARNING

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Lifelong learning acknowledges equal learning opportunities and the importance of learning in all contexts (formal, non-formal, informal) and for all kinds of people regardless of age, gender, or social class. Learning has become an obligation as well as an opportunity. (E.g. Alheit & Dausien 2002, Tuomisto 2002.) There is, however, a contradiction between the principles of lifelong learning and the normative constructions on learning, e.g. formal learning as more important than non-formal and informal learning and age-related norms on learning. Thus, contrary to lifelong learning, general upper secondary school study in adulthood appears non-normative in relation to age and the traditional life course model (e.g. Aapola 1999, Alheit & Dausien 2002, Vilkko 2000); only 8% (2003) of the matriculation examinations in Finland are completed in general upper secondary schools by
adults. This, I argue, creates a dilemma – between the principles of lifelong learning for all and the non-normative participation in general upper secondary school study in adulthood – that needs to be evaluated and explained. Not participating in general upper secondary school education in youth, resulting in the lack of formal general upper secondary education in adulthood, and the non-normative participation in such study in adulthood creates discontinuity that simply cannot be left without any further accounting (Linde 1993, 152). In this paper, as part of my ongoing PhD study, I will represent stories told and meanings constructed on non-normative participation in general upper secondary school study in adulthood in the general upper secondary school adult graduates' narrative life histories in the context of lifelong learning.

HOW CAN A LEARNING NETWORK SUPPORT ORGANIZATIONAL DEVELOPMENT?

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The Finnish Ministry of Labour has launched a program of learning networks which aims to develop co-operation between research institutes and working life organizations in order to advance organizational development. The purpose of this study is to examine the development processes in one of these networks, The Learning Network of Knowledge Management. The network consists of six workplaces and three research institutions. The study focuses on the impact of the network on two participating companies. The following research questions were addressed: 1) how did participation in a learning network support professional development of individuals; 2) how did it advance clarifying the mission, collaboration and work roles of teams; and 3) how did organizational practices and processes develop as a result of the network project? The data was collected with interviews. Preliminary findings showed that the starting points, processes and results differed in two organizations. Both companies set the development of the team as the main target of the project. In the first company this aim was achieved while in the other company the impact was more indirect and mainly took place on the level of individuals instead of the team level.

SUPERVISED TEACHER GROUPS – SUPER AND VISIONARY TO WHOM AND WHAT?

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Supervised teacher groups have increasingly become a new way to meet demands for professional development in Swedish schools. The general purpose is to engage small groups of teachers in guided ongoing dialogues about their work, although the activity takes different forms. The purpose of the current study is to examine what principals', supervisors' and teachers' perspectives on supervised teacher groups as means for learning and development are. A pre-study (web survey) among Swedish principals (Åberg 1994) shows a great deal of interest in guided professional dialogues, and an overwhelming conviction that they are a valuable
means for school development. The results raise some important questions: Why are principals so enthusiastic? What kind of development is supported in these groups? What are the potential outcomes? The interviews with principals show examples of group supervision where the aim has primarily been adaptation to one another and to the organization. There are also many examples of development-focused group learning, groups that have become stronger, that have learned to look for their own answers and solutions and that have received insight and increased resources for independent actions.
THE OTHER GLANCE – LEARNING ABOUT AND WITH DEMENTIA BY MEANS OF POETRY

Aadlandsvik, Ragna
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How can we learn to understand the inner world of a person with dementia, and what can we learn about our own reactions and values in this encounter? I discuss these issues on the basis of texts by two Norwegian poets: Oddveig Klyve and Åse-Marie Nesse. In the second part of my paper I present a project illustrating my experience with elderly persons with a beginning dementia, and their participation in a group working with creative writing (part of Prosjekt Eldrepedagogikk, Bergen). The discussion involves questions about learning at life's outer and vulnerable limits, and it also raises the question of what we as a society need to learn about our relationship with this growing group of people. My methodology is inspired by Elliot W. Eisner's aesthetic theory and Max van Manen's hermeneutic phenomenological reflection and writing.

AN ALIEN APPROACH TO THE AESTHETIC AS ACTION

Andrén, Maria
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In this paper an alien and holistic approach to the phenomena of Art and Aesthetic is proposed. It is also proposed that the question of why is prior to the one of what. It is also proclaimed that Art and Aesthetic should be regarded as activities, not as objects. Further it is argued that it is important to differentiate between the imaginative/creative aspects within aesthetic activities and the sensuous ones. An educational implication according to these proposals is that the concept of "aesthetic learning processes" should be altered to "aesthetic aspects within learning processes"

ART AS A RESOURCE FOR LEARNING: EDUCATIONAL PRACTICES IN NORDIC ART GALLERIES

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Illeris, Helene
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In the report "Kunstpædagogisk forskning og formidling i Norden 1995 2004" Helene Illeris detects a serious lack of systematic, interdisciplinary and empirically founded research into the educational practices in museums and galleries in the Nordic countries. The aim of the project presented in this paper is to generate such new knowledge through a comparative investigation of education in major Nordic art galleries with a special focus on contemporary art and young people. The museums involved are The Danish National Gallery, Moderna Museet (Sweden), The National Museum of Art, Architecture and Design (Norway), Kiasma (Finland) and the Nordic Watercolour Museum. In order to emphasize the comparative aspect, the project uses ethnographic methods in
the investigation of the educational ideologies, strategies and practices of the galleries. Selected data will be analysed in relation to a model of five interconnected levels of theory and of practice. The paper presents the methodological perspectives of the project together with examples of data from the Danish and the Norwegian galleries. Furthermore we will discuss analytic perspectives on the data in the light of selected theories of museum and gallery education from a social and cultural perspective.

PEDAGOGICAL TRADITIONS AND ACADEMIC DISCOURSES IN VISUAL ART AND CRAFT EDUCATION IN FINLAND

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Kairavuori, Seija
University of Helsinki, Finland
Rusanen, Sinikka
University of Helsinki, Finland

The aim of our project is to develop teacher education in visual arts and crafts by provoking discussion on pedagogical traditions and academic discourses in three different teacher education programs, namely, visual art education in kindergarten and classroom teacher educations, and textile teacher education. Although these three education programs differ in their pedagogical traditions and academic discourses, they have a shared history. Thus, we are interested in how teacher trainees position themselves in the continuum of the traditions and how they identify themselves as visual art or crafts educators. In addition, we believe that future teachers should be aware of the academic and pedagogical discourses in order to be able to reflect their own concepts and beliefs, and to construct personal teacher identities. During these teacher education programs our students have written essays about being a teacher in their subject areas. Some of them have made images reflecting on their identities as educators, too. Our presentation focuses on some interesting cases in this data.

IS IT POSSIBLE TO EXPLORE THE ETHICAL DIMENSION OF DIALOGUE BY AESTHETIC MEANS?
MASK-MAKING AS A CASE IN POINT

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Being a social worker in the Norwegian child welfare system means working in a field where trust and distrust is always a central part of the working conditions between client and the professional. Families that are defined by public authorities as lacking the necessary ability to properly care for their children provoke a complex and controversial public discourse. At the heart of the discourse is the trust/distrust between the family and the public authorities. The social work profession must draw its knowledge from diverse fields of inquiry, where the knowledge of counselling skills and the ethics of dialogue are prominent. Is it possible to discover the ethical dimension in the dialogue of a relation by aesthetic means? Can the making of masks be a tool in this enterprise? The discussion of the ethics of dialogue is framed by the philosophy of Levinas and Løgstrup. Of particular interest are Levinas' idea of the face as an ethical territory and Løgstrups' emphasis upon the bodily manifestations of human life.
TRANSCENDING LEARNING FRAMES THROUGH ART

Gustafsson, Birgitta
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Art can approach issues and questions that language cannot address, it is the texture of invisible threads, nor measurable neither countable. Art is polyphonic and provoking. It nourishes uncertainty- as there are no correct answers when interpretation counts. In the vain search of the hidden message the experience is reduced and delimited. We categorize and construct concepts whereby the world is understood in a specific way. Language is a device that both prisons as well as liberates our minds and actions. Within this framework learning is about transcending boundaries in order to revise established conceptions. In order to see problems in a fresh perspective we therefore need to break delimiting frames that make us repeat conventional tracks of thought and action. In my conference paper based upon two pedagogical arenas from my coming doctoral thesis, I intend to discuss the possibility of art acting as mirror in challenging our boundaries.

INTENTIONAL ANALYSIS OF SITUATED PRACTICE. THE STUDY OF MEANING MAKING IN CONCEPTUAL CHANGE PROCESSES

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Larsson, Åsa
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Petersson, Gunilla
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Halldén, Ola
Stockholm University, Sweden

Seven children have been studied through three subsequent interviews. The first interview was conducted individually when the children were four years old. A couple of weeks later, six of the children were interviewed in pairs with a globe as a point of reference. A year later, each child was interviewed individually again. In total, seventeen interviews have been analysed. The children came from a Montessori class and had the Earth and the solar system as an ongoing project. Thus, they had got a lot of information about the solar system. The aim of the study is to describe the ways they structure this information. The data were interpreted and analysed using intentional analysis. A basis is taken in Donald Davidson's theory of meaning, basically the ideas of triangulation' and the principle of charity'. Such analysis aims at accounting for cognitive functioning as well as situational aspects. Using triangulation for identifying discourse and cognitive oriented recourses made it possible to model children's meaning making. It was possible to account for situational aspects in terms of how these were conceptualised by the children as well as their cognitive resources in terms of the models they constructed.
ON THE EMERGENCE OF A CONCEPTION: METAPHORS AND MODELS IN RESEARCH ON CONCEPTUAL CHANGE

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Larsson, Åsa
Department of Education, Stockholm University, Sweden
Haglund, Liza
Department of Education, Stockholm University, Sweden

In this paper we present results from an empirical study and argue for a model of conceptual change involving continuous processes of assimilation and differentiation. The study is based on 72 interviews with children 3,5 to 5,5 years old. The aim was to investigate how children make meaning of the word 'earth', and to identify their solutions to problems that arise when different meanings of the earth come into play. The results shows that several children talked about the earth as a celestial body up in the sky and did not in any way related the earth to the space where people live. The place where people live and the earth up in the sky formed two different contexts. In order to bringing the context of people and the context of the earth together some children constructed compounded models such as hollow spheres. From our interviews it seems reasonable to conclude that conceptual development involves starting with two quite diverse conceptions, followed by a merger of them into a single compounded conception, and finally a differentiation within that compounded conception leading to a new differentiated conception.

INTEGRATING ARTS AND CULTURE IN EARLY CHILDHOOD EDUCATION

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University of Helsinki, Finland

This paper presents the results of the artistic pedagogical process carried out with kindergarten teacher students and children. The aim of the project was to integrate different arts (music, visual arts, crafts, drama and physical education) with cultural theme of Finnish national epic 'Kalevala'. The students designed the project independently in five groups of 20-25 students. The students utilized the earlier created virtual museum of multicultiral heritage (Neothemi). Children from different day-care centres were invited to 'Kalevala' adventure. Children had opportunity for active participation during the project and they were encouraged to artistic self expression and discussions. Theoretical background bases on socio-cultural theories of education (socio-cultural education, socio-cultural animation/stimulation). The study uses qualitative methodology and data is collected through observation, reflective discussions and evaluative questionnaires. The aims of the research were first to develop arts pedagogy from the perspective of children and second to use socio-cultural ways in learning cultural heritage. The main findings of the study support socio-cultural view in early childhood education, where interactive circle of learning combines students and children's cultural knowledge in the theme 'Kalevala'. The results highlight the role of socio-cultural stimulation and collective inspiration during the project. The process of action raises also creativeness and intuitive thinking of students.
EDUCATIONAL PARTNERSHIPS OR PUBLIC EDUCATION IN THE FIELD OF ARTS?

Ketovuori, Mikko
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In recent years widespread concern about the "accountability for learning" has opened the doors for different kind of educational art partnership programs in U.S. and Canada. While the partnership discourse has stated the need for renewing the public education, the models of partnerships has been seen as a "templates for the future education". The models are claimed to meet the expectations of the rapidly changing knowledge-based society. Whether these partnership programs are seen as progress or not, they have certainly raised discussion and opened new interesting viewpoints into the field of arts education. The traditionalists and the expressionists' views have been challenged by the idea of using arts as a vehicle for all learning. Learning about; and learning in the arts has been added with the learning through the arts. The integration of different learning styles, school subjects and art forms are used for achieving better learning. Surprisingly, historically looking, this approach is still nothing new in Finland. In the Finnish educational system the arts have been always important as an inseparable part of our educational culture. The question rises: what can we learn from these "new" North American ideas?

ART STUDENTS MEET SOCIOLOGY STUDENTS. THE INTERVIEW AS META-COMMUNICATIONAL ENCOUNTER BETWEEN TWO PROFESSIONAL WORLDS

Kupferberg, Feiwel
Malmö University, Sweden

In this paper I will analyze five interviews made by sociology students with art students as an encounter between two professional worlds, the world of the social sciences and the art world The question I want to raise is how these two worlds create meaning in different ways and what happens when these to different ways of creating or constructing meaning confront each other in an interview situation where representatives from these two worlds are forced to try to understand each other in order for the interview to be successful. My focus is on the meta-communication that takes place as the art students try to understand what it is the sociology students ask them to tell and as the sociology students try to understand what it is that the art students are telling them. This metacommunication is analyzed partly through sociological theory (Goffman’s theory of self presentation and Luhmann’s theory of self-referentiality) partly through semiotic theory (Saussure’s theory of representation, Pierce’s theory of signs and Kress social semiotic theory of representation, communication and multimodality).

ORIENTATION TO PICTURE-BASED COMMUNICATION

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What makes an aesthetic practice communicative? A wide view of language as opposed to a narrow view of verbal language is the focus of this presentation. Pictures are significant as signs, communicating how a person refers to and thinks about the world. Generally we do not count the hand-drawn picture (chirographic) as a
statement. The informants in this study are students at an art school. They are mentally retarded and have a minor intellectual dysfunction. A theoretical framework called the "educational socio-semiotic perspective" (Ahlner & Malmström 1998) forms the basis of the present analysis. The world is recognised and interpreted by means of signs; signs allow us to speak of, refer to and think about how we think. The present research demonstrates with the aid of observations, interviews and picture analysis how a unique aesthetic practice can usefully employ participation and acknowledgement to enable the members to develop presence of mind and artistic uniqueness. The matrix of an extended social picture ground developed by the author has clear benefits, particularly with regard to the explication processes of aesthetic learning and meaning construction. Key words: educational semiotics, communication, learning, sign, aesthetic reflection, meaning construction.

PLAY AND FLOW IN CHILDREN’S MUSICAL ACTIVITIES

Nilsson, Bo
Kristianstad University, Sweden

In this presentation an ecocultural perspective, developed by the author and in which theories of play and flow constitute significant elements, is applied to gain a deeper understanding of children's musical activities. Based on findings from two empirical studies, musical activities of children aged 6-8 years will be discussed from the above-mentioned ecocultural perspective. One of the main aims of these studies was to explore the musical learning and creative processes of the participants. The first study is a doctoral study (Nilsson, 2002) where nine Swedish children individually created music with synthesiser and computer software. In the second study (Nilsson, 2006) a Swedish school class collectively learned traditional Swedish songs and dance forms in their classroom. Both studies give evidence that children's musical activities may be regarded as different forms of play, with different degrees of order. Findings also indicate that the participant's musical learning and creative processes in many cases can be described as flow experiences. The results from the studies will be further demonstrated and the implications for music teaching as well as teaching in general will be discussed.

HOW TO STUDY ART HISTORY AND CULTURE INTERTEXTUALLY?

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In this paper I study the intertextual method as applied in art history and culture. I developed the intertextual method for art education research in my doctoral thesis (2000/2001) and I have since applied the method in art history and culture courses. I teach art history in the Department of Applied Sciences of Education in the Faculty of Behavioural Sciences at the University of Helsinki and at the University of Art and Design Helsinki. I approach the questions above by studying the intertextual stories of the students who are studying to become class teachers. I ask the students to broadly apply the concept of intertextuality in their learning process. By this I mean the intertextual idea of linking, layering and weaving subjective and cultural texts together during their learning process as well as in the outcomes that are images or pedagogical examples. They use the intertextual approach in their essays to enlighten their conceptions of art history and culture.

PERIPHERY REVISITED: RESEARCH AS AN OPENING FOR DIALOGUE
When people in a small northern village meet with a multidisciplinary research group from a city university, several concepts enter the relationship uninvited. This paper is based on our early experiences in studying the lives and wellbeing of people in two villages of the Finnish Lapland. In public discussion small northern villages are often referred to as marginal and peripheral, both being concepts burdened with implied power relationships that must be addressed. A small northern village also often serves the purpose of the Other, being the periphery to the core, the margin to the centre. However, the concepts of margin', periphery' and other' are relational and exist only conceptually and through their counterparts. In reality nobody is in the margins of her own life, yet being seen in the margins has effects on her identity. If we attempt to conceptualise a new culture in familiar culture's concepts, we only gain knowledge of how the new culture is different and similar to the familiar one. In our research we do not concentrate on the different' or the same’ in us, but aim to create a dialogue in which the universal experiences of being human meet with the uniqueness of where we live our lives.

DRAMA PEDAGOGY AS METAPHORIC THINKING AND CREATIVE ACTION

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The purpose of my paper is to discuss the genre of drama pedagogy from three perspectives. The first one tackles an underpinning cyclical rationality. The second angle relates to an understanding of creativity as imaginative and concrete action of improvisation. These themes concern the topos of mythos. The third perspective is linked to the reason on mythos – logos seen as a Nordic contribution. The Nordic discourse of drama, in the light of practice and theoretical approaches, has influenced both educational and aesthetic reason during the past forty years. That is why this paper will be presented in Swedish. In the paper I will present a link between activities on a multidimensional field and conceptualization. My argument is that the development of the genre itself marks an example of cyclical rationality.
EXPERTISE AND KNOWLEDGE IN FINNISH DAY CARE

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In order to develop the early childhood education in Finland, the National Curriculum Guidelines on Early Childhood Education and Care (ECEC) were published in 2002. They emphasize partnership, equality, and the knowledge of both parties in parent-staff relations. According to the guidelines, an individual ECEC plan will be designed for each child in public day care and preschool. This is done jointly by the day care staff and the parents. The planning for the child's ECEC forms an important arena for parent-staff collaboration and for negotiating the expertise of both parties. The paper examines how the day care personnel interpret their expertise and the role of parental knowledge in this planning process. It presents results from an on-going ethnographic study in three Finnish day care centers. The data consists of group interviews with the personnel. The approach is discourse analytic. The results show that on the one hand the personnel position themselves as experts in early childhood education and in questions concerning child development, and interpret the parental knowledge as limited in these issues. On the other hand they seem to be avoiding the position of an expert when they describe their collaboration with the parents. The contradictory nature of the interpretations is discussed.

THE STUDY ABOUT ACTUALITY OF “ENVIRONMENTAL EDUCATION” AT PRESCHOOL IN SWEDEN

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In 21st century, as the solution of environmental problem, the importance of "Environmental Education (EE)" in the school is pointed out by some researchers in all over the world. It seems to be important to foster EE from early years. Because children are more familiar with environment than adults through the activity of play. This study is focusing on about the actuality of EE at preschool in Sweden especially in Vaxjo Kommun where puts the efforts on recycling based society. My hypothesis is that there is a high level activity of EE. Because they have advanced environmental policy in this municipality. As a result, the actuality of EE is on high level at the preschool in Vaxjo. The municipality request the school to be the school of "Green Flag". And the preschool is trying to attain the original goals of "Green Flag" keenly and teachers have high motivation to try EE. In conclusion, this study shows that the EE at the preschool in Sweden is influenced by how municipality takes account the importance of education for realize the environmental policy. And there are important activities of EE especially in the forest to contribute for realize the recycling based society.

SOCially WITHDRAWN CHILDREN'S MOTIVATIONAL ORIENTATIONS AND TEACHER–CHILD RELATIONSHIP FROM PRESCHOOL TO PRIMARY EDUCATION
Auremaa, Jatta
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Peer groups play an important role in many aspects of children's academic and socioemotional school adjustment (Asher, Parkhurst, Hymel & Williams 1990; Ladd & Price 1987; Birch & Ladd 1997; 1998). The linkages between children's interpersonal behaviours and their classroom relationships occupy a prominent position in recent models of early school adjustment. Important aspects of social functioning, that predict the child's status in the peer group, may also prevail in the child's learning behaviour or the teacher-child relationship. Social withdrawal as a behavioural/interaction style may lead to unique ways of orientating to the school environment. This paper seeks to explore and to describe socially withdrawn children's teacher-rated motivational orientations and teacher-child relationship during learning lessons. The subjects were selected from the research project Origins of Exclusion in Early Childhood (N = 179). Social withdrawal was examined through child interviews. Teachers assessed children's motivational behaviour and teacher-child relationship using a questionnaire with 5-point Likert scales (ranging from 1 = almost never to 5 = almost always). The measurements took place in spring 2002 (preschool) and 2003 (school). The results indicated connections between social withdrawal, motivation and teacher-child relationship.

MINIPAS (PEDAGOGICAL ANALYSIS SYSTEM) AS A TOOL FOR EVALUATION FOR CHILDREN 2–6 YEARS
Behrend, Lotte
Munkholm Project Centre, Denmark

Through the last 6 years there has been developed a tool for describing development based at potentials and competences in DK for children from 2 to 6 years. The complete work has been standardized and will be presented. At the same time the booklet connected to the MiniPAS will be presented with examples of 8 main cases regarding special education and the pedagogical curriculum. This work is the first in the Nordic area where you can see a "problem" and what is changed with the right pedagogical method (evidence based) at a DVD. www.munkholm-kursus.dk

COMPARATIVE STUDY IN EARLY CHILDHOOD EDUCATION
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Bergen University College, Høgskolen i Bergen, Norway

This project is a comparative study in Early Childhood Education in Norway and China concerning learning. The aim of the project is to create knowledge about teachers thinking about learning in Early Childhood Education. The study is a qualitative case study with an ethnographic approach. We are using video to document different learning situations in kindergartens in the two countries. The videos are not data in themselves, but are used as starting points for discussions with the teachers. The purpose of the study is to reveal the pre-school teachers thinking about the learning situations. The project is a co-operation between colleagues within teacher training at East China Normal University and Bergen University College. This paper will focus on methodological issues in the study.
SEEKING CHILDRENS PERSPECTIVES

Einarsdóttir, Jóhanna
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Methodological and ethical challenges that researchers face when they conduct research with children are the focus of this paper. The discussion is based on a study conducted with 2-6 year old children in Iceland where the purpose was to shed light on children's perspectives on their early childhood settings. The study is built on the conviction that children, just like adults, are citizens who hold their own views and perspectives, they have competencies and the right to be heard, and they are able to speak for themselves if the right methods are used. The study used varied research methods, such as interviews, children's photographs, children's pictures, and a questionnaire. The results of the study revealed that the children had strong opinions about their playschool life and expressed them clearly. The paper reflects on methodological dilemmas and challenges as well as ethical issues related to informed consent, confidentiality, protection and interactions.

ON PREREQUISITES OF IMAGINATION IN INDIVIDUAL DEVELOPMENT

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Adults, who take care of children, at best open for them the zone of proximal development (Vygotsky). In order to be able to do this, the adult must know, what is coming to be next in the development. There is no lack of literature concerning developmental accomplishments of the infant and transitions around a certain period of the childhood. For the needs of early educators, though, abstraction of the multitude of facts would be beneficial. In this abstract the prerequisites of the imaginary are studied. The empirical data is derived from a videotaped longitudinal follow-up in which Finnish mother-child dyads convened monthly. One hour visit consisted of a free play and an interview of the mother. The method is a multiple case study with qualitative analysis. In the light of the developmental systems theory the results highlight the sequence of learning; from the beginning of crawling, and growing awareness and memory of the child, through imitation towards cultural meanings and delayed imitation or "as if" –acts (Perner) as a beginning of the imagination

EARLY CHILDHOOD AND SPECIAL EDUCATION

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Early childhood and special education – The special needs shape the culture of children's day-care. Many young children exhibit problem behaviours that are challenging for childcare providers. The amount of these children with special needs has increased at the day-care. The special kindergarten teachers are working with these children and the area of they work can happen in the different day nurseries. We call them part-time special kindergarten teachers. The aim of the study (N=60) was to get information about the operation model in part-time special education in early childhood and the factors affecting this model at day-care. The data was collected
by interweaving the part-time special kindergarten teachers, students and teachers in day-care. The theoretical approach has been ecological. One important question was how the special kindergarten teachers in early intervention process co-operated with the director of day-care. Every day-nursery had shaped its own culture to encounter the special teachers in the early intervention process. The operation model in part-time special education depended on the interaction of teachers and directors. According to Weiss’ (1995) theory, there were affected interests, ideology, information and institution. The directors of day nursery were worried about their reputation. They could be proud of special education service but they also could be shamed that their children weren't "normal". The teachers were interested in the child's best. The part-time special kindergarten teachers worked with children, using the general early childhood curriculum, or modifying it, to meet the child's individual needs. They coordinated the work of teacher assistants and communicated with parents and experts.

DEVELOPMENTAL TRANSITION IN ENVIRONMENTAL RESOURCES FOR CHILDREN’S EATING ACTIONS IN A JAPANESE NURSERY SCHOOL

Ishiguro, Hiroaki
Rikkyo University, Japan

According to socio-historical perspective to development (Vygotsky, 1978) and the ecological psychological theory (Reed, 1996), "environment" can be conceptualized as the materials surrounding us and an arrangement of them. Environmental resources in eating including furniture and tableware have been changed ontogenetically from the birth of a child. The teacher's arrangement of those environmental resources is also changeable micro-genetically in each eating event. For example, an adult carefully observes an infant and feeds food that seems preferable for him/her. Developmentally, children gradually become to organize the environmental resources by themselves, for example, to set positions of plates to eat easily. This action for adjustment is the environmental re-arrangement in micro-genetic level. Studies have revealed that there is a cultural variation in environmental resources among different societies. However, few studies focus on the culturally specific way of transition in the environmental resources for eating. The goal of this study is to describe the developmental transition in environmental resources for eating through a case study of a child in the duration of 30 months. Building on Ishiguro (2004) which focused on characteristics of teachers' arrangement of environmental resources, my current study revealed that the complex relationship between child's eating actions and teacher's caring actions through the analysis of successive environmental rearrangements, (References) Ishiguro, H. (2004). Socio-Historical Approach Applied to Interactions between a Feeding Infant and Nursery Teachers in a Day Care Nursery. Paper presented at the international congress of International Society for Cultural and Activity Research. Seville, Spain. Reed, S. E. 1996 Encountering the world: toward an ecological psychology. Oxford University Press. Vygotsky, L.S. 1978 Mind in Society. Harvard University Press.

PRESCHOOL TEACHERS’ REFLECTIONS ON DIVERSITY AND TEACHING

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Pálmadóttir, Hrönn
Iceland University of Education, Iceland
In Icelandic schools the students are becoming increasingly diverse. The reasons are that all children independent of their abilities have the right to attend regular schools and children of various ethnicity are growing in number. In this paper we will discuss a project which started in March 2006. The objective of the project is to empower preschool teachers in their work by investigating their own teaching practice and discussing them with colleagues. In the process the teachers learn and support each other and thus become more competent to meet the needs of all children in the preschool. A group of preschool teachers meet regularly with the project leaders and discuss critically the education of children who for some reasons are of special concern of the teachers. The teachers share teaching stories and pictures from the preschool and thus share experiences and seek ways to help children to participate and enjoy learning experiences in the settings. The project leaders observe and monitor the influence of the project by doing participant observations in the preschools and analysing the discussion ongoing in the teachers’ meetings. So far our findings imply that the preschool teachers find the diversity among the children a challenging task, particularly children of foreign origin and children with ADHD. Different points of view have been put forward regarding the independence and competence of the children and what subjects of the curriculum should be emphasized. Also the special education and the role of special teachers have been discussed.

HOW DO CHILDREN’S PLAY IN A PRESCHOOL SETTING TELL ABOUT DEMOCRATIC VALUES?
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This paper deals with children's lived democracy as it is expressed in a preschool outdoor setting. Data has been collected by field observations. Four children, two girls and two boys have been observed. The material has been interpreted and elaborated by theoretical traces related to social constructionism. In the paper the result of the analyses are described and presented as seven content themes in relation to democratic values as formulated in the curriculum (Lpfö 98). These themes are then discussed in relation to gender, turn taking and "mastering".

SCIENTIFIC REVOLUTION GRADUALLY? THE FORMATION OF EARLY CHILDHOOD EDUCATION AS AN ACADEMIC DISCIPLINE
Kinos, Jarmo
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Virtanen, Jorma
University of Tampere, Finland

In 1995 early childhood education became established as a part of Education in Finnish universities. The scientific status of Early Childhood Education was clarifying. These events eventually contributed to the creation of an academic infrastructure within ECE in Finland. In this paper, we enquire the formation of ECE in the light of our empirical data: the curricula of the degree studies 19952005, the first ten years of its existence as an academic discipline. Our focus of qualitative and quantitative content analysis is on the changes in courses, credits, content descriptions, objectives and literature in the main subject of the degrees (BA., MA). ECE has been included in the degree studies in Education. However, factors defining the curricula are no longer accepted
as granted. The scope and the coverage of ECE studies have expanded as the volume of educational studies
has increased along with the transition into university-level training. The substantial percentage of ECE varies
largely in curricula. The range clearly mirrors the situation of the main subject. ECE is a combination of the
science of education and early childhood education, as well as a science of early childhood education. The
complex situation is also defined in a statutory context.

PROMOTING ACTIVE CITIZENSHIP IN EARLY CHILDHOOD EDUCATION

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Graeffe, Leena
Department of Applied Sciences of Education, University of Helsinki, Finland

The purpose of this article is to clarify, how children learn citizenship in early years of childhood. The main point
of view is to develop a goal-orientated programme to strength children's ability to cooperate, respect other
children's views and as adults even respect children's views. The parents are primarily responsible in children's
life. Parents and educators have to work in partnership encouraging children's cognitive, social, emotional and
physical development and meet individual needs. According the contextualism (Bronfenbrenner 1996; Hujala
2004), which is based on the theory of ecology, there is said that a child is living at the same time in different
environments in mesosystem and all these have influences to a child's life. When a child is in a kindergarten or a
pre-school she/he is a member of children's group and has possibilities to take part in group activities with the
other children and learn social skills. According to Osler and Starkey (1999) the citizenship education consists
about 1) Information and rights 2) Identities and feelings 3) Inclusion and 4) Skills. The research is on the way.
The data is collected at university of Helsinki and Turku. One topic of this research is promoting active
citizenship in teacher education.

VULNERABLE CHILDREN IN DAYCARE

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Smidt, Søren
Videncenter for Institutionsforskning, Denmark

A case study about inclusion and social integration of vulnerable children in 8 daycare centres in Denmark. The
staff in the daycare centres has tried to develop pedagogical strategies for improving both vulnerable children's
integration and psychological well-being and the well-being of all the children in the daycare centre. A main issue
in the study is to develop the staff’s ability to reflect upon their pedagogical actions and how their interventions
influence the children’s actions and well-beings. Beside in a broader sense develop methods to qualify the
pedagogical practice to improve the children's everyday life in the daycare centres. The methods used in the
study are observation, intervention, self report and interview.

CHILDREN’S RIGHTS AND OBLIGATIONS IN THE DAYCARE ENVIRONMENTS
The purpose of this study is to describe and discern how children aged 0-3 and 3-5 express in social interaction their own and others' rights and obligations in various daycare and preschool environments. What are the rights and obligations that children have? How are such rights and obligations expressed? How do children express, form, and relate to their and others' rights and obligations? What then are these rights and obligations that children express in a daycare environment? A child's right to a good quality learning environment is not merely dependent upon the delineation of fundamental values in official documents such as the UN's convention on the Rights of the Child or national/school curriculum, but is to a greater extent dependent on how such laws, curriculum, etc. are realized. All children have the right to a daycare environment that is characterized by a child's a) right to fair treatment, b) right to be regarded and treated as a unique individual, and c) right to influence and make his/her own choices. Daycare centres and preschools therefore constitute important places where fundamental thought and value patterns are created and recreated for both children and adults. It is in interaction with others that children should learn what their societal rights and obligations are.

THE PERFORMATIVE PRESCHOOL

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The decentralized and goal directed preschool seems to be built on relations between policy technologies, demands of performativity and the professionals' positioning. Studies in progress about the professionals' text productions (teachers' planning- and evaluation documents and preschools' Internet presentations), their narratives and argumentations show their efforts to perform "a best practice". This is in correspondence with both external demands as well as own interests in shaping an activity built on children's needs and teachers' competence and interests. Our presentation is foremost based on an interview with one school leader. Docility seems to be a guiding concept when adaptations to policy documents and requirement on national quality evaluations have to be balanced in relation to local needs and desires besides attracting parents by marketing a good preschool on the Internet.

PRESCHOOL CHILDREN’S SOCIAL KNOWLEDGE ABOUT AGE AND “SAYING NO”

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Löfdahl, Annica
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This paper reports an ongoing study of children's interpretation and understanding of the surrounding culture, its norms and values about age and gender. The study is part of a larger project on stability and change in children's social knowledge domains. In this project we follow children, aged 3-5, through ethnographic studies in their pre-school setting. Analysis are based on Corsaro’s (2005) theory on interpretive reproduction, which
means that children interpret and reproduce norms and values expressed in interactions with adults. The preliminary results show that children interpret, understand and construct social knowledge systems about age and "saying no" in their pre-school peer-culture.

TODDLERS NEGOTIATING STRATEGIES

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This study is about toddlers strategies of negotiation. The main questions in this study are: What kind of negotiations are they doing? How do they negotiating? The study is basically based theoretically on the thinking of George Herbert Mead. For the study I have chosen a quality study. The method is relative to phenomenal method. However the method does not only have the children and phenomena in focus, but also the situations they are a part of. I have videotaped different negotiations among children in their play. I have followed two different toddler groups. The reflection of the study want to throw light on how negotiating among toddlers can contribute both their socialization, and their developing of identity. I have chosen to call this process among toddlers their own culture education. The basic thinking of culture education is that knowledge and learning always start whit me, make a moment out in the world, and end up with me. We acquire the unknown and transform it to ourselves as something known. The knowledge became personal because we make it to our own, and expressed it to our present picture of the world. By knowing the world we are learning about our selves.
TURKISH STUDENTS’ LEARNING IN MULTIPLE INTELLIGENCES BASED CLASSROOM

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Middle East Technical University, Turkey
Demircioglu, Husniye
Middle East Technical University, Turkey

This study aimed to explore the effects of the multiple intelligences based instruction on ninth grade students' ecology achievement, attitudes toward ecology, and multiple intelligences. In this study two types of teaching were used. These are; (1) Multiple intelligences based instruction, and (2) Traditional method. Ecology Achievement Test, Ecology Attitude Scale, and Multiple Intelligences Inventory were used as measuring tools. This study was conducted with 2 classes and 1 teacher, total of 70 ninth grade students. Students from one class participated in traditional method group and referred to as control group, whereas other class instructed by multiple intelligences based instruction referred to as experimental group. Instruments were administered twice as pretest and after a three-week treatment period as posttest to both groups to asses and compare the effectiveness of two different types of teaching utilized in ecology teaching. The data obtained from administration of posttests were analyzed by statistical techniques of multivariate analyses of covariance (MANCOVA). Results of the statistical analyses indicated that multiple intelligences based instruction were more effective than traditional method in terms of students' ecology achievement and multiple intelligences. However, the statistical analyses failed to show any significant differences between the experimental and control group's attitudes toward ecology.

THE EFFECTS OF GRADES ON SCHOOL PRACTICE

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Currently two significant policy discourses are at center of education/education idealism. One of these is an international discourse that highlights the importance of learner independence, self-reliance, responsibility, motivation and creativity. The other is a discourse of performativity. This discourse is tied to a global interest in raising educational achievement levels to benefit future economic development. Through the development of ethnographic data (participant observations, conversations, interviews and artefacts) the present paper sets out to purposively explore the intricacies of the relationship between creativity and performativity discourses in practice with focus on grading and grading practices. The paper suggests that the created practice is more clearly related to performativity requirements than to creativity, but also that there are some exceptions.

STUDENTS CONSCIOUS EFFORTS TO OVERCOME FAILURE TO EXERCISE SELF-DISCIPLINE IN A LAISSEZ-FAIRE CLASSROOM: BUILDING BLOCKS OF A SELF-DISCIPLINE PROGRAMME
Elstad, Eyvind  
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There is a tendency nowadays for pupils to be given much more freedom in the school arena to work with teaching materials. However many pupils have difficulty controlling their behaviour at school enough to achieve their long-term goals. This is related to the phenomena volitional processes and volitional strategies. The predominant cognitive theory self-regulated learning can hardly be said to facilitate a good analytical grasp of this phenomenon and the adequacy of the pedagogical implications that this theoretical perspective gives is therefore hardly convincing in the case of volitional strategies. In this paper I consider theoretical frameworks that are alternatives to the hierarchical model of the self and enlarge the repertoire of explanations. I apply these theories to a discussion of behaviour in a classroom setting in which pupils are left to their own self-discipline devices. I focus on the ways in which a pupil might limit her freedom of action, and to this end I employ a case study. The purpose of the interview investigation was to identify the variety of students own strategies for pursuing long term goals. Several students in upper secondary school were interviewed. Analysis of the interviews revealed four distinct categories of volitional strategies. These categories are judged as building blocks of a programme of self-discipline.

PRELIMINARY ANALYSIS OF THE FIRST HUNDRED HARASSMENT CASES REPORTED TO THE SWEDISH NATIONAL AGENCY FOR EDUCATIONS OMBUD FOR SCHOOLCHILDREN  
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Lindström, Anne–Lie  
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The Swedish Parliament (2006) strengthened children's rights by instigating a special ombudsman function for schoolchildren, known as the Barn och Elev Ombud' (BEO, Schoolchildren's Emissary'). Under the auspices of the National Agency for Education, BEO has solicited and encouraged reporting of school-related harassment, bullying and violence. A later act of parliament strengthened BEO's judicial powers. All reported cases (2006.11.18: N=126) have been used to construct a database using variables such as characteristics of reporting party, location and type of incident, ages and gender of victims and abusers and so on. Cases coming to the attention of BEO spanned the time of the new act as well as BEO's first formal adjudication (September, 2006) of a reported case (the school was found remiss and fined). The data, consisting of all reported cases provides a unique insight into a specific societal intervention. Where, who and why, when offered an opportunity to report cases of bullying and harassment in Swedish schools, has taken the initiative of availing of the opportunity provided. Patterns in the reported cases are presented and analysed and the methodology is discussed in terms of an expanding database as well as inclusion of intervention outcomes (that is, by BEO) data.

CITATIONS AND CO–CITATIONS IN CLASSROOM RESEARCH  
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Classroom research is a well-established field of research, but looking closer it is also very heterogeneous. There are many methodological and theoretical approaches to learning, life and activities in classrooms. This paper uses citation analysis of classroom research-literature in order to draw a road map of the conceptual terrain. The study is based on citation data from the Social Science Citation Index (Institute for Scientific Information, ISI). Four sets of literature were defined as classroom research and the citations in each of these sets were analysed in a first step. In this step, simple citation frequencies were obtained in order to find the most cited authors and the most cited works. It was found that the four literature sets represented very different approaches to classroom research. In the second step, the aim was to identify the intellectual base (Persson, 1994) of the research in one of the four data sets by means of a co-citation analysis of the cited literature. Four clusters were identified, representing different theoretical and methodological orientations to research on classrooms.

HUMOUR AND GOOD ATHMOSPHERE IN CLASSROOM INTERACTION: EXPLORING TEACHERS AND STUDENTS VIEWS AND INTERACTION

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It has been argued that to fulfil the task of teaching and learning in classroom the participants should have "real communicative and intellectual engagement" which contains also "humour and emotional color" (Lemke 1990). In addition, sense of humour is often regarded as a positive characteristic of teacher's personality and a mature pedagogical attitude (Banner & Cannon 1997; Bollnow 1989). In our presentation, we explore the phenomena of humour and good atmosphere by analyzing empirically both the participants' views of constructing the congenial social milieu and their interactional practices in the classroom. The case study is conducted by applying content analysis (writings and interviews) and ethnomethodological Conversation Analysis (video recordings of lessons) in the framework of educational research interested in teachers' and students' pedagogical thinking. We argue that exploring the ways in which the teachers and the students see their own classroom behaviour and comparing the analysis of their interactional practices with the participants' views on them, it is possible to develop further the teachers' knowledge on the consequences of their classroom activities, also in terms of constructing "good atmosphere" in classroom. (See also Tainio & Harjunen 2005.)

GENERATIVE LEARNING – LEARNING BEYOND THE LEARNING SITUATION

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Kristianstad University, Sweden
Wernberg, Anna
Kristianstad University, Sweden
In this paper results of three learning study cycles, consisting three lessons each, are presented. The participants were students in class 3-4 in the Swedish nine-year compulsory school and their teachers. The focused learning objects were to have (Eng), punctuation (Swe) and telling time (Maths). The students' abilities have been measured before the lesson, immediate after and 4-6 weeks after the lesson. The results show how the instruction affects the students' learning outcome both in short and long time. The most interesting result was how some of the students, who have participated in the same research lesson, seemed to have acquired an ability to see the learning object in a particular way. The pattern of how the teacher have offered the students to discern the learning object, seemed to have affected the students' possibilities to develop their understanding of the learning object after the lesson. This phenomenon we call generative learning. The learning studies have been replicated in new groups of teachers and students. The results of the replications tell us if the initial findings depend on the used learning pattern, or if the results just are a coincidence independent of how the teachers offer the students the learning object.

LIFE AND LEARNING – THE WAY TOWARDS KNOWLEDGE AND COMPETENCE FOR SEVEN UNDER-ACHIEVERS AT UPPER SECONDARY SCHOOL

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The education system in Sweden expects everyone to attend school up until the age of 19. Still about 10 % of those who leave comprehensive school do not pass the requirements for one of the subjects: Swedish, English, or Mathematics. This fact shuts the door for their continued studies in the national upper secondary school program. Meeting these young people who have failed in comprehensive school puts new demands on the pedagogical work in upper secondary school. In an average-sized Swedish municipality a new pedagogical model has been worked out for the individual program with a focus on restaurant and catering where character and main subjects are integrated and only two teachers are responsible for a small group of pupils. The motive for this is that the pupils are slow learners and are difficult to motivate for the main subjects. The goal is to give the pupils possibilities to develop their learning and that they should leave the program with approved certificates. The group of pupils and their two teachers are observed by a researcher for a period of three years. The goal is to learn how the upper secondary school should handle the need from the pupils. The research originates from a life world approach which has a focus on the lived experience of the pupils and teachers.

EARLIER TEACHER EXPERIENCES AT WORK IN THE ETHNOGRAPHIC RESEARCH PROCESS

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This paper explores the methodological significance and implications of the classroom researcher's earlier teacher experiences in various stages of the research process. The starting point is the often mentioned notion, in methodological discussions, that being familiar with school practices as a school ethnographer is problematic when doing school ethnography, as this familiarity might blur the ethnographer's gaze. Consequently, emphasis has been put on the necessity to "make the familiar strange" in order to be able to discern for example norms, values, habits and patterns of interaction that is taken for granted in the practice studied (Gordon, 2001). In
these discussions earlier experiences of being a teacher are labeled as something problematic that the researcher has got to distance herself/himself from. In this paper I give a more complex picture of the significance and implications of the researcher's earlier teacher experiences, which is outlined in two steps. Firstly, different categories of teacher experiences are pointed out. Secondly, an exploration of how these different categories of teacher experiences are at work in various stages of the ethnographic research process, where examples from a recently finished research project are given.

ETHNOGRAPHY – DOING QUALITATIVE DATA ANALYSIS

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Ethnographic methods have a long and diverse history in the social sciences. The definition of ethnography has been a subject to controversy. There have been arguments that in a sense all social research is a form of participant observation. From this point of view participant observation is not a particular research technique but a mode of being-in-the-world. The aim of this study is to examine, conceptualise and make explicit ways of doing ethnography. In attempt to answer to what ethnography is the study does not focus on results in ethnographical research but on the analysis of qualitative data. The result shows that doing qualitative analysis means living for a long time with complex and ambiguous data. The researcher needs to come to terms with it and pass the conclusions on to the reader in a form that clarifies and deepens understanding. If the researcher can make the steps of analysis explicit it makes them less formidable and uncertain, and more manageable. The paper discuss whether analysis is an intuitive, nearly incommunicable act or whether the researcher should be fully explicit about what is being done each step of the way in order to be taken seriously.

REPRODUCTION IN UPPER SECONDARY SCHOOL

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The paper is based on an evaluation of a developmental project in a Swedish upper secondary school. The project focused on improving the communication between students and teachers concerning learning strategies and goals as well as students' meta-cognitive skills, and also to enhance the quality of the grading process. The study draws on data from repeated interviews and observations of tutorial student teacher meetings in four educational programmes: the Natural Science, Technical, Nursing and Construction programmes. I reveals great differences between these educational environments concerning what is focused in the communication between teacher and students, what psychological tools are made available and how students' social identity is constructed. The patterns reflect different expectations on both the part of the students and the teachers concerning social norms, future career opportunity, and academic capacity. The project thus was conceived of and carried out in different manners in the respective programmes and with effects reflecting social and gender patterns in the larger society.
THE SOCIAL CONSTRUCTION OF UNDERSTANDING SCHOOL MATHEMATICS IN RESEARCH INTERVIEWS
Liljestrand, Johan
Department of Education, Sweden

The interest in students’ cognitive state is common for both teachers and also in educational research. Educational research and testing practise is however dependent on communicative work to achieve a "satisfying" image of how the student think on teaching subjects. In this paper I will analyse sequences of interaction produced in research interviews with 14 year math students. The interviews are designed as post-lesson interviews after the math lesson with help of video recordings of the former lesson. The analysis of these research interviews shows that talk on student math thinking is not a neutral medium, making the students mind as more and more visible. Cognitive states are constructed through communicative practises, in a tension between what is demonstrated and what is not demonstrated, but still claimed. The analysis also has implications for the educational question, concerning teachers’ possibilities to validate the knowledge of students in the classroom interaction.

ATTENDING REMEDIAL CLASS
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The aim of this empirical study was to study how younger pupils give meaning to the situation of entering remedial classes. Data collection consists of semi-structured interviews with ten children, nine to twelve years old, with concentration problems attending remedial classes in Sweden. The children point at their difficulties that they believe is the reasons that they have to enter remedial classes. Most of them say that they have been disorderly and restless with concentration problems. Many pupils believe that they will enter ordinary classes in the future. They see it as a goal. However, some of the pupils do not mention this as a possibility. Teachers as well as classmates are important. A good teacher is kind, fair, good at listening and helpful. High teacher density and few pupils make it easy to get help. However, some pupils mean that this can lead to interruption. They emphasise difficulties such as disorder in the classroom and adults who do not listen. Some of the pupils interviewed speak about loneliness and missing old friends. It can take time to find new friends because of the limited number of pupils.

TEACHERS’ EPISTEMOLOGICAL MOVES IN RELATION TO STUDENTS’ PARTICIPATION
Lundqvist, Eva
Uppsala University, Sweden

The general aim of this paper is to discuss the relation between different manners of teaching and students' learning process in a science education practice. This relation will be studied with a certain focus to discuss how teachers’ epistemological moves make students’ participation possible or restricted. Teachers make a lot of choices about the scientific content and it is important to recognise that every choice has potential consequences for the students learning, participation and socialisation. In this text participation will be
understood as a way of letting students take part not only in learning facts and statements about scientific issues, it is also about taking part in different perspectives and evidences. Within analyses of teachers' epistemological moves and students' practical epistemology it is possible to discuss teachers' distribution of power in the classroom. Teachers' distribution of power in the classroom is a way to deal with students' participation. The analysis is done from a sociocultural perspective on learning with inspiration from pragmatism and Wittgenstein's later work. The empirical material consists of video recorded science lessons in comprehensive school.

STORIES AND AGENCY IN THE LIFE OF ASYLUM-SEEKING CHILDREN

Lähteenmäki, Minna
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My doctoral thesis will propose to address the day-to-day life of children who seek asylum in Finland together with their families, as seen and heard by an outside observer and listener in the context of Finnish refugee reception centres and schools. The main emphasis is placed on each child's own words and agency. Although my presentation attempts to justify my main assertions by means of school ethnographic method, I will also discuss other methodology, which I have used: the storycrafting method. My storycrafting experience shows that a child is able, even in the midst of difficult circumstances tell to talk about his or her life and hopes if he or she is provided a listener who is really interested. This will create a situation which enables the child to produce his or her "own" speech. In this presentation I will tell you about the preliminary analysis of my ethnographic material, which I have produced together with children in one preparatory education classroom in spring 2006. Are asylum-seeking pupils able to produce speech and behaviour of their "own" in preparatory education classrooms in the midst of their asylum-seeking process? Preparatory education is provided for pupils who have recently arrived in Finland, and whose ability in the Finnish language and study preparedness are insufficient for general group instruction.

CHALLENGES AND POSSIBILITIES IN ANALYSING CLASSROOM SETTINGS IN DIFFERENT SOCIAL, CULTURAL AND ECONOMIC AREAS IN OSLO

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University of Oslo, Norway
Hovdenak, Sylvi Stenersen
University of Oslo, Norway
Bø, Anne Kristin
University of Oslo, Norway

This paper reports on data from an ongoing study at the University of Oslo. It is called Knowledge production and identity construction – school as part of different growing up environments. The respondents are students in lower secondary and upper secondary school from two different areas in Oslo. The project is focusing on the interrelation of knowledge production and identity construction in school, as perceived by students and as expressed in curricula. From the overall theme some research questions emerge. What subjects are important to the students, and why is that so? What kinds of knowledge seem to stimulate the identity processes of the
informants? In what ways is school of relevance for the students' future orientation? The study is based on different approaches, both methodologically and theoretically. In the collection of data we make use of questionnaires, classroom observations, interviews and video recording. School is of increasing importance in the lives of young people. Consequently the relation between education and identity deserves a higher degree of attention, and in-depth analysis.

REASONING AND ARGUMENTATION ABOUT BIOLOGICAL EVOLUTION

Olander, Clas
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Data is generated in collaboration between researchers and teachers. In an iterative process we develop teaching-learning sequences in grade 5-9; continuous cycles of design, teaching, evaluation and redesign. The presentation falls into two parts, one completed focusing students’ writings and one ongoing regarding students’ argumentation in group discussions. The tool when analysing writings from 180 students is to elucidate the students’ different explanation models about biological change. A categorising system is developed with descriptions/explanations that are e.g. anthropomorphistic, teleological, causal (proximate and ultimate). The research has partly a pre- and delayed post test design and a comparison with a national sample. Major conclusions are that answers, in accordance to teaching goals, given by experimental group are more advanced than those shown by the national sample and students’ answers are more developed at the delayed post test than in the pre test. When it comes to the ongoing work, analysing students’ argumentation in group discussions, my current idea is to use three layers. Ways of talking, correspondence to learning goals and quality of argumentation. The tool for the first and last one might be Mercers’ "ways of talking and thinking together" respectively "Toulmin’s Argument Pattern".

SOCIAL COMPETENCE AND PUPIL STRATEGIES IN DANISH CLASSROOMS

Rasmussen, Annette
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The school aims at developing the social competence of the children. This is explicitly stated in the national curricula of the Danish comprehensive school. It is defined that social competence is to be developed through pedagogies, in which the pupils are to be more active participants and take a greater responsibility of their own learning processes. But what does social competence mean in the pedagogic practice, and how do children of different social backgrounds position themselves in the ensuing classroom practices? These are questions that I will be dealing with in my paper, which draws on a theoretical framework inspired by Basil Bernstein and Pierre Bourdieu, and reports on the findings from my Ph.D. project. On the basis of these findings I will illustrate and discuss, how different pupil strategies relate to the social backgrounds of the children.

POLITICAL, STRUCTURAL AND PEDAGOGICAL PERSPECTIVES ON PLAY IN NORWEGIAN PRIMARY SCHOOL

Vatne, Bente
The previous Norwegian National Curriculum (L- 97) states that play is supposed to be both an activity undertaken by children for their own pleasure, and also an important source of learning for young beginners. The new National Curriculum (L-06) barely mentions play, except as motivation in the learning process. This study is based on the three first years in primary school in Norway and Year2 in England. The findings are based on qualitative field notes, interviews and documentary analysis. The results from this study support the findings from the Evaluation Program of the 1997 Reform. Play seems to be absent as a base for learning for young beginners in Norwegian classrooms. The teachers seldom initiate and participate in children's play activities. What explains the absence of play as a tool for learning in primary school? In this paper I analyse and discuss these findings from both political, structural and pedagogical (practical) perspectives.
QUALITY IN EDUCATION

Bergh, Andreas
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My paper is about the concept of quality in the context of Swedish education. The use of the word quality has become increasingly frequent in Swedish educational policy since late 1990. The “quality reform” is thus a key aspect in decentralising school governance. In my paper I discuss how the word quality is used in some different official documents and try to point at some changes over time. I also discuss possible consequences in relation to knowledge and democracy. A question that interests me is how and if the quality reform opens up to a variety of different solutions to reach the goals about knowledge and democracy or if it results in a more instrumental view of school activities where only what is easily measured fits.

LINKING CURRICULUM THEORY AND LINGUISTICS: THE PERFORMATIVE USE OF EQUIVALENCE AS AN EDUCATIONAL POLICY CONCEPT

Englund, Tomas
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In Sweden, the concept of ‘likvärdighet’ which literally can be understood as meaning ‘equal worth’, with reference to any phenomena, and which can be translated as both equivalence and equity has played a specific role in educational politics during the last 20 years. The results of a three-year research project presented here deal with the performative use of this specific concept. The scientific background to the project lies partly within curriculum theory and partly within the linguistic field. As far as curriculum theory is concerned, the project may be placed within a perspective in which conflicts between social forces are stressed and the political dimension is visible. Here, the perspective of contradiction is used to analyse the struggle for interpretation with regard the specific concept, namely the concept of equivalence and the implications and consequences of different interpretations of that concept. The project thus brings to curriculum theory that of the linguistic turn and does so in a specific way, with a focus on the constitutive force of political language. In line with the linguistic and speech act theory the perspective applied here, is to show that equivalence as a communicative concept has contributed to the formation different ways of understanding the meaning of equivalent schooling.

THE POLITICAL PROCESSES OF CHANGING THE BOUNDARIES OF SWEDISH PRESCHOOL

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The role and function of the Swedish preschool as a social institution is highly dependent on laws and regulations decided at national political level. These laws and regulations form the boundaries, or frames, that constitute what preschool should be, could be and is expected to be. The documents also define preschool in relation to
the political intentions of other institutions and services within the early childhood education and care system. The paper presents a study on how these boundaries and frames have been formed and changed over time, from the 1930’s up until present. The study is carried out as a part of a larger study focusing on the processes of policymaking at national level as Swedish preschool is defined as a part of the educational system.

THE FORMATION OF LINK TO RESEARCH THROUGH UNDERGRADUATE THESIS

Forsberg, Eva
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In 2006 a study on undergraduate thesis in two vocational programmes and two separate courses were conducted within the Swedish higher education system. In total 206 thesis were evaluated by 14 experts in order to determine the scientific quality of the thesis. The following themes were assessed: the selection and formulation of a topic, link to research, theoretical awareness, methodology, the connection between theory and empirical data, formal presentation requirements and the difficulty of the topic of the thesis. In addition the experts made an over all assessment on the thesis. As a result of the study some questions were raised concerning for example supervision and examination, link to research, different forms of approaches to the thesis and also questions related to questions on autonomy and freedom. In this paper special attention will be paid to the two vocational programmes, that is teacher education and nursing education and to the formation of link to research. A comparison will be made between thesis produced by students in teacher education and nursing education in relation to the use of two different approaches to the thesis. These will be addressed in terms of a producer and a consumer model. Consequences considering students development of link to research will be discussed in relation to the two models.

WHAT IS A CLASSROOM?

Hakanson, Christer
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There is a lack of concepts suitable for an analysis of classroom and its institutional conditions. By using some concepts borrowed from the sociologist Johan Asplund my aim is to make a contribution to a conceptual framework for an analysis of the relation between institutional characteristics and classroom actions and activities. By doing that I will also make a preliminary analysis of some aspects of what is going on in a classroom.

COMBING ETHNOGRAPHICAL AND CURRICULUM STUDIES APPROACHES FOR SUBJECT HISTORICAL PERSPECTIVES ON CLASSROOM INTERACTION

Hultin, Eva
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In this paper I discuss the necessity of combining ethnographical and curriculum studies approaches to grasp an understanding of the classroom interaction as being historically situated or related to different school subject
traditions. In this discussion I give examples from my earlier research on teaching as conversational genres in the teaching of literature, within the two subjects of Swedish in Upper Secondary School in Sweden. Special attention is paid to how the four analytically discerned conversational genres The Teaching Examination, The Informal Book Talk, The Text Oriented Talk, and The Culturally Oriented Talk differ in purpose, structure, patterns of interaction and view of literature. Finally I discuss how these conversational genres can be understood as related to the three dominating selective traditions of the school subject Swedish: Swedish as a Proficiency Subject, Swedish as a Higher Subject of Bildung and Swedish as an Experienced-based Subject.

TEACHING STRATEGIES AT LOWER SECONDARY SCHOOL LEVEL IN REYKJAVIK, ICELAND
Jónsdóttir, Kristín
Iceland University of Education, Iceland

The paper will explore teaching strategies at lower secondary school level, 8th 10th grade, especially curriculum differentiation and the official educational policy, stating that instruction should be adapted to students’ individual needs. The findings are based on a study in which 84% of teachers in these grades in Reykjavik answered a questionnaire. Among the main findings is that more than half of the students in 8th 10th grade in Reykjavik are in schools with settings, meaning that pupils are grouped or regrouped according to their ability in major subjects. Teacher’s methods and opinions differ depending on their main teaching subjects, but generally they are content with their instruction. Those teaching in schools with settings are more content with the organisation of classes than those working in schools with mixed-ability grouping. The majority says that mixed-ability classes are the most pedagogically demanding. Conventional teaching methods are dominant but the teachers are eager to increase the use of computers. The study reveals an extensive support of the policy that individual differences have to be considered in education.

ASSESSMENT IN PRIMARY SCHOOLS IN ICELAND
Karlsdottir, Johanna
Iceland University of Education, Iceland

This research deals with assessment in primary schools in Iceland to get a wholistic assessment of school strategy in assessment, methods of assessment, (main topics) in assessment, assessment tools and how results are used. Instances considered interesting are chosen on grounds of exemplary practice. Focusing on finding examples of course assessment linked with ideas on a more diversified assessment than the traditional one, i.e. formative assessment, performance assessment, alternative assessment and an assessment based on portfolio assessment. Examples of self-evaluation, peer-evaluation and parental-evaluation will be sought out. First results indicate that descriptions of assessments are generally very short and it varies what information is stated in school curriculum on school strategy on assessment. Most methods of assessment are used at the youngest level. It is common to assess work-methods, activity and progress there and in art- and vocational subjects. Great emphasis is on tests and they get more common in middle- and at teenage level. Parental assessment, self-assessment and peer-assessment is often not involved.

PERSONALLY SIGNIFICANT TRANSITIONAL STAGES IN THE EDUCATIONAL BIOGRAPHY
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University of Tampere, Finland

Educational biography is a narrative account of a life, which represents and interprets an individual's educational experience, broadly defined. Transitions in the development of the human being usually refer to transitions from stage, task or event to other in the life course. It is question of developmental changes which are related to the identity formation and are connected to or between different stages in the life cycle. These can be important turning points for something new. The transition stage is a developmental link which connects phases of life together (Levinson et. al. 1978). The research question is what kind of studying path is created from different educational choices, studying periods and learning experiences and what have been the most significant transitional stages in this path? Under investigation there are university students (N=85) who have been completing the teacher's pedagogic studies at the University of Tampere in 2005-06 in Department of Teacher Education. They have been asked for small writings/stories what they consider the most significant transitional stage in their educational biography. With the help of these stories studying paths to the university studies will be schematized and such personally significant transitional stages which are connected to it are outlined.

NORDIC VISUAL ARTS EDUCATION IN TRANSITION

Lindström, Lars
Stockholm Institute of Education, Sweden
Illeris, Helene
The Danish University of Education, Denmark
Räsänen, Marjo
University of Turku, Finland
Nielsen, Liv Merete
Oslo University College, Norway

The paper presents a review of Nordic research in visual arts education (VAE). This will be published as part of a series, funded by the Swedish Research Council, on teaching and learning in different school subjects. It presents, to begin with, a multidimensional, conceptual framework describing the knowledge base of VAE. For example, VAE can be studied taking either the visual arts or education as the starting point when formulating research questions, etc. Another important dimension is whether the subject matter being taught is mainly defined in terms of visual communication or visual culture. After this introduction, each author presents an essay on trends and themes in her or his country during the last decade: Themes in Swedish Studies: Context, Process and Mediation; Themes in Danish Studies: Between visual arts and visual culture; Themes in Finnish Studies: Multiculturalism, Identity construction, Arts-based research; Themes in Norwegian Studies: Art, Design and Environmental participation.

CHEMISTRY CONTENT IN LABORATORY TEACHING PRACTICE

Löfgren, Ragnhild
Linköping University, Sweden
Berg, Astrid
The aim of this study is to describe and discuss what scientific knowledge that is constituted in a laboratory based teaching practise. Scientific knowledge in Swedish schools is considered insufficient. National evaluations of the school showed that results deteriorated between 1992-2002, with chemistry showing the largest deterioration. The study here reported was conducted by video and tape-recorded classroom observations of five lessons in a grade four. The recordings and copies of students writing and drawing were analysed by using a two-folded strategy. Firstly, the different laboratory experiment where analysed in order to identify the potential chemistry content. Secondly, by focusing the classroom communication, the tools used and the guiding offered by the teacher the constituted content was analysed. The result indicates that the potential chemistry content becomes reduced in classroom situations and sometimes wrong in relation to what commonly considered as a more correct way of knowing. This can be explained by the fact that the overall object of teaching is giving student possibilities to experience scientific studies as something fun and harmless. Striving for this creates a learning-situation where students maybe learn that making a hypothesis is to guess; making observations is to look; and that any answer is right. One conclusion is that the students do enjoy the lessons but are not introduced and guided in scientific knowledge and practise.

UNDERGRADUATE STUDENTS’ KNOWLEDGE DEVELOPMENT IN BUSINESS PROGRAMME

Rovio–Johansson, Airi
GRI, Göteborg University, Sweden

The paper investigates a sample of Swedish undergraduate students' knowledge development in a longitudinal study in Economics and Business Administration. Empirical data are derived from interviews during their three years higher education programme. The study is grounded in theoretical frame of variation theory. The aim is to investigate the students' knowledge development of a basic concept in accounting, detected in students' problem solving processes. Three conceptions were found. The qualitative differences of students' knowledge development indicate the third year: (1) fragmented, insufficient knowledge, (2) algorithmic knowledge, and (3) the ability to make judgements, estimations and integration of the influence of contextual factors in problem solving. The progression of students' knowledge development each year was depicted in patterns of variation of two critical aspects, efficiency and profitability, as varied or invariant aspects. The scientific implications refer to widening the students' awareness of critical aspects of the learning objects, and the educational implications have reference to reorganized learning and teaching. Implications of the findings are discussed and further research in the area is called for.

THE ANATOMY OF A SCHOOL SUBJECT – THE CASE OF TEACHING SWEDISH FOR FINNS

Salo, Olli–Pekka
University of Jyväskylä, Finland
Finland being officially a bilingual country means that Finnish pupils study six courses of the second national language, which for more than 90% is Swedish, in the course of their nine-year-old basic education. In this presentation I am going to discuss what the Swedish taught in Finnish schools actually is in the light of the national core curriculum in which it is stated that Swedish is a cultural and skill subject (2004: 118). In the presentation I am to examine how the national core curriculum defines the notions of culture and skill. In addition, I will review how the curricular approach to Swedish as a school subject is implemented in the study books used in teaching, as Finnish language teachers traditionally base much of their teaching on these books (see, e.g. Heinonen 2005).

ENTREPRENEURSHIP EDUCATION THROUGH CURRICULUM – DEVELOPING ENTERPRISING SOCIETY?
Seikkula–Leino, Jaana
University of Turku, Finland

Entrepreneurship education has quite strongly been introduced into the Finnish education system as a response to the growing demands of society there is a greater need for enterprise and enterprising society development. Therefore, for example, the comprehensive school curriculum norms, now, oblige communities to implement entrepreneurship education. This article will present a study where the main aim was to find out how the entrepreneurship education is integrated into the local curricula in this Finnish comprehensive school curriculum reform and what were the processes behind this. The study was carried out in 43 medium-sized municipalities during the spring of 2005 (N 478). 30% of school respondents are strengthening their entrepreneurship education during the years 2005-2006. The factors which prevent development are: 1) the lack of holistic education planning and poor knowledge of curriculum reform 2) the limited knowledge of self-orientated entrepreneurship, entrepreneurialism and enterprising, 3) teachers’ negative attitudes towards entrepreneurship education in the curriculum process. In order to develop enterprising society there should be more focus on strengthening enterprising culture and raising knowledge, in terms of entrepreneurship education.

THE CURRICULUM CHANGE THAT NEVER TOOK PLACE
Skott, Pia
Arbetslivsinstitutet, Sweden

To create an inclusive and democratic school has been the aim of Swedish educational policy for more than half a century. But when it comes to the upper secondary school only limited steps has been taken in that direction. In 2002 a parliamentary committee wanted to change that, proposing that the the individual program, should be abolished, and the not qualified pupils integrated in the regular classes. The committee proposal would dramatically have changed the future of the Swedish school system, including teachers work, since the change of teachers behaviour was the mean to realise the visionary end. But a year later the minister of education had changed direction. He now argued that it would be foolish to proceed in conflict with the teaching practice. The question I intend to answer in my paper is why a curriculum change against the teachers will was suddenly not an option anymore. What had changed during the intervening time between committee report and government
CORE COMPONENTS OF THE CURRICULA FOR ADULT EDUCATION AS A MAJOR - COMPARISONS BETWEEN THE WRITTEN CURRICULA IN THE FINNISH UNIVERSITIES

Tissari, Varpu
University of Helsinki, Finland

In Finland, as a consequence of the Bologna process, the faculties of education have been co-operating in order to develop general structures and aims for the curricula of educational sciences. As a result, the recommendations by the Vokke Project have been published (http://www.helsinki.fi/vokke/english/redommendations). The purpose of the present research is to analyse and compare the written curricula of Adult Education as a Major in the Finnish universities. The main objective is to compare the core components and contents of the written curricula. The research question is as follows: What kind of similarities and differences there are in the written curricula of Adult Education as a Major? The data consist of the written curricula from the Finnish universities in which Adult Education as a Major is taught. The research is qualitative and the data analysis method is content analysis. The structure of categorization consists of the core components (theoretical substance, research methods and practice) and of the core contents of the theoretical substance studies. The latter is based on the disciplinary understanding of the science of Education following the tradition in Finland. The research provides information on the similarities and differences in the curricula of Adult Education in the Finnish universities.

A NEW "OPEN METHOD OF COORDINATION"

Wahlström, Ninni
Örebro University, Sweden

A new "open method of coordination" In the Lisbon Strategy from 2000 the European Union set itself a strategic goal for the next decade "to become the most competitive and dynamic knowledge-based economy in the world". For reaching the goal the European Council implemented a new "open method of coordination" (OMC). This method includes "fixing guidelines", "establishing indicators" and "translating these European guidelines into national and regional policies". The strategy of open method of coordination raises questions about the role of the state as a centre for struggle between social forces concerning (civic) education and its content (cf Englund 2005). I will specially focus on the ongoing work towards indicators for active citizenship. My main questions are "Who are the citizen in Europe?", in relation to indicators for monitoring active citizenship and "Who are the young people in schools?", that is what, where and how are young people supposed to learn (cf Macdonald 2003). With the first question I will discuss the content in monitoring active citizenship. With the second question I will discuss the approach to curriculum reform that underlies the strategy of indicators.
ON THE TRACK OF A SOCIO CULTURAL LEARNING DISCOURSE?

Ballangrud, Brit
Buskerud University College, Norway

Background for this paper is the newest reform in Norway "Knowledge Promotion". The government has made a special strategy for developing competences needed for implementing. The aim of this paper is; An Analysis of "The Competence Strategy" in the Norwegian Reform "Knowledge Promotion" by a description of the discourse of collaboration and learning. Norman Fairclough has developed a three dimensional model for his approach, Critical Discourse Analysis. This model will be used for analysing the text of the Competence Strategy document. The first part will be a description of the Competence Strategy, in the next part some patterns describing the discourse, and in the last part this will be discussed in connection with analysing the learning discourse in the text. The Strategy is resting on different discourses. New roles for the school owner. Learning for meeting practical challenges in the reform, and developing schools as learning organisations through leadership are focused. The analysis shows that it is possible to read the text from a socio cultural position and find elements in the Strategy which harmonize with a situated perspective. But what does it say about the school leadership and learning?

ARE YOU READY PRINCIPALS? – A QUALITATIVE STUDY OF PRINCIPALS VIEWS OF THEIR OWN READINESS FOR CAPACITY BUILDING

Björkman, Conny
Mid Sweden University, Sweden

Readiness for capacity building in schools is sometimes an elusive part of the improvement process. Expectations on making their schools ready for improvement fall hard, both from inside and outside the schoolhouse, on the individual principal, as we know from research in school improvement and educational leadership that principals are regarded as key persons, often in a distributed leadership environment, to make school improvement happen. Are principals themselves ready for managing capacity building in their school? How do they view their own readiness, and how do they understand their own role in the improvement process? The aim of this paper is to elaborate on empirical results from interviews with 27 Swedish secondary school principals, on how they view their own readiness for capacity building, and discuss those findings in relation to what the research mean by principals' readiness for capacity building. The 27 principals in focus here run 24 different schools, both successful and regular schools, due to how they accomplish both academic objectives, and social and civic objectives. The schools are situated in 12 different municipalities throughout Sweden. This paper is a part of the research project Structure, culture, leadership; prerequisites for successful schools?

DEVELOPING COMMUNITIES OF PRACTICE IN SCHOOLS

Hammersvik, Charles
The paper aims at investigating the relationship between leadership and learning at school level. The analysis is based on findings from an action research project, concerned with inquiring into and supporting capacity building amongst teachers in one school. Critical friendship is an essential part of the project. In the project, the same persons act as both critical friends and as researchers. During our collaboration with the school, we have collected data by interviews and observation for almost two years. This paper deals with the understanding of educational leadership which developed throughout the project. The analysis showed that leadership at this school can be understood as a network of relationships among people, not just a role-based function assigned to one person. However, procedures for establishing time and space for systematic reflection were crucial in order to sustain capacity building amongst the teachers.

SUBVERSIVE SCHOOL LEADERSHIP IN HIGHLY DISADVANTAGED COMMUNITIES

Jones, Stephen
Sheffield Hallam University, United Kingdom

This paper outlines issues and theoretical outcomes from two recent case studies conducted in similar yet contrasting highly disadvantaged communities in England. The paper outlines dilemmas and problematic issues concerning leadership and practice in these schools/communities: -The nature of leadership required -The fragility of leadership -The need for idealism and pragmatism -The difficulties yet leadership necessity of working with parents and the surrounding community -Raising horizons and expectations -The political leadership task involved in work with other agencies locally -Raising and maintaining a school's reputation. Aspects of a "Subversive School Leadership" approach are explored. This way of working involves boundary crossing, building networks, and operating in a complex micro-political environment. These networks need to operate for the benefit of local people, especially children attending school, with child-centred values being essential to providing a positive response to their needs. School leaders are viewed as most effective where they feel able to subvert external policy imperatives to meet the needs of local children in a way that meets colleagues' collective values.

MANAGEMENT AND KNOWLEDGE IN AMALGAMATION SITUATIONS

Korsbaek, Anni
West Jutland University College, Denmark

It is a known thesis that knowledge disappears when organisations amalgamate. I will present my work (Ph.d) concerning the influence of the amalgamation of Danish municipalities on middle managers and their knowledge. How can school leaders or leaders of day-care institutions and others maintain the knowledge they have already obtained when they are forced into the amalgamation of two or more municipalities? In 2006 I have interviewed two heads of schools, two day-care heads and two heads of services for senior citizens. I will be doing so again in 2007 and 2008. I will present to you the problems they have met when coming from a minor municipality to merge with a larger municipality – WHAT HAS BECOME OF THEIR KNOWLEDGE?
DOMAIN OF HEADSHIP IN NORTH CYPRUS: NO DELIGHT

Mertkan-Ozunlu, Sefika
University of Nottingham, United Kingdom

The reform of the education system in North Cyprus has been undertaken to improve the quality of education by radically altering the main elements of the system; little attention has been paid to the role school leadership takes place in educational reform. This paper develops an understanding of the domain of school principals, with particular emphasis on critical deficiencies of the system that need to be focus of attention to achieve sustainable educational reform. It is guided by two critical questions: (a) what does it mean to be a school principal and (b) how could the domain of school principals reshaped to better support sustainable educational reform. Data were obtained through questionnaires, qualitative interviews and document reviews. Initial findings suggest that espoused and enacted roles and responsibilities of school principals are different and constraint by serious defects in the system. The paper argues that unless these deficiencies are addressed to reshape the domain of school principals, it is doubtful that sustainable educational reform can be achieved. It concludes with implications for policy and practice.

A DIFFICULT DETACHMENT: FROM MANAGERIALISM TO EDUCATIONAL LEADERSHIP

Rajakaltio, Helena
University of Tampere, Finland

The purpose of my study is to critically scrutinize how the new national educational curriculum reform policy for the comprehensive school in Finland appears as local strategies in the municipal organization, in the teachers’ work and in the practice of school leadership in this era of neoliberalist managerialism. There is a need of collective reflection and of educational leadership in the school to identify these complex strategic linkages, institutional and organizational forces or they may be experienced as indeterminate and elusive pressures. This case study is based on a long term action research and development project (2000-2003). The aim of the project was to create a more collaborative learning environment in two comprehensive schools according to the national curriculum reform (2004). The research project provides information of the prerequisites of the organizational but also the cultural shift of the school: e.g. management and leadership system, flexible and adaptive but structurally maintained participatory forums, which provide spaces for dialogues and collective reflection. The questions to be answered: are these new flexible structures generating a new kind, collectively sustained educational leadership, enhancing teachers’ professional welfare and collective learning processes and improving pupils’ learning environment in compliance with the new curriculum reform?

CONCEPTIONS OF COMMON TIME

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Stockholm Institute of Education, Sweden

Nestor, Bo
Stockholm Institute of Education, Sweden
Within private as well as public organization there is a strong (but sometimes over-optimistic) belief in the magic of groups and teams. Here all kinds of problems are supposed to be dealt with hoping for the benefits of the collective competence. However, at the end of the day this thought is likely to become contra productive. This is also a substantial financial issue since it is expensive to keep all teachers in meetings and committees. Particularly if these groups are dysfunctional and become an arena for passive resistance or talented pseudo issues. This project focuses how 19 upper secondary schools in Stockholm, Sweden use the time allocated in teacherunion agreements for common purposes. The theoretical frame of reference in this project is inspired by cultural approaches to organization. In our understanding this time is particularly interesting because it is mainly during this time ambitions about school development can be realized.
DISTANCE MORAL IN ACTION - THE STORIES OF ACTIVE YOUTHS

Almers, Ellen
Jönköping University, HLK, Sweden

One of the central aims for education for sustainable development is to promote action competence. This study aims at increasing the understanding of how active young people develop action competence for sustainable development. Action competence for sustainable development includes both willingness and a capability to impact for changes in life-style as well as in living conditions, in a way that includes responsibility for future generations as well as for now living generations globally. This responsibility can be described as distance-moral. What do these active young people experience as driving forces in their actions for sustainable development? What do they experience have been the roles of education in the process of developing aspects of action competence? What do they experience that they learn through their actions? Data is gathered through narrative qualitative research interviews and the theory is founded in life world phenomenology. The interviewees, 17-26 years old, are chosen strategically as being actively and critically involved in both promoting sustainable life-styles for themselves and promoting structural changes for sustainable living conditions. In a pilot study the contacts between researcher and interviewees have been established through websites for active youths and through activities and informal learning-settings organized by young people.

ETHICS IN TEACHING PRACTICE. STUDENT TEACHERS EXPERIENCES OF GOOD AND BAD MENTORING ENCOUNTERS

Atjonen, Päivi
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The main aim of this study is to describe student teachers' experiences of their mentors' ethical decisions made during teaching practice for teacher education. The theoretical framework consists of the following themes: A mentor is a facilitator and articulator of student teachers' professional development. The mentor has essential characteristics and virtues. There should be care and control in the mentoring relationship and the autonomy of the mentee should be ensured. The student teachers of the University of Joensuu, who were just starting their final period of their teaching practice (N = 201), wrote two descriptions of personally experienced mentoring encounters, both good and bad. The respondents were prospective class teachers (N = 86) and subject teachers (N = 115). The data were analysed by means of quantitative and qualitative content analysis. According to the results, an ethically successful mentor gave feedback, was fair and just, gave advice, gave enough support and listened carefully, was student-centred, was both flexible and demanding and was a positive person. An ethically unsuccessful mentor refused to give feedback, was hard and critical, treated student teachers disrespectfully, discussed delicate and private issues with outsiders, interrupted lessons without proper reasons and neglected some basic tasks.
ACADEMIC DISHONESTY, ETHICAL NORMS AND LEARNING

Colnerud, Gunnel
Linköping University, Sweden

This paper interprets ethical norms and considerations implicitly present in students’ answers when they are asked to define the degree to which a number of actions constitute acts of academic dishonesty. 325 students from four educational programs were asked to answer a Likert-scaled questionnaire. Their task was to assess 23 situations and state whether they considered them to be cheating. A statistical analysis of the results formed the basis for a subsequent qualitative analysis. The results were then used to address the question: What characterises the items regarded as academic dishonesty and those not regarded as academic dishonesty? The theoretical background for the study is derived from consequentialist, and deontological theory interpreting the results in terms of learning. The study assumes that the lower the degree of effort and work exhibited by the student, the lower the amount of learning that can be expected. The lower the student's expected learning, the higher they defined the degree of academic dishonesty. An act of academic dishonesty resulting in learning can be morally justified by two arguments: Deontological if you learn, you fulfil your duty. Teleological if you have learned your mark is fairly achieved and you do no harm to other students.

ETHICAL EDUCATION IN A POST–MODERN SOCIETY (Paper presented in Swedish)

Eek–Karlsson, Lotta
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Recently, questions concerning norms, values and the ethical education of youth have received a more prominent place in curricula and syllabuses of schools as well as in discussions concerning governmental directives for education. Currently individual freedom and a variety of choice is emphasised sometimes to the disadvantage of the group. The present study investigated these relationships by in-depths interviewing 7-9-grade teachers. Their interviews were analysed within a framework of phenomenological hermeneutics. The results were later interpreted within a post-modern theoretical framework. The main results indicate that teachers attempt to create an organisation and an approach based on the needs of the individual. They showed great enthusiasm to develop personal relationships with the pupils, but were confused about the limits of their tasks. Furthermore, the teachers expressed the need of ethical development for pupils, whereas the pupils were confused about the roles of adults in society. In the post-modern tradition a shared frame of reference and strategy is needed to provide the pupils an ethically appropriate training.

A THEORY OF AUTOTELIC VIOLENCE DRIVE AS AN EXPLANATORY FACTOR IN THE PEDAGOGY OF INTERPERSONAL VIOLENCE

Gill, Peter Edward
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A paradigmatic position in theorizing about violence has been to distinguish between instrumental and affective/expressive (or frustration aggression) violence, where instrumentality is regarded as rational and anger, though explicable, is often regarded as irrational. Instrumental violence is legitimized in various cultural contexts.
When homo sapiens becomes homo ludens other forms of violence and propensity for learning violence pertain. These are variations on instrumental and expressive aggression in both playful and symbolic modes. An argument is made for the inadequacy of this conceptualisation. The notion of autotelic violence (Gill, 1985) is extended to a theory of drives. Examples of violence as an end in itself (autotelic), explained as a rational activity of homo ludens, are used to explain the basis of the theory. Play violence, as in violent sports, is not just imitative and symbolic. Fictive violence, case studies of schoolyard bullying and football hooliganism are used to verify the contention that autotelic violence is a primary drive in learning violent behaviour. The fact that violence is increasing among emancipated females is partly explained by a gender specific enamouring of the autotelic element of violence doing. It is argued that autotelic violence is a concomitant principal in social learning of violence. This extends and increases the impact of imitative learning through mass-medial and fictive representations of violence.

ETHICS AND SYSTEMS THINKING AMONG EDUCATORS

Hansson, Thomas
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Systems thinking about human behaviour have produced much innovative modelling, some respectable instrumentation, but little empirical theory-testing. Rather than following a traditional division between abstract conceptualisation or pragmatic procedures in the analysis of systemic behaviour, the focus of this text is on analysis of systems defined as information-processing entities. This paper presents web-based interactions between teacher educators and student teachers in a Nordic (Nordplus) network called Values in Education.

INDICATORS FOR ACTIVE CITIZENSHIP

Hoskins, Bryony
European Commission, Italy
Mascherini, Massimiliano
European Commission, Italy

In the context of the Lisbon process on education there is an increasing interest towards social outcomes of learning and in particular indicators on active citizenship. In this context, this paper will present the framework for developing indicators on active citizenship, the proposals for indicators in this domain and initial results of these indicators giving European country comparisons. Globally this project aims also to create indicators on education and training for active citizenship, the development of new indicators from upcoming international surveys and to provide further understanding on what is effective education and training for active citizenship, however, as we are in the first stage achieving the results of this project – the particular focus for this paper are the indicators on active citizenship. The paper will propose indicators and the results of these indicators for active citizenship based on the development of definitions and a framework for indicators in this field. We define active citizenship as; Participation in civil society, community and/or political life, characterised by mutual respect and non violence and in accordance with human rights and democracy. (Hoskins 2006) The following measurable items were identified; participation in political life (representative democracy and regular party work), civil society (political non-governmental action) and community (community minded action that is less overtly political) and the values (human rights, intercultural understanding and democracy). Data was gathered from existing sources in
particular the data from the European Social Survey round 1 2002. The results for the indicators are to be computed and will be presented at the conference comparing European countries.

ON TECHNOLOGY EDUCATION AND ETHICS

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The Stockholm Institute of Education, Sweden

The form of modern society is progress. Although the development of technology has improved the quality of life in many ways, during the past century it has raised many ethical questions. In The Technological Society Jacques Ellul stated that technique’ the totality of methods rationally arrived at and having absolute efficiency in every field of human activity has become the means of judging the ethical and the origin of entirely new approaches to ethics: such that the ethics of technology derives from, and works according to the same thinking that is used to solve technical problems. Recently ethics has become an issue for technology education and we would expect there to be effects on teaching in this context. In traditional technology education teachers act as experts and/or use textbooks. However, an interview study with fifteen teachers shows that where technological and ethical issues are handled in the same way the force of ethical argumentation is potentially diminished by unexamined technique’, sometimes in a context where technology may have a corrupting influence. Consequently, when teaching ethics in technology education one has to speak for oneself and raise conscience through questions and questioning, rather than just giving answers.

THE NEW TEACHER – WORKING WITH BRINGING UP PUPILS ON THE YOUNG DIGITAL ARENA

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Caring for pupils’ upbringing is part of the ever-changing teacher profession. The mission of the school to create the best possible learning and development situation cannot be separated from rapid technological progress. Teachers’ abilities to provide supportive environments for the development of ethical and moral competence in youth are vital in an individualistic and pluralistic post-modern society. The prerequisites are always changing and the goals are constantly in flux. The present study is investigating youngsters' ethical and moral issues when they are using digital media communication. Specifically, has the new medias and technology changed the values and norms in youth? Fundamental standpoints on ethics and moral issues in youth are examined by questionnaires and interviews. Studies and analyses of communication using mobile phones, web-based chat programs and virtual communities are conducted. Other issues within this field concern the effects of technological progress on school responsibility and teachers' work situation.

VICTIMIZATION – A TOOL TO TEACH EACH OTHER A “CORRECT” PERSPECTIVE OF LIFE

Osbeck, Christina
Karlstad University, Sweden

This paper is a short summary of my dissertation (2006) with the Swedish title "Kränkningens livsförståelse. En
religionsdidaktisk studie av livsförståelse-lärande i skolan”. The study focus the understanding of life that young people /re/construct, and in this sense learn, in the discursive practices of school. A central finding is that victimization can be understood as a tool in that process of /re/construction. The paper discusses the institutional frame of schools and regards the large-sized schools, and the tasks of school to educate pupils and to differentiate between them, as risk factors that may lead to stereotypical, instrumental, and competitive relationships in education. A group interview study, with 51 youths from five schools divided into ten groups, is presented that shows that there are grounds for concern since the identified hegemonic discourse of understanding life can be termed "Life as adjustment for the benefit of individual competition". The question is put how one might understand the contributions from the subject Religion in such a context and a text book study is presented. The study shows that the contributions of language from Religion and Life, the most frequently used high school Religion textbook, is more of a confirmative than alternative voice.

TIME FOR REFLECTION – ABOUT VALUES IN CLASSROOM PRACTICE

Sandström Kjellin, Margareta
Mälardalen University, Sweden
Storfors, Tom
Mälardalen University, Sweden
Wennerström, Katrin
Mälardalen University, Sweden

A combined research and development project is presented and also a discussion about school development and research about school development; at this, the teachers' learning process is focussed. The aim of the project is, by focussing everyday school situations, to elucidate the relation between teachers' explicit values and their acting in the instructional situation. By letting the teachers reflect continuously over incidents in the classroom the goal is to increase their awareness of the importance of values in the everyday meeting with the pupil. Research questions are: to what extent do the teachers' expressed values and self-reported acting in the classroom coincide with the fundamental values as expressed in the national curriculum, initially and after one year's intervention? To what extent are the pupils assessed as being engaged in the instruction, initially and after one year's intervention? What is the relation between the teacher's expressed values and their self-reported classroom dialogues? The study is a case study and 45 teachers at a secondary school participate. Material is collected through focus-group dialogues, inquiries and reflective conversations'. Results will be presented from a first phase of the study.

TO DO SCHOOL ASSIGNMENTS, BE QUIET AND HAND IN ASSIGNMENTS ON TIME – A STUDY ON PUPILS’ RESPONSIBILITY IN HIGH MODERNITY

Söderström, Åsa
Karlstads Universitet, Sweden

The aim of this thesis is to describe and analyse pupils' and teachers' views on pupils' responsibility for their schoolwork and how this relates to a more comprehensive ideology of school and today's high modern society. Observations were made during lessons and pupils and teachers were interviewed. The ideology expressed in
pupils' and teachers' views on pupils' responsibility was related to the official school ideology expressed in the national curriculum. Analysis was carried out inspired by Giddens’ concepts used in describing of the high modern society, individualism and value-relativism. The results showed a discursive consensus between teachers and pupils. The meaning of responsibility was taken for granted and implied doing the school tasks and to complete them in time. Rules were created by the teachers to control pupils freedom of space. The pupils legitimated the teachers' controlling function but in practice they offer resistance against the demand for responsibility. The view of pupils' responsibility for their schoolwork was built upon an individualistic ideology. My results show no signs of value-relativism. The overall analysis identified three issues important for further discussions: responsibility and learning, responsibility and the view of the pupils' and responsibility as a democratic principle.

INCONSISTENCIES IN EVERYDAY PATTERNS OF SCHOOL RULES

Thornberg, Robert
Linköping University, Sweden

The aim of this study is to investigate and explain inconsistencies within the social constructions of school rules as they take shape in everyday interactions between teachers and students, and to explore how students interpret these inconsistencies. An ethnographic study is conducted in two primary schools in Sweden. According to the findings, implicit rules, i.e., unarticulated supplements or exceptions, can at least in part explain inconsistencies in teachers' efforts to uphold explicit school rules to the explicit rules. Nevertheless, rule inconsistency and unarticulated implicit rules appear to create rule diffusion, which in turn creates a prediction loss, among students. They cannot always predict what will be appropriate behaviour in particular situations and how teachers will react to their behaviour. Furthermore, this appears to result in a negotiation loss for students. They cannot openly discuss and negotiate on rules they are not aware of.
UNINTENDED LESSONS ON GENDER: HOW AN ENTREPRENEURSHIP TEACHING CASE CONSTRUCTS GENDER AND HOW STUDENTS LEARN OTHER THINGS THAN INTENDED

Ahl, Helene
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Teaching cases are regularly employed as teaching tools in entrepreneurship education, which is a growing subject both within higher education and in secondary schools. Students are supposed to learn how to apply theories by using a narrative which is based on a real business event. This article is a narrative analysis of an entrepreneurship case performed from a post-structuralist feminist perspective. Acknowledging the social construction of reality, gender is conceptualized as performed rather than as an essential quality attached to male and female bodies. The analysis finds that the case reproduces discriminatory gender relations. While using such cases in entrepreneurship training may teach pragmatic lessons, they also teach women that there is no place for them in business. Men learn that business is for them, and that it is quite acceptable to treat women in derogatory ways. Suggestions for improvement include cases with female protagonists, gender-inclusive language, stories that challenge received entrepreneurship ideas, and the introduction of narrative analysis to enrich students’ learning opportunities.

TRAVELLING DISCOURSES ON GENDER AND EDUCATION: THE CASE OF BOYS’ UNDERACHIEVEMENT

Arnesen, Anne-Lise
Faculty of Education, Oslo University College, Norway
Lahelma, Elina
University of Helsinki, Finland
Öhrn, Elisabet
The University College of Borås, Sweden

Currently, there are several debates on gender and schooling. We note for instances public debates focusing on underachievement, violence in school/lack of discipline, lack of democratic understanding and increasing school dropout in upper secondary school that seem to be discussed in gendered terms, suggesting that it is problems of boys due to failing pedagogies or feminization of the school (this discussion, see for ex. Weiner, Arnot & David 1997; Epstein & al. 1998; Francis 2000). In this paper we discuss the traveling discourse of boys’ underachievement and question how it has turned out to be an educational problem in all three Nordic countries. Rather than focusing on the facts’ of who succeeds or fails in school, we are exploring the systems of reasoning embodied in the ways we talk about gender, success and failure (Popkewitz 1998). "The underachieving boys"-discourse seems to be nourished by policies, ideas and research initiatives travelling across nations. We look at the broader context in which the "problem" is embedded (the intersection of gender, class, ethnicity and the wider societal situation) and ask which issues are given attention and which are not.
THE RULES OF THE GAME?: REPRODUCTION AND CHALLENGING THE GENDERED PRACTICES IN THE FIELD OF PHYSICAL EDUCATION

Berg, Päivi
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In this presentation I will discuss the rules of the game in the social, cultural and physical field of physical education and sport. Presentation is based on my on-going PhD study on "Group divisions and the hierarchies of differences: ethnographical study of the Physical Education (PE) lessons in upper secondary school". In this study I have participated and observed PE lessons of 7th graders and interviewed both pupils and their teachers. In here I focus on both the teachers and pupils' speech about bodies, gender and age. I discuss the problematic of femininity in a field that has traditionally been defined masculine. The pupils and teachers talked about the bodies of boys and girls in ways which femininity and masculinity is seen as contradictory. Nevertheless these contradictions were also challenged in the actions of teachers and pupils. As a wider analytical framework I use Bourdieu's conceptualisations of social field, capital and habitus and applications of his formulations to studies of gender, embodiment and physical education. I am elaborating the possibilities of agency and possibilities and limitations of re-conditioning of the gendered habitus in the context of PE and sport.

GENDER SEGREGATION AS A PARADOX OF INEQUALITY IN ONE OF THE MOST EQUALITY LAND IN THE WORLD

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This paper is about the narration of a group of women strategies within Swedish industrial workplace and how the women explain the strategies and adaptation in a male world inside the industries. The methods used in these studies are qualitative and we used interviews for our data collection and life histories. The most basic background to this method was how the women themselves conceived the world inside the industries. The particular question was the women's own narration about the impression that work in the andocentric environments made on them. We will also discuss the gender perspective and the analyses of equality and the application of the equality law against the industries. The informants are two groups with different qualifications and professional experiences. We interviewed in all 19 women and visited 14 working places. The selection of the industries and the informants were to meet the following requirements: Big and small companies, number of workers must be more than ten; demographic regional spread, and finally the informants had to have at least one year of working experience. We have to construct many questions when we begin the integration of women to the male dominated area. Do women have an interest in male dominated education programs and how can we analyze this? Why do women appear in a big concentration in the health programs?

PARADOXES OF PROJECT SOCIETY IN THE CONTEXT OF EQUALITY WORK IN FINLAND

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Finland is becoming a project society which forms a new kind of citizenship. Also the context of Finnish equality politics has changed significantly from the 1970s among recession, welfare state retrenchment, EU membership and decentralisation. The efficient development and use of human resources have been identified by the European Commission as crucial to the economic competitiveness and integral to this has been the maximisation of the effective use of women in the labour force (Rees 2001). Equality intertwining with economical and political power relations has become a huge disciplinary educational project with neo-liberalist and managerialist orientation and new forms of governing practices which have formulated citizenship based on flexibility, self-control and self-reliance. At the same time human rights and diversity issues have risen again also mainly because of EU. Equality work is operated in power relations with different kinds of parallel conflicting paradoxes. In my paper I analyze some of these paradoxes and their effects in formulating (female) citizenship in equality project context.

THE CONSTRUCTION OF GIRLS AND SCIENCE IN SWEDISH SCHOOL POLITICS

Hedlin, Maria
Högskolan i Kalmar, Sweden

More girls into science and technology have been a repeated goal in Swedish school politics for some decades. It has been called the gender equality issue in Swedish school. However, neither the ideas associated with science education nor the ideas associated with gender are clear-cut and obvious. The aim of my research is to examine the ideas and discourses of gender in documents preceding the curricula of compulsory school. In this work there is a particular attention at how girls’ relation to science and technology is articulated and changed over time. My method is discourse analysis and I am examining reports of commissions and government proposals from the 1940s and forward. I would argue that although some different ideas about science and technology are expressed, the clear conflict is how to view gender. A number of different ideas and discourses can be interpreted. The discourses are constantly challenged and negotiated in the same document and/or when comparing the documents.

NO CHANGES OF ATTITUDES IN TRADITIONAL SCHOOL FACTORS BUT GREAT CHANGES IN PEER RELATIONAL FACTORS DURING 35 YEARS WITH AN EQUALIZING PATTERN BETWEEN GENDERS

Holfve-Sabel, Mary-Anne
Göteborg University, Sweden

The aim was to compare gender patterns of student attitudes towards school, teacher and peers in grade 6 now and 35 years ago. During this period major changes of the expectations on both genders from the family and the school institution have occurred. In 1967-68, about 1500 pupils responded to a 40 item questionnaire. In 2003, the same number of pupils answered the same questionnaire. In both samples 51% were boys. Confirmatory factor analysis using previously described latent variables at two levels and computation of factor scores were applied. In the comparison of gender the within class level was used. In the more traditional school factors Interest in school, View of teacher and Work atmosphere there were no differences between the two time
periods. In factor Interest in school girls were still more positive than boys. In contrast to this, large changes with much more positive attitudes had occurred especially in boys in 4 peer relational factors: Relations with classmates, View of fuss, View of peers, and Lack of anxiety and in the first 3 of these the scores now had equalized between genders. The exception was the factor Lack of anxiety where the boys’ attitude score now was significantly higher than that of the girls.

DISCOURSES IN WOMEN’S ENTREPRENEURSHIP EDUCATION: PERSPECTIVES FROM LAPLAND
Keskitalo–Foley, Seija
University of Lapland, Finland

The context for my paper is the rapid ongoing economic and social change in Finnish society, which has led to the scaling down of public services, the restructuring of the labor market, and pressures on people in the northern parts of the country, especially women, to move elsewhere in search of work. One response to the changes in the labor market in Lapland has been to offer entrepreneurship to women as a new means of earning a living. The entrepreneurship education implemented to this end involves creation of an entrepreneurial culture and the promotion of internal and external entrepreneurship. In regional discourses, women and entrepreneurship have been seen as a means of reviving rural areas. The presentation examines the discourses associated with women's entrepreneurship education, focusing in particular on the question: What kinds of female entrepreneurship are constructed in educational projects for women?

CONSTRUCTING ENTERPRISING SELF IN SCHOOLS
Korhonen, Maija
University of Joensuu, Finland

My research is part of the multidisciplinary research project Enterprising self Education, Subjectivity and the Processes of Inclusion and Exclusion in Late Modern Society. In late modernity the term entrepreneurship is not used to refer to economic activity only, but it is regarded as an individual virtue and a personal and psychological property which could be realized in any organization. The concept of enterprising self includes both conceptions of ability which refer to individuals’ attitudes, intelligence, skills and moral principles through which the ideals of "a good person" and "a good life" are created. Enterprise education is seen as the latest manifestation of restructuring of education in the neo-liberal spirit. In this paper I present preliminary analysis of pupil’s entrepreneurial narratives which have been produced as a part of the annual Finnish writing competition "Yritys Hyväl" (Good Enterprise!) during 1986-2006. I consider these writings as the technologies of self. Using narrative methodology I explore the versions of enterprising selves. I focus my analysis on the gender and class differences and possible changes created in narratives.

ENTREPRENEURIAL CITIZEN
Mononen, Sari
University of Helsinki, Finland
In my PhD study I'm interested in citizenship produced in entrepreneurial education. Entrepreneurial education is part of Finnish education politics, and taught in every level of the education system. The goal of the education is to produce innovative, active and productive citizens, "inner entrepreneurs", individuals, who take care of themselves and the society in a spirit of neoliberalism and open-market economy. My questions are, what kind of citizenship is produced in the entrepreneurial education: who is a subject of the education, to whom agency is granted; what kind of positions and possible ways of acting as a citizen are created; the responsibilities and rights of the citizen in this enterprise-discourse. I will analyse the data from the perspective of poststructuralism (Davies, Adams st. Pierre): what kinds of processes of including and excluding take place in the discourses, what kind of subjectivities are created, and how social differences are presented. Other view to interpret the data is power/governmentality -theory: neoliberalism as a reason of governmentality works in Western societies through different dimensions, in political, institutional and ethical level (Rose). My aim is to analyse the production of neoliberal subject in these dimensions. The data of my study: teaching materials used in entrepreneurial education; official documents concerning policymaking of entrepreneurial education; interviews of the teachers of the entrepreneurial education. In this presentation I discuss my preliminary analysis of the Finnish official documents of entrepreneurial education.

GENDER DIFFERENCES IN EDUCATIONAL SCIENCES STUDENTS’ COURSE EXPERIENCES AND GRADES

Nelson, Anders
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Gender differences in education are increasingly investigated and discussed. In Sweden, girls get higher grades than boys in most subjects in compulsory school. More girls than boys study theoretical programs and more boys than girls study vocationally oriented programs in upper secondary school. More girls than boys continue to studies at university level. In educational sciences courses, about 80 % of the students are women and about 20 % are men. The aim of the present study was to investigate differences in (1) female and male students' evaluation of the conditions for learning created by the teachers in an introductory educational sciences course, (2) female and male students' evaluation of some aspects of their own study efforts in the course and (3) female and male students' grades in the course. The results are based on data from an evaluation questionnaire filled in by 285 students who completed the introductory educational sciences course at Halmstad University between 2002 and 2006. The results consist of descriptions of gender differences in (1), (2), and (3) respectively and of correlations between them. The results are discussed in relation to the character of the educational context and subject related epistemological beliefs.

ORDER, DISCIPLINE AND GENDER IN PRE–SCHOOL CLASS

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Previous gender research has shown that order, discipline and gender are closely linked together, both in preschool and school. But there are differences in how this appears. Pre-school research indicate that girls more
often follow the given order, i.e. act in a proper way ("nice" and "helpful"), while boys more often break the rules. In comprehensive school gender differences appear less distinct. Taking previous research as a starting point, this paper further explores order, discipline and gender in pre-school class. In pre-school class the children are six years old and in the "twilight" between pre-school and school. This might be considered a particularly interesting time of children's everyday life in school to analyse, given differences between pre-school and school settings found in previous research. The paper has arisen from an ongoing PhD project, "Gender and Identity", where videomaterial is analysed. The videomaterial include a group of children in a Swedish school setting (aged 5-8 years old). This paper draws in particular on data from a pre-school class, where there is a tendency that everything has to be "in order".

LEARNING TO BE FINNISH WOMEN: REFLECTIONS ON YOUNG WOMEN'S PATHS TO GENDERED ADULTHOOD
Palmu, Tarja
University of Helsinki, Finland
Lahelma, Elina
University of Helsinki, Finland
In this paper we ask how gendered citizenship is learned by a couple of young white Finnish women in different historical contexts. The paper discusses their reflections as well as our interpretations about their growing up to womanhood and the gendered learning that is overt or covert. We ask how they are positioned and position themselves within the femininities available in the turn of the millennium and in the 1970's. We discuss their reflections in the context of a Nordic welfare state that is proud about gender equality. We draw from an ethnographically grounded longitudinal life history study in which Elina has followed the paths of young people from two secondary schools in Helsinki into varied positions of early adulthood, the age span being from 12 to 24 years. The other data we draw from is from Tarja's study where the locality and context is one selective school for girls in a small city in eastern Finland in the 1970's. The memories from secondary school and experiences of being a schoolgirl are studied through experiences and reflections of middle-aged women.

THE FACTORS WHICH BEST PREDICT THE LATER DEVELOPMENT OF READING AND WRITING WITH PRE-SCHOOL CHILDREN
Poussu-Olli, Hanna-Sofia
University of Turku, Finland
The study was participated by 96 pre-school aged children. The Assessment test battery comprises the following sub-areas: independent initiative, visual and auditive perception, language awareness, mathematical and fine-motoric sub-areas and assessment of reading. According to the results the girls' performances are altogether better than those of the boys and in addition the boys have a greater dispersion in the item-based performances than the girls. The preschool-aged boys' performances are poorer especially in the linguistic domain than those of the girls. About 25 % the children studied need the special support in the preschool stage. The factors best predicting the later development of reading and writing are the discrimination of the duration of a sound, the recognition of the first and last sounds of a word, as well as the comparison of word-lengths and the recognition
of letters. The next best predictors are the discrimination of syllable and word pairs, rhyming words and rhythm pairs and recognition of a word and a non-word. With the help of the pre-school test battery it is possible to find out the children's individual achievement profiles and to plan the teaching interventions.
RIGHT OR WRONG. "BILDUNG" AND POST–MODERNISM (Paper presented in Norwegian)
Briseid, Lars Gunnar
Agder University College, Norway

The concept of "Bildung" (in Norwegian "danning") has, historically speaking, gone through three different phases: 1) classical "Bildung" 2) public "Bildung" and c) "Bildung" in the post-modern era. The "Bildung" ideal – whom it would include and how it would be attained – has varied according to time and place. However, the concept has had at its core a "humanizing" aspect in several variations. Traditionally speaking, the concept has to a certain degree had a normative starting point, with focus on the development/cultivation of the individual, who would then enter into a cultural community, the process being based on certain fundamental societal values. However, the post-modern "Bildung" concept challenges the traditional one. Through this type of understanding, education is regarded as being a formative process in which what takes place within the individual is interplay between himself/herself and the surrounding world. The value-based starting point, however, is more indistinct, because the question as to what is right or wrong, true or false, no longer allows itself to be identified as something universal. Constructivism and pragmatism reject that there are universal values that have not been created by humans. What kind of starting point should we then take in order to produce an educational process in our time? And on what grounds? This is the starting point for my discussion.

TEACHING AND THEORIES OF LEARNING
Claesson, Silwa
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During the last decades issues concerning pupils' learning have been most significant in school discourse. When analysing theories of learning related to school subjects it is clear that certain theories are related to a certain school subjects. This means that teachers who teach one school subject often have adopted some aspects of one certain theory of learning. When teachers who teach different subjects meet and plan their teaching together they might have problems understanding each other. The taken-for-granted ideas about pupils’ learning differ. This paper will discuss some consequences of teaching related to theories of learning.

USING PEER–ASSESSMENT TO VALIDATE GRADE–SETTING OF EXAMINATION PORTFOLIOS IN AN ADVANCED COURSE IN EDUCATION
Gill, Peter Edward
Högskolan i Gävle, Sweden

Grade-setting practice at Swedish universities has entered a period of reassessment. It is argued that the epistemological challenges implied in the "Bologna" process are largely misunderstood. A systematic application of portfolio assessment has been used to set-grades in courses in Education. Criterion-referenced assessment
matrices for grade-setting degree-dissertations and advanced course modules have been developed (Gill, 1999, 2006). Results from an advanced course in Education are presented. Eleven participants rated (on a criterion-based five point scale) 7 portfolio tasks (including memoranda, database analysis, writing tasks, and course-activity indices) as presented in each other's portfolios with differentiated weights for each task negotiated collectively. The author ranked each portfolio using the assessment matrix. Mean scores, based on 10 participants' ratings were used to assign a collective participants' ranking of portfolios. Correlation between tutor's rankings and participants was Rho =0.65 (Rank correlation between tutor and tutor/participants combined = 0.89). Without knowing possible reassignments of grades based on a combination of course-tutor and participant grades, participants were given the choice of having their collective assessments included in final estimates of grades. The main effect of combined scores was to move two students from grade 1 to grade 2 and three students from grade 2 to grade 3, that is, gains for five students. Implications for this methodology are presented and discussed.

EDUCATION IN DENMARK, NORWAY AND SWEDEN (Paper presented in Norwegian)
Hansen, Arvid
Agder University College, Norway

Three neighbouring countries. Three languages with common origin. Three cultures that from abroad seems to be similar. Do we have more in common? Is this likeness a myth or values that deserve attention? This is the point of departure for a discussion of similarities concerning education in Scandinavia. The paper is focusing on the differences and similarities concerning didactic approach, between Denmark, Norway and Sweden. By comparing didactics models and theories from those three countries, the focus has been on both differences and similarities. The outcome describes what may be a common education culture.

PUPIL VOICE IN INTERNATIONAL RESEARCH
Larsen, Annelise Brox
University of Tromsø, Norway

This paper aims at discussing some aspects considering pupil voice in international research networks where the participants communicate in English. To the majority of such participants English is a foreign language and in order to make their voices heard, proficiency in English is of cardinal importance. How researchers and teachers can facilitate the participation of pupil voice in international research designs which demands EFL, English as a foreign language, communication, is discussed. Examples are taken from an inter-Nordic network, TALE, "Teaching and Learning English", which involves approximately 400 pupils aged 12-14. The pupils primarily participated in classroom discussions where their teacher was the only grown up receiver. In addition to such informal channels the pupils were invited to voice their opinions in "Blackboard" which was used in TALE, thus making their opinions known throughout the network. Very few pupils made use of such opportunities. The attitudes of the grown-ups in the network are vital in this respect. In order to make pupils' voices activated the teachers and researchers have to convince the pupils of the importance of the individual.

TRUST BETWEEN TEACHER AND PUPIL – DOES IT MATTER?
Lilja, Annika  
University of Göteborg, Sweden

Teachers' subject knowledge is obviously important for pupils learning, but with this knowledge, the teacher only reaches the already motivated pupils. To reach other, not so motivated pupils, there is a need for something else and more. Today, teachers work consist of a lot of different tasks, but the main task must still be to teach. A central part of the teacher's work is to know what the pupils need to learn, what they need for learning and to organise the pupils learning accordingly. Teaching is an intersubjective practice in the sense that there exists a mutual relationship between at least two subjects, someone teaching and someone being taught. If trust is lacking, teaching ceases to exist as a meaningful activity. You often hear the phrase "to build a culture of trust" and it indicates that this is something that can be learned. A lot of things teachers do in their work with the pupils are implicit and little articulated. It is, therefore, easily assumed that the ability to build up trust is innate instead of being a particular teacher knowledge. The intention of my paper is to discuss what trust between pupil and teacher can be, and of what importance it might have for pupils learning.

THE INNOVATIVE STUDENT AND THE NEW IDEAS OF “BILDUNG”

Lund, Birthe  
Aalborg University, Sweden

The innovative student and the new ideas of "Bildung" The paper analyze Scandinavian task of curriculum of recent data to identify ideas of Bildung when the curriculum prescribe the innovative and entrepreneurial student as an educational goal for both schoolchildren and high schools students. The paper also discuss how we from an perspective with in general didactic may identify which didactic and pedagogical practice is preferred when the goal is to develop innovative students – not to mention – innovative teachers. The new goals may conflict with other educational goals and educational practice in general, not the least in relation to assessment.

THE CONCEPTS OF CULTIVATING AND QUALIFICATION IN SWEDISH, DANISH AND NORWEGIAN SCHOOLS (Paper presented in Norwegian)

Midtsundstad, Jorunn  
Agder University College, Norway

This paper presents an attempt to analyze the concepts of cultivation and qualification during three different time periods of Danish and Norwegian educational history. Questions are posed with regard to how the concepts may be understood and applied in educational theory, and if any observations may be made regarding alterations in the emphasis on, respectively, cultivation and qualification? The three historical pictures are thereafter compared with how Swedish, Danish and Norwegian curricula present schools’ tasks and objectives during the same time periods. The question is whether or not we can see the same alterations in the time periods' emphasis on, respectively, qualification and cultivation in educational history, and in the three countries' curricula. What is similar and what is different?
COGNITIVE CONFLICT IN SCIENCE TEXT COMPREHENSION – EVIDENCE FROM EYE MOVEMENT MEASUREMENT

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Penttinen, Marjaana
University of Turku, Finland
Anto, Erkki
University of Turku, Finland

In this study we try to model cognitive conflict in science text comprehension. Theoretical framework is based on following research traditions; text comprehension (e.g. Kintsch 1988; Gilabert, Martinez & Vidal-Abarca 2005), conceptual change research (e.g. Limón & Mason 2002) and eye movement research (e.g. Rayner 1998; Hyönä, Lorch & Rinck 2003). It is likely that cognitive conflict, the collision of naive and scientific conceptions, can be experienced in different levels of text comprehension. Our theoretical model is based on the Construction-Integration -model (Kintsch & van Dijk 1983; Kintsch 1988). Cognitive processes in reading can be examined with the methodology offered by eye movement research (e.g. Hyönä et al. 2003). Thirty sixth graders read a text concerning photosynthesis. Their eye movements were recorded. A pre-test-post-test design was used. This study showed tendencies that a concept called look from time functions as an indicator of cognitive conflict while reading science text. This line of study can be beneficial for developing science texts for school purposes.

UNDERSTANDING TEACHERS ACTIONS AND INTENTIONS IN THEIR WORK WITH PUPILS, IN THE LIGHT OF CULTIVATING AND QUALIFICATING AIMS FOR TEACHING

Olin, Anette
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When studying the work being done in official meeting groups in a school during a year three developmental areas has been identified; 1) the work with pupils 2) organizing and 3) the identity of the school/common ideals. The first area has been analyzed, out of a hermeneutic approach, and will be presented in this paper. Every pupil in Sweden shall have an Individuell utvecklingsplan (Individual developmental plan) and therefore a lot of effort are put into developing good strategies for this work among the teachers. When the teachers in the study express themselves they say that they have to be better at "meeting the pupils needs". Important for the work is the relation between the skills of the pupil and the aims in the curriculum. In other words it is qualification aims that should be reached. But listening to the teachers stories qualification doesn’t cover everything they talk about. Cultivating aims must be added to better understand actions and intentions. This is one conceptual tool for analyzing the developmental work of teachers. Others may appear during the process of analyzing.

TOURISM EDUCATION – A DIDACTIC PERSPECTIVE (Paper presented in Swedish)

Olsson, Anders
Lund University, Sweden
The aim of this contribution is to present ongoing research regarding the teaching content of the subject of tourism in secondary schools. The research is framed in a general didactic perspective based on neo-pragmatic and post-structuralistic philosophy, as well as in an international tourism education context. The purpose of my research is to open up tourism didactics as a new field of study. By doing this, my intention is to contribute to the debate on the development of the subject of tourism. Furthermore, the research, by studying the teaching content of the subject of tourism, aims at deepening the general didactic perspective. Finally, it aims at developing the international tourism education research by applying such a didactic perspective. In identifying discourses, the choice of teaching content is problemized in terms of what is actually selected and what is actually excluded. Focus is on the potential of the subject of tourism with regards to desirable values, such as human rights and sustainable development.

STUDENT’S RESPONSIBILITY FOR LEARNING IN A DEMOCRATIC SCHOOL (Paper presented in Swedish)

Valve, Lars-Olof
University of Kalmar, Sweden

The aim of this study has been to investigate how the curriculums description of expectations on student capacity to take responsibility for learning in a democratic school and society has changed over time. Are power relations between students and teachers clearly expressed in the curriculum if so, how is the discursive relationship developed and described. What outlook on man kind forms the bases of the different curriculums and how is this expressed in the text. What exactly do we expect from the pupil? My analysis of these curriculums is carried out within the frame work of four different management theories.

THE YOUNG AND FORESTRY

Wallin–Oittinen, Toini
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From 1989 to 1999, while I taught ninth-grade junior high school classes, I carried out a group project during the spring period with students taking biology and geography courses and an optional agriculture course, so that they could participate in the national Metsävisa forestry competition. My students collected information on forestry, which they shared and studied before the competition. In addition, their assignments involved reviewing textbooks in this field. I researched my 1992 students qualitatively in order to discover what interested the students and what motivated them. In 1992 there were three groups of students sharing the same group assignment, and the number of test subjects was 56. My presentation deals with Finnish forestry on the national level and how the students understood it according to their instructions. Cognition is a significant factor for learning the basics of forestry.

STUDENTS’ UNDERSTANDING OF THE INTENSIFIED GREENHOUSE EFFECT AS A PHENOMENON, ITS CAUSE AND EFFECT
Wang, Li
Stockholm University, Sweden

The complexity of students' understanding of the concept of the intensified greenhouse effect (IGHE) has been acknowledged and investigated in the western world. China is one of the main contributors of the greenhouse gases. However, Chinese students' understanding of the concept has not been scrutinized. The purpose of the article is to examine how Chinese students aged 14 studying at green schools understand IGHE: What is it? How is it formed? What consequences does it have? An intentional perspective is used in analyzing interview data. The results show that the students reason the phenomenon of increased temperature along two lines: temperature rise on the local level and the enhanced temperature globally. It is not yet clear if the two lines of reasoning converge. In conclusion it is stated that the students' interpretation of IGHE is context-dependent. The differentiation of the contexts involved will help the students both to understand the concept and to relate it to other concepts.

PROFESSIONS IN CHANGE: EMPOWERING EDUCATION? (Paper presented in Norwegian)

Werler, Tobias
Agder University College, Norway
Birkeland, Nils Rune
Agder University College, Norway

As a basis for developing new approaches to finding the educational means necessary for dissolving welfare societies, this presentation aims to gain insight into professions in change. An in-depth study of, respectively, nursing and teacher education students investigates emerging professional identities as reflections of public discourses on health and education. From a historical perspective, both are constructed from two separate discourses on altruism, these being care and knowledge/cultural content. Current approaches to public health within the spheres of empowerment and health education (WHO 1986) serve as models for development of professional identities within educational institutions. The question is whether or not such institutions achieve the empowerment of the formation of professional identities, and if so, to what degree? Third-year nursing and teaching students were asked to list their reasons for their choice of study. They were also asked about their future career expectations. The presentation will show patterns of similar reasons given for students' choice of careered which are not fueled by altruism, and further, how future career expectations seem to be more guided by a common discourse of competition and labor safety than unique professional discourses developed by educational means. In addition, the paper will also discuss a general outline for an altered framework for didactics within a new world order.
THE ARCTIC CHILDREN PROJECT

Arne, Forsman
University of Technology, Luleå, Sweden

The ArctiChildren project is an Interreg III Kolarctic project with the aim to enhance the psycho-social well-being among children and youth in the Arctic. Finnmarkvidda College, Alta, Lapin Yliopisto, Rovaniemi, Murmansk State Pedagogical University, Russia and University of Technology, Luleå, Sweden are involved in the project. My task is to work with the participant schools as a lecturer and a consultant in the discourse of peer bullying. The development part is to help the schools to establish new methods to prevent and take measures against peer bullying. The research in the field of harassments is directed to a local Swedish school. This paper reports my work in the project between 2004-2006.

‘SENSE OF COHERENCE’ AND OTHER CONCOMITANT RISK FACTORS FOR VIOLENCE AND VICTIMIZATION IN COHORTS OF SWEDISH 9TH AND 11TH GRADERS

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Wijk, Katarina
Högskolan i Gävle, Sweden

Clusters of risk behaviours among teenagers are often associated with propensity for violence. Harassment and bullying are concomitant behaviours and often include violence both as a manifestation of victimhood and aggressive bullying. Few of Sweden's county-based surveys monitoring children's health include Antonovsky's sense of coherence' (SOC) questionnaire and indices of violence. Survey results from a total cohort of 9th and 11th graders in a Swedish county (N= 5047, 2546 males and 2501 females) are reported. Distributions of mean SOC scores (13 item version) were normal. Composite scores for aggressors, partial and full victims were calculated. High internal correlations between these indices pointed to valid estimates of self-reported violence and victimization. Significant, lower correlations (typically about Rho=0.19 to 0.25) were found between violence (for victims, aggressors and aggressor/victims) and general risk-taking (higher for risk-taking and aggression). All correlations with SOC, though low, were negative for males and females. The largest significant inverse relationship (Rho = -0.20) was between full-victim females and their self reported sense of coherence'. Of the SOC sub-scales (comprehensibility, manageability & meaningfulness) manageability' accounted for all the inverse relationship with victim hood (higher for girls). Results are discussed in relation to possible implications for prevention programmes.
In this paper the question of pedagogical dimensions of and processes in health care is addressed. In deepth interviews make up the data bank. Physicians, nurses and occupational therapists have been interviewed after a workday, and interviews have been carried out with focus groups. The interviewees described what they did during the day, how they planned, acted and thought in the situations that can be labelled as a pedagogical process. To summarise: the awareness of the pedagogical dimensions seems to be low. When the professionals set some goals and objectives the focus is mostly on the patients and seldom on themselves and the pedagogical processes they start. Almost no one talks about strategies when meeting patients even though the aim is to get the person to change behaviour or attitudes. One may say that care and cure more than core (teach, supervise) represents what the professionals are focusing. Sarvimäki makes a distinction between health care and education. Care means that every person's needs, well being, health and illness are both starting points and goals whereas in education it is the person’s motivation, attitudes, values and skills. The focus on the health care situation may explain the professionals’ lack of pedagogical strategies.

LINKING RESEARCH AND TEACHING IN UNDERGRADUATE NURSING PROGRAMMES: MYTHS AND REALITIES

Karseth, Berit
University of Oslo, Norway
Heggen, Kristin
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Linking research with teaching is a topic of international interest. The idea of the unity of teaching and research can be traced back to Humboldt and the beginning of the 19 century. Almost 200 years later the ideal is challenged by a pressure to commodity teaching and research, as well as by the Bologna Process and its attempt to develop an area of higher education in Europe. The landscape of higher education has, no doubt, changed and old demarcations between traditional universities and post secondary education institutions are challenged. As a consequence nursing education is placed within a new educational discourse. The aim of this paper is to discuss the nexus between research and teaching in nursing education. The overall questions addressed in the paper are: How do faculty members in nursing education experience and characterize research based teaching? And furthermore, how do these perceptions reflect dominant institutional discourses? The empirical data conducted for the study are primarily qualitative interviews with faculty members who are teaching in nursing programmes and who also participate in research projects.

EDUCATION DISCOURSES VOICED BY HEALTH PROFESSIONALS

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From the beginning of the 20th century the health education has diverged from some occupations to various occupations. The health education is placed on different levels of Finnish education system: institutions of upper secondary education, polytechnics and universities. The public discussion around health-care sector have been worried about how to get "good and proper" young people to enter the professions. Health-care work is not seen very attractive today because of the problems of sector. The impact of the neo-liberal policy adapted by public administration has had a big influence also on work of female-dominant health-care professionals. The managerial doctrines of governance and management familiar in the business have been applied to the health-care sector. Education is usually conceived as important element answering to the changes of the operational environment as well as socializing to the culture of the profession. Our paper examines education discourses voiced by health professionals. We ask, what and how health professionals talk about their education and what kind of professional culture and working environment it represents and constructs. The data of our research is composed of interviews, journals and internet platform of health professionals. We distinguished academic-professional, practical-calling and anti-academic discourses. Health professionals had strong faith in education. This faith and "schooling-obedience" manifested above all in academic-professional discourse. The downsides of education were also manifested in their talk. Large reforms in the health education during last decades and hierarchic education system have differentiated and inequalized professionals.

POSSIBILITIES TO LEARN TO BE EXPERT IN SENMODERN SOCIETY

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Laurea, Finland
Toiviainen, Eila
Laurea, Finland

The change of working life demands new expertise to take accounts how to be productive and developmental. It is also a challenge to professional education how to educate students to be experts in senmodern societies. Our purpose is clear up what kind of learning facilities and instruction do the students need during their studies in university of applied sciences. First we find out what kind of conceptions of learning those students have in the beginning of their studies. The students have been chosen to be educated for expertises in nursing, physiotherapy and social services. The data were gathered by using essay writing from all 137 students' of social and healthcare sector who had started their studies in Laurea during years 2003-2005. The essays were written from the subject "I as a learner". The data were analysed by content analyses. The result of the study was three kind conceptions of learning: generators, conservers and loafers around. The demand of the working life in senmodernity is to have social and healthcare workers who have possibilities to get information and change their working cultures according to new knowledge and clients demands. If we compare those results to the demands of senmodern working life, so students who has an idea to generate their learning are those who have possibilities to manage in working life. Those students who were conservers or are loafing around have to change their conceptions of learning during the education. The demands for expertise education are not only to let students learn wide and deep understanding of the subjects, but also to change and develope their conceptions of learning.

KOMPETENCEBASERET ELEKTRONISK STUDENTERPORTFOLIO (Paper presented in Danish)
The objective of the Konk Project in the nursing training was to test a competence-based electronic student portfolio. The project was divided into three phases: Phase 1 consisted of the development of a competence taxonomy aimed at the nursing training. Phase 2 consisted of the development of an electronic student portfolio for the 3rd and 4th semesters of the training and testing of the latter. Phase 3 consisted of an evaluation of phases one and two. The result of the evaluation shows that the introduction of a competence-based electronic student portfolio will increase the individual student's overview of the contents and requirements of the training. A student portfolio is to be introduced right after the beginning of the training as a compulsory study tool and is thus to support the individual student's sense of meaningfulness. In addition to the use of the tool, adherence to the underlying values of the competence thinking, understood as a multidimensional factor, is a vital element of the educational institution.

THE SENTIENT TEACHER – A STUDY OF THE NURSING-TEACHER EDUCATOR’S SELF-UNDERSTANDING (Paper presented in Swedish)

Sandström, Birgitta
Stockholm Institute of Education, Sweden

This paper focuses on the specific complexity in teacher education profiling nursing, health and care. Statements on good usage and how gender is created in the practice of teacher education was analyzed in accordance with the knowledge-culture concept. The result shows that abilities and values from earlier professional education and working life experience are woven together with the interpretation of what a good nursing-teacher educator should know and be. The web consists of warp-threads, being the traditional side of knowledge culture, and weft, being of a more temporary nature. Thus the web's qualities are changeable. A conspicuous pattern in this web is ability for sentience.

PROFESSION AND EXISTENCE. A HERMENEUTICAL STUDY OF ASYMMETRY AND RECIPROCITY IN NURSES ENCOUNTERS WITH SEVERELY ILL PATIENTS

Schuster, Marja
The Stockholm Institute of Education, Sweden

The purpose of my study was to investigate how nurses constitute themselves in encounters with severely ill patients. The self is understood in existential meaning and it is described and analysed by means of four research questions: How is the professional self constituted in 1) nurses concepts of being professional 2) nurses concepts of the other, the patient 3) nurses concepts of friendship and love in professional encounters 4) nurses concepts of the body? 14 registered nurses were interviewed and the texts were interpreted within a
hermeneutic and existential framework, mainly influenced by Paul Ricoeur. The interpretations of the study are discussed by means of three models for how nurses constitute themselves in the encounter with patients. The asymmetric relation between a nurse and a patient characterizes these models. The dissertation argues for a fourth model that emanates from the existential framework of the study and where the asymmetric character of the relation fades out and gives space for reciprocity in the professional encounter.

QUALIFICATION TO THE NURSE PROFESSION IN EDUCATION AND WORK

Skår, Randi
Sogn og Fjordane University College, Sweden

The nurse education takes place in two arenas, both in school and in practice. According to the national curricula for nurse education from 2000, nurses are not fully educated within some skills when they start working after three years of study. Further qualification at work is therefore expected. The qualification of nurses then meet at least two challenges; what kind of knowledge is most useful to learn, and what kind of qualification is necessary to improve the professional practise? The research questions in my project are: How do nurses experience professional qualification in education and work? What learning contexts appear when nurses do their work? I have interviewed eleven nurses from different workplaces in hospital units, nursing homes and home care units in two different counties in Norway. The informants were participating in both in-depth interviews and focus group interviews. The preliminary analyses show that different workplaces influence in different ways on how nurses learn and use their knowledge base. Common learning challenges turn out to be supervising nurse students, communication with patients and relatives and facing ethical dilemmas. The informants ask for more focus on these skills together with training in procedures in the education.
STUDENTS OF EDUCATIONAL SCIENCES AS SOLVERS OF A QUANTITATIVE RESEARCH PROBLEM

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Faculty of Education, University of Joensuu, Finland

The aim of this paper is to describe the short research proposals made by students of educational sciences (N = 87). The research topic was 'information and communication technology, learning and comprehensive school' and students were asked to suggest what kind of a quantitative Master's thesis would be reasonable for the topic. Nine proposals out of ten did not describe any words of theoretical framework and reliability or validity. The research question was best formulated. Descriptions of the research method were the second best, especially six proposals based on experimental design were good. Half of the students did not mention anything relevant of measurement tools, and information of target group was missing in every third proposal. The mean of sum of six scored aspects (theoretical framework, research problem, research method, measurement tool, subjects, reliability/validity, á = 03 points) was 4.8. The time spent on the own MA thesis or previous studies on research methods did not correlate to the sum of points. Positive correlation existed between the sum and marks in the educational sciences. Typically students received 1-3 points in three aspects out of six. The more studies of research methods students had, the more aspects were scored.

KNOWLEDGE, POLICY, AND POLITICS, BOLOGNA PROCESS AT WORK

Birkeland, Nils Rune
Agder University College, Norway

The scope of this paper is to develop a wider understanding about the processes that goes on as a part of the European experiment co-ordinating the field of higher education through the Bologna treaty. The staring point is The Third Conference on Knowledge and Politics in Bergen, May 2005, a parallel to the international minister meeting where the harmonization agreement were extended to be applied in 45 countries. My central question is whether the Bologna process is representing a new perspective on higher education in the western countries. To throw light on this complex I will investigate different scenarios for future development. I also present some premises for these scenarios by looking at what initiated the Bologna- process and in which manner the implementation of the reforms has been progressed in the participating countries? Concluding points: The Bologna process has constructed a crossroad for the European system of higher education and research. An expanded field for action and development has been created where new actors, at domestic and transnational levels, can contribute with solutions and duties. But domestic agendas concerning the implementation of the reforms and exceptional conditions in today international politics contribute this window of change a limited timeframe.

WORK AND FAMILY OBLIGATIONS OF DISTANCE AND ON–CAMPUS UNIVERSITY STUDENTS

Björnsdóttir, Amalia
The Iceland University of Education, Iceland

More than half of the students at the Iceland University of Education are in distance education program. Concern had been raised among the professors at the university that students in the distance programs have little time to dedicate to studying because of work and family obligation. A survey was conducted among undergraduate distance and on-campus students to get a picture of their obligations and the effects those obligations have on them as students and their wellbeing. 729 students completed the survey, or 66% of students enrolled. The distance students are older, 46% over the age of 34, but 20% of the on-campus students fall in that age category. 81% of distance students have kids in their home but 47% of on-campus students have kids. Distance students spent on average 28 hours working but on-campus students had paid job for 8 hours at average per week. Older students and students in the distance education feel more stressed about their school work and on-campus students enjoy studying more than distance students. There seems to be a reason for concern because of high demand put on the distance education students, which seems to affect their experience in the university.

TRENDS IN ACADEMIC DISHONESTY

Björklund, Mikaela
Åbo Akademi University, Finland

The aim of this paper is to present patterns of academic dishonesty over time in a Finland-Swedish context and to discuss possible implications of these results. Several authors have brought forward the changing attitudes and approaches to studies by an increasing number of students. Academic dishonesty can be regarded as one indicator of value changes in society. Hence, one could expect changes over time in the amount, types and motives for cheating (and avoiding it). The results presented are based upon a questionnaire study with students enrolled in higher education (education, business and theology) in 1996. The same questionnaire was distributed to students within similar educational programmes in 2006. Results have been quantified and analysed with the aid of statistical measures appropriate for ordinal-scale data. Discussion will focus on the implications of these results on policies and procedures in institutions of higher education, especially from a Finland-Swedish point of view.

GRADUATES IDENTITY FORMATION IN THE TRANSITION FROM HIGHER EDUCATION TO WORKING LIFE

Evertsson, Sofia
Linköping University, Sweden

My research project goes under the title "Hopes, plans and actuality strategies as a newly graduated academic". My interests concerns students' movement from higher education into the working life. The design of the empirical study is longitudinal, where graduates have been interviewed on three consecutive occasions: the last semester before graduation, the first and then the third year in working life. The graduates’ comes from two different Master's programmes at Linköping University, Sweden; Political Science and Psychology. This being analysed both in a retrospective and a prospective way concerning the concepts such as doing gender, identity, professionalism, legitimacy, and career development. I'm writing a dissertation by publications so the subject for my presentation will be my third article concerning graduates identity formation in the transition from higher
education to working life. I will explore (i) how the graduates look upon themselves as students and as a professional, and (ii) how it affects the relationship between work life and private life. The presentation will elaborate on my results and the theoretical framework.

AN ARENA OF COMPETENCE LEARNING IN HIGHER EDUCATION

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Stockholm Institute of Education, Sweden
Olstedt, Ewa
Swedish National Defence College, Sweden

The point of departure for this study is based on our experience of teaching in HE (Higher Education). Hereby we raise the question of the importance of the teacher for the learning process and the significance of the learning process for teachers. The theoretical framework consists of social interactionism in relation to adult learning using the ideas of Giddens and Mezirow. The informants represent different faculties, such as the university of technology, medicine, business school, teaching institute, the Swedish National Defence College and of different institutions of art. Data was collected using Focus group interviews. By doing so the method proved the importance of the arena of competence. As a result the informants describe their competence from a teaching perspective and from a research perspective. They understood their competence as discursive consciousness from two perspectives in the dialogue. We found that the focus group interviews over time resulted in competence learning. We argue that competence learning generates understanding of competence to a level of critical thinking. This understanding of competence within dialogue in the focus group arena enhances the learning transformation of competence in HE. The findings show that the informants stress lack of teaching competence that has an effect of the conditions of the learning process.

EDUCATION, ODONTOLOGY AND SOCIAL WORK: INTERACTIVE AND CONTINUOUS ASSESSMENT FOR DEVELOPMENT OF PROFESSIONAL COMPETENCE

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Högström, Mats
Health and Society, Malmö University, Sweden
Hallstedt, Per-Axel
Health and Society, Malmö University, Sweden
Mattheos, Nicholas
Faculty of Odontology, Malmö University, Sweden
Malmberg, Claes
School of Teacher Education, Malmö University, Sweden

The aim of the project is to use assessment in developing students' professional competence during their courses of studies for qualification as social workers, teachers and dentists in a culturally heterogeneous society. The difficulty of uniting theory and practise into a cohesive whole is solved by the use of "simulated" authentic situations. The students describe professional activity in their work placement reports. These are also described
by the teachers. They are used in self-assessment, group discussion and examination. The situations are characterized partly by specific theoretical knowledge and partly by the obscure. In practice, the concept means that the students describe, analyse and act, compare their own handling of the situation with others' and articulate their need to further develop their competence. Access to a learning management system (LMS) means that everything is documented and easy to search for. For these courses, the project results in a useful model with specific reference to the central connection between theory and practice. In essence the model is common, but adjusted to the different courses of study and the varying requirements of the professions. It can also be used in other courses of study.

CRITERIA DEVELOPMENT AND PEER RESPONSE – A FUNDAMENTAL PART OF TEACHING AND LEARNING

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This paper presents results of a two year study, conducted among 450 undergraduate students (200 in 2005, 250 in 2006) at the Faculty of Education, Oslo University College. The framework is socio cultural theory. The research question is: How do students approach an assignment where developing criteria of assessment is included, and what impact does students' work with criteria have on the students' learning potential? The students accomplished a four weeks examination containing three parts: 1. Carrying out a written group discussion on criteria, aimed to agree on three student developed criteria 2. Writing an individual essay based on these three criteria 3. Writing a peer response on a peer's essay based on the same criteria of assessment. Key findings: A majority of the students expressed that developing criteria was a manageable task. Most of them found their self developed criteria helpful during their essay writing and peer response giving. They demonstrated positive attitudes, e.g. that developing criteria gave a feeling of having control over their study in general, and over this specific exam. Based on these findings, it is reasonable to claim that the students' engagement in peer response and criteria development enhanced the learning potential for a majority of the students.

PERCEPTIONS OF PROJECT–BASED LEARNING AND STUDENT SELF–REGULATION IN TWO PROJECT–BASED LEARNING ENVIRONMENTS

Helle, Laura
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The purpose of this study is to compare two cases of project-based learning (400 h) from the perspective of student self-regulation of learning on the basis of a series of published as well as unpublished studies and data. The first case involved university students (n=51) in the middle phase of their studies from the field of information systems design (Case ISD). The second case concerned participants (n=23) of a university extension training program for human resource development personnel (Case ET). In Case ISD, small groups completed commissioned assignments for authentic clients. In Case ET the participants worked on individual projects stemming from their work. Data included questionnaires administered to students at the beginning and end of training (including self-regulation items from the ILS by Vermunt (1996)) as well as student and teacher
Interviews. Survey and interview results indicated that students in Case ISD especially students low in self-regulation – generally perceived the module as an overwhelmingly positive learning experience. Case ET was not perceived as an overwhelmingly positive learning experience. However, a sample of participants who managed to invest in serious reading reported rather impressive learning outcomes, whereas the accounts of learning of the rest were modest.

DEVELOPING AN EDUCATIONAL PROGRAM: MAIN CHALLENGES

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Early childhood teacher education at Oslo University College was reorganized in 2003. New goals were to embrace guidelines from the Framework plan for early childhood teacher education, quality reform and course evaluations. In my evaluation project I have followed the implementation both as practising teacher and through staff discussions. Through course evaluations which I organised during 6 semesters for 3 sets of students, I learned about students experiences of teaching, learning and assessments. Tendencies in the data show that the aims for the reorganization are not achieved as wanted. Staff evaluation shows that the goals for the reorganization are unclear. Common for these aims are high level of students activity, group interaction and interdisciplinary cooperation. This presentation discusses how activity theory can be a tool for analyzing developmental processes in our diverse organization. Teachers belong to the teaching staff, but also to a subject's academic tradition. Their integrity belongs to their subject as well as the totality of the education. A main question is if we, in a system with our traditions, different subject perspectives, difficulties in reaching common goals, were able to develop a wholesome education; structure and content, through this reorganisation.

THE WTO'S GATS FRAMEWORK – A RADICAL RESHAPING OF HIGHER EDUCATION? EDUCATION AS COMMODITY IN THE GLOBAL ECONOMY

Karlsen, Gustav E.
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Internationalisation and cross border education have a long tradition in higher education. What is relatively new is the focus on "lifelong learning", developing a highly innovative and adaptable workforce, and even newer – education seen as a trade industry in itself. New supranational governing bodies with their legal frameworks, like the World Bank, The International Monetary Fond (IMF), The Organisation for Economic Cooperation and Development (OECD) and World Trade Organisation (WTO) are increasingly playing an important role. A common politically and ideologically element in all these institutions is the emphasis on liberalisation and free trade. The paper will focus on WTO's role as a governing body and in particularly the GATS agreement from January 1, 1995. What is the core in the GATS? What is the connection to other supranational institutions and others legal frameworks? What were the intentions behind GATS? What is the present situation? The presentation will discuss the GATS both as a challenge and a threat for particularly higher education as a trade commodity in the new, global, competitive economy.

USELESS MAXWELL EQUATIONS? – HOW TO COMBINE THEORETICAL FOUNDATIONS AND PRACTICE IN ELECTRICAL AND COMMUNICATIONS ENGINEERING EDUCATION
Keltikangas, Kirsti  
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One of the basic functions in higher education at technical universities is to teach natural sciences as mathematics and physics. These theoretical subjects form a foundation for the electrical and telecommunications engineering education. Without a strong foundation, students have had troubles with studies. Electromagnetic field theories are based on strong physical knowledge. Students' problems in learning abstract field theories have shown that teaching is a challenge to combine concurrent theoretical and practical understanding. Simultaneously, employers in electrical and telecommunications branch are expecting increasingly qualified graduates to the labor market. Particularly, qualification expectations are especially high in Finland where mobile phone industry is strong. Big percentage of the graduates from technical universities is employed in Finnish mobile phone industry. There is an increasing need for developing further education in engineering education. It is challenging to combine abstract theoretical foundation and practical adaptations in teaching in order to reach deeper learning. In this research engineers’ conceptions of learning abstract theory integrated in practice will be studied. In this phase a preliminary questionnaire was sent to the graduated engineers (n=602). The final results will be used in order to develop a new model for further studies in engineering education and teaching in general.

THE CHANGING ROLE OF FINNISH UNIVERSITIES?  
Koivula, Jenni  
University of Turku, Finland

The paper examines, from the point of view of the Finnish university system, the worldwide change that is happening to the role of universities. In Finland and the Nordic countries the change has been very much similar to the rest of Europe. Universities are seen as key factors in future success and competitiveness of nation states. The discourse of economic competitiveness and knowledge economy has strengthened especially at the beginning of the 21st century along with the Lisbon strategy. At the same time the research theme is linked to the general development of the new public management ideology and neo-liberal way of thinking in the Western world, leading to transformations in the relationship between the state, market and university. The study examines, through interviews made in three Finnish universities, what kind of changes have taken place in universities when they are seen as instruments for developing national and regional innovation system. The interviews showed that changes in financing model and sources, governance and management, and the increasing tasks of the university lead to new modes of operation and new organisation structures. Slowly growing market-oriented culture creates also a need to think over the academic values and the essence of the university institution.

THE SWEDISH BOLOGNA PROCESS – RECKLESS RACE OR REVITALISING REFORM?  
Lindberg-Sand, Åsa  
Lund University, Sweden

Late in responding to the Bologna declaration, Sweden begun its reform of higher education (HE) in 2005. Decisions were made in 2006, comprising thorough structural and systemic changes and including a new
framework for qualifications. The reform is to be launched in 2007. This rapid pace left HE-institutions with only ten months for the implementation of a three-tiered structure and standard-based curricula. The challenge facing HE is that of re-writing all syllabuses with intended learning outcomes, introducing standard-based grading and new exams, within programme structures that still remain unclear. Based on the analysis of national documents and on themes discussed during the process in twenty Bologna seminars held during 2006, this paper describes the character of institutional and departmental responses to this reform using a social practice perspective. Prior to the reform Swedish HE was a unified sector with modularised and loosely-coupled programmes. Against this background the present changes are outlined and characterised. The results show a lack of coherent responses, and reveal increasing tensions and differences between institutions, underpinned by post expansion problems. The emerging structure is best described as four-tiered with an interlocking character, making programmes in the second cycle a part of doctoral education in the third.


Liu, Fengshu
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Research indicates a strong relationship between the only-child and higher education in today's China. In this paper, I explore the identity construction of a number of young-adult only-children who have been winners in the fierce competition for a seat at university. The purpose is to gain an understanding, albeit exploratory, of the kind of choices and decisions these young people, who belong to the country's future talents and elite, viewed as significant and how in negotiating these choices and striving for their life goals a particular understanding of the self may emerge. It shows that an individualized approach to life has been adopted by the young people, displaying a form of the self consistent with the free-choosing and self-authoring subject, which agrees with the Western individualism condemned by the Party in its call for the Communist-collective values as a counter force to the danger of modernity during the reform era.

PUBLIC PRIVATE PERSON IN HIGHER EDUCATION

Ljunggren, Carsten
Örebro University, Sweden

In this paper I discuss the meaning of private and public in relation to teachers in teacher education. I start from the thesis that holds politics to be something coming out from identity and the shaping of a person in my case persons dwelling in higher education. The paper draws a line from some discussions on public/private distinction in higher education in general, to the preconditions for teachers in teacher education to act from their personal and political views. I sketch a space for analysis designated in terms of "political acculturation", and preliminary defined by questions as "which stories to teach" and "how to enter, how to exit in education".

HOW TO PREPARE FOR WORK IN THE HUMAN RESOURCE SECTOR

Löfgren Martinsson, Maria
Within the area of Higher education and Graduate Employment, there is an ongoing debate concerning an alleged mismatch between the competence of graduates and the competence asked for by employers, regardless of field of work. This is certainly the case when it comes to graduates from HR-programmes. Organizations as well as policymakers make demands for HR-programmes to change in accordance with the employability agenda. This theoretical paper aims to discuss professional work in the Human Resource sector and the aims and ways of preparing graduates for this kind of work. The paper draws on recent research questioning the concept of employability, with regards to definitions, development and transfer of skills. An alternative approach is discussed taking into account the complexity and variability of the working life of today – and tomorrow.

THE EFFECT OF CULTURAL BACKGROUND ON EDUCATIONAL ATTAINMENT IN HIGHER EDUCATION

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University of Turku, Finland

The university environment can be construed as a field and as a game and in order for a student to succeed in this field, the student needs certain skills and capitals (see f. ex. Bourdieu, 1986, 1996; Bourdieu & Wacquant, 1995.). This presentation focuses on one of the capitals, namely cultural capital, and examines the effect this has on educational attainment defined in this study by four different aspects; GPA, credits studied, age of graduation and the duration of studies. The presentation is a part of a study focusing on time-to-degree and issues related to it. The data was collected by a survey conducted to prompt graduates and their control group. The survey included questions about their background, approach to their studies and so forth. Also statistics on the graduates' time-to-degree, credits studied and thesis' grades were collected. The results show that cultural capital, measured in this study as the parents educational background, the respondents previous school success and cultural interest, is connected with educational attainment. However, this connection is a complex one.

SENSE OF BELONGING AND LACK OF INTEREST IN STUDIES AMONG UNIVERSITY STUDENTS

Mäkinen, Mirka
University of Turku, Finland

While applying to university applicants' level of preparedness for university studies varies from well prepared to poor prepared. Poor prepared applicants are more likely to make wrong choices which do not meet their expectations (Ozga & Sukhnandan 1998). According to Bergenhenegouwen (1987) students have interest in theory and contents of the subject or discipline they have chosen. However, in the beginning of studies university students are often uncertain whether they have chosen the right field of study for them. This uncertainty may lead to low commitment to studies. Furthermore, it has been suggested that low commitment to studies is a risk for not to complete degree studies (e.g. Tinto 1975). The aim of this study was to examine students' sense of belonging to one's studies and its relationship to students' age, phase of studies, intention to complete a degree and lack of interest in studies. The results are based on survey data collected in University of Turku, Finland, May 2006. The participants (n=2258) were university students who had enrolled university in...
After passing a certain number of courses in open university, students are allowed to transfer to degree studies in a regular university. This route is designed particularly for adults, but it is utilized by applicants of various ages. The open university gateway is a very narrow path to university degree studies: in 2003 under 1500 applied for a student place via this route and about half of them were accepted. In this paper, we analyze the open university gateway as an entry route to degree studies based on large national statistical data. We study open university students and those who utilize this specific route. What are their backgrounds and life-situations like? How accepted-ones differ from all applicants? We also examine how applicants and accepted-ones differ from open university students. Who are those open university students who through open university route eventually transfer to degree studies in a regular university? Based on our analysis we can conclude that open university gateway offers more possibilities for different groups of people and thus increases the equality of opportunity in higher education. However, this gateway does not function only by equalizing the entry to degree studies.

TEACHING FOR QUALITY LEARNING IN UNIVERSITIES

Remmik, Marvi
University of Tartu, Estonia

In the context of the worldwide quality movement one of the institutional responses of universities has been an increased focus on university lecturer's professional development. The university initiatives have included: formulating teaching/learning strategic plans, making teaching skills a compulsory component of staff induction programs etc. To achieve change in the quality of teaching and learning, we ought rather to look carefully at the environment in which a lecturer works and the system of ideas which that environment represents. We should also look to the management of academic units: to what extent does a head of department understand and encourage effective teaching in his or her field of study. This paper will discuss about the university lecturer's and faculty leaders conceptions of learning and teaching. What is a good teaching and learning, what possibilities we have to develop it? The sample of the study consisted of 350 university lecturer's and 15 faculty leaders from different public universities in Estonia. The investigation instruments were a questionnaire and an interview.

ON PROGRESSION: UNDERGRADUATE STUDENTS' LEARNING OUTCOMES IN ACCOUNTING

Rovio-Johansson, Airi

1997, 1999, 2001, 2003 and 2005. Statistical analyses were used to show the relationships between different variables.
The theoretical frame of reference for the study is the variation theory, a learning theory, which sets out to reveal the different ways in which students’ experience a learning object. The aim of the study is to investigate students’ learning of teaching content in two different teaching conditions. The Learning Study model has been applied to three courses in Accounting for undergraduate students admitted Business Programme, a 3 year programme. In three prescribed courses, teachers changed their way of teaching by applying the Learning Study model for the target group, admitted 2005. In a comparison group, admitted 2004, a more traditional academic lecture model has been used. The groups are homogeneous, and consist of 200 students in each group. The results, from two out of three courses, capture students' knowledge of basic economic relationships in three qualitatively different categories: fragmented, delimited and good knowledge. Students' results in examinations were higher in the target group, compared to the comparison group. Significant differences in students' were achieved. Results suggest that scientific implications have reference to students' awareness and to critical aspects of the learning object. The educational implications have reference to the Bologna reform in terms of reorganized learning and teaching opportunities.

STUDENT ASSESSMENT – A QUESTIONED GATE KEEPER OF THE BUSINESS STUDENTS' FUTURE SUCCESS
Simola, Mari
University of Helsinki, Finland

My presentation concentrates on students' perceptions on assessment methods and the perceived role of the student assessment in a Finnish business university. Based on the findings of my recent master's thesis (Simola 2005), assessment, its usability and fairness, were widely questioned among the students. The focus of the study was to find out the discourses forming the stereotyped image and welfare of today's business student in Helsinki School of Economics. Research material consisted of the students' discussion on their welfare on a student union's website. The critical discourse analysis was used to analyse the material. Business schools and universities show up as an interesting research subjects for the person interested in influences of so called neo-liberal policies and the practices of business world on education because of their connections and sometimes troubled positions between educational/academic and economic fields. This was also seen in a discourse on assessment, which strongly reflected the business students' perceptions of the requirements business world and the future employers. Students saw assessment as an unfair way of selecting people in their future jobs and they strongly questioned the power of the faculty in assessing students' qualifications.

PHYSICAL EDUCATION AND SPORT AS A TOOL FOR SOCIAL INTEGRATION IN LATVIA
Skolnikova, Tamara
Riga Teaching Training and Educational Management Academy, Latvia

Latvian government is oriented to support the integration policy because of existence of multicultural society in Latvia. To know and use Latvian is the first step of non-Latvians' integration. In some areas of the country
population of ethnic minorities live in Russian environment where Latvian is hardly heard and used. The other problem is that there are few Latvian teachers. In this context the idea of the project was to facilitate social integration of ethnic minorities by teaching pupils new sports and using Latvian as a working language. The project lasted for two years. Ten students of RTTEMA started in 2004 with one school No. 10 in Daugavpils as a pilot. The project was a success and in 2005 we extended it to five schools with support from British Embassy and Society Integration Foundation. The main results we achieved: 1) improved pupils'knowledge of Latvian and it using in everyday life; 2) enriched students with practical experience before their teaching careers; 3) educated children of school No. 10 as teaching assistants helping to implement the lessons of PE; 4) given initial project implementation experience to future project applicants as multiplicators.

BEYOND ACADEMIC CAPITALISM – HIGHER EDUCATION AND CRITICAL JUDGMENT

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In this paper I will discuss different ways of understanding higher education and the practice of critical judgement among students. Several influential analysis of higher education carried out over the last decade's points towards the fact that higher education no longer, or at least not in the same extent as earlier, contributes to critical judgment. The analysis mentioned above contextualise higher education mainly by placing it in a globalized market economy which contributes to an understanding of higher education in terms of academic capitalism'. Even though I in some regards find this contextualisation meaningful I also think it excludes other possible understandings of higher education. In this paper, therefore, I want to examine the discourse of academic capitalism' and suggest a different vocabulary for understanding what is going on within higher education.

INTEGRATING THEORY AND PRACTICE IN HIGHER EDUCATION, IS IT POSSIBLE?

Valleala, Ulla Maija
University of Jyväskylä, Finland

During last years along with Bologna process, working life competencies have been emphasized in higher education. At the same time, also academic skills and conceptual learning are considered important in the information society. However, learning research has shown that there exist many constraints in transferring theoretical knowledge into practice. In addition, learning research in higher education seems to focus either on conceptual learning or on working life competencies. Thus, we do not know yet enough, how to guide and instruct students to combine these two approaches in their learning. The question about academic and working life competencies is especially acute in Open University (OU) studies. In Finland, the academic level of OU instruction and learning has been suspected. On the other hand, students expect also working life competencies for their OU studies. The paper will be the first part of the larger study project which aims to investigate how academic and working life competencies can be integrated in OU studies. There will be submitted preliminary results of student questionnaire, where students were asked to evaluate how well the guidance and instruction have promoted their academic and working life skills.
DEVELOPING WORKPLACE LEARNING IN THE COLLABORATION BETWEEN FINNISH POLYTEHNICS AND EMPLOYERS

Virolainen, Maarit
Institute for Educational Research, Finland

The aim of the presentation is to have an employers’ point of view on how work-related learning is organized in collaboration between polytechnics and employers and to discuss what kind of learning environments they do provide. The discussion is based on a survey done on enterprises which co-operate with Finnish polytechnics. The survey (n=297), has its focus on the employers’ attitudes and values with respect to interns and their own cooperation with polytechnics. In addition, it describes the expectations that employers have towards polytechnics as organizers and planners of work-related learning. First in the presentation, the views employers’ representatives have on the polytechnics as organizers of work-related learning are described. Second, the employers are divided into four groups on the basis of how they evaluate the utility of having interns and a cluster analysis. The groups that employers form are called "the lukewarm", "the collaborative developers", "the multi-functionally oriented" and those of emphasizing the development of their own work, "self-oriented developers". In conclusion the challenges of developing cooperation between polytechnics and different groups of employers are discussed.

DEVELOPING HE STUDENTS SELF-REGULATED LEARNING BY INTERACTIVE ON-LINE TUTORING TOOL

Virtanen, Päivi
University of Helsinki, Finland

This follow-up study explores education science students' self-regulative learning and development during four study years. Students' (N=42) self-regulation was measured by a self-evaluation questionnaire – modified from Pintrich's & al. MSLQ (Motivated Strategies for a Learning Questionnaire) – which is part of IQ Learn' on-line assessment and tutoring system, developed to enhance HE students' self-regulated learning. During a study skills course Orientation to university studies' students used IQ Learn to self-evaluate their learning strategies. Based on the test results they chose two sectors of learning strategies and made a plan to develop these qualities, implemented their plan using IQ Learn tutorials, and reported how they succeeded in carrying out the plan. Qualitative data was collected by interviews (n=9) during the first and fourth study year. The test results and interviews revealed that university students' self-regulation vary from skilful to rather naïve, some having obvious difficulties to regulate e.g. concentration or time management. It became evident that self-regulative learning skills are rather stable and developing those needs continuous support from tutor. IQ Learn was found very useful especially for first year students, particularly in a role of initiator rising students' consciousness of their possibilities to affect ones motivation, learning and outcomes.
THE SOCIAL CONDITIONS OF THE RIGHT TO APPRAISE

Englund, Boel
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This paper is part of the contributions from the project "Shaping the Public Sphere. A Collective Biography of Stockholm Women 1880-1920". The paper presents an analysis of the lives, careers and strategies of literary critics acting in the cultural sphere at the turn of the century. It is shown that in spite of their considerable resources, especially in the form of a cultural and a social capital, the activities of these pioneering women were to a great extent confined within a female sphere. Possible interpretations of this feature are proposed.

WOMEN AND WELFARE

Heyman, Ingrid
Stockholm Institute of Education, Sweden
Trotzig, Eva
Stockholm Institute of Education, Sweden

This paper is part of the project Shaping the public sphere. The researchers are interested in bourgeois women in Stockholm 1880-1920. We have studies 45, with intentions to better living conditions for poor people, mostly women and children. They founded homes of different kinds for workers’ families, single working women, disabled children etc. Many associations were founded such as caring for sick people in poor homes, imprisoned women or saving young girls from dangers of the city. They also formed some subject in the compulsory school, for example, handicraft for girls and home economics. They also produced curricula and wrote textbook for those subjects. Their engagement is also visible in lots of articles in different papers and magazines. Many of them were pioneers within their sectors and some of them became politicians in the parliament or in local assemblies when, at last, women got the right to vote. We investigated how their social, economic and cultural capital, including education and religion, has influenced their work. How did they enter the public room: publications, membership in associations and other groups? The point of departure is in cultural sociology with concepts from Pierre Bourdieu.

ENTERPRISE EDUCATION. A HISTORICAL PERSPECTIVE

Ikonen, Risto
University of Joensuu, Finland

Although the term 'enterprise education' was introduced to the Finnish school discourse not until the early 1990's the main idea, namely to improve the economical activity of the people, is much older. It can be said to be a modern variation of a centuries-old theme. In current speech enterprise education is closely linked to business world and entrepreneurial efforts. The purpose seems to be to increase the number of entrepreneurs or at least
the competitiveness of (Finnish) corporations. The final goal appears to be a person who is willing to develop his/hers market-value, and a society impregnated with entrepreneurial spirit. In this paper the origins of enterprise education is sought from the past. Just like today, in the United Swedish-Finnish kingdom of the late 18th century, educational measures were demanded in order to rescue the weakened Nation. The solution did, however, differ from the present one. In addition to the individual initiativiness it was emphasized person's ability to co-operate. It was thought that besides the individual interests there were common interests, and an enlightened person was willing to promote both of them. Thus, looking from the historical perspective, enterprise education seems to be a part of civic education.

VOICES OF CONTINUITY AND/OR DISCONTINUITY IN LIFE LONG EDUCATION AND THE ROLE LIFE (HI)STORY METHODOLOGY PLAYS

Kemuma, Joyce
Dalarna University, Sweden

Using empirical data constructed through life (hi)story from a completed research in Canada, the paper presents an analysis of different voices pertaining to life long learning among adult immigrants. In voices of continuity and discontinuity, the paper presents stories of men and women engaged in gaining knowledge, skills and even experiences in response to their own life histories (for example, different educational and professional paths, gender, age and other personal experiences) and the wider societal stories of Canada as an immigration space. In accordance with life (hi)story methodology geared at reconstructing individuals pasts and the future from the the present, the paper analyses continuities and discontinuities from the period before migrating to the present (in Canada). The paper also postulates that through life (hi)story methodology, interviewees reflect back on their educational and professional careers, as well as project to the future. They revisit turns and twists, dreams achieved or abandoned and make meaning of their own lives. Engaged in such reflections, interviewees revisit the past to understand why she/he pursued or failed to pursue a certain educational and/or professional path. The paper argues, therefore, that life history methodology helps construct voices of continuity and discontinuity in life long learning.

FEMALE EDUCATIONAL PIONEERS, MODERNITY, AND THE PUBLIC SPHERE AROUND 1900

Linné, Agneta
Örebro University, Sweden
Skog-Östlin, Kerstin
Örebro University, Sweden

In the period 1880-1920, a number of women being able to attain a profession worked in the field of education. A few of them made substantial achievements taking part in transforming the educational field. What were their strategies, and what symbolic assets did they use, making their contributions to modern schooling and modern education? The purpose of this paper is to examine: education as a process of accumulating social and cultural capital – education played a significant role in the women's careers and was an important arena for professional work; entrepreneurship – founding schools and associations were means by which the women took part in transforming public life; and publishing – in writing textbooks, fiction, articles, and texts for government
commissions, the female educational pioneers made their endeavours visible far outside the private spheres. The study is part of a larger project that investigates the strategies of significant women of Stockholm, Sweden, in shaping the public sphere around 1900 (Shaping the Public Sphere: A Collective Biography of Stockholm Women 1880-1920, supported by the Bank of Sweden Tercentenary Foundation).

CAREER CHOICES AND EDUCATIONAL DISCOURSES IN FINLAND IN THE 1920’S AND THE 1930’S

Nieminen, Marjo
University of Turku, Finland

The paper focuses on career choices of poor children within a discourse analytical framework. The focus is to analyse how the question of career choice was defined by poor relief and child welfare in Finland in the 1920's and the 1930's. The interest lies in what kind of educational discourses were constructed and how they were constructed. This paper will draw attention to the way poor relief and child welfare policies built conceptions of differences between individuals and how these definitions were gender and class related. The further aim is to discuss how the discourses constructed the systems of exclusion and inclusion. The analysis is based on a discourse analytical reading of contemporary sources by poor relief and child welfare. The sources consists of various governmental, legislative and administrative texts: for example contemporary literature, articles from magazines and journals connected to poor relief, child welfare or education, and other official documents such as laws, statutes, parliamentary documents, committee memoranda. The paper will conclude that there were constructed a pedagogical discourse and an administrative discourse which excluded some groups and included others. The career choices and occupational classifications built within the pedagogical discourse were based on psychological evaluations and arguments.

PRESCHOOL EDUCATION AS A PART OF LIFELONG LEARNING

Virtanen, Jorma Olavi
University of Tampere, Finland

In 1944 started the professional debate about the need of preschool education in teachers’ journals in Finland. Since the times the main goals of the unifying educational system has been educational equality and children’s rights. The expansion of public early childhood education has been fast during the last decades. The number of children participating in preschool education has also increased, 96 % of an age group of six-year-olds are in preschool education today. The aim of this study is to examine the changes of the preschool education from the time of the rise of the question of preschool for all six-year-olds up to the reform of the legislation on preschool education, from the 1940’s to the 2000’s. This paper looks at the turning point of preschool education in 2000’s. The new educational interests representative of this period is analyzed by using the official documents as empirical data: parliament debates, laws and reports of educational committees. Also the aim of the study is to develop methods which make it possible to distinguish dominant group’s goals and educational interests from other group’s goals and interests that have had an influence on the planning of the preschool as a part of lifelong education.
PRIVATISATION AND A COMMON SCHOOL FOR ALL

Volckmar, Nina
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Even though all the Nordic countries after World War II have developed and build up a strong public comprehensive educational system, private schools have always been an accepted supplement to the public educational system. In Denmark, on the basis of the Grundtvig tradition, private schools have been seen as an equal alternative to municipal schools since The Danish Constitution made general education compulsory in 1849. In contrast Sweden and Norway have practised a strict regulative policy towards private schools, especially in the period after World War II. Finland has been more open towards private schools in general and especially towards upper secondary schools. A general scepticism internationally towards the strong state and central regulation from the end of 1980’s and a stronger belief in the market, decentralisation, deregulation and privatisation also affected the Nordic education policy. There has been an overall change in public in direction of private initiatives and parental choice. Publicly funded private schools and parental choice seem to be the solution to the demand of individual adjustment and plurality. The aim of this paper is to elucidate the Nordic countries’ attitude and educational policy towards private schools and the idea of a common school for all.

THE MESSAGE OF THE WHITE CAP

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In Finland the matriculation examination has been for over 150 years a nationwide examination which has been held at the end of the upper secondary school. It has had a very respected and overvalued position in the Finnish school system and society. Until the 1990’s the system of matriculation examination changed very little even though at the same time other parts of the school system went through strong changes. The main question in my research is why the Finnish matriculation examination has preserved its position as an overvalued examination. There have been two levels in my analysis. First I have searched the topics and themes of the discussion concerning matriculation examination from 1945 to the millennium. And the aim on the second level has been to find out cultural reasons and explanations for why the examination has preserved its position and for whom it has been so important. My hypothesis to the research questions is that part of the answer lies on the national values and cultural identities of the elite of the Finnish society. Source material has been collected from three Finnish periodical journals.

HISTORY FROM SOURCES: PUPILS ASSESSING INTERPRETATIONS, FINDING REASONS AND EXPLAINING CONTROVERSIES

Vänttinen, Juha
Teacher Training School, University of Turku, Finland

The research focuses on adolescents' skills to understand sources in history and to produce written explanations based on their acquisition of historical knowledge in advance and connect that to information inferred from
sources. The research material is collected from three different lower secondary school classes. All classes participated in three test situations, which included a multiphase collection of source material. The collected material was assessed by using subject criterion based assessment. The assessment was carried out by using a collegial method. The final holistic evaluation of results is not a quantitative analysis, but a balanced and qualitatively weighted analysis of students’ achievements. Finally, the research material was classified into categories, beginning from the most developed level (1) Connective and explanatory indications of students' skill to understand sources and to support argumentation by using historical knowledge earlier created (2) Explanatory the analysis of sources is more based on what is at source (3) Stating the use of sources was mainly non-connective but often rational (4) Copying – the produced material reflects that either the questions or source material or both are too demanding for pupils to understand completely.
Network 13: Inclusive Education

TEACHING MATERIALS AND STUDENTS WITH MENTAL RETARDATION (Paper presented in Swedish)

Alm, Maria
Karlstad University, Sweden

From a socio-cultural perspective, teaching materials can be regarded as mediating tools for transferring culturally based knowledge, norms, values and traditions. While literature on teaching materials in general are substantial, few investigations have been conducted on teaching materials for students with mental retardation. In this paper I will present and discuss parts of an ongoing project in which this issue is focused. Teaching material is defined as material artefacts used in education and serving a pedagogical function in programs for students with mental retardation (särskolan). The study includes about twenty students in two training school classes and one class for students with mild mental retardation, covering the grades 7-10 in the compulsory school. Burk's dramatism (Burke, 1968) is used in the analyses of empirical data. In the paper, scenes including teacher, students and student's assistants when working and interacting with "The Calendar" is suggested. "The Calendar" is used to plan and document some, but not all, educational activities in the classroom, an observation which will be discussed.

BEHAVIOUR, CONTACT, WELFARE (DANISH: 'ADFÆRD, KONTAKT OG TRIVSEL' AKT)

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Process investigation of courses offered to professionals with an 'AKT' counselling function in the Danish Folkeskole or day-care facilities. Theoretical and practice-related discourses concerning professional tasks related to the care, upbringing and teaching of children with behavioural or concentration problems are much to the fore in DK. Such children experience considerable relational problems; their welfare is a major challenge to professional workers and local authorities have launched a variety of interventional measures. This project aims to develop special diploma courses (first cycle, 60 ECTS) for professionals, based on an appreciative approach. Main target groups are teachers, social educators, nurses and social workers. Data from completed courses has been collated and analysed with a view to describing the experience gained. Central research questions: - What is the significance of professional identity to the skills acquired on an AKT course and their application in practice? - Does an AKT qualification gained by professional workers with long experience affect their views on caring, upbringing and teaching? Data: - Qualitative questionnaires answered by participants 1-2 years after finishing the course. - Focus group interviews. - Minutes of meetings with relevant public authorities.

ABOUT THE QUESTION OF RESPONSIBILITY

Bladini, Kerstin
Karlstad University, Sweden
The intention of the special-educator programme was to expand the working area for the special educators. One of their major tasks was to offer support to the ordinary educators in their daily work with children. In one of my studies I have been investigating how special educators describe and carry out counselling conversation with educators in preschool settings. The results of the study show that the special educator's conversations was regarded as successful compared with the described intention of the special educator training programme, which was to broaden the perspective on the special needs area. The result showed further two sorts of counsellors with different competence: one is an expert on children with special needs and the other is an expert on creating room for reflection. In the individual special educator's counselling conversation the two different types come together to a greater or lesser extent. One of the findings of the study indicates that the question of what the special educator take responsibility for in the conversation is vital. In this paper I will discuss the question of the counsellors responsibility in the conversation taking the point of departure in one ongoing study.

CONTRASTING INCLUSIVE VALUES AND KNOWLEDGE AMONG FUTURE SPECIAL EDUCATORS

Cameron, Lans
Agder University College, Norway
Jortveit, Maryann
Agder University College, Norway

Much of the focus in teacher preparation has dealt with the question of whether it is academic or pedagogical knowledge that is necessary for good teaching. The values that educators' hold, and the role that higher education plays in shaping those values, have also warranted consideration. However, these factors are commonly seen in isolation and/or in competition with one another. Whereas research suggests that the ability to identify the basis of professional behaviour is essential for knowledge guided practice (Osmond, 2005), there is little evidence of efforts to develop this type of meta cognitive awareness among future teachers. For special educators, there is also the problem of defining what academic knowledge is or what it should be. As a means of elucidating this dilemma, future Norwegian special educators (N = 42) at different stages of preparation were asked open-ended questions pertaining to the concepts of inclusion and disability. Participants' responses are considered in light of a previous investigation (Cameron & Jortveit, 2006) of special educators' skills in accommodating children with disabilities. Evidence from this study indicates that a framework incorporating value awareness in addition to pedagogical and academic knowledge could serve as a useful tool in preparing competent special education practitioners.

THE RELATIONSHIP BETWEEN TEACHERS ATTITUDES AND THEIR INTERACTIONS WITH INCLUDED STUDENTS WITH DISABILITIES

Cameron, Lans
Agder University College, Norway

Research indicates that attitudes towards the general concept of inclusion are positive (e.g., Scruggs & Mastropieri, 1996; Flem & Keller, 1999), yet few investigations have dealt with teachers' attitudes toward their actual pupils in relation to their interactions with these students. A follow-up survey and interview study was
conducted of teachers (n=17) who participated in a multifaceted 6-month observational investigation of teacher-student interactions. Teachers were asked to rate their attitudes toward the students observed and ratings were analyzed in relation to observed interactions. It appears that teachers may form high levels of attachment toward students with severe disabilities with whom they do not interact with frequently and reject those to whom they provide frequent procedural feedback. In contrast, evidence suggests that teachers have stronger attitudes of rejection toward students with mild disabilities with whom they frequently engage in non-instructional behavioral interactions. Results are interpreted using a model of differential expectations (Cook, 2001) and ethical considerations for research using categorical groupings are discussed.

DYSLEXIA – A HIDDEN PROBLEM IN FOREIGN LANGUAGE LEARNING

Dal, Michael
Iceland University of Education, Iceland

In the presentation, data from a European project about dyslexia and foreign language learning is reported. The first part of the project, Dyslangue, examines the conditions of dyslexic students learning English as a foreign language in three European countries, Denmark, Iceland, and Austria. The second part of the Dyslangue Project deals with the development of a method for teaching dyslexic students English as a foreign language. In the first part of the project, 148 English language teachers in comprehensive schools in urban areas within the three participating countries answered a questionnaire about school policy on dyslexia, the English language teachers' awareness of dyslexic students' problems in foreign language acquisition, and the availability of compensatory tools in language classes.

EQUALITY OF OPPORTUNITIES FOR MINORITY LANGUAGE STUDENTS

Engen, Thor Ola
Hedmark University College, Norway

This presentation focuses on two closely related challenges of migration for education in Norway. The first challenge is serious academic underachievement of minority language students; the second is the strategies implemented in primary and lower secondary school to meet the first challenge. The first challenge is discussed in a contemporary empirical and theoretical context, where the outcomes of different programs of bilingual education are identified. As it seems that academic underachievement is not met by the most effective strategies in Norway, the paper goes on to discuss why this is the case. Historical experiences with literacy teaching in Norway seem to indicate that the reason why inadequate strategies are chosen is that schools traditionally have been focusing more on cultural homogenization than on academic outcome and instrumental qualification by means of home language instruction, as far as minority language students are concerned. This is identified as the second main challenge for education, as nation building by means of education still seems to play an important role in Norway. In order to eliminate underachievement of minority language students, schools then will have to isolate the aim of cultural identity formation from the aim of cultural literacy as an instrumental competence, and pay more attention to home language and bilingual instruction.

AN INTERVENTION PROGRAM FOR PROMOTING DEAF CHILDREN MATHEMATICAL THINKING
Frostad, Per  
NTNU, Norway

There seems to be agreement upon the fact that hearing-impaired children's arithmetic competence lags behind that of their hearing contemporaries. Research suggests that structural aspects of Sign Language counting may influence deaf children's thinking in a way that will not lead to a developed conceptual knowledge base, but rather to refined procedural competence, a development in simple arithmetic compatible with the ones less able hearing children undergo. Gray and Tall's notion of a procept capture the duality between the procedural and conceptual aspects of mathematical thinking. Low achievers seem to focus upon procedures that are fundamentally episodic, without any reference to their more relational characteristics. The contribution of teaching styles to the procedural conceptions of mathematics has been documented. The current paper examines an intervention program for deaf students in elementary mathematics. The program focuses how manipulatives can encourage children to construct logicomathematical knowledge. In the paper I argue that early use of counting strategies may impede the construction of conceptual understanding that are typically developed through the use of modelling strategies.

THE CHANGE OF THE SPECIAL NEEDS PROVISION IN FINLAND FROM 1994 TO 2005

Jahnuainen, Markku  
University of Helsinki, Finland

This paper will analyze the growth of special education provision in Finland in early 2000. When compared to the situation in middle 1990's the total amount of special education students has increased 77.8%, however, the most significant growth has happened in the area of full-time integration (926.9%). The rapid increase will be explained using four points of views: 1) technical changes in statistics, 2) "real" changes in the situation of young people, 3) medicalistic turnover in Finnish definitions of special needs, 4) changes in administration of special needs. The most powerful explanation is the latter one: since the enactment of the new Compulsory School Act 1998, using the IEP procedure in mainstream class room, we had gained around 16 000 new special education students. Around 4000 new special pupils were also created when the preschool and the special education for the most severely intellectually disabled students were combined with compulsory school system in the late 1990's. The conclusion is that the "growth" in provision do not tell us much about the growth of different kind of problems among school-aged young people, instead it is more in connection to the resources available and definitions used differently during 1990's.

SOCIAL AND EMOTIONAL DIFFICULTIES ASSOCIATED WITH LINGUISTIC AND CULTURAL MINORITIES IN SCHOOL

Jortveit, Maryann  
Høgskolen i Agder, Norway

Unfortunately, we do not have equal education for everyone. There are great differences between minority and majority language pupils. These pupils’ learning abilities are different because their basic capacity for acquiring the knowledge imparted at school is different. This can lead to their experiencing social and emotional
difficulties. Now that a new national curriculum entitled "Learning Promise" is to be implemented in our country, it is a clear objective that everyone will receive the opportunity to develop their abilities regardless of their social or ethnic backgrounds. School plays an important role in this development through the power and influence it exercises regarding knowledge impartation as well as through its forms of socialization. Pupils' social, emotional and academic development is dependent upon their being allowed to utilize their abilities and experiences. Language must therefore not be a hindrance in this process. Social and intellectual opportunities must be made available to everyone under equal conditions. The focus of this paper is to look at curriculum theory and curriculum understanding as a part of the context which influences pupils both socially and emotionally.

ROMANIS (TRAVellers /TATERE) AS A MULTICULTURAL CHALLENGE IN SCHOOL

Lund, Anne Bonnevie
Sør-Trøndelag University College, Norway
Moen, Bente Bolme
Sør-Trøndelag University College, Norway

The Norwegian society experience cultural changes due to immigrants and refugees. In Norway we also have five National Minority groups: Jews, Finnish (Kvener), Finnish (Skogfinner), Romans and Romanis which in earlier history have been ignored as minorities. Assimilation has been official politics. In 1999 these groups have gained status as National Minorities and therefore gained special rights. Our project deals with the school situation for children from the National Minority group, Romanis. Some Romanis want to maintain their cultural tradition by travelling in house wagons part of the year, a lifestyle that often has a negative influence on school-attendances. A status as a National Minority gives the minority group the right to live traditional lives according to their culture. For Romanis the lifestyle often leads to conflict between parents and teachers. Prejudice and lack of knowledge make the conflict deeper. This situation makes schooling difficult. Main question How to make the school situation better for Romany children? Main issues Spread knowledge about National Minorities Spread knowledge about the Romanis – history and culture School improvement-issues Distance learning and net based dialogue Teacher support in the traveling periods School-home-relationship.

SPECIAL EDUCATION AS THEORY AND PRAXIS

Mattsson, Matts
Stockholm Institute of Education, Sweden

This paper explores Special Education in terms of theory and in terms of a professional practice. What kind of knowledge is important in teacher training and what seems to be important to experienced teachers. In a small study we have analysed examination papers written by students. We found that they are occupied with concepts of "inclusion" and "exclusion". Further more, they discuss the role and attitude of teachers as if theory, concepts and research will have the major impact on the professional practice. When we introduced our preliminary findings to experienced teachers we got a different story. To them "inclusive education" is not an important concept. In general, they focus on individuals and problems related to individuals. Further more, it seems as if they do not really challenge the framework and the structures that generate a lot of problems. The gap between academy and field is subject to an analysis were we try to clarify the different epistemologies supporting different
kinds of knowledge production. Finally we introduce two strategies for achieving knowledge relevant to Special Education. One is the Plato idea of enlightenment and the other is a praxis-related strategy inspired by Aristotle.

STUDENTS WITH INDIVIDUAL NEEDS AS ACTIVE USERS OF EDUCATIONAL TECHNOLOGY
Pihlainen-Bednarik, Kaisa
University of Joensuu, Finland

Even though technology has nowadays a significant role in people’s lifes, teaching to use technology and to take benefit from it is often still in its infancy in special education settings. At the same time, technology is usually used as assistive, therapeutic or remedial tool instead of seeing a student with individual needs as an active user, developer and doer of technology. However, the right to study necessary skills for the future in primary school should be for everyone. The technological skills can also increase inclusion among students with individual needs. In this research the learning processes of students with individual needs are observed during technology lessons in constructivist learning environment. Learning takes place in an open, motivating environment where children plan, build, and program robots built with Lego sets. Use of creativity, problem solving, and social skills are emphasized in activities. In this presentation I will describe the underlying concepts of the project (Technologies for Children with Individual Needs, URL: http://cs.joensuu.fi/etp/), but also give examples from first year’s results of technology activities with students with individual needs.

THE EDUCATIONAL SITUATION OF THE ROMANI MINORITY IN SWEDEN – AN INTERCULTURAL PERSPECTIVE
Rodell Olgac, Christina
Södertörn University College, Sweden

The educational situation of the Roma is of great concern on an European level. The purpose of this presentation is to discuss Roma in Sweden, and how the relationship between the Romani minority and the Swedish majority has developed from the middle of the 20th century until the present time with regard to the school situation for the Roma. The study draws on Bourdieu’s (1997) concept of cultural, linguistic and symbolic capital. This study includes three types of data: texts, interviews with Roma and non-Roma and participant observations. After the Roma’s recognition as a national minority in Sweden in the year 2000, the data show a strong remobilisation and revitalisation of the Romani minority. There is clear demand for more inclusion, especially in education. In contrast, the response from mainstream society has not changed much, except for an increased recognition of the Roma as a historical minority group. The presentation will conclude by suggesting an intercultural approach as an alternative i.e., a change of perspective and a revision of the image of Sweden as a monocultural and monolinguall nation.

BETWEEN IDEOLOGY AND REALITY – INCLUSIVE EDUCATION IN FINLAND–SWEDISH SCHOOLS
Ström, Kristina
Åbo Akademi Vasa, Finland
According to Finnish school laws inclusion is first priority when educational placement for pupils with disabilities is discussed. However, the municipalities and the schools are not obliged to implement inclusive practices and the situation differs much from one municipality to another. Nevertheless, the amount of pupils with special needs included in the mainstream is growing rapidly. The amount of pupils identified as special needs students has also grown. Thus there are two contradictory processes going on, inclusion and exclusion. A project at Åbo Akademi aims at understanding the processes and decision making behind inclusive practices at school level. The first phase of the study involved four schools in the Swedish-speaking part of Ostrobothnia. The results show that inclusion as an ideal is widely spread among teachers, principals and parents. They believe that children with disabilities can be taught alongside their non-disabled peers in ordinary schools. However, the teachers also think inclusion is possible only if certain conditions are met. Thus, inclusion as practice looks very different from inclusion as ideal. As long as inclusion is seen as a "voluntary" option the contradictions remain and the schools are not forced to develop and implement more inclusive practices.

EDUCATIONAL COMPARISON BETWEEN FINLAND AND NORWAY. FOCUS ON SPECIAL NEEDS EDUCATION

Takala, Marjatta
University of Helsinki, Finland

Hausstätter, Rune Sarromaa
Lillehammer University College, Norway

The focus on our study is on the special teacher education system in Finland and Norway. Both being Nordic countries, Finland and Norway are closely connected geographically and culturally. Nevertheless, there are cultural and political differences between these countries, when it comes to the educational field. The special needs education will be studied from two points of views: the teacher training and the school education. We will make an analysis of the special needs teacher training and the role of inclusion in it. We will also compare to the role of inclusion in practice at school level in both countries. The questions we try to answer is whether these possible differences lead to dissimilar views on the meaning of special needs education and further what implications does this have on the pupils, the "clients"? In the framework of inclusive education, all ideological as well as practical differences are important to be aware of when we try to generalise research findings and policy implications across national borders. We believe that such an analysis will help in the international discussion on special needs education, and bring new aspects into the discussion of teacher training and the role of inclusion.

REASONABLE REALISM AS A BASIS FOR THEORISING SPECIAL EDUCATION

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This paper provides a philosophical analysis of the ontology of a contested concept in special education, impairment. It is argued that impairment is in part social and in part not. The analysis is based on the division between two categories of facts concerning the world we live in: "brute" and institutional facts. Brute facts are those that require no human institution for their existence. To state a brute fact requires naturally the institution
of language, but the fact stated is not the same as the statement of it. For example, regardless of any human institution or opinion, the presence of an extra chromosome 21 is a brute fact, and despite of people's constructions or deconstructions, this fact remains. As for the lives of people with extra chromosome 21, the social reality and human institutions enter the picture. The social and moral status of these people is never a matter of brute fact.

FROM VOCATIONAL EDUCATION TO EMPLOYMENT WITH SEVERE MENTAL RETARDATION

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University of Joensuu, Finland

The study focuses on the vocational education and on the transition to the employment of individuals with severe mental retardation in Finland. The study concentrates on a two-year vocational education group of individuals with severe mental retardation (n=5) which started in August 2005. The aim of the education is to support every student individually during the transition from school to employment and to the independent life. The aim and the core of the study is to follow and analyse how the on-going education and different actors will be able to develop means of integration for individuals with severe mental retardation into society after the vocational education. The aim is also to get deeper understanding of the concept of work in relation to severe mental retardation. In this qualitative case study the data were collected in interviews of special education teacher, assistants of the group, a supervisor and instructors of activity centre, five parents and three nurses of the groups students (n=18). During the year 2006-2007 the employers of the enterprises where the students carry out their work practice will be interviewed. The analysis will apply elements of grounded theory and narrative analysis. The aim is to finish the licentiate dissertation during the fall 2007 and continue the study with follow-up interviews and carry out the PhD dissertation. In the presentation I will concentrate on the preliminary research results.
AGENTS AND ARTEFACTS

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The importance of the usage of artefacts is a central question within sociocultural perspectives on learning. In everyday life people use artefacts to be able do things they would not be able to do otherwise. Learning, in this respect, is a matter of appropriating ways of acting with artefacts. However, the nature of the relationship between artefacts and human action is, from a sociotechnical view, rather confusing. On the one hand we can emphasise the influence of artefacts on action. On the other hand we can emphasise that the meaning of artefacts is constituted in action. A third possibility is to emphasise the process in which individuals act with technology. In this paper I will focus on this confusion in a discussion of the concept of technological closure. The aim is to illustrate and discuss an approach that makes it possible to study the role of artefacts in ongoing meaning making processes. This is done from a sociocultural perspective on learning specified by a sociotechnical perspective on artefacts and inspired by the late writings of Wittgenstein. The approach is illustrated in a few case studies of video recorded educational settings where pupils use information technology.

CHILDREN AND YOUTHS INTERACTION IN A CHAT CONTEXT

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It's natural for children and youths of today to log on to the net and there be part of different activities, such as e-mailing, chatting, write blogs and play on-line games. The aim of my research is to by interaction analysis study the communication of children and youths in an on-line context: the chat room. I will investigate how meaning is constituted in such a social practice and special consideration regarding gender issues will be taken. I have conducted an ethnographic study where I have made observations in a chat room for some time now. Important questions I have carried with me is for example: What happens in the chat context? In what ways does the communication in the chat context constitutes? In what ways are gender constructed in the chat context? Is role appearance in the chat context play or game? As another step in my research I'm going to interview some children/young people about these issues, to get their point of view on their activity. In this paper I therefore want to present my outline for these planned interviews, with the hopes of getting some important feedback to consider before I conduct them.

ORAL PRODUCTION AND ACTIVITIES IN DISTANCE LEARNING

Dal, Michael
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Using the theoretical framework of the activity theory this paper discusses to what extent oral communication
can be included in distance learning, how technology supports oral communication what implications it has on e-learning all together. Open Distance Learning (ODL) is today mostly based on written materials and written products. Researches show that both students and teachers experience it as difficult to communicate and learn through ODL, because they experience communication done by writing as very diffuse. The idea that new technologies will transform learning practice has not yet led to the collaborative ideal. There is a severe discrepancy in the fact that teachers in face-to-face teaching most of the time use oral communication but ODL is primarily communicated through written texts. The question is whether it is possible to a much higher degree to implement oral tutoring in web mediated ODL. It will be discussed how technology supports oral communication through e-learning and what implications it has on e-learning. Some researchers conclude that the teacher, or the e-moderator, today presides over an electronic meeting. To make the teaching collaborative and communicative teachers simply have to add new skills to their armory.

DIGITAL PORTFOLIOS – A TOOL FOR ASSESSMENT AND LEARNING

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Vestfold University College, Norway

The paper presents an ongoing developmental work at Vestfold College, Faculty of Education. ICT and digital portfolios are implemented in student assessment in all studies. The paper includes presentation of a questionnaire given to 100 informants: "Digital Portefolio – a tool for assessment and learning?" At our institution, portfolios serve as a basic organizational structure for student assessment. This is the only college in Norway where all students publish their portfolios on individual web-sites. Our experience and results up to now, show that learning in virtual environments results in effective and learning-promoting communication among students. Feedback from teachers and peers leads to an improved level of self-assessment. My paper presents a set of methods, aiming for more high-quality learning activities. These activities include discussion and reflection, methods of teacher feedback and assessment methods. The main focus of my paper is to discuss different interpretations of students’ responses to the questionnaire about different aspects of their own ICT-based learning processes.

DIGITAL TEXTBOOKS – A NEW CONCEPT FOR RESEARCH

Jens, Hansen
University College, CVU Sønderjylland, Denmark

This abstract introduces a new approach for textbook research and relates to results in my coming Ph.D.: Digital textbooks. The Nordic research in learning media has a long tradition for approaching textbooks as texts. I will present a conception of textbooks as media in the pedagogical communication. Furthermore I will examine what the remediation of the textbook to a digital form has consequences regarding communication-, learning and didactics aspects. In an approach to the genre of textbooks one can distinguish between to categories of textbooks: textbooks which design has a didactic intention and learning material, who has not. The first can be defined as didactics textbook and the second contextualised learning material. Didactic textbooks are related to communicative functions in certain situations, where the concept of learning has three integrated functions: pedagogical arranged knowledge, facilitation of pedagogical interaction and stimulation of learning.
TOWARDS A GENRE-CENTERED THINKING IN NETWORK-BASED TEACHING MATERIALS

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Karevaara, Samuli
Lahti Polytechnic, Finland

The recent developments in web-based knowledge creation and learning tools emphasize the social and collaborative nature of the Internet. These recent technologies have been seen as new ways of creating collaborative materials and they don't make a clear distinction between the tool, the knowledge creation process and the produced content. Traditionally the technologies have been characterised mostly based on the media that the tool produces: text, hypertext, audio, video and so on. With the forementioned recent tools this classification becomes not only harder to understand but also a lot less meaningful. Therefore, we need a more pedagogical understanding about the genre of the network-based teaching materials, the collaborative creation processes as well as about the technologies. In this presentation we will introduce the concept of genres in network-based teaching material and a conceptual tool for categorising different aspects of the genre of network-based materials; special emphasis in the collaborative aspects. The axes in the model emphasise two perspectives: how guided and how collaborative is the process.

PAYING ATTENTION TO PERSPECTIVES ON IT IN LEARNING

Kristjánsdóttir, Anna
Agder University College, Norway

A global transformation in work, communication and decision-making has taken place in the last decades, due to technological and widespread and multifacted use of IT. School is considered an important equality ensuring arena and guaranty for good learning in this respect. However there are numerous indications showing that people in their late teens or in the twenties, have learned what they know in this respect outside school. Also that technology is far from being de facto in schools’ learning environments. It is suggested here to be fruitful and important to analyse how IT is introduced to school and teachers. The following different perspectives can be identified: A perspective of existence – offering examples, constantly renewed, with new equipment, indicating particular successes, more or less, and attitudes/gains of students. Another perspective is that of integration – where IT and a particular subject (here mathematics) challenge each other with their particular nature and function and have to negotiate for the benefit of learning. A third perspective is the student's perspective – taking her/his life outside school seriously; the foregrounds students do see, and the students' conceptions of learning and recognition of learning in their life.

COPING WITH CHANGE IN ICT-BASED LEARNING ENVIRONMENTS: NEWLY QUALIFIED RWANDAN TEACHERS’ REFLECTIONS

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Linköping University, Sweden
Andersson, Sven B.
Incorporation of information communication technology (ICT) in Rwandan schools requires close scrutiny in order to investigate how teachers, especially newly qualified teachers, handle their everyday activities with computers. More specifically, the overarching aim of this study is to investigate how newly qualified teachers can contribute to the creation of theoretical and practical knowledge for professional development with ICT as a pedagogical tool in developing countries. Questionnaires were used to collect information from 18 newly qualified teachers, while focus groups and in-depth interviews were used as a method of following-up the questionnaires. Simple counting techniques were used to analyse data from questionnaires, and most themes emerged from qualitative data. The findings show that novice teachers are determined and motivated to acquire ICT as a tool for learning. ICT may serve as a pedagogical tool fostering the principles of problem-based learning, creativity, critical thinking, positive values of democracy, the culture of peace, and gender equity. However, to achieve this, there is a need for appropriate access to the new technique and additional education in ICT is a necessity for its implementation in new settings.

IT AS AN INFORMATIVE AND INTERACTIVE SPACE IN EARLY CHILDHOOD EDUCATION

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Kestilä, Timo
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Prior research on information technology use in early childhood education (ECE) has focused primarily on assessing the impact of educational games on children’s learning. Information technology can, however, be also seen as an instrument to support the transformation of the larger pedagogical context. It can improve the human resource management of pre-schools, support early identification of learning problems, and facilitate interaction between teachers and parents, to mention only a few examples. This paper draws from both early childhood education research and information systems research in order to identify objectives and obstacles of IT as an informative and interactive space with parents and professionals. The empirical part of the paper reports the results of research project carried out in South-West Finland. The practical aim of the project was to produce an initiative for the development of ECE practices and information systems. Study identifies some of the key requirements for achieving better co-operation with parents and produce informative and interactive selection of services to internet. Before entry to ECE services parents should know better what kind of services they need and what kind of ECE services are available. Customers’ needs and ECE service alternatives should be
communicated before entry to services. When a child is in day care parents and professionals need to interact
and change information regardless time and context. Is IT an option for parents whose child become ill at night,
or for professionals who has difficulties to inform parents via bulletin board? And what about pedagogical
aspects? Can IT offer a space for parents to participate? Is it possible to improve pedagogical planning and
assessment with IT? This collaborative action research provides a high-level description of the ways how
different IT applications can be related to the overall objectives of the early childhood education.

REFLECTIVE DIGITAL PORTFOLIOS IN TEACHER EDUCATION

Syvänen, Antti
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In experiential learning, immediate personal experience is the focal point for learning. As pointed out by David
Kolb (1984, 21), personal experience gives the "life, texture, and subjective personal meaning to abstract
concepts". Experience alone is not, however, a sufficient condition for learning. Experiences also need to be
processed consciously by reflecting on them. Mobile blogging using mobile devices for sending picture and text
entries to on-line weblog environment, has been proposed as a good solution in supporting the informal,
unstructured learning contexts that often occur in a mobile setting. A more profound understanding of the things
learnt can be reached after the event and not during it (Beale 2005). In this study reflection is studied as that
occurring after the experience (reflection-on-action) (Schön 1987). In a nutshell, the aim of mobile blogging here
is to support this ad hoc reflection upon experience. The academic year of 2006-2007 14 prospective history
teachers at University of Tampere, Finland are developing a personal digital portfolio by mobile blogging. The
content accumulated in the personal on-line weblogs is the material of process portfolio to be processed into a
product portfolio a paper document to be handed to the supervising teachers for end evaluation.

EXPLORING SELF DIRECTEDNESS IN AN ONLINE DISCUSSION ON LITERATURE

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The purpose of this paper was to study self directedness in an asynchronous literary discussion. The online
discussion format is based on Jerome B. Jerome’s book Three Men in a Boat (1889). The subjects of the study
were five 16-year-old female upper secondary school students. The research questions were "How does online
technology and interaction in a small group enhance self-directedness?" "What features can be seen in an
individual self-directed learner?" and "What profiles do the students get?" The following data was collected:
transcripts of the online discussions, students’ written reflections and transcripts of the theme interviews. The
principles and practices of Self Directedness in online discussion were examined through adductive theory
oriented content analysis. The results were triangulated to get more validity. The online technology offered
shared knowledge, eliminated competition and allowed time for reflection and interaction. The study indicated self
directedness in more than a half of the utterances of the discussion. The following profiles were discovered: the
leader and connection maker, the self-conscious informator and commentator, the same way thinker, the
expressive passer and the loose sympathetic self critic.
WRITING TO READ ON COMPUTER. GRADE 1–3. WHAT DID PARENTS AND CHILDREN SAY?

Trageton, Arne
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The pioneer project in four Nordic countries, and the mass implementation of the strategy were presented at NFPF Örebro 2006. Problems: How to organize writing on computers for 6-10 year olds? How to implement the strategy in the Nordic countries? Parents and children were important factors in this action research and school development. The attitudes of parents and children were measured by questionnaires in the end of the pioneer project. Both parents and children showed very positive attitudes to the strategy. They thought writing on computers and delaying the handwriting to grade 3 was an effective strategy in writing- and reading learning, instead of the traditional reading- and writing teaching. Conclusion: Parents are strong partners and pressure groups in modernizing the writing and reading learning in school with the help of computers. The strategy corresponds with our new National Curriculum L 2006 with 5 basic competences in all subjects: Orally expression, writing, reading, mathematics and the new digital competence. How to use this parent interest and pressure in the further implementation of this strategy in school?


Wiklund-Engblom, Annika
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The purpose of this paper is to present a definition of three behaviour typologies of web-based learners, and place these typologies in relation to theories of learning strategies. I have studied the strategic behaviour of self-paced web-learners in a web-based learning environment (WBLE). The WBLE was a corporate training course for a multi-national company. The population (N=18) consisted of mainly engineers within the age range of 24 to 43. Research data from observations and interviews serve as a base for defining the typologies. The aim is to decipher their learning process, and find different levels of strategic behaviour that is specific to learning within this type of WBLEs. I call this context based learning behaviour for the web-based learning process. I have found three levels of behaviour of the web-learners: navigating, manipulating, and integrating. These behaviour typologies will be subject to further investigation, in order to determine variations within them. My attempt with this paper, is to establish a frame for that analyses, by defining the concepts: navigating, manipulating, and integrating as levels of strategic behaviour within the web-based learning process.

NATUREGATE® – A SOCIAL INNOVATION FOR LIFELONG LEARNING TO PROMOTE SUSTAINABLE DEVELOPMENT

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University of Helsinki, Finland
Lehmuskallio, Eija
University of Helsinki, Finland
Lehmuskallio, Jouko
University of Helsinki, Finland

The year 2007 is 300 years jubilee of one of the greatest biologists, Carl Linné. Partly because of Linné, in the Nordic Countries, learning to identify and to recognise plant species is and has been important part of the culture, a lifelong learning issue. There are many people of all ages, who have learnt to recognise plant species at school and still practice it continually. Internationally school curricula do not stress importance of learning to identify species. There are many justifications for the new interest in learning to identify and recognise species, e.g. biodiversity issues. Eija and Jouko Lehmuskallio have systematically photographed all the flowering plans of the Nordic countries. The photographs are very beautiful, creating nature experiences, motivating people to go outdoors into nature to enjoy nature and its biodiversity. At the same time the photographs are scientifically accurate, they make possible learning to recognise these plants in their natural habitats. They have also developed an easy-to-use, fast, patented soft ware to identify plants. These resources are combined into NatureGate® social innovation. The first NatureGate® server will be in the net, in March 2007 to allow people to identify plants species by themselves and to upload user’s own digital photos.
Network 15: Multicultural Educational Research

“GAL DAT OAHHPO GO STUORROLA” – TEACHER THINKING, KNOWLEDGE AND DISCOURSE – TO HIGH LIGHT CULTURAL KNOWLEDGE AND DECOLONIZING PROCESSES IN INDIGENIZING SÁMI SCHOOLS IN THE NORTH OF SWEDEN

Balto, Asta
Sámi University College, Norway
Johansson, Gunilla
Luleå University of Technology, Sweden

The main idea of this project, which is initiated from the school level, is to strengthen the Sámi perspective in school activities. In this study teachers implement new practices. And by describing, analyzing and highlighting how cultural knowledge, decolonizing and vitalizing processes in teacher thinking, knowledge and discourse influence on the pedagogical activity, we will be able to study the process of the development in indigenizing Sámi schools (Many Indigenous Peoples struggle for indigenizing; maintaining and vitalizing their cultures). Researchers do use a critical perspective on this democratic approach of collaborative action research. Social constructivist models of analyzing teaching and learning hold both challenges and promises for educators. Teachers in Sámi preschools and in compulsory schools study characteristics of cultural practices and they integrate these findings in the daily work within groups of children of age 2-12 years old. Teacher's multicultural competence is considered to be the basic ground, deeply connected to the cultural heritage of the Sámi people and partly to the curriculum for Sámi schools. The study also involves parents, home environment and "elders" in the teaching and learning processes and the local cultural practice is partly integrated in the daily work.

CONTINUITY VERSUS CONTEXTUALLY?: ABOUT IDENTITIES IN A GLOBAL SOCIETY

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Increased globalisation, the increased mobility of people and knowledge across the world, means that definitions of traditional ethnical and national identity need to be reassessed. In a three year research project Södertörn University College explored, from a gender perspective, the possibilities and conditions for development and formation of identity among young people with various cultural, social, and ethnic origins, as well as the significance of various types of multiple, complex identities that arise in a global context. The project was based on data of students in Stockholm schools who originally arrived from Chile, Iran, Iraq, Lebanon, Syria, and Turkey. But also was the project based on interviews and group discussions with more than 5.000 young people from all over the world, altogether from more that thirty countries. The overall result is that globalisation does not lead to the dissolution of national, ethnic or other group identities, nor does it lead to the development of a single cosmopolitan identity. Instead, new types of identities emerge which, as a result of our study can be summarised in terms of both continuity and contextually. Individuals and groups working and living in multicultural environments develop new types of identity, an identity with is neither Swedish nor non Swedish. A new kind of identity has been developed.
TEACHING ETHNIC RELATIONS IN UPPER SECONDARY SCHOOL

Elmeroth, Elisabeth
University of Kalmar, Sweden

The aim of the research reported in this paper was to analyse young pupils' attitudes towards multiculturalism and the role of education in creating positive attitudes. The research is a quasi-experimental case study, conducted in an upper secondary school in a middle sized Swedish town. Data were collected with two questionnaires. One of the questionnaires was answered before the education on the subject took place, and the other was answered afterwards. The education has had small effects on the attitudes. There is however a general tendency that means that the group that was the most negative before the education has become even more negative, while the most positive group tends to hold on to the positive attitudes. The regression analyses show that girls and pupils on study preparatory programs agree to the largest extent in the statements that represent a positive attitude towards multiculture.

DEMOCRATIC ACTION AND LEARNING: WORKING WITH ETHNIC MINORITY YOUTH IN PARTICIPATORY RESEARCH

Gitz-Johansen, Thomas
Roskilde University, Denmark
Holmstrøm, Sharmila
Roskilde University, Denmark
Kampmann, Jan
Roskilde University, Denmark

The term "ghetto" is often used to describe neighbourhoods where a large number of the residents have immigrant backgrounds. In a Danish context "ghetto" is a negative term with associations of social problems and lacking human resources. This paper gives the theoretical and methodological considerations from an empirical action research project, which takes a radical stance against this understanding of immigrant communities. Instead the paper presents an approach to working and researching with young people from immigrant communities that takes the point of departure in their resources and experiences. The project and the paper build on inspiration from multicultural education (J. A. Banks), critical pedagogy (P. Freire) and experience based pedagogy (O. Negt) and with a methodological inspiration from the method "future workshop" (R. Jungk). The paper describes and discusses an approach to action research with young people from immigrant communities, which aims to initiate bottom-up initiatives, facilitate democratic learning processes and produce academic knowledge about immigrant youth and their daily lives.

RELATING INTERCULTURAL EDUCATION TO EQUAL OPPORTUNITY IN EDUCATION

Horst, Christian
Danish University of Education, Denmark
The paper examines two cases of differential treatment of ethnic minority children: a) the abolishment of state financed support for mother-tongue education to third country nationals and 2) the possibility to overrule parents' free right to choose a school of their own liking if belonging to a linguistic minority. The research deconstructs the political educational discourse of the two issues and demonstrates how a chain of arguments combines a restrained and contradictory interpretation of equity with a highly selective use of educational research in order to legitimate differential treatment of children. The research draws upon/combines multicultural political theory (Parekh 2000), Bourdieu (1991,1995), human rights documents and national legislation, and research and meta-studies on bilingual education.

TRADITIONAL MATHEMATICAL KNOWLEDGE AND LEARNING WITHIN THE SÁMI CULTURE

Jannok Nutti, Ylva
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My intention with my paper is to describe traditional mathematical knowledge and learning within the Sámi culture. My paper describes the traditional mathematical knowledge connected to the indigenous knowledge systems and traditional Sámi knowledge system, and the view of learning within the Sámi culture. Is it possible to the development an education in mathematics in the Sámi schools which emerges from the Sámi culture, the traditional Sámi knowledge system and indigenous knowledge systems? The Sámi schools in Sweden follow the national regulations but the Sámi pupils also have to be confident in the Sámi cultural inheritance and they have to be able to speak, read and write in Sámi. In accordance with the Sámi schools ordinance there is a need for an education that is aware of and have a base in the Sámi culture. My research intention is to describe the mathematical thoughts within the Sámi culture. My aim is to try to express possibilities and problems to connect the education in mathematics in the Sámi schools with the Sámi culture.

THE FATE OF NORWEGIAN AS A SECOND LANGUAGE AT STAKE

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Engen, Thor Ola
Hedmark University College, Norway

In 1987 Norwegian as a second language for linguistic minorities was introduced as a separate subject in basic education in Norway. The intention was to offer students with limited mastery of the majority language adapted instruction and provide them with the necessary linguistic and cultural knowledge to get ordinary tuition. Now the existence of this subject is seriously threatened. The Education Act has been modified so that minority students with insufficient familiarity with the majority language and culture no longer have the right to be taught according to the curriculum for Norwegian as a second language. In Oslo the school authorities are running a project in which the instruction of all students is based on the curriculum for Norwegian as a first language regardless of their prior knowledge of Norwegian language and culture. And presently the Norwegian Directorate for Education and training is preparing a curriculum for a new subject called Basic Norwegian for linguistic minorities, which is to replace Norwegian as a second language for linguistic minorities. In our paper we will analyse the historical
and political background for the changes that are taking place and ask whether there is reason to believe that they will benefit the linguistic minority students.

**TO PROVIDE OR NOT TO PROVIDE SWEDISH AS SECOND LANGUAGE IN SWEDISH SCHOOLS**

**Lindberg, Inger**  
Göteborg University, Sweden

After more than twenty-five years as an auxiliary subject, Swedish as a second language was established as a school subject in its own right regulated in a curriculum for its goals and content in 1995. In spite of the formal status that the new school subject was awarded and the provision of mother tongue instruction in many schools, several recent studies indicate that the educational needs of bilingual students are still not sufficiently acknowledged in Swedish schools. How to cater for bilingual students’ specific needs of language training in Swedish schools in the most appropriate way has lately become a question of political and ideological debate with voices raised against the provision of Swedish as a second language. The rationale behind this standpoint is a strive for universalism and equal educational opportunities for all students. According to a contrasting view, such implementations of equal treatment are the result of a difference blindness by means of which important differences in terms of culture, language, class, race, gender and ethnicity are neglected. In this presentation, I will discuss universalism as an instrument for normalization and the way accommodations to linguistically diverse students are dismissed as part of a policy contributing to the process of othering' with reference to equalization of educational opportunity.

**ASPECTS ON INTEGRATION AND SEGREGATION IN SWEDISH SCHOOLING**

**Lorentz, Hans**  
Lund University, Sweden

In the Swedish discourse on integration and education, it is being said in the latest Swedish official reports on education and integration’ (e.g. SOU 2005:56 and SOU 2006:40), that Sweden' and cultural diversity' are two different entities who do not seem to fit together. Diversity in Sweden and especially within the area of schooling and education' is despite of all democratic ideals, being described as a condition of discrimination, injustice, insulting treatment and hostility towards the Other’. The writers of these reports mean that there is a great discrepancy between what is being taught in theory and what is experienced in practice in schools and society. Despite all the promises and statutes in Swedish parliament on integration and "a fight against racism and segregation", there still exist a segregating attitude towards those who are not Swedish’. The official reports talk about an "educational dilemma in Sweden". How did this situation arise and occur in Sweden and what can be the reasons why it still is so widespread today? Those are some of the questions that are being answered in a discourse analysis study from the year 2006.

**WHO DOES HISTORY BELONG TO? HISTORY AS CONSCIOUSNESS, CULTURE AND ACTION IN MULTICULTURAL SWEDEN**

**Nordgren, Kenneth**
Karlstads University, Sweden

My dissertation explores history as consciousness, culture, and action in how three different contemporary agents, a diaspora, individual pupils, and a school curriculum, formulate their history. The first study focuses the creation of a common history in the development of a diaspora culture. The periodicals of the Assyrian and the Syriac federations provide the source material. The uses of history are central to the periodicals’ function as mouthpieces of their organisations. In communicating with their readers, they present a practicable model for a history culture. The second study presents two focus groups consisted of pupils of Assyrian/Syriac background, whereas the pupils in the third group were of Arab background. The interviews took place a couple of weeks after the terrorist attacks in the USA on September 11, 2001. The third study addresses history as a school subject. The current multicultural development and the intercultural aim of the curricula have changed the context of history. In spite of the intentions expressed, the syllabi still express a division into ‘us’ (Swedes) and ‘them’ (minorities, immigrants). The textbooks tend towards a more downright monocultural presentation, in the sense that the scope for non-European history and voices is strictly limited.

IDENTITY AND DIFFERENCE REVISITED – DELEUZE'S PHILOSOPHY OF DIFFERENCE AND EDUCATION

Pihl, Joron
Oslo University College, Norway

The paper explores Deleuze's concept of difference and its implications for educational research. This is part of a theory project which analyses the philosophy of Deleuze and how this philosophy can be "put to work" in educational research. The paper analyses how Deleuze defines difference as a primary analytical category in relation to the concept of identity. In the paper I compare Deleuze's philosophy of difference with theoretical positions that define identity as a primary analytical category, in relation to which difference is compared or subordinated. Finally I discuss implications of defining difference as a primary ontological concept in an educational context characterised by cultural complexity.

ADVANCED LANGUAGE LEARNERS AS PARTICIPATORS

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The learning trajectory of a foreign language learner has traditionally been conceived in metaphors of acquisition in a linear sequence, where the learner starts out from L1 and then acquires an L2 and then an L3, etc. The learning environment is assumed to be formal instruction and the outcome in the best of cases will be a native-like proficiency in one or more languages in addition to the native one. In cases where several languages are mastered fluently, Skehan (1998) describes the learner as exceptional. The exceptional learner, following Skehan may possess a talent mediated by particular patterns of neuropsychological development’ (215). My paper argues that unusual learning is to be understood, following Sfard’s (1998) bifurcation into acquisition and participation as metaphors for learning, from the fact that successful learners participate in several language communities. In my study I interview successful and advanced language learners, polyglots, and study their language learning trajectories as narratives. I shall argue that the reason for successful learning cannot be
reduced to success in limited tests of limited items of language, but must start with an understanding of the whole life situation of the learner.

EDUCATING TEACHERS FOR MULTICULTURAL LEARNING ENVIRONMENTS

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In a study which analyses educational ideals in curricula and syllabuses concerning Swedish taught as a second language, the different texts are analysed within an interpretive framework containing two perspectives. The study throws light upon a subject where syllabuses over time express both unclear and dual educational ideals. The analysis differentiates between educational ideals expressed in the curricula compared to educational ideals expressed in syllabuses. An important question in this context is how the intent expressed in the school curricular and syllabuses could be interpreted by teachers. Another important question is how in service training can be constructed to prepare teachers for the multicultural classroom. In order to study how teacher training and in service training is organised concerning second language education in five European countries a new network TESSLA (Teacher Education for Support of Second language Acquisition) has been started. Courses are created for students in teacher training programmes and practicing teachers who will be working within second language education. Questions which have arisen from the study described above concerning teacher training and education of second language students thus become actualised within the network.

LEARNING TO TEACH HISTORY IN MULTIETHNIC CLASSES

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History as a school subject is related to the collective values of the society, and it can thus have a major role in the construction of cultural identities. Given the challenges of intercultural education, the multiperspectivity of history has become more and more important. In multicultural history classes, teachers can hardly avoid dealing with sensitive and controversial issues, or linguistic problems related to the subject matter. This is a fairly new situation for experienced Finnish teachers, and it adds a new dimension to the development of prospective teachers. The present paper draws on data collected in a research project, which examines teachers’, student teachers’, and adolescents’ experience of learning and teaching history in ethnically diverse classes. This paper focuses on prospective teachers' expectations and reflections about learning to teach in these contexts. Analysis is based on written reflections (n=22) and interview data (n=8). Preliminary analysis of expectations shows that beginning teachers focussed on language problems and on the diverse values and backgrounds of their students. Some respondents emphasised difficulties, others new and richer forms of learning history. Some students hesitated about their own capacity, others saw risks of emphasising otherness in their groups.

THE EXPATRIATION PROCESS AS A CHILD’S EXPERIENCE

Warinowski, Anu
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One concept of current interest is globalization. An effect of globalization on labour market is that an international assignment is not a rare situation to an employee. In the focus of this study are the Finnish children who have been living abroad temporarily because of their parent's work assignment outside of their home country. The members of this family are regarded as expatriates. Characteristic to this special immigrant group is that they all represent middle-class or even higher social class. The expatriate children are also known by name "third culture kids". The main question in this study is, what kinds of experiences do the expatriate children have concerning the expatriation process. The focus is on the personal point of view. The concept of expatriation process refers to this particular adjustment process, which occurs not only when moving abroad but also coming home – temporally the process is bipartite. Adjusting to a new environment and to a entirely different culture takes a great deal of coping. The other important question in this study is, how does this process proceed. Some common features can be seen in the expatriation process.
LEARNING TO WRITE IN A MULTILINGUAL CLASSROOM - CHALLENGES AND POSSIBILITIES

Holm, Lars
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Technological innovation has created a situation in which "the world on paper" (Olson 1994) has been supplemented with new screen based ways of communication that makes it possible to combine pictures, sound and texts for meaning making in new ways. This development has changed and influenced the practices around writing quite considerably and can be seen as a multimodal challenge for schooling (Snyder 2001). At the same time and due to globalisation it is a characteristic feature for many classrooms that the children bring different languages to school. This means, that schooling also faces a multilingual challenge (Martin-Jones & Jones (eds.) 2000). This presentation aims at reporting research findings from a developmental IT-project in the Danish Public School (Laursen &Holm 2003). Central in this project was the creation of an it-based communication platform that made it possible for three first grade classes with many bilingual children to communicate in different ways with each other. The basic idea in the developmental project was to create a need for communication in order to strengthen the language development for all children. Drawing on an research approach where literacy is seen as historically, situated social practices (Street 1984, Barton, Hamilton & Ivanic 2000) the multimodal and multilingual aspects of the development project will be revealed.

COHESION AND COHERENCE IN EIGHT GRADERS’ HISTORY ESSAYS

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This paper discusses cohesion and coherence in history essays written by eight grade students enrolled in English-medium teaching (MYP or international programme) at Turku university practice school. Cohesion is defined as the linguistic devices used to cater for the internal consistency of the text, such as lexical devices, pronominal reference, repetition, and ellipsis (Halliday & Hasan 1976). Coherence refers to the non-linguistic relevance of the text, the interpretations of text content that can be made on the basis of the pragmatic situation, or the reader's/writer's background knowledge, i.e. as a result of a constructivist reading of the text (e.g. Carrell 1982). The paper sets out to discuss the relation between the developments of linguistic proficiency and content knowledge, i.e. the formation of the students' knowledge schemata in history and the adequacy of their linguistic skills to give their thinking a verbal form. Cohesion and coherence are assessed by using both human judgment and statistical devices (readability formulas).

FINNISH 9TH GRADERS’ AND TEACHERS’ LITERACY PRACTICES IN SCHOOL AND OUT-OF-SCHOOL CONTEXTS

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Towards Future Literacy Pedagogies (ToLP), is a multidisciplinary research project (2006-2009), which deals with literacy practices of Finnish and immigrant students and teachers of mother tongue and foreign languages. The aim of the project is to explore and interpret literacy practices both in school and out-of-school contexts. There are in all four stages in the project. The first stage aims at an overview of the current literacy practices in school and out-of-school contexts. In spring 2006, a large scale survey was conducted based on a representative sample of the 9th grade pupils and language teachers. Information was collected on current literacy practices, media and text choices, teaching practices and prevailing attitudes towards literacy. The survey covered ca 1800 pupils from 100 Finnish-speaking lower secondary schools and 800 teachers of mother tongue and foreign languages. In this paper, the findings of the survey are presented.

THE STATUS OF A FOREIGN LANGUAGE IN YOUNG ADULTS’ LITERACY PRACTICES

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The status of the English language in Finland has changed quite dramatically in the past decades. English has gained importance in education, business and the media to such an extent that it is currently a significant part of people's everyday lives, too. The growing presence of English in Finnish society has evident repercussions for language education as well. People's vernacular literacy practices both in their native language as well as in additional languages need to be taken into account in education, but there is very little research on literacy practices outside school contexts. As part of a larger project focusing on uses and functions of English in Finnish society, the present study investigates the English literacy practices of young adults in Finland. This study seeks answers to questions such as what Finnish young adults read and write in Finnish and in English, what literacy in these two languages means to them and how they see the differences. The subjects of the study were students in a university and in a polytechnic in Finland and the data were gathered through a questionnaire.
THE NOTION OF SILENCE IN EDUCATIONAL CONTEXTS

Alerby, Eva
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"The only wise one, is the one who understands silence", emphasise Erik Gustaf Geijer in a poem from 1840. But how can we understand silence? This paper focuses on silence in educational contexts. Silence can be desirable and enjoyable, aggravating and embarrassing for everyone involved. Silence can also be regarded as an essential and an unavoidable part of human life. If we look into a classroom we can sometimes see the teacher's struggle to get the pupils to be silent. But then again a moment later what happens when a pupil fails to participate during a planned discussion, and remains silent, even though the topic might provoke responses whereby everyone has something to say? How do the teacher and the other pupils react to the silent pupil? We can assume that silence means different things to different people, and that it can communicate many and different things. Silence can, so to say, be "used" in various ways. We can, for example, elect to be silent, but in some situations silence is imposed, as one cannot find words to respond, or we can be silenced. Within this paper multiple meanings of silence, as well as different expressions of silence, will be highlighted. Finally, the value of silence in the process of teaching and learning will be discussed.

PUBLIC EDUCATION – PRIVATE RELIGION

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The need for religious literacy has rarely been as urgent as today and consequently religious education is seen to play an important role. What is quite evident in the curriculum of religious education in Sweden, however, is that religious practices are seen as either promoting or conflicting with the liberal democratic values western society is based upon. There is thus a tension created between the private' nature of religious traditions and the public' function of schools. Drawing on Arendt, the aim of this paper is to analyze how the public/private distinction in the religious education curricula operates to create borders between religion and the notion of democracy and challenge the view that secularism relegates religion to the purely private sphere. Drawing on Asad and van der Veer I further argue that the intermixture of politics and religion has characterized the rise of modern nationalism, compelling us to rethink the notion of the secular and the relationship between democracy and tradition. Exploring whether religious voices have a public role to play or are to be seen as anathema to democracy, this paper asks how religious education might redefine its borders to promote a religious literacy beyond the limits of the curriculum.

DESIRE, THE REAL AND PEDAGOGY

Bergstedt, Bosse
Lunds universitet, Sweden
Lately research within social sciences has come to recognise the importance of affects and drives. The Slovenian sociologist and psychoanalyst Slavoj iek claims that the drive is taking over, as is the Super Egos command ENJOY!!! According to iek this is the case within both popular culture and political culture. If we take the example of film, it is not only the closeness of film to reality which attracts us but also its capacity induce strong emotions of for instance anxiety, and to capture that which fascinates us and frightens us the most. There are many film genres that do not mainly aim to involve intellect, they attempt to address raw emotion, hitting us in the gut and borrowing in underneath the skin. Slavoj iek claims that our desire to merge with the object and become whole tends to become completely mediated through the drive circulating around real objects. Art for instance no longer aims to show us beautiful pictures, there are artists who sell bottled shit and put up installations including organs from the butchers counter. Using these arguments this paper poses questions related to postmodern learning processes. What are their characteristics? How is it possible to study and work with them as a researcher and a pedagogue.

PROFESSIONAL BILDUNG: EDUCATION FOR PROFESSIONS VIEWED AS BOTH ADDRESSING AND REFERING (Paper presented in Danish)

Buur Hansen, Niels
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Hiim and Hippe speak about two different approaches to educational didactics in their wording of a professional and vocational kind of didactics: a narrow subject-related approach and a broad profession-directed approach. Inspired by Wolfgang Klafki's concept of Bildung, K.E. Loegstrup's philosophy of language and Gregory Bateson's theory of learning, we will argue for a third approach to an explicit Didaktik for professional education called professional Bildung. The theory of professional Bildung is developed against the background of an approach to pedagogy based on language and learning theories, and furthermore it is empirically based on the participation in a number of development projects within six directions of profession bachelors. The theory is articulated at three levels: a level of professional didactics, a level of learning theories and a general pedagogical level.

THE RIGHT TO DELIBERATE

Englund, Tomas
Örebro University, Sweden

Is it possible to say that everyone, every pupil or student in school, should have the right to be able to, or perhaps to have the right to develop his or her ability to deliberate? On what grounds, if any, could this be maintained? What kind of (citizenship) right should be referred to? The general context for the following discussion is the Western democracies where there is an ongoing discussion of different ideals of democracy and where the idea of deliberative democracy is one prominent idea. The more specific context is the educational systems of the Western democracies and what kind of role that could be given to the educational system for the sustainability and deepening of (deliberative) democracy. Seyla Benhabib (1996) characterizes modern Western democracies as facing the task of securing three public goods: Legitimacy, economic welfare
and a viable sense collective identity or as I would prefer to call it, a sense of community. In her essay Benhabib is primarily concerned with one of these goods, the good of legitimacy and the philosophical foundations of democratic legitimacy. She argues that "that legitimacy in complex democratic societies must be thought to result from the free and unconstrained public deliberation of all about matters of common concern. Thus a public sphere of deliberation about matters of mutual concern is essential to the legitimacy of democratic institutions."

LEARNING IN THE DIGITAL LIFE–WORLD  
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The postmodern condition has led to major changes in people’s everyday-life. One of the effects is that in the name of the globalized society, young people use more and more digital artefacts. From a phenomenological point of view one could say that the digital artefacts have become a part of young peoples lived bodies, interpreted in a phenomenological way. The digital artefacts are used with such a natural attitude that it is not being questioned and are used quite autonomous. The use of modern information and communication technology has become a completely natural component in youngsters’ orientation towards the surrounding society, affecting ways of relating to information and communication in many different ways. The questions raised about the digital life-world propose, according to the background given above, that the processes of learning such as they are described and stimulated in a traditional school environment are heavily put at stake. Therefore this seminar, which emerges from the philosophical theme of my future doctoral thesis entitled Learning in a Digital Life world, focuses on the definition of the digital life-world in relation to learning with life-world phenomenology and the phenomenological lived body as a starting point.

EDUCATION AND DEMOCRACY. THREE ASPECTS OF CITIZENSHIP  
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In a democratic society the main purpose of public education is to prepare students for the full membership of the society, to be citizens. But what it takes to be a participating member of a democratic society? What are the basic qualifications? In my paper I delineate key characteristics which the school-system should enhance in order to make citizens. These characteristics are grouped in three main categories, three aspects of sovereignty: the intellectual, the moral, and the material autonomy. People who are going to take part on democratic decision-making have to be able to collect, to put in order and to present pieces of knowledge independently. They have to have an ability to decide for themselves what is right and what is wrong. And they have to have control over their material existence.

AT THE INTERFACE BETWEEN CATEGORIES AND SUBJECTIVITY  
Johansson, Anne–Marie  
Örebro University, Sweden
von Wright, Moira
In this paper we discuss the significance of (social) categories as dimensions of that which we tend to recognize as the self of another person. We ponder how a relational perspective theoretically can grasp the interface between categories and subjectivity. It has been argued that only in subject-subject relations where humans act and speak directly with each other can the uniqueness of individuality make itself known. Following this educational research has been criticized for a one-sided punctual focus on the world of categories and tangible objects, and educational practice thus for circumscribing the possibilities for students to participate and communicate "as subjects". An interest in uniqueness and subjectivity risks precluding the impact of social and worldly matters, and yet they also constitute what we discern as the self of another. What meaning can we ascribe to categories such as temperament, language, sexuality, gender, etc without precluding uniqueness in educational relations? With the help of some examples we discuss how categories may enrich our analyses of educational communication.

KIERKEGAARDIAN ETHICS CHALLENGING PEDAGOGY: “A” STARTING POINT?

Juell, Einar
Union of Education, Norway

My paper is exploring and attempting to open up for Kierkegaardian perspectives in a pedagogical "room". My text is inspired by the Danish philosopher Søren Kierkegaard's (1813 1855), ethics, dialectics and his strategy "to make aware" through various aspects of rhetoric, referring to "ethical reality is superior to possibility". My assumption is that "Hin enkelte" - the teacher" as an agent for a better world, in a pedagogical and social room, have to evaluate possibilities in an intersubjective and reflective collegial room. Kierkegaard offers through a rich and critical authorship a peculiar and separate concept of "dizziness of ethics". This is seen as a meaning making discourse in reconceptualizing and exploring new approaches, related to ethics viewed and regarded both abstractedly and concretely in early childhood education. Ethical aspects are regulating and improving our co-existence relatively defined by various means of power in and within a pedagogical room. In reality you have to choose what kind of actions to be taken, that is a possibility. Rooms for actions, since action speaks louder than words in multicultural reality for world citizens. In another way teaching is the act of saying who we are, where we are from, and where we are going.

RELIGION AND PEDAGOGY INSPIRED OF A JOURNEY TO THE TUVA–REPUBLIC

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This paper will continue my work on the relationship between pedagogy and religion, as presented NERA 2003, where I proposed that religion could contribute to a reopening of a self-secure modernist pedagogy. My trails so far in discussing these questions have been connected to the works of Buber and the late Derrida, inspired of negative theology (Derrida 1995, Bulhof & Kate 2000, Caputo 1997, Coward & Foshay 1992). I have been particularly interested in the mystical as central in non metaphysical theology, for instance how ecstatic religious practice could be a challenge to- and inspiration for pedagogy. From this mostly theoretical work, I was invited to join a Finnish theatre group and researchers, to a travelling workshop of 14 days, to the Tuva-republic in the
Asian part of Russia. Tuva is as far as I know the only place where shamanism is officially declared religion. The "Trance-Siberia journey" could thus be seen as a late-modern pilgrimage, to a practice of shamanism in a post-Soviet society. Experiences from this work-shop are used to discuss and challenge my own Derrida-inspiration in search for a negative pedagogy, as well as some remarks of the basic theory and method of "experimance" (experience and performance melted together - Vuori 2003) which was the working guidelines for the work-shop. How could the relationship between pedagogy and religion be rephrased from the embodied experiences on this late-modern "Bildung-journey"?

STRUGGLE AS AN EDUCATIONAL VALUE?
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Within philosophy of education it is a well-known fact that struggle may be strongly motivated by ambition and selfish interests. It is therefore comprehensible that as a matter of course, many pedagogues wish to dissociate themselves from struggle as a pedagogical value. However, the question is whether it is sensible to dissociate oneself from every sort of struggle. Maybe it is much better to make a distinction between two main types of struggle, i.e. "struggle for self-reservation" and "struggle for recognition". Such a distinction is unfamiliar within progressive pedagogy. According to the ideology of the progressive school, the school should make sure that a value as solidarity is not undermined by the principle of competition. Whether a more reflective attitude towards the notion struggle might have constituted a protection of the prevailing political efforts to establish competition and self-assertion as central pedagogical values remains to be seen.

MULTILINGUALISM AND TRANSCULTURALISM IN EUROPEAN LANGUAGE POLICY
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What are the challenges and future prospects of multilingualism? On a theoretical level, the answer may be found in a paradigm shift from multiculturalism to transculturalism, and from intercultural to transcultural communication. On a methodological level we may already see a shift from interdisciplinarity to transdisciplinarity. By the prefix trans- in this context is understood something which goes beyond the limits of inter- which means between and multi-, meaning many. Transculturalism transcends the limits of a merge between two cultures and requires exchange, diversity, intermixture, communality, interaction, integration and interlacing instead of isolation, conflict and separation. As transcultural communication is based on a seemingly insoluble dialectic of different and dissonant interactions between the home and the foreign culture, it will now be possible to reconceptualise the dialectic and to redevelop it on a transdisciplinary basis with the aid of the transcultural paradigm. Multilingualism supplies important contributions for a sensible sequence of transcultural communication: it takes the strain from social tension and interpersonal conflict potentials. It takes an important role in the stabilisation, cohesion and the forming of identity in a momentarily enlarging transcultural environment. To make use of this means to overcome opposition in nearly every direction. The best breeding ground for innovation ability is divergence. In this matter multilingualism and transculture are a guarantee for the potential of European societies to make use of and accept economic, political and social chances as well as challenges.
EXAMINING VARIOUS EXPRESSIONS OF SILENCE AND THEIR INFLUENCE ON THE EDUCATIONAL DISCOURSE BETWEEN TEACHER AND STUDENT

Kristiansen, Aslaug
Agder University College, Norway

In this paper I would like to examine various expressions of silence in an educational context, one in which silence is understood to be a meta-language between pupil and teacher. The term "silence" is used in several different ways and is therefore discussed within various academic areas (Wiggen 2003, von Wright (in press), Englund 2005, Steiner 1967, Dauenhauer 1980). In this paper silence is understood as both an active attitude and a constitutive force in the educational discourse between student and teacher. Analyses of silence's expressions and various implications are based on a selection of cases taken from everyday life at school. I would like to elaborate on what these different manifestations of silence can imply for the parties during the discourse. I will then discuss these manifestations in light of Martin Buber's term "confirmation" (Buber 1965). The aim is to expand upon and evaluate the manners in which silence can make new conversational forms and levels possible in an educational setting.

SUSPENSION OF ETHICS OR POLITICS – INBETWEEN SOCIAL INTERACTIONS

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University of Hamburg, Germany
Kaminska, Monika
University of Hamburg, Germany

Within the Inbetween of human beings the meaningfulness of the ideas of both politics and ethics do exist. The meaning of Inbetween though becomes highly significant in cases of social interaction. In that moment of encounter, approach and address to the Other the ethical or political moment gains importance. This is the moment of epiphany, but also of vulnerability and being at the mercy of another. And just then the revelation of human quality in the social cooperation reveals. The sphere of the constitution of sense of concepts or ideas is in suspense, it is a liquid state. The meaning of terms or concepts shift possibly in order to synchronous or diachronic historically progression within the intersubjective discourse. The place is also known as "Zone der Schöpfung" (F. Rosenzweig). One characteristic feature of semantics is its liquid condition, its permanently shifting of sense. The image of reality, the representative term and the sense do not unite identity. The semantics of the ideas lies beyond the figures; instead it is intersubjectively handed down and cultivated in discourse, in-between individuals. This common speech attempts to approach politics (das Politische) and ethics (das Ethische) within the Inbetween from two different sides: Based on the thinking of I. Kant it is referred to i.a. H. Arendts ideas of politics and to Levinas' ethics of the Other. Purpose is to present the idea of Inbetween as yet another enabling the thinking of philosophy of Bildung und Education as Praxis-Philosophie.

THE DIFFICULTIES FOR A LANGUAGE OF EDUCATION IN A LATE MODERN TIME

Nordström-Lytz, Rita
Language is one (but not the only) possibility for people to grasp the world and its inhabitants and make them understandable. We need language to communicate our experiences, misunderstandings, visions and hope, and there is something unsatisfying in being incapable to make oneself comprehensible. The language for education is traditionally dealing with aspects of being-together, guidance and support. The general language of the late modern time is, however, more focused on efficiency, market and rapid results. Outgoing from these simplifications it is possible to assume that the language of education is having difficulties in making itself understood in a late modern communication. Simone Weil claims that, when one’s language seems to be insufficient, it is tempting to adopt another language. When it comes to education this could lead to the temptation of using for example a market-related language instead of an educational one. According to Weil there is no “better” nor “worse” language; rather do different languages have their specific sphere. The problems occur when issues of one language is translated into another. This paper will try to explore the difficulties for a language of education in a late modern time.

PEDAGOGICAL PHILOSOPHY AS REFLECTIVE RELATIONSHIP WITH PEDAGOGICAL ANTINOMIES

(Paper presented in Danish)

von Oettingen, Alexander
CVU Sønderjylland, Denmark

"Pedagogical philosophy as reflective relationship with pedagogical antinomies" Inspired by the German philosophers Theodor Litt, Richard Höningswald and Dietrich Benner this introduction will to establish what pedagogical philosophy could be. Basically pedagogical philosophy is seen as reflective relationship with pedagogical antinomies. Antinomies are seen as opposites unable to be abolished. Because of their antinomical character pedagogical questions always include a philosophical perspective and therefore need a pedagogical-philosophical reflection. In this way one can point to pedagogical philosophy as reflections on the “concept” of pedagogic and thereby more precisely draw both the inner and outer boundaries of pedagogic. In this way pedagogical philosophy is to be understood as a reflective science, that don't abolish the pedagogical antinomies, but make a critical relationship with them possible.

PARTICIPANT OR PAWN IN LIFELONG LEARNING

Rustad, Bjørg Solstad
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My paper will have focus on "participant" and "spectator which the norwegian philosopher Hans Skjervheim gave impetus to. What are the characteristics of the participants, and how are they able to be flexible, adaptive, able to move to places they can find work. What basic competences do they have to be attractive in a knowledge based society? What about the spectators? Why are they not flexible, adaptive etc? What about gender, race, ethnicity? Why do they not have the basic competences? What kind of challenges does a society have to meet in order to prevent marginalisation of a great part of the adult population? How can society and workplaces cooperate? Or will they cooperate? How to share the bill?
HISTORICAL A PRIORI AND EDUCATIONAL RESEARCH

Saari, Antti
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In educational research, the works of Michel Foucault have often been linked to analyses of societal power relations. Very rarely is Foucault seen as a significant contributor to science studies. Using the works of Michel Foucault and Ian Hacking, my intention here is to reconstruct a Foucauldian archaeological framework for analysing the positivity and objectivity of educational research. A central concept in my analysis is the historical a priori; the seemingly Kantian, universal conditions of possibility for an objective knowledge. However, through archaeological examination these conditions can be shown to be historically contingent. In both Foucault's and Hacking's studies, the historical a priori refers to the intellectual, social and material technologies and their regularities through which the knowledge of educational research is constructed and stabilized. An analysis of a historical a priori thus shows how the positivity of a field of inquiry is established, i.e., how a form of knowledge validates itself as objective. As a case example, I'll be analysing the early American educational psychology at the turn of the 20th century, in which the laboratory techniques as well as the statistical method were mobilized to study human behavior and development.

CONFUSIONS ABOUT MORAL PROBLEMS IN EDUCATION

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Åbo Akademi University, Finland

The relation between education and morality is normally described as an unsolvable problem. If education strives to be scientific, it is committed to neutrality; but if it desires to say something important about education it cannot avoid making judgments. In accordance with the moral philosophy after the later Wittgenstein I argue that this moral dilemma is based on a confused idea about what it is for education to have an aim. The aims are seen as ideal, static results of education, outside the educational act itself. The question that remains is how to choose the right aim (democratic, deliberative, subjective, religious decisions, etc.) Here one takes a strictly epistemological approach to morality. One expects to find a final answer to the question what education should strive for. Of course, there is an insight that there cannot be such an answer but the very expectation is implicit in the drawn conclusion: the moral problems of education cannot be solved. In my presentation I want to stress that questions about morality are not meaningfully raised apart from the particular educational situations in which they arise. Rather I point to the moral demand to take on these questions responsibly and sincerely.

LIFELONG LEARNING AND BODILY PERFORMANCE

Silius–Ahonen, Ellinor
Arcada, Finland

The aim of my paper is to address the notion of bodily performance according to time and space aspects. The aspects are linked through bodily existence and action to knowledge creation. Changes in educational policy towards access to studies challenge the domain of education. So called new groups of students in formal
educational systems, societal constraints formulated in mantras of efficiency etc. seem to blur educational purposes. Time aspects are connected to the cyclical notions of time as "the now" and disruptions and to the linear understanding of continuity. Space aspects are linked to the notions of situation and context, as performativity, cultural habits and artefacts. The Nordic practice of lifelong learning will be related to a learning perspective of participation and inquiry. In the paper I will argue that bodily performance has a situational value of authenticity with an impact on commitment in educational settings. Epistemic considerations are made concerning the relationship between learning and knowledge.

"SHE'S NOT ONE OF US: " SCHOOLING, SEXUAL DIFFERENCE AND THE REDEFINITION OF NATION

Todd, Sharon
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In recent years there has been a growing concern about Muslim girls wearing certain forms of religious dress to schools. Often these girls are caught not only within the hyperbolic equation of Islam with terror, or the rhetoric of the "clash of civilizations," but also find themselves at the fulcrum of debates about national struggles for identity, and about what role schools play in that process. This paper begins with an exploration of the fact that it is girls, and not boys, who are singled out as symbolic of these struggles for nationhood and for what it means to belong in multicultural and multireligious states. This paper analyses, largely through the work of Julia Kristeva, Luce Irigaray and Jacques Derrida, the specific role sexual difference plays in the construction of images of Muslim girls who wear headscarves to school and the borders of national belonging these images inevitably establish. I conclude with some observations on how schooling might work both within and beyond such borders in recreating new ideas of nation that recognize the centrality of sexual, as well as religious, difference.

A DIFFERENT LANGUAGE “VOICE” AS A FOCUS OF ANALYSIS OF PLURILINGUAL COMMUNICATION–PRACTICES IN THE CONTEXT OF LANGUAGE TEACHING AND LEARNING

Tornberg, Ulrika
Örebro University, Sweden

The aim of this text is to discuss the conception of "voice" as a possible choice of perspective for analyzing identity construction within language teaching and learning contexts in different school sites. Whether seen as a means of cultural articulation (Pennycook 1997; Benhabib 2002), as a link in a chain of utterances (Bakhtin 1997), or from a philosophical point of view (Biesta 2006) it will be argued that the conception of "voice", when used as a perspective for analysis, might contribute to our understanding of what is going on in intersubjective communicative action regarding for example the question of inclusion or exclusion, deliberation and identity construction. The text is written within the project Lisa 21 (Languages and Identities in School Arenas. Communication-practices in plurilingual and multicultural settings at the beginning of the 21st century) sponsored by The Swedish Research Council.

EN ROUTE TO PERFORMATIVE HISTORIOGRAPHY IN EDUCATION
Werler, Tobias  
Agder University College, Norway

Nineteenth-century educational historiography mainly served national education. The history of ideas looked at the alleged superstructur(s) within society. As Hayden White stated in his Metahistory (1973) the narrative established – in the mode of metaphor, metonymy, synecdoche and irony a new agenda of historical educational research. It asks for the emplotment. This forced an expanded discourse on education to take place on deconstruction, postmodern historiography and its contexts. However, the following statement may be made: the entire "linguistic turn" conducted for the creation of new insights into teaching in teacher education training and educational governance. Over a long period of time (and with only slight variations), these approaches serves the establishment of a normal or standard pedagogy (see Myhre 1998, Richardson 2004, Skovgaard-Petersen 1991). However, history is contingent. Therefore, there lacks an approach which attempts to show what happens to educational theory (and its application) when educationalists touch upon or cross the borders into other operational areas. They might do this due to either their practical activities or by their creation of rituals or use of pictures, icons and/or symbols of adjoining fields (f.ex. healthcare). The paper will make use of the concept of "performance" (Wulf et al. 2001) and inquire about the constituent character of border touching and border-crossing pedagogical actions and their implications for educational theory building.

CHILDREN’S LEISURE AND PLAY

Øksnes, Maria  
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Children's experience of leisure has not been studied much. One reason for this might be that leisure seems largely irrelevant to children's life, because childhood has commonly been regarded as "free time". At the same time, leisure and play has been discussed as means of preparation for adulthood. Thus, there has been an enormous growth in ways to structure children's life optimally to facilitate cognitive, emotional, social, and physical development. This institutionalisation has apparently made the distinction between school life and leisure life blurred. However, there is little evidence that children play intentionally to prepare themselves for a future. I have attempted to map six children's experience of their own leisure and play in one Norwegian after-school program (SFO). My study shows that these children mainly associate leisure with a rather presentcentered play and social dialogue with friends. It seems to be the escape from the established official life the children regard as fun and as leisure. In my paper I argue that children's leisure life in SFO has important characteristics of the "second life" of Mikhail Bakhtin's carnival, and I discuss the relation between the official life in school and the unofficial life in SFO.
EXPERIENCES AND LEARNING IN ADVENTURE SPORT AND SCHOOL

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Who is involved in adventure sports? Why are they engaged in a sport that demands such great hardships and risk-taking? What do they get out of it? The objective of this study is to shed light on adventure sports as a practice and to discuss the educational significance of flow and other experiential qualities in adventure sports and in school. Participants’ narratives regarding their backgrounds and earlier life experiences can clearly be linked to their preference for adventure sports. An embodied capacity to master this practice is a result of a long learning process. In questionnaires and interviews they also describe a great feeling of enjoyment, a sensation of being totally focused and in control of the situation a flow experience. The deep sense of presence, the physical involvement, the fact that they can choose the path and increase the degree of difficulty themselves and simultaneously counter this new challenge with increased capacity so that they are engaged at the "right level" provide favourable conditions for a stimulating and successful learning process in itself. Do such conditions exist in schools? An investigation involving school pupils shows that it is primarily in the practical and aesthetic subjects that meaningful and pleasurable holistic experiences are seen similar to those found among adventure sports participants. The results are analysed and discussed from both a phenomenological and a cultural sociological perspective.

MAKING AN IMPACT: SWEDISH TEACHER EDUCATORS IN PHYSICAL EDUCATION ABOUT THEIR STUDENTS’ REQUIREMENT OF THE PREFERENCES FOR FRILUFTSLIV

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Teacher students' own biography and early experiences from teaching has proven to have significant impact on their future teaching compared to perspectives and content in teacher education. This is also the case for Physical Education (PE) teacher students, whose preferences for physical activity are often constituted by their experiences of sport. Based on research about values assigned to friluftsliv (or its Anglicised similarities, "outdoor recreation" or "outdoor education") in the Swedish Physical Education Teacher Education (PETE), the aim of this study is to analyse and discuss Swedish PE teacher educators' views of their own relation to friluftsliv as well as their students' relation. The interviews revealed the following themes: (a) the PE teacher educators describe their own relation to friluftsliv as "natural", developed through time spent on and participation in activities in nature during childhood; (b) most PE teacher students are described as not having this natural relation to friluftsliv, but as more familiar with sport; and (c) despite the students' lack of experiences of friluftsliv, the PE teacher educators do not describe any educational tools to deal with this awareness. The educational consequences in terms of the possibilities and limitations to influence the students' preferences for specific practises during higher education are analysed and discussed from a sociocultural perspective.
LEARNING PROCESS AND THE LEARNING BODY

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The “KIS project”, the construction of gender and the view of the body in physical education has been shared by way of several conferences and articles. The current conclusions can be associated with three separate areas of study: gender and heteronormativity, gender and grading/evaluations, as well as gender and the processes of learning. Within the area of gender and learning processes we have shown that gender discourses affect the teachers view of female and male students and impact the form and function of physical education classes. Learning processes in the subjects of physical education and health are very influenced by gender. In this paper I will illuminate and discuss the effects of gender marked learning processes from a bodily perspective. Inflexible understandings of gender limit both girls and boys from realizing their full potential. Physically competent girls perform under their potential in physically demanding situations and physically competent boy do the same in aesthetic situations. The counter-tactics that students develop to compensate impact them as well. These learning processes influence other learning processes outside the confines of the gym- leading to an interesting didactic question.

HH-DAILY PHYSICAL ACTIVITIES IN SWEDISH NINE-YEAR COMPULSORY SCHOOLS

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In 2003 the national board of education in Sweden made changes in the physical education curriculum for compulsory school in Sweden. According to the new curriculum the schools are responsible for providing students the opportunity to partake in daily physical activity. The thought being that this daily physical activity shall take part outside ordinary physical education class time, but during school hours. The Swedish government increased funding to the Swedish Sports Confederation, to help support the schools in their new quest. In the winter 2005/2006 the headmasters of 100 nine year compulsory schools received a questionnaire. The aim of the questionnaire was to determine whether and in which ways the schools were striving to provide the opportunity to partake in daily physical activities. This study is based on the questionnaire responses and aims to describe to what extent the daily physical activities are carried out, the content of the activities, which explanations headmasters provide for not offering students daily physical activities and finally to illuminate the contribution of the Swedish Sports Confederation.

LEISURE-TIME, HOBBIES, AND THE SOCIAL CAPITAL OF THE YOUNG

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Cultural changes along with the development of information technology have created a context of new kind for the formation of social relationships. The frames for the process concerning social capital among young people are rather different than in "the previous world" where the process was based more, for example, on local communities and social classes. By the side of workplaces, schools and neighbourhoods the role of leisure-time activities has increased. In this paper it is analyzed if and how leisure-time activities are linked to different dimensions of social capital among Finnish young people. Social capital is considered through three dimensions: social networks, trust and civism. As a data source is used the Leisure survey collected nearby the turn of the year 2002-2003 by Statistics Finland. This was a face-to-face interview of which the target group was all Finns over nine years of age excluding institutionalized persons. The final sample consists of 3355 answers (response rate 73.3 %). In this paper, the focus is on the answers given by the 10-24-year-olds (n=774). The notion that social capital and active involvement in leisure activities are partly intertwined was supported by the findings of this study. With the exception of trust, leisure activities had a rather clear association with the different dimensions of social capital.

PERSONAL DEVELOPMENT OR LEARNING HOW TO TEACH. A STUDY OF VALUES IN THE PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM

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This paper presents results from an ongoing study about the physical education teacher education (PETE) program. The study is based on data collected through essays written by teacher education students, during their last semester in PE. The objective of this study is to examine what the students' award value within the PE teacher education program. Before entering the education PETE students expect to have plenty of possibilities to practice sport and have fun. After the education the results show that the students primarily award value to subject matter knowledge i.e. knowledge about sports and methods for practical teaching more than pedagogical/didactical considerations around gender and social matters. They view the education as a form of personal development and a possibility for exciting experiences. Personal qualities are more important for a PE teacher than pedagogical knowledge. The issue of gender in the PETE proved to be provocative to students. Instead of challenging the education on gender issues it seems as a form of resistance has been created, as a form of territorial guarding of a "gender creating practice", which is present at the University.

"A PE TEACHER'S GOT TO DO WHAT A PE TEACHER'S GOT TO DO." GENDER, PHYSICAL ACTIVITY AND WHAT 'WORKS' IN PHYSICAL EDUCATION

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Research indicate that PE teachers are not unaware about gender patterns and the dominance of boys in the subject. However, it seems to pose a small problem to them in contrast to researchers of PE. The purpose of this paper is to discuss why gendered patterns seem to be so problematic to researchers of PE, while so unproblematic to PE teachers, even though both groups know that boys are the most dominating pupils in the subject, and that teaching is supposed to counteract traditional gender patterns. The discussion is based on results from the research program. The construction of gender and views of the body in Physical Education teaching. In short, the PE teachers' attempts to promote physical activity and fun in the gym, while knowing that the pupils are exposed to the gaze of their peers, result in a way of reasoning among PE teachers where few attempts to explicitly counteract traditional gender patterns are made. Further, activities that are interesting and stimulating to the dominating group of pupils (mostly boys) are used because they work, i.e. these activities, even though not liked by all pupils, are such activities that seem obvious to most pupils.

EMBODIED LEARNING – AESTHETICAL ASPECTS OF THE LEARNING PROCESSES IN PETE:

NARRATIVES FROM PE TEACHER STUDENTS

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Several researches claim the necessity of broadening research about the school subject PE to let it not to be limited to the health outcome of physical activity. The aim of this paper is to put forward the perspective of learning processes in school PE with the help of narrative analyses as a method for focusing on aesthetical aspects of embodied learning. Narratives of a group of PETE students are studied through a pedagogical and a movement centred perspective. In the analysis the attention is put on the relation execution, experience and reflection. The narratives of the PETE students show that they give their experience in terms of familiar or not familiar great significance. The significance of the experience is though individual: students who describe their learning with their own movement repertoire as standpoint seem not to be disturbed by their inexperience in the same way as those students who mainly pay attention to the acquisition of learning in relation to the surrounding group. The narratives of the students describe the body moving in given exercises and the experience of the bodies' automated movements. The narratives give examples of how the reflections over the “doing” are loaded with meanings coming from bodily perceptions.

DAILY PHYSICAL ACTIVITY IN SCHOOL – THE SOGNDAL CHILD INTERVENTION STUDY.

OPINIONS FROM PUPILS, TEACHERS AND PARENTS

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There is increasing concern about the level of physical activity among children. Several interventions have aimed at increasing this level. 4th grade pupils, teachers and parents that took part in a two year controlled intervention study with 60 min daily physical activity were asked about how they experienced the project. 55 pupils (100%), 77 (70%) parents and 27 (66%) teachers responded. Responses were made on a six-grade scale, with 6 indicating total agreement with a statement. Independent t-tests and Mann-Whiney Rank sum tests were used to compare groups. The pupils highly enjoyed the project, score 5.4±1.1 (mean±SD). Also the teachers and even more, the parents, expressed positive attitudes to the intervention (4.9±1.0 and 5.5±0.8, p<0.01). Both the teachers and parents agreed on a positive influence on the performance in other subjects (5.0±1.3 and 5.4±0.9, n.s), and the pupils felt concentration was more easy now (4.9±1.3). Many of the pupils had tried new activities during the intervention (5.2±1.0) and they preferred to be active together with others (5.6±1.1) compared to be alone (2.0±1.5, p<0.01). In total, children, teachers and parents were supportive of the intervention, claiming it to be beneficial on a number of aspects concerning school, education and socialisation.

MOTOR SKILL TRAINING FOR 6-YEAR-OLD CHILDREN IN SCHOOL

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Motor skill training for 6-year-old children in school The purpose of this study was to assess the effect of an intervention program for motor skill learning. It was hypothesized that practice will result in improvement of the task taught, but the question is if the discovery learning method will gain the performance of the skills. Subjects were 6-year-old children in first year at primary stage in school. One group of 21 children was provided 4 weeks of physical education through intervention in three basic tasks; throwing, climbing and hopping. A 60 min. session was provided five times a week. The control group (22 children) carried out an ordinary motor training program. Significant improvement in performance for the specific tasks practiced in the period was found, but no significant improvement was found for the control group. These findings confirm the hypothesis of practicing specific exercise in skill performance. Another assumption is that discovery learning can be an efficient method for motor learning. The research will be of interest for children's gross motor learning and physical education practice in school. Keywords: physical education, motor learning, specific skill training, discovery learning, 6-year-old children.

HEALTH IN PHYSICAL EDUCATION – A PROBLEM OR A POSSIBILITY?

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This presentation takes it's point of departure in an international debate within the field of Physical Education (PE) about a more limited versus an increased commitment within PE towards public health goals and a public health agenda (O'Sullivan 2004, Evans et al 2004, Fardy et al 2004). In this debate concepts like movement, sport and physical activity is discussed from various perspectives, while health on the other hand is taken for granted as a epidemiological, biomedical and individual concept (Evans et al 2004). In the presentation different perspectives on health as an educational question (Antonovsky 1979, 1996; Eriksson 1992, Nordenfeldt 1991, Quennerstedt 2006) is discussed and put in relation to a study of the subject content in Swedish physical
education. In relation to the international debate I also want to discuss how these perspectives of health can enrich and deepen the debate on health or not in physical education, and consequently not necessarily contrast a public health agenda with an educational agenda.

“THEY ARE GOOD – BUT NOT AS GOOD AS THEY THEMSELVES THINK” – PERCEIVED COMPETENCE AND GENDER IN PHYSICAL EDUCATION

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An important goal to aim for in the subject of Physical Education and Health is that the pupils "develop their physical, mental and social ability, as well as a positive self-image". According to several survey studies from the last decades, that seem to be the case for boys (Carlsten, 1989; Engström, 1968; Larsson & Redelius, 2004; Skolverket, 1993 and 2005). Boys are generally more positive towards the subject than girls are, they like the teaching more than girls do, they think that they learn more than girls think and boys feel more competent during class than girls feel. So what self-images do girls develop in Physical Education? The aim of this paper is to shed light on girls’ perceived competence in sport in relation to PE in school and in relation to physical activity in general. The empirical data draws from a study with the overall objective to analyse the construction of gender and the view of the body in Physical Education. Four classes were followed during one semester each, and 24 pupils were interviewed about their views of the subject from different perspectives.

EXPERIENCE-RELATED TERMS IN THE CONTEXT OF THE TOPIC OUTDOOR ACTIVITIES IN NORWAY

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In Norway outdoor activities are topics in the subject physical education and in these topics experience-related terms are frequently used. You may e.g. read: "Learning should develop children's and youth's ability to knowledge and experience" The focus on outdoor activities in the national curriculums has increased from the curriculum of 1939 to the newest of 2006. I the latest curriculums of 1997 and 2006 terms related to outdoor activities are used about 40 times in the subject of physical education. In these topics you often find that the experience is an aim itself, e.g. "The pupils should get experiences with nature." In addition you may find the use of experience as a didactical-methodical principle used to get the pupils achieve another aim of learning, e.g. "It may give the pupils experiences that will make them understand themselves as a part of the nature" In this paper we will first discuss the results of an analysis of the national curriculum with focus on experience-related terms and the topic outdoor activities, and then discuss experience as a didactic- methodical principle in this topic.
Discourse analysis is a relatively new data analysis method being used within physical education research. In discourse analysis, texts are analysed for the discursive effects of power working in, on and through institutions and cultural and social practices. This paper will discuss examples of using discourse analysis in physical educational research. Interviews and observations were conducted with 32 participants (17 women and 15 men) in 28 schools in Sweden, Australia and the USA. A dominating feature on gender in the gym was a checking benevolence towards girls expressed by both male and female physical education teachers. Boys, on the other hand, were quite simply by nature seen to be more able in the gym. Also, subtle differences between men and women that contribute to gendered patterns of leadership became evident when considering the concepts of power, subjectivities and embodiment. Despite the many similarities that were found between the male and female participants, powerful discourses of gendered behaviour were evident in the interaction between sport and physical education, including the colonisation of space by dominant masculinities. Predominantly the female participants expressed experiences of gendered expectations about behaviour and issues with the embodied nature of physical education teachers' work.

Experiences related to physical education has an important role in formation of young people's habits related to sports and other physical activities. However, if these experiences are negative in nature, one has a strong possibility to fall into physical inactivity as an adult. Therefore, it is important to examine prevailing practices in physical education at school in a critical way. In our study, the opinions and experiences related to physical education among the Finns born between the years 1923 and 1988 (n=1477) were examined. Our research method was retrospective in nature: we asked people to think back their physical education lessons at school. Both quantitative and qualitative data were gathered in the study. The results related to quantitative data are presented by comparing the answers of females and males belonging to the different age groups. The results based on qualitative analysis are presented with the help of the theme-analysis. In every age group, the majority had liked physical education lessons at school. However, negative experiences were more common in the younger age groups than in the older groups. Secondly, in every age group the negative experiences were more common among females than among men. Based on the qualitative analysis, there were three main factors that were connected with the negative experiences related to physical education: 1) the excessive competitiveness in physical education 2) teacher's incapability to pay attention to the dissimilarity between pupils and 3) abuse of
Although the majority of Finns has liked physical education, we should also bear in mind the large numbers of those with negative experiences when developing and practicing new pedagogical methods both in schools and in the teacher education.

EXPERIENTAL LEARNING – A NEW DIDACTIC PRINCIPLE?

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It looks that experience or adventure has been the new magic word in norwegian school curriculum, especially in some subjects, e.g. physical education and outdoor activities ("friluftsliv"). Pupils should get good experiences, learning has to start with own individual experiences. In the norwegian curriculum for primary and secondary school you can e.g. read the following aims: "Learning should develop children's and youth's ability to knowledge and experience" "Learning has to train the view and exercise the sense for experiental approach in all subjects" "Learning has to be connected with own perceptions and experiences". Are experience and adventure only new catchwords or is it an expression for a new didactic thinking? Already 150 years ago, the german philosopher Wilhem Dilthey had declared the term experience (with the meaning "deep impression") as an important principle for learning and development. The way to come to knowledge goes the three steps experience (impression) expression understanding (knowledge). This three-step he declared as the basic for all human action and therefore as an elementary didactic-methodical principle for education. Reformpedagogy has been a first golden age for experiental learning. Now maybe a second golden age for experiental learning will begin. But temporary it's only a catchword, there is nearly no didactic reflexion and explanation. The paper gives a critical and historical discussion of the term experience and his pedagogical explanation. At the same time the discussion is the starting point for aspects of a theoretical discussion and pedagogic-didactic argumentation for "experiental learning" or "experiental pedagogy", which can put in concret terms in the subject "outdoor activities".
Network 20: Research on Teacher Education

BETWEEN TWO PROFESSIONS

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What happens when a person without a period of education changes to a new occupation or profession? Does he or she develop a deeper understanding of his or her original occupation/profession? Or does he or she change the professional identity in any way? And further more, if they go into a teachers roll in a basic training program within their original occupation/profession, what kind of teachers roll emerge for this particular situation and how does all this change the way they look upon themselves as professionals? My thesis aims to describe what happens in this situation presented above by interviewing the teachers with police officer background at The Police Academy, called the police teacher. I will also interview the head of the basic training programs to see if there are any differences between the idea and the practise itself. The perspective could be described as a practise-didactic study upon the teachers roll and I use qualitative methods to show how this group of teachers and their bosses describe the police teacher task in the basic training program of the Police Academy.

DEVELOPING A TERMINOLOGY FOR DISCUSSING SUPERVISORS ACTIONS

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In this paper we aim to develop a terminology for supervisor's actions in master and postgraduate studies. In literature concerning supervisor's role in the education field we usually found lists of supervisor's tasks in which general objectives are outlined. For example, supervisors should revise texts, encourage students, help with funding and develop scientifically thinking, etc. The most common tasks is revising texts and to be encouraging while the scientifically tasks have far less priority. In literature on supervision in the psychosocial and psychotherapeutic field, we found that supervisor's interventions and its techniques often are discussed. In this literature we found following interventions named: clarification; juxtaposition; confrontation; interpretation. Discussing supervisor's action in these terms gives possibilities of scrutinising different actions and problematise them. We found a discussion on the twofold effect of encouraging. By applying a different terminology of supervision, in this case interventions and its techniques, another framework for discussing supervisor's actions can be developed. By discussing interventions, supervisor's role in supervision can be deeper problematised and also be a better guidance for supervisors of master and postgraduate students and be less superficial. This way the content of supervision can be more visible.

THE TUTORIAL'S ROOM OF INTERSUBJECTIVITY

Fossøy, Ingrid
A theoretical and empirical study of the tutor's role and the situated, communicative practice in a problem-based learning context based on qualitative interviews, video observations of tutorials and retrospective talks with five teachers, practicing problem-based learning in a preschool teacher's education course. The research focuses on how teachers perceive their roles as tutors and how they conduct their roles in facilitating the learning processes of students. The research also emphasizes the situated communicative practice which develops in the small-group discussions. The results show that tutors find themselves confronted with a series of prominent dilemmas and challenges related to how to establish social and cognitive congruence, both crucial to effective tutoring dealing with willingness to become involved with students in an authentic way. Though finding themselves devoted to a situation-specific performance of the tutorial meeting, they all stress an unobtrusive as determinant for encouraging students' learning. The study of the situated communication is limited to the tutorial meetings, including the opening dialogue and the participators course of exploring the problem. The overall participation pattern is dominated by student-student interaction, but also reveals discourse patterns characterized by uncomplicated egalitarianism, or lack of constructive controversy.

THE CONCEPT OF SCIENCE WITHIN THE CONTEXT OF THE TEACHER EDUCATION

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The concept of science within the context of the teacher education The scientific foundations of teacher education are, and practically always have been, a stumbling block that has led to unnecessary schisms and positioning. One of the goals of the reform of teacher education that took effect in Sweden in 2001 was to unite the members of the teaching profession. Because the entire educational system from preschool to upper secondary school have one curriculum, the teachers within this system shall also have one teacher education program. However, there is no consensus about which norms and knowledge base should form the foundation of this program. The purpose of this paper is to problematize and discuss the concept of science within the context of the teacher education program, seen from the perspective of communication theory. I argue that science, just as all pursuits of knowledge, is a deliberative process in which teacher educators as well as students bear joint responsibility for the learning process.

IN SEARCH OF THE GENUINE QUESTIONS – THE VOICES OF TEACHER STUDENTS’ BETWEEN FIELD AND UNIVERSITY STUDIES

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Teacher education is expected to develop an investigating, arguing and analyzing competence towards the profession of teaching, which expects an academic approach closed to the aim of education and teachers' work. This paper explores and analyse student teachers’ talk in the seminar. Seminar means in this study an educational activity, when students in their first year of teacher education may compare, discuss and analyse experiences from field practice and university placed studies. Results of the study shows some paradoxes; between the students talk of participation and talk of observation in field practice, between the relation of
demand and of their own learning in education and between the planned and the engaged questions. These results lead to further questions: How can we understand the content student teacher give attention to in the beginning of their education? What characterize the genuine and engaged questions? What can this type of questions mean for student teachers’ understanding of profession of teachers? What does it mean for a teacher education placed both in field of practice and in field of university and academic studies?

THE UNDERGRADUATE THESIS IN TEACHER EDUCATION; A STUDY OF STUDENTS’ AND EXAMINERS’ PERSPECTIVES

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The undergraduate thesis in teacher education has recently been the subject of heated discussion. From the start of the new teacher education in 2001, it has been a requirement that, in order to obtain a bachelor's degree, students write a final undergraduate thesis. This has, in turn, raised, amongst other issues, concerns about the scientific quality of teacher education students' theses when comparisons are made to that of theses produced by students in other disciplines, concerns about the students' own understanding of the relation between the work undertaken for their thesis and their future profession and concerns about the quality of the supervision provided by teacher educators. This paper explores teacher education students' understanding of the significance of the undergraduate thesis in terms of its "usefulness" in relation to their professional work as a teacher, both before and after the completion of the thesis. The data upon which the study is based derives from course evaluations conducted over a two year period. The study also includes an analysis of a selection of student theses in an attempt to identify both strengths and shortcomings.

THE NEVER-ENDING STORY: THEORY AND PRACTICE AND SCHOOL BASED TEACHER EDUCATION DILEMMAS

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The general aim of this study is to make a contribution to the research on teacher education especially the school based part. What should student teachers know and be able to do, and how can learning take place under school based teacher education periods? The research object is the formal general teacher knowledge standards which are specially directed to the school based periods. Teacher knowledge standards which are formulated within each teacher education program – have been collected from all teacher education programs in Sweden and have been analyzed in a framework of epistemology and learning in practice’ theories. A discussion about the difficulties as well as the opportunities with student teachers’ learning within the school based teacher education is held.

WHAT DO STUDENT TEACHERS LOOK UPON AS THE MOST
Teacher education in Norway has been dramatically changed the last few years due to national legislation and great economical investment in ICT-based projects. An important aim for teacher education is to enhance student teachers’ reflective thinking; also the deep reflection that triggers the student's professional identity and mission. Through an ICT based project; INVITIS at the University of Bergen in Norway, student active learning processes and formal assessment were initiated, including activities like digital portfolios, online feedback processes and asynchronous discussions as alternatives to lectures and final exams in traditional teacher education. This paper's focus is on a group of teacher students who joined the project. Before they entered teacher education, they were asked why they wanted to become teachers and what they thought would be most important for them as future teachers. Graduating after teacher education, they were asked the same questions. All the students confirmed that they had changed their views during their education. In addition they were all able to say what they considered to be the main contributions to their reflection process. The aim of the paper is to show how the students changed their attitudes, what they look upon as the most important reasons for the change and to what extent the on-line learning communities were a support for the reflection process.

DEVELOPING RELATIONAL AGENCY IN A DISTANCE LEARNING PROGRAMME

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The paper will explore how students in a distance education programme for initial teacher education develop relational agency during their participation in the programme. The concept relational agency is Anne Edwards' contribution to the development of Cultural Historical Activity Theory. It is defined as an agency involving a capacity to offer support and to ask for support from others and includes both focus on learning as enhancing individual understanding and a focus on learning as systemic change. Relational agency lies in the individual and the affordances available for action. The study builds on transcripts of five on-line courses as well as interviews with student teachers living in rural Iceland and working as teachers in local schools at the same time as they are enrolled in initial teacher education. The programme has been run at the Iceland University of Education as distance education from year 1993 when information and communication technology made it possible to use e-mail for communication. My results indicate that this form of education opens up space for students' agency to emerge and that distance students are learning to build networks of relations for use as resources during their studies as well as later in their professional life.

TEACHERS’ KNOWING AND KNOWLEDGE IN TEACHER EDUCATION

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Research on teaching in the last decades has aimed at improving the education system and its effectiveness. Teaching effectiveness, socialisation and teacher thinking has been dominating research traditions. In Sweden the ambition to found teacher education on research has been explicit for more than twentyfive years. The research foundation for educating teachers is still extremely thin. Instead teacher education has been based
almost entirely on local institutional practice, on teacher educators personal experiences and on political decisions. The aim of this study is to examine and make explicit different attempts to place teaching and teacher education on a solid research foundation. The result shows that the teaching profession has begun to identify and develop a knowledge base for teaching. This could be a point of departure for higher quality in teacher education, better teachers and better schools in Sweden. The discussion sheds light on the need to stimulate considerable debate about research both within the academia and with teachers in order to explore ways to bridge the gap between research, teacher education and teaching. Rather than seeking to eliminate or deny the divide between researchers and teachers we should work to improve the dialogue between the two.

WE’LL TAKE THAT LATER ON, IN ANOTHER COURSE – THE MULTICULTURAL DISCOURSE IN THE TEACHER EDUCATION IN SWEDEN

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What is the status of the multicultural diversity in the teacher education in Sweden? The governmental bill of 1999/2000:135 states that the new teacher education shall educate teachers to meet a multicultural school and a society characterized by diversity. The objective of our study has been to disclose discourses in the course syllabi in "the general area of education", AUO, from a multicultural perspective. In the study 177 course syllabi from 22 universities in Sweden have been analysed. The main results show that the way that diversity is articulated in the course syllabi is very limited and often rhetorical. However our findings also show that when "the talk about" diversity exists, a disciplinary diversity discourse prevails. The discourses in the syllabi are not multicultural but monocultural, i.e., they are from a Swedish, white, middleclass perspective. Culture, irrespective of being about class or ethnicity, is "talked about" as a feature belonging to The Other, both at an individual and a collective level. What will the consequences for future teachers be if a disciplinary diversity discourse, prevails in teacher education?

KONK – KEYS TO COMPETENCE AND CONTINUOUS ASSESSMENT PROJECT – HOW TO AIM DEVELOPMENT OF COMPETENCE IN EDUCATION OF TEACHERS TRAINING

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The presentation gives a short insight into a project of development in the Danish Education of Teachers Training between four subjects: Math, Danish, Method of Teaching and Didactic with special reference to development of general competences of teaching in a certain profession. It has been the purpose, that the students have become general competences as a teacher in a specific profession through the use of portfolio and a certain way of teaching, which is based on developing different strategies of learning and certain methods against a background of a very close connection between what we call the general pedagogical subject and the
teacher's professional skill. By working close together with the students and by high focus on what the future brings as a teacher it has been the purpose to develop a certain taxonomy to qualify for competence and to make assessment of the competence, also the students own assessment, as a natural part of teaching on ordinary days. On the basis of research, knowledge and empirical practise in the school where focus has been: What is really god teaching and how does it work? The students have learned how to focus on didactic reflection in a new and better way, which qualify them for their future as a teacher.

VIDEO PAPERS – A MEANS FOR DOCUMENTING PRACTITIONERS’ REFLECTIONS ON PRACTICAL EXPERIENCES: THE STORY OF TWO TEACHER EDUCATORS

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Smith, Kari
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The focus for the current paper is how reflective processes documented by video recordings can be revisited, articulated and presented to a wider audience through video papers. Reflection is today viewed as an essential and integrated part of significant learning processes (Dewey, 1933), and even more so, in professional development processes (Zeichner, 1995; Korthagen, 2001 among numerous others). It is, however, commonly accepted that reflection remain an internal and to a great extent, subjective activity. The view taken in this paper is that enhanced reflection takes place when the situation which triggers reflection is made accessible to others, and the reflection process becomes enriched by feedback from colleagues and other significant others, what Kolb (1998) calls the reflective dialogue. Video recordings make it possible to revisit passed events, whereas the reflection processes itself can be multi-dimensionally documented through text and pictures (video recordings) in video papers.

DEVELOPING THE IDENTIFICATION OF FUTURE TEACHERS

Laes, Tuula
Turku University, Finland

Teaching children is an attractive field of education that invites each year more applicants than there are study seats in teacher education programs. Obviously, teaching is a profession with ascribed external and internal rewards. 6% of students are recruited directly after matricular examination and 20-25% of applicants apply for entrance several times – as many as seven times is not a rare exception. Student selection procedures have been recognized problematic and renewals are on the agenda. Teacher educators report a strong agreement on the significance of assessing applicant in person and interviews exceeds group discussions as a selection method. However, they also report several biases. Self-presentations of interviewees are varied: self-perception abilities or tendencies to enhance oneself complicate the identification of desired teacher qualities and misinterpretations occur. Developing student selection has roots in European educational history and it makes a constant imperative for researchers. Ancient philosophy inspires us to recognize Daimon on a man’s shoulder, modern psychology informs about capacities in knowing a stranger and personality psychology prompts to
systematic inspection of domains and levels in human functioning. Recruiting teachers for future generations is worth taking all the trouble.

**THE MAKING OF TEACHERS: CHANGING CONSTRUCTIONS FOR A CHANGING PROFESSION IN A CHANGING SWEDISH SOCIETY**

*Lindberg, Owe*
*Örebro University, Sweden*

In this paper I am trying to develop some lines of reasoning in relation to the studies of the discursive constructions of teachers on different arenas that are carried out in the project "The teacher in the societal change 1940-2003: the good teacher as discursive construction on different social arenas". Some of the studies within the project focus on different arenas, others on different groups of teachers. Most studies cover the period 1940-2003 but some have a broader scope of time. My point of departure is Stephen Toulmin's analysis of the modern project. His analysis helps me to paint a picture in which the construction of the teacher, the teaching profession and the Swedish society is intertwined in ways that makes the present problems for teachers and the teaching profession understandable but his analysis also helps me to establish points of orientation for a discussion of a desired, and possible, construction of teachers in the kind of modernity we are facing today.

**PE AND HEALTH TEACHERS – ATTITUDES, KNOWLEDGE AND SKILLS**

*Meckbach, Jane*
*The Swedish School of Sport and Health Sciences, Sweden*

*Wahlgren, Lina*
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*Wedman, Ingemar*
*The Swedish School of Sport and Health Sciences, Sweden*

Diagnostic information from students entering at university level is not regular a part of planning for forthcoming students and courses. A variety of information, that could adjust courses in relation to the students, is often left out. In Sweden a new teacher-training program was established in 2001. Students can choose among different pathways and create their own variation of teacher-training courses. Teacher specialisation towards PE and Health is one of the most common alternative and can be chosen at 16 universities. About 600 students get their PE and Health teacher degree every year. The aims of this study are i) to describe the current PE and Health teacher students and ii) to reflect the character of the future PE and Health teacher on a research base. About 450 questionnaires from students located at 16 universities were collected during May 2006. The questionnaire includes i) background ii) knowledge related to sports and physical activities and iii) experiences from education in the area of physical activities and health. The results focus on the above mentioned areas and similarities and differences between the universities in the light of the forthcoming PE and Health students, courses, teachers and leaders.
STUDENT TEACHERS EXPERIENCE OF A CROSS DISCIPLINARY THEME IN A SUBJECT MATTER ORIENTATED EDUCATION: “SOCIAL INEQUALITY IN HEALTH – PUPIL’S WELL-BEING, HEALTH AND LEARNING”

Munch, Per
CVU Nordjylland/Aalborg Seminarium, Denmark

In this presentation I will display results from a study of how student teachers tell about their work with and involvement into a theme and a problem which goes across and beyond the traditional subjects in the Danish teacher education: “Social inequality in health pupil’s well-being, health and learning.” The student's narratives are constructed in a group interview which transcripted will be thematized and analyzed with theoretical concepts from the field of history and sociology of education. I will discuss the results in relation to evaluation and changes of Danish and Nordic teacher education. Finally I will point out different didactical challenges to teacher education if cross disciplinary themes are to be coped with in the future. The presentation is based on a developing project which has passed of the recent 4 years as cooperation between CVU North Jutland and the Danish University of Education, Research Programme for Environmental and Health Education. The project has been research related and has a focus on how the theme “Social inequality in health” is to be dealt with in teacher education and in the school.

A SEARCH FOR REALISTIC SUBJECT POSITIONS IN TEACHER EDUCATION

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One aspect of the efforts to strengthen the Danish Teacher Education is to turn the education in a more scientific oriented direction. On this background I have done an ethnographically inspired case study on four students of teacher education and their tutors while the students were producing their, so-called, bachelor paper. My main conclusion in my Ph.D-thesis is that the students come to act within a space of tensions. The discursive practises take place in a complex relation between the discourse of traditional teacher education, implying a strong focus on ideals and normative practises, and the academic discourses of university, with focus on knowledge and truth. It follows that for students writing a bachelor paper in Teacher Education, available subject positions are not easily combined with the actual experiences from acting as a teacher. The paper reflects my search for an approach to this situation, seen from my position as a professional in a CVU-institution, (a type of institution developed with the aim of strengthening profession oriented educations). The approach must at the same time incorporate a common democratic horizon and aim at simultaneous analysis of the work of teachers and at motives and experiences of students attending Teacher Education.

STARTING SCHOOL: THE INTERACTION BETWEEN TEACHER EDUCATION AND SOCIAL EDUCATOR EDUCATION IN DENMARK

Sand, Mette
West Jutland University College, Denmark
Working title: Development of the professional identity of student teachers and student social educators (pedagogues) separately and together. In Denmark there is a distinction between school and after school or club periods. Teachers are responsible for the first, social educators for the second. Cooperation often poses problems, partly because there are two unions, different traditions, cultures and courses of study. This ongoing action research project at the University College of West Jutland involving students from both professions, aims at improving cooperation, starting with the basic degree course. The main aims of the project are: to study differences in the courses of study while maintaining cultural diversity; to qualify the students’ reflection/meta-reflection on their own development and learning in constant dialogue with themselves, other students and project researchers. Common study days and projects are part of the programme. Quantitative or qualitative (hermeneutic) research methods are used depending on the type of data, which is provided by surveys, essays, and mini log-books. From the data we have identified a number of variables. Professional competence, relational competence and personal integrity/authenticity have been singled out for further research.

STUDENT TEACHERS’ EXPERIENCES DURING FAIRY TALE WORKSHOPS

Sarmavuori, Katri
University of Turku, Finland

This investigation looks into how classroom student teachers (N 90) experience a fairy tale workshop. During the first year of their education the student teachers absolve a module of multidisciplinary studies integrating mother tongue and literature through fairy tales (10 hours / group). There were five groups (AE). The students were expected to study 25 pages fairy tale theory. Two groups (A and E) received the fairy tale theory by e-mail, they discussed it in small groups (on line groups). The other groups (BD) read the theory from the book (print groups). They had no discussion by e-mail. The research problem was to investigate, how the students experience the workshop, different working ways and tasks. One problem was how students learn with the printed medium (book) and with the electric medium (e-mail), and whether there are differences in learning. The students had a pretest. The differences between the groups were significant. The printing group B got the best mean 10,53, the next was A-group (e-mail group) with a mean score 10,39. C-group (print group) got the mean score 9,37, D-group (print group) 6,53 and E-group (e-mail group) 6,32. The B-group was best in the posttest. In the assessments by the students the most useful task was listening to the own stories written by the student partners (mean 4,23), writing the own story (4,08) and process drama (4,00). Last in favour were e-mail discussion (2,64) and learning log (2,71). The E-mail discussion should be given more directions; now it remained too free. It did not reveal its effeciency in this research. According to the results here, the book was more effective.

WHAT IS A GOOD PRACTICE SITUATION IN TEACHER EDUCATION?

Ulvik, Marit
University of Bergen, Norway

This paper focuses on the practical component in a one year teacher education course and presents a study of what student teachers, mentors in schools and teacher educators describe as a good practice situation. The gap between theory and practice is a common challenge in teacher education, and it is often the relevance of theory that is questioned. The current paper presents a critical look at the practice component and tries to understand
how different participants perceive this part of teacher education. The aim of the study is to identify what works and what does not during the students' teaching experience. The main question asked was: What is a good practice situation? Moreover, the informants were asked about their experiences with practice. About 40 teacher students, 40 mentors in schools and 10 teacher educators answered the questions in writing. Members from the three groups formulated the questions and were also involved in analysing the data. The data has just been collected, and are still being processed. In the data analysis a comparative approach will be used, where information volunteered by the three various groups will be separately examined. Preliminary tendencies in the data show that there are two different views of practice: practice as exercise or practice as education. In the first case students come to schools to practice as teachers, and the outcome of practice depends of the students' attitude and qualification. In the other case practice is part of the study and the mentor in school is seen as a teacher educator. Mentoring is an important part of the practice situation and both the mentor and the student are responsible participants. In the last case it is important to have mentors who know what it is to be a mentor.

STUDENT PRACTICE IN TEACHER EDUCATION – A COMPARATIVE STUDY

Ytreberg, Øyvin
Faculty of Education, Tromsø University College, Norway

Norwegian teacher students have their 20 weeks student practice in schools spread through four years. They do their practice in groups of 4, who have 20 lessons per week to cover. That gives a maximum of totally 100 lessons per individual student during four years. The national system do not set minimum standards for how many lessons individual students shall manage themselves. The first question is if this system is good enough in itself and as an arena for relating theories of different kinds to practice in schools. The second question is how the Norwegian system of student practice looks when compared to the systems in Denmark, Sweden, Finland and Russia. The approach will be document studies of the formal systems followed by one case study in each country.

TEACHER EDUCATION AS LIVED EXPERIENCE – ON COMPLEXITY

Öberg Tuleus, Marianne
Department of Education, Sweden

My dissertation project aims at contributing to a deeper understanding of the phenomenon teacher education. It is a project which I place within a phenomenological approach. The empirical study within the project focuses student teachers and teachers in schools and universities as actors in teacher education. I have participated in lessons and meetings within the Swedish teacher programme in school and at the university and I have also interviewed student teachers and teachers, in connection with my participation. The transition from working with field texts to writing research texts has meant facing the problem of presenting research results in a way that conveys complexity. To deal with this problem, I have inquired into possible meanings of complexity, focusing the concepts of life world and lived experience. In this paper, I discuss complexity in relation to my research object, teacher education as lived experience, and some results of the empirical study. I find that depending on what meaning you infuse in complexity it has implications for your understanding of your research results, and consequently for your way of presenting them.
Network 22: School–Home Cooperation

RELATIONSHIP BETWEEN CHILD AND STEPFATHER – MOTHER’S PERSPECTIVE

Broberg, Mari
University of Turku, Department of Education, Finland

This research concentrates on dimensions affecting a relationship between a child and a stepfather. These dimensions can be divided into four groups: factors related to the child, factors related to the quality of the relationships between the child and the stepfather, factors related to the structure of the stepfamily, and factors related to the relationship between the child and the absent parent. Stepfamily is seen as a multidimensional system, which has many subsystems and relationship networks. The survey was conducted on mothers living in a stepfamily (n=508). In order to study the dimensions related to the relationship between the child and the stepfather, analysis of variance was used. According to the multivariate analysis, mothers were more satisfied with the relationship between the child and the stepfather when the child had accepted stepfamily as his or her family. Also the following aspects had a positive effect on mother’s opinions: a good relationship between the spouses, stepfather was defined as a parent or both a parent and a friend to the child, stepfather financed the child's costs and took care of the child.

COMMUNICATION MODELS FOR HOME, SCHOOL AND LOCAL SCHOOL ADMINISTRATION:
FINDING THE BEST PRACTICES AND FUTURE VISIONS

Helenius, Marika
University of Tampere, Finland
Syvänen, Antti
University of Tampere, Finland

In Finland there is a growing need to clear up future’s communication and data management processes between home, school and local school administration. Schools are already on their own starting to apply electronic systems developed for better communications between home and school. The "Blogipäivyri 2006-2007" project at University of Tampere seeks to clarify these needs of city of Tampere and municipalities of Lempäälä and Turenki. The work is carried out in collaboration with and by interviewing their authorities in local school administration, case schools and parents’ society members. The project aims to 1) map out co-operation and communication models between home, school and local school administration, and 2) clarify the supporting technological possibilities that could be applied for this communication and schoolwork. The knowledge and activities of the parties concerned are too far apart: it is difficult to arrive in shared understanding and to operate together efficiently in order to have the full support of each other’s know-how. The teacher’s knowledge does not have enough effect on decision making at administrative level. The new solutions – such as Weblogs and Wikis, offer a promisingly fast and informal communication means between the parties instead of traditional management systems ending-up increasing communication gaps.
HOW DO THE FORMS FOR PLANNING INDIVIDUAL EARLY CHILDHOOD EDUCATION AND CARE FRAME AND CONSTRUCT THE PARENT–DAY CARE COLLABORATION?

Karila, Kirsti
University of Tampere, Finland
Alasuutari, Maarit
University of Tampere, Finland

According to the National Curriculum Guidelines on Early Childhood Education and Care (ECEC) in Finland, an individual ECEC plan will be designed for each child in public day care and preschool. This plan will form the basis of care, teaching and education of the child. The national guidelines emphasize the parent-staff collaboration and partnership in designing the individual ECEC plans. Otherwise, they do not include detailed instructions about the plan. Therefore, municipalities have developed their own practices regarding the individual ECEC planning. Typically, they have designed an ECEC form that is filled in jointly by the parents and day care personnel. In the paper the forms that are used in planning for children's individual ECEC are studied. The data consists of a sample of forms used in different parts of Finland and in different sizes of municipalities. The methodological approach is discourse analytic. The forms are analyzed as means of framing parent-staff interaction and as texts that reflect interpretations about early childhood development, family and education. In the results the implications of the structure and the language of the forms, as well as their diverse orientations to the role of the individual ECEC planning are discussed.

CHILDREN’S SOCIAL SKILLS FROM THEIR PARENT’S POINT OF VIEW

Neitola, Marita
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Social competence with peers has been generally defined as behaviors and cognitions reflecting successful social interactions with peers (Howes & Matheson 1992). It consists of positive peer relations, positive social behavior, adequate social skills and decent socio-cognitive abilities (e.g. Bierman & Welsh 1997). Earlier research on children's peer relations have evidenced that children with many or stable peer problems seem to have poorer social skills than other children (e.g. Bierman, Smoot, & Aumiller, 1993; Ladd & Kochenderfer-Ladd, 2002). As the parents are one of the primary socialization agents and strongly influence their children's social competence, the purpose of this paper is to examine parents' ratings of their children's social skills and the methods they use in their child rearing at home in order to foster the child's social skills. Data for this qualitatively orientated study were collected by interviewing parents (N=54), who were categorized in three groups according their children's risk to social exclusion. Parents' and teachers' ratings are compared with each other. The theme interviews included parents’ evaluations of their children's social competence, peer relations and also parenting. It is hypothesized that children with strong risk to social exclusion miss out on parents' adequate guidance.

A CHANGE IN COOPERATION BETWEEN PRESCHOOL TEACHERS AND PARENTS

Saemundsdottir, Jonina
Iceland University of Education, Iceland
Karvelsdottir, Solveig
The main objective of this study was to assess if there has been a change in cooperation between preschool teachers and parents in the last few years. This paper presents part of the findings results of a research of preschool teachers in Iceland. The study was done in the year 2006 and the data was collected through a questionnaire survey and interviews. The analyses of the data showed that the cooperation with parents has changed in many ways during the last decade; also that preschool teacher's status has changed according to their own view. They have gained an increasing confidence in themselves as professionals and they feel that majority of parents see them as specialists in education of young children. Parents seem to rely more on the preschool teacher's expertise and make more demands on them as professionals. The parents also seem to be more insecure in raising their children, they seek more advice and the kind of advice they most often seek concerns discipline and developmental issues. Lack of time has become quite characteristic for parents of young children.

PARENTAL VOICES IN SCHOOL–HOME COOPERATION: EXPLORATION THROUGH CONCEPTS

Tveit, Anne Dorthe
Agder University College, Norway

Concepts develop through practice; however, according to Koselleck, concepts are also a factor in social practices. More precisely, the concepts used regarding contact between school and home are part of the conditions in which the contact takes place. They also influence this contact. The study therefore focuses on concepts used during this contact, the subsequent research question being the following: How is the contact between the professional and non-professional named and described by the parents (non-professionals)? The theoretical perspective is Koselleck's "begriffsgeschichte", and the analytical frame is: concept, semantic field and the oppositional pairs before/after, inside/outside, and up/down (Koselleck 2004, 1990). Focus is placed on exploring 1) how the non-professionals present themselves 2) the professionals and 3) the contact between them. This is also discussed with regard to how certain professionals present the concept of partnership. The non-professionals have one official "voice" called, "Foreldreutvalget for grunnskolen" (The National Parents' Committee for Primary and Lower Secondary Education), and the analysis is based on documents downloaded from their website. These documents are written sources, and the selected materials studied are original, previously articulated texts read and understood in a new way, or a "rereading" of the texts.

HOME–SCHOOL COOPERATION FOR THE PUPIL’S LEARNING

Wangensteen, Ragne
University College of Sogn and Fjordane, Norway
Syversen, Margrethe
University College of Sogn and Fjordane, Norway

The main aim for the project is to strengthen the home-school cooperation as an item in the teacher education. Another superior aim is the cooperation practice in the changing between elementary and secondary high school. The aim groups are pupils, parents and teachers involved in this transition. A special focus will be on the portfolio evaluation the first year of secondary high. From our contact and talking with teachers for these groups
of young students, it seems as if the parents contribution and situation of cooperation during this crossing between schools needs more study. It is, as far as we know, not so much newer research on this passage from compulsory school to further education. We want to make a frame of what is going on of parents involvement by using electronic portfolio for the juniors starting on their secondary stage. We want to look for possibilities for real contribution and support from the parents. We are going to design tools and support for portfolio with the main aim of learning and development for the young ones.
Network 23: School Development

TUG–OF–WAR BARGAINING BETWEEN SCHOOL ADMINISTRATORS AND TEACHERS.

BARGAINING THEORY AS RESEARCH HEURISTIC

Elstad, Eyvind
University of Oslo, Norway

The aim of the paper is to contribute to an improved comprehension of the relation between administrators and teacher. The main argument is that mutual dependency is an operational feature of a school organisation and an major influencing factor on school development. I analyse a school case that shows essential features of the interconnection between the parties. A model of rational interaction is used to enlarge the repertoires of explanation of school development. Successful exertion of power requires relational thrust between the parties.

COLLECTIVE AND INDIVIDUALIZED LEARNING IN NORWEGIAN SCHOOLS: COMPETING GOALS?

Ertstås, Turid I.
HiNT, Norway
Irgens, Eirik J.
HiNT, Norway

The implementation of a new governmental school reform, "Competence for Development", started in Norway in August 2006, and will continue throughout 2008. Schools are now supposed to become learning organizations, and to develop the capacity to learn collectively, work in teams and spread knowledge in collaborative contexts. At the same time, schools are expected to offer all students differentiated, individualized learning, not only students with special needs. In other words, the reform has a dual focus, a focus on collective as well as individual learning. In this paper we will discuss if this dual focus implies a sort of conflicting goals, and if so, how this conflict may affect local attempts to implement the reform’s central intentions. We will apply a combination between organizational learning theory (Argyris and Schön 1978; Argyris, Putnam and Smith 1985; Argyris 1993) and theories that emphasize the importance of learning strategies (O’Neil and Spielberg 1979; Schmeck 1986; Weinstein 1991).

THE EMERGENCE OF THE SWEDISH NATIONAL AGENCY FOR SCHOOL IMPROVEMENT

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Swedish education has promoted decentralization and deregulation during 1990s. By this process, municipality got all responsibility about primary and secondary schools. Schools now has right to decide budget depend on how they are going to implement. And teaching is in much flexible framework than before. So is it possible to say that local got real autonomy throughout these reforms? This study mainly focuses on the social and political context of emergence of the Swedish National Agency for School Improvement. The question is: why did
Sweden need the central improvement office while they wanted to decentralize the education system? There are two major matters found on this paper, competitive condition and central role of qualitative control. Those two matters are deeply related to the market mechanism. But Sweden is well-know as Social Democratic society. So how this country integrates with those two clashes? If simply say, the agency is the one which connect these two regimes. This paper presents the process of agency's establishment by referring the official reports and political documents.

TEACHERS DEVELOPING THEIR SCHOOL AS LEARNERS IN THEIR WORKPLACE

Madsen, Janne
Department of Education, Tromsø, Norway

This paper focuses on the power of learning in development processes connected to shared reflection and action. The research data are from an ongoing school development project with ten participating schools in the northern Norway. Teaching in order to create meaning and understanding for the pupils is an overarching vision in the project. Shared reflections about the concept of meaning and about methods of teaching creating meaning are used as basis for systematic planning and development of the daily teaching. The paper presents a team of teachers not coping with their class. During the period of the project they participate actively and change some of their methods of teaching towards more systematic engagement of the pupils. Almost immediately the teachers' attitude towards participation in the project is changing, and at the same time the attitude towards some of the pupils' is changing. The paper discusses these data as elements of teachers learning in their workplace and tries to catch the teachers' arguments for the learning processes and the improvement in the class. The setting is action learning, the research strategy is action research, and the theories used to describe, explain and interpret the occurrences are socio-cultural.

ENTREPRENEURSHIP AND LEARNING IN UPPER SECONDARY SCHOOL

Otterborg, Annica
HLK, Sweden

Entrepreneurship and learning in upper secondary school Entrepreneurship is ought to be an education issue that youth need to learn in real life to be able to be active in a society dependent on inhabitants that are flexible, rich in initiative, enterprising and responsible humans with a talent for problem solving. In my research I am interested in what students in upper secondary school learn when the school's programme for study preparation cooperates with sponsor companies nearby. The programme is lead by a board with a chairman and the majority of the members are representatives from nearby companies. I have interviewed the students and in the result I describe their experiences of learning, both what and how they learn, when they have a tutor and a sponsor company as a resource outside school linked to their regular education. The questions that give answers to my aim are as following: What is the student's experience of learning at school? What is the student's experience of learning at their sponsor company? What is the student's experience of learning in conversation with their mentor? How have the students achieved their knowledge?
HOW DEVELOP INCLUSIVE KINDERGARTENS AND HOW CAN IDEAS AND RESULTS FROM THE PROJECT “INCLUSIVE KINDERGARTENS” BE A PART OF OUR EARLY CHILDHOOD EDUCATION?

Pedersen, Kristin
Oslo University College, Norway

This project is about how to make kindergartens inclusive for all children no matter colour, ethnic minority, disability or special need. The perspective of inclusion is part of the educational policy in Norway and an important value in the Norwegian kindergarten and school system. An inclusive perspective is also an important part of the issue of lifelong learning. The intention with the project has been to develop an “inclusive pedagogy” in three kindergartens in the northern part of Oslo. My hope is that elements from this project will have effects in other kindergartens and in organising and planning the Early Childhood Education, both in matter and form. Another challenge is to anchor the project in our education and courses, first among colleagues and next among our students. In this paper I will discuss different views and perspectives of inclusion and describe different challenges in implementing inclusive pedagogy in kindergartens. The focus is “The inclusive kindergarten”, both as a phenomenon and connected to the cases in the three kindergartens. Action research as a method and my different roles both as an action researcher, innovator, supervisor and counsellor will also be discussed.

TOWARDS INCLUSIVE EDUCATION

Poussu-Olli, Hanna-Sofia
University of Turku, Finland
Korhonen, Riitta
University of Turku, Finland

The study deals with the children with special needs, the different learning environments, the used methods of assessment and the ethical starting points when organizing the education. By inclusion we mean a society, which is meant for everybody, in which each citizen has the right equally to participate in activities taking place at all levels of society. The inclusive education, which is a challenge to everybody's opportunity, to that of different learners, too. Inclusion is about a pattern of thought and a process at the background of which there is the notion of human equality and the respect and appreciation of human beings the way they are. This means that disability is not seen as a defect or impairment, it is a characteristic among other characteristics. Thus different learners are taught in the same school with non-disabled children of the same age and each pupil has the opportunity to participate in the learning process from her/his own individual starting points. To be successful inclusion demands the strong commitment of society and the educational system to the development of the school for all. In educational inclusion we must take into consideration where we are living, our differences, abilities and of course social context democracy and the economical situation.

STUDENTS SUPERVISING STUDENT’S DIGITAL PORTFOLIOS

Rohde Næss, Rakel K.
Vestfold University College, Norway
Bratholm, Berit
Vestfold University College, Norway
This small research project is limited to students at Vestfold University College where 2nd year teacher students are instructed to supervise 1st year students. Theoretically, the project approaches the problem from a sociocultural learning perspective (Dysthe 2002, 2003 and Säljö 2001). At Vestfold University College, we aim to train students to use ICT as a learning tool where knowledge is shared and students are benefiting from transparent learning processes (Øhra, 2004), and increasingly engaging in collective learning. Digital portfolios are considered an important tool to create new learning arenas. By assigning tasks where the students supervise each other’s work with digital portfolios, we are preparing new social learning arenas and forms of practice. The project aims at providing the students with experience in supervising. Self-assessment and peer assessment are essential factors in this innovation, with formative elements pointing at ideas to help the students to improve their work. In our presentation, we will demonstrate how the students engaged in peer supervision by help of the digital portfolios. We will also produce documentary evidence of the knowledge the students acquired by their supervision in a learning community. The students’ reflections are central. Ulleberg (2004) states that supervision involves meta-communication on several levels. The ways students reflect upon problems that occur in the supervising process may form patterns of ways of approaching problems in their future teaching practice.
EXPLAINING PARTICIPATION IN ADULT EDUCATION – SIGNIFICANCE OF ICT AND LIFE COURSE IN A WELFARE SOCIETY

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Huusko, Arja
Department of Sociology, University of Joensuu, Finland

Finland has been seen as an example of a learning society: The rate of participation in adult education is high and many features of a learning society can be regarded as completed. In recent studies, social class and initial education have been major variables to explain participation. In the analysis of the Finnish Adult Education Survey 2000 and the Finnish data of International Adult Literacy Survey, the use of ICT indicates a significant association with participation. Does this association remain if a life-order model of explaining variables is used? In the case of England and Wales, the use of ICT and technology-based adult education did not make any noticeable difference to the pattern of participation in a research by Gorard and Selwyn (2005). Is the situation in Finland different? What is the place and significance of the use of ICT?

VALUE OF PHD DEGREE – COMPARING FINLAND AND THE U.S.

Aro, Mikko
University of Turku, Finland

The production of PhD graduates has been expanding steeply in Finland. In my study, I am interested whether the steep expansion has resulted in deterioration of the relative (labour market) value of the highest level of formal education. The relative value of PhD education was compared in Finland and the U.S., using comparative data from the LIS (Luxembourg Income Study) database, from the years 1991, 1994/1995 and 2000. The value of education was examined using paid income. The advantage of a PhD degree was operationalised as the ratio of PhD graduates’ paid income versus that of MA:s (Master’s degree level). According to initial results, the relative value of PhD degrees increased in 1995-2000 in Finland. This contradicts preliminary assumptions, because at the same time PhD production increased steeply. It remains to be seen whether this trend continues in the near future, as the PhD production numbers continue to increase.

EARLY EDUCATION RESEARCH. A QUESTION OF RELATIONSHIP TO THE SCHOOL ACCORDING TO EDUCATIONAL JOURNALS IN SWEDEN?

Ekstrand, Britten
Högskolan Kristianstad, Sweden
Hjort, Marie-Louise
Högskolan Kristianstad, Sweden
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The object of this study is the research field of early education in Sweden. Published articles in four scientifically educational journals in Sweden between the year 1991 and 2006 are investigated during the mentioned period of one and a half decennium. The intention is to analyze the result in the light of educational, societal and socio-political reforms. The main issue of this project is concerned with what kind of educational theme the articles examine and what kind of questions that are raised. A historical perspective is emphasized. The study points at interesting traits among which the complex relation to the school is one. The public school and a traditional discourse connected to the school seems to have had and have a strong impact of what's going on in the research field of early education in Sweden.

CENTRE – SEMI PERIPHERY – PERIPHERY AND GLOBALISATION: EDUCATIONAL ISSUES

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The aim of my study is to redefine the concepts of centre, semi-periphery and periphery developed in dependency theory in the light of globalization. The interest in reanalysing these notions is connected to the current debate in comparative education concerning the decline of the nation state and the new position and functions of the global and the local. In fact, the rigid division between central and peripheral countries does not permit to admit new phenomenon and problems that are becoming more and more crucial even in the privileged core. Economic, political and cultural facts at the global level may share similar characteristics across the world, but displacing them from specific sites is reductive and does not show how different nations react to these phenomenons. The global domination is perceived in various ways at the local level too. It has created opportunities or, on the contrary, provoked even more disparities and poverties. Even in education it is possible to observe and take account of various dynamics among the global, the national and the local; where an educational aspect can be perceive as unique in its local perspective, even if it is located in a global and national scenario. This perspective can be useful for the so called core countries, according to the classic’ definition, since it gives the possibility to reflect on own internal/peripheral cases and problems.

AN INTERNATIONAL UNDERSTANDING OF THE CONCEPT “EQUITY”?  

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Equity is a central goal both in Norway, Eu and OECD. During the recent years there have been published country notes on the theme "Equity in education" for different members of the OECD. Amongst them Norway and Spain. Karlsen (2006) claims that the organisation has played an important role in documentation of the actual situation in the different countries: "OECD has a strong and unique position as a premise provider. Norwegian official policy documents nearly almost employ data from the OECD." (p. 201) When focus is on equity: how is equity understood in OECD? What characterises the recommendations for creating a more equitable educational system? I will employ a comparative perspective, where I will do a content analysis on the country notes of Spain and Norway on "Equity in education". 1) What characterizes the recommendations for
RELIGION, SECULARIZATION AND THE CHALLENGE OF CONSTRUCTING IDENTITY – A FINNISH PERSPECTIVE

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Secularization can be seen in these three dimensions: 1) differentiation of social structures, 2) decline of religion, and 3) privatization of religion. Concerning the first dimension, the Finnish educational system has secularized during the last 150 years. The new Freedom of Religion Act (2003) emphasized the positive freedom of religion: the macro state level is secular, but individuals have their religious rights in micro level. In this way religion's place in education is motivated subjectively. The continuation of the Christian tradition and its legitimacy in education has become questionable for increasing individualism, relativism and fragmentation of society. Nevertheless, we are facing a rise of new spirituality forms as a sign of search for meaning of existence upon earth. The ignorance of tradition and the decline of institutions have lead to an "amnesiac" society where individuals construct their identities without stable collectives or links to the past generations. Who we are is not given by God nor nation but we shape our image by consumer culture. When the official educational guiding texts welcome religion from privacy into fields of education the profound changes in the moral sphere of education challenges us to seek the principles that in secularized society can be common.

ACADEMIC DRIFT IN NORDIC HIGHER EDUCATION: THE ROLE OF THE STATE

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Why have governmental attempts to differentiate higher educational systems by offering education in non-university institutions and traditional universities been so hard to realize? The trend has been that non-university institutions have tended to become more alike and copy the prestigious traditional universities than intended, referred to as the academic drift (Neave 1979; Morphew, 2000) What forces are at play that negate the governmental intentions? In this paper I will make an attempt to explore the role of the state in the development of Nordic higher education systems. This exploration is based on the results of a Nordic comparative study where I explored the development of Nordic higher education systems. Two questions were dealt with: Is there a Nordic model of higher education? Are academic drift and its related process of homogenization reflected in the development of Nordic higher education? The main results showed that a coherent Nordic model of higher education does not exist. Academic drift was admittedly found in all countries even if the intention of the authorities had been to offer a differentiated higher education. However the drift was at different phases in the countries and did not seem to go through the same steps or stages. It seems that the state does not initiate the
development of academic drift in Nordic higher education, rather it confirms changes that have developed informally and gradually.

QUALITY ASSURANCE AND EVALUATION OF FINNISH PRIMARY EDUCATION IN HISTORICAL PERSPECTIVE

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Quality assurance and evaluation (QAE) of primary education has become the mainstream of Finnish education policy discourse. Extensive breakthrough happened during the 1990s. The aim for the paper is to sketch developments in understanding QAE in Finland. Research question is: How did QAE become central theme in Finnish primary education? Secondary questions are: how did the ideas of QAE diffuse from international level to national? How did quality in primary education become problematised? The research will give basis for outlining the impacts of European and global education policy in national context. The theoretical background draws on two concepts: diffusion and power. Diffusion is understood as a loose framework for understanding the general developments in spreading an innovation. Power is understood in a Foucauldian sense: normative, ubiquitous and based on dynamics of autonomous actors. Material for the research consists mainly of a collection of governmental documents (laws, decrees, education development plans, reports to OECD and UNESCO) and government-oriented research reports. Timeframe is from the 1970s to contemporary documents. The paper will present preliminary results of the on-going research. The research is connected to collaborative project on "Fabricating Quality in European Education".

COMING WORKERS FROM BALTIC COUNTRIES IN THE FINNISH MARKET OF LABOUR, FOR EXAMPLE: PERNON'S DOCK IN TURKU

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Nowadays you can see a great amount of orders in the shipbuilding industry in Finland, what is the reason of lacking workers. That's why there is a great number of foreign workers on the docks in Finland last years. At this moment on the territory of docks are more workers from Baltic countries in Turku then native ones. That was a reason of research. Such questions appear in research as: How Turku's dock can use foreign workers more effective? The aim of research is description and analysis of foreign workers' relation to the work from their native culture, influence of unknown state language between the working localworkers' and foreign ones' and employee's relationship. As methods of the research are taken the following: the analysis of literature, tests, structural instruction, personal talk and the thematic interview. The first part of work is to introduce Turku's dock's statistics. Next part is to open and value the position foreign workers on the dock from Baltic countries. And the third is to find effective methods, which can help foreigners to do tasks with quality. The programm of the courses of Finnish is suggested for foreigners, introducing Finnish and Baltic countries's culture. Evrything relieves the relationship of foreigners on the dock and employee and make a success in orders.
CONSTRUCTING NATIONAL ‘WE’ THROUGH PISA DISCUSSION

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The Finnish school system has been celebrated because of its ability to produce top level achievers in the international assessment conducted by the OECD. In this presentation I explore how the PISA results are discussed in the media. My special interest is to analyse how gender and nation become constructed through the texts in which PISA is reflected on. My reading is informed by critical and feminist discourse analysis, which takes account the structural level as well as what is written in the particular texts. I build on the writings published 1999-2006 in the Finnish hegemonic newspaper ‘Helsingin Sanomat’; the journal of teachers’ trade union ‘Opettaja’; and the net publication of the National Board of Education ‘Spektri’. My preliminary analysis suggests that in recent public discussion PISA works as a central resource when Finnish nation is imagined and performed.

SPECIAL SPACES AND PLACES FOR 'SPECIAL' STUDENTS?

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In my paper I will discuss how the school space plays part in the construction of difference in the everyday life of school. This discussion is part of my on-going PhD study on special education in Finnish secondary school. In the study I ask how special' is constructed in the everyday schooling how (the) special' is defined and positioned in school practices and teachers' and students' talk. The study is ethnographic, data was produced in one Finnish secondary school during one school year. In this paper I look at the way spatial arrangements of school, students' use of school space and metaphors of space construct meaning. I argue that space and place play important part when the students are making sense of who belongs where' and who or what is valued in the school. I discuss how the use of school space constructs difference between two groups of students', mainstream’ and special education'. I look at the difference in the experiences of the students as well as the different valued and stigmatizing school spaces.

THE END OF NATIONAL EDUCATION POLICIES IN EUROPE?

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Globalisation has affected education policy making in most countries in the world, but nowhere has transnational policy making been more prominent than in Europe. European education systems remain of course deeply rooted in their national histories and conditions which are reflected in their educational practices. But they are all now subject to a common agenda of education policy. They are not doing ‘policy borrowing’, in the traditional sense, as both ‘lenders’ and ‘borrowers’ are now members of the same structure in which they co-formulate policies. Who formulates what policies and through what processes are the major questions to ask if it is to understand the contemporary direction that education systems are being given today in Europe. Education systems, it will be argued in this paper, are now fully aligned to the EU’s human capital policy and its overall
ABOUT THE WAYS OF CONSTRUCTING CHILDREN AS POWER SUBJECTS
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The paper presents results of a theoretical and textual analysis of four books which represent different ways of thinking about educating children: children's rights in education (John 2003), comprehensive classroom management (Jones & Jones 2007), constructing pedagogic authority (Harjunen 2002) and team work based education (Haapaniemi et al. 2003). The analysis covers the following issues: interpretations of power in general, children as power beings, how children are and ought to be treated in power relations, development of power behaviour, what children ought to learn about power and what kind of subjects they ought to become.

IDENTIFYING LIFELONG LEARNERS: WHO ARE AND WHO ARE NOT?
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As Rubenson has argued, "the main problem with lifelong learning is that it fails to critically assess how conditions for individual development, ethnic and social background, previous schooling and working life conditions create very different preconditions for lifelong learning" (Rubenson, 1996, p. 43). Using longitudinal data from the Malmö Longitudinal Study, the paper clarifies how different preconditions have influenced individual life patterns. The results confirm that long standing egalitarian policies "are not in any way sufficient for achieving an "open" class structure" (Jonsson & Colin, 1993, p. 243). Especially as regards women, lifelong learning strategies have not been effective: equality of opportunity for women is not reflected in Sweden's highly gender segregated labour market, nor in women's self-rated "success in life" and "well-being". Rather the study confirms that "Sweden is well described by the same hierarchy, reproduction, and inheritance terms as England, though at a somewhat lower level" (Erikson & Goldthorpe, 1987 cited in Jonsson & Colin, 1993) and that "privilege, it seems, is more easily transmitted across generations than disadvantage is "inherited"(cf. Heath, 1981): and this is especially true in Sweden" (Jonsson & Colin, 1993, p.241).

LEARNING IN MATURE ADULTHOOD: A COMPARATIVE STUDY OF SWEDISH AND U3A LEARNERS
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Interest in learning in mature adulthood has become increasingly important as attention has been focused on what is seen to be an impending crisis in the near future, i.e., shortage of labour due to the ever-growing number of elderly and decreasing nativity rates. In some circles "alarmist demographics" have overshadowed an
arguably more important concern, that of providing for aging individuals' learning needs. The purpose of this paper is to clarify what characterises aging individuals' learning needs, seen in a life time perspective. Based on the Malmö Longitudinal Study, the study makes use of both qualitative and quantitative data, confirming Illeris' (1999) and Fjord Jensen's (1993) findings regarding the distinctive character of learning in mature adulthood and the importance of "the turn of life" for aging individuals' learning, respectively. In addition, the paper introduces Biggs' discussion on "aging identity" formation, seen "aging within and aging within society", proposing that discrepancies between how aging is experienced from within and how aging is defined within the society in which one lives are essential for the maintenance of a healthy aging identity, in which learning on one's own terms plays a significant role. This argument is made against the background of WHO's definition of active ageing as "the process of optimizing opportunities for health, participation, and security in order to enhance quality of life as people age".

DIRECTIONS OF ADULT EDUCATION RESEARCH IN FINLAND

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In European terms, adult education research has deep roots in Finnish universities. The first Finnish chair in adult education was established as early as 1946. On the other hand, the real expansion of Finnish adult education teaching and research at university level did not take place until the 1980s, which was several years later than in many other European countries. Over the past 60 years, the research content has followed adult education's practical development, the education policy decisions made, and the international developments in the field. What, then, is the current status of research today, in the 21st century's first decade? What does research focus on? What steers it? What standard is it currently? Have there been any significant events in theoretical development over the past few decades? Next, I shall examine how the research content has changed over the past few decades, and what its focus is currently shifting to. In addition, I shall assess the development of research resources and their allocation between the various content areas. My third object of analysis is the research results' international visibility and recognition. This analysis is based on the use of a well-known reference index system. During this presentation, I shall also provide a more extensive assessment of adult education's future prospects, in the European context in particular how the EU's education policy statements may affect research orientation, for example.

COMPREHENSIVE SCHOOLS GOVERNED BY EVALUATIONS?

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Finnish education policy and government has been substantially changed after mid 1980’s. I have studied comprehensive school head teachers discourse (N=15) about these changes. Theoretical perspective was on governing and analytics of government. In this paper I take some conclusions made in that study as a starting point and discuss further issues concerning especially evaluation. Evaluation is the main interest in my present study which is also part of collaborative project "Fabricating Quality in European Education". Head teachers discourse about change can be analyzed in terms of three contradictory themes. Freedom versus control is the most salient of them. There has been a move from the bureaucratic and rule governed ways of government to
the governing which emphasizes the freedom and responsibility of local levels and especially of head teachers. Freedom is however restricted by means of governing mechanisms, evaluations being one of them. As a governing mechanism evaluations are seen in two different functions; as a truth teller and as control mechanisms. In my present study the intention is to study more rigorously and in depth how evaluations at the local level operate as governing mechanism and what kind of constitutive effects are created locally.

PARENTS' PARTICIPATION IN THEIR CHILD'S SCHOOLING

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Kasanen, Kati
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The present study set out to survey parents' participation in their child's schooling, their accounts of their own school-related experiences, and the dependence of these on the parent's gender and education. The participants were a nationally representative group of academically and vocationally educated fathers and mothers (N = 391) who had a child in the fifth grade. It was found that the parents' engagement in the traditional forms of participation (e.g. going to PTA meetings and helping the child with his/her assignments) was related to their gender in particular, whereas their engagement in the choice of their child's school was related to their education. Several significant interactions between the parents’ gender and education were detected as well. The educational implications of the findings will be discussed.

VARIOUS PATHS TO PHD IN EDUCATION

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Vuorikoski, Marjo
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We focus on doctoral studies as a particular form of socialization, and will explore various paths to PhD in the Finnish educational sciences. We utilize life history method in analyzing our data that include biographies and autobiographies of Finnish doctors. Our respondents represent researchers from different generations. Although our approach is qualitative and rather open-ended (like in grounded theory) we are interested in knowing, how such "factors" as age, sex, social class, family's economic and social status influence the selection of post-graduate studies. Or, to put it in the language more suitable for life history method, we ask, how our respondents make sense and construct their lived experiences in terms of sex/gender, social class, and cultural capital. Sex/gender has long been among the most common factors in singling out women from the post-graduate studies and hence from the academic career. Besides that we like to find out, if it is the same with social class in the Finnish seemingly "classless" society. Is the social class background another "hidden truth" in the academia?

MARKET-TYPE MECHANISMS IN FINNISH EDUCATION LEGISLATION: LABOUR POLICY EDUCATION AND VOCATIONAL ADULT EDUCATION CENTRES AS PRELIMINARY CASES
Varjo, Janne  
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The starting point for my presentation is the changing Finnish education policy and legislation in the 1990s, including elements of decentralization, deregulation and individualization. I will concentrate on market-type mechanisms and especially how they found their manifestations in Finnish education legislation and its preparation for the very first time by analyzing two notable government bills and their parliamentary procedures. Government bill on labour policy education (HE 29/1990) and government bill on vocational adult education centres (HE 12/1990) were a clear divergence from the former Finnish tradition of a system of regulation, founded on detailed legislation and the principles of equality. They can be described as "ice-breakers" in process of restructuring the system of educational regulation by setting the business agenda in and for education. Government bill on labour policy education changed the legislation so that labour administration could buy educational services from various types of delivers. Government bill on vocational adult education centres separated the financing responsibility from the arranging responsibility of adult education and directed finances through demand to the institutions offering educational services. Under new circumstances vocational adult education centres had to be able to finance their operations mainly with profits from the sales of their services, like any other free-market enterprises.

SPEAKING, LISTENING, SILENCING – THE DILEMMAS OF DEMOCRATIC DIALOGUE

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Dialogue has become an unquestionable ideal in the society. In the educational domain, dialogue is recommended as the mode of pedagogical engagement best able to promote learning, autonomy, and an understanding of one's self in relation to others. It is widely assumed that the aim of teaching with and through dialogue serves democracy, promotes communication across difference, and enables the active coconstruction of new knowledge and understanding. Nevertheless, the ideal of dialogue has received withering criticism. Critics have questioned, for instance, whether dialogue is sufficiently sensitive to diversity. They have emphasized the fact that dialogue should be seen as a situated practice, one implicated by the particulars of who, when, where, and how the dialogue takes place. We view dialogue as a pedagogical practice embedded in educational institutions and their traditional practices, which also limit communication processes taking place in the classroom. The dilemmas of democratic dialogue are also related to power relations between the participants. We focus on power relations and interdependences of speaking, listening, and silence. Is it within the power of socially committed classroom teaching to confront injustice and transform society?

MAKING THE TRUE STORY OF EDUCATION

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This paper starts out with an interest in the media as a co-constructor of education and education policy. Using a
study of education coverage in the Swedish daily newspaper Dagens Nyheter during the 1990’s as a case study, it approaches the functions of the media in offering a space of possibility for education through framing it in specific ways. The theoretical framework of the paper is based in discourse analysis. In focus is the question of how the media works as discursive practices, establishing a situation for the educational system as true, forming school discursively and positioning the partners involved in education, not least the teacher. In the paper possible political consequences of this is discussed. Specific interest is given to media framing of education in relation to reforms within educational systems.
MOTHER TONGUE TEACHING – A PROBLEM OF LEGITMACY?

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Abstract Immigrant pupils’ access to education in and through their mother tongue was established in the late 1970-ties in Sweden. All political parties agreed that the possibility to develop a home language (L1) would be beneficial for identity formation and learning and that it would support the idea of integration in a multicultural Swedish society. Over the years this ideological discourse came to be influenced by economic and pragmatic considerations which rose questions about the value of mother tongue learning, the qualification of the mother tongue teachers and whether integration was enhanced by home language support. Positive and negative critique appeared from immigrant parents and pupils as well as Swedish native teachers and the general public. The aim of the present study is to investigate how mother tongue teachers describe their teaching assignment and what arguments they use when comparing what they can contribute with in relation to other teachers. Another aim is to find out what attitudes to their work mother tongue teachers experience from colleagues and other actors in society. Data collection was performed through questionnaires and interviews with mother tongue teachers and questionnaires to experienced and newly qualified ethnic Swedish teachers. The findings are analysed and discussed in terms of regulative, normative and socio-cultural legitimacy.

TEACHERS AS DOCTORATE CANDIDATES; AN ENCOUNTER BETWEEN CULTURES

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Two streams of discussion have been obvious in Sweden during the last decades, partly the integration of teacher education into the university and partly the decentralization and local responsibility for school development. The overall aim of this project is to study how experience and knowledge from teachers’ professional lives and from academic studies meet in doctorate education. A group of teachers, who are candidates for the doctorate and supported by their schools, are followed from their entrance to academic studies and through the doctorate education, in order to try to answer the question: Who becomes a candidate for the doctorate and why? A group of ordinary doctorate students, from the same research teams, is followed in the same way. Another central question in the project is to get to know, what happens when these two groups meet in the educational setting representing different experience and knowledge: What happens in the encounter of these different cultures, problems and possibilities? The research group consists of 35 doctorate students (11 students are teachers) and 45 supervisors and headmasters. The students belong to about 12 different research groups/areas from various universities in Sweden. Every one of the students has answered a questionnaire and about 50% of them have been interviewed; that is to say they have told their educational life-story. Questionnaires, interviews: life-stories, narratives and life-lines as well as documentation from the students’ professional and academic work are used as research methods. The doctorate students’ supervisors and their contact persons in the municipality (often their own headmasters) are also interviewed. The theoretical
basis is partly the encounter between practical and academic knowledge and partly the professional development of teachers’ work. Both are relevant research areas.

TEACHERS’ SALARIES IN COMPARISON WITH OTHER OCCUPATIONS
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CRELL, Italy

Many countries have in recent years experienced a shortage of teachers. It is argued that this may be a result of lower status for the teaching profession. Status is how a profession is perceived in society. It is often assumed that salary levels are essential to any measure of this concept. The important point may not be the actual salary of a profession, but how this salary compares with the salaries of other professions. Data on teachers’ salaries from UNESCO, the OECD, the EU and other sources do not contain information on how teachers’ salaries compare to the salaries of other professions. One of the few sets of data providing such information is contained in Prices and Earnings Around the Globe, a study published every three years by the Union Bank of Switzerland (UBS). This study has been conducted since 1971 and provides, among other things, information on the salaries of a number of professions, among them primary teachers. The paper will use the data from UBS to compare teachers’ salaries with those of other occupational groups in four Nordic cities and compare the level of teacher salaries in these cities with other cities in Europe and in other continents.

RELATIONAL CONCERN AND TEACHER INTENTIONS – AN EMPIRICAL EXAMPLE
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This paper describes a teacher's intentions of forming and acting in relationships with students in order to fulfil different purposes of education, with an emphasis on those related to fostering democratic citizens. Education can be described as an intervention into the student's life motivated by the idea that it will make life better in some way. Teaching is meant to allow for the student to progress rather than regress as a human being, which involves presuppositions about what this better life should be about moral goodness. It is argued that the quality of human relationships has impact on the fulfillment of purposes of education. An analysis of two interviews with an intermediate-level teacher points to the central importance of different kinds of relationships in the work of the teacher; between the teacher and students, between students as well as between the students and the rest of the society. The examples provide accounts of a teacher's concern for certain kinds of, and qualities in, relationships, and of how they motivate her to act intentionally in order to make such arise and improve. A structure is used to show to what purposes the actions are intended and how they connect.

TEACHING IN RELATIONS – TEACHERS AND STUDENTS TELL
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Uitto, Minna
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Being in relations is the core of being a teacher (e.g. Hansen 2001; van Manen 1991). In the presentation our aim is to examine the concept of pedagogical relationship in the light of how it shows in the stories of teachers and students, definitions of Kansanen (2004) and van Manen (1991) as our starting-point. On the basis of our ongoing PhD-theses when telling about teaching it is the relational nature of it that the students and the teachers actually tell about. Minna’s interest is in people’s teacher memories and Eeva Kaisa studies the life of a music pedagogue and his knowledge in the teaching practice. We look at the topic from the position of a narrative teacher researcher (e.g. Elbaz-Luwisch 2005; Gudmundsdottir 2001). In our researches narrativity means that we see narratives as a way of knowing, the research materials as narrative by nature and we analyse our materials narratively. People make sense of who they are by telling stories about their lives. We emphasise the need to listen to teachers and students in order to understand teaching and what is significant in it. When telling about teaching, it becomes visible what they know, but also what they feel.

IN SEARCH OF A MODEL FOR FINNISH AS A SECOND LANGUAGE (F2) TEACHER EDUCATION

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Järvinen, Heini
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Teacher education with emphasis on immigrant education is not yet an established part of teacher education in the city of Turku and its environment, although there are large numbers of immigrant children and practising teachers of immigrant children in Turku. Most of them are class teachers or first language teachers, some of them are foreign language teachers. After graduating and achieving teaching competence, these teachers have sought further competence through work, in communities of practice, by means of informal learning based on e.g. own experiences, teachers’ networks and in service training courses. This paper focuses on work-related views of ten interviewed F2 teachers from varying educational backgrounds. What objectives and challenges do they see in their work, what are their ways of work and what kind of education do they envisage as necessary for themselves? The interview data were collected from ten F2 teachers working at different grade levels in the city of Turku schools. The above questions are discussed on the basis of three case studies of teachers representing three different educational backgrounds. On the basis of the results, the structure and design of F2 teacher education are discussed: what are the common elements that should be included in every F2 practitioner’s teacher education?

TEACHING IN CHALLENGING AND STRESSFUL SITUATIONS

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The working life of teachers has been of interest for some years. Research on teacher’s lives and work has given valuable knowledge of their development and profession. Less is known about their thoughts, feelings and emotions, when teaching in challenging situations. The aim of this research was to gain knowledge of teachers’ feelings when faced with ongoing difficulties among their students and parents. The research conducted was a case study with data collection from individual and focus-group interviews. The findings give an insight into the
work of teachers who teach in an area where low socio-economic status is the reality of many families. The students have various difficulties and the teachers are faced with problems they can't solve. In their own words the teachers share with us their anger and worries, feelings and emotions.

TEACHERS AS ENVIRONMENTAL EDUCATORS

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Sustainable development has a great significance in Finnish curricula. It is the objective, for example, of basic education to raise environmentally conscious citizens who are committed to a sustainable way of life. At the time of the renewing of the curricula we arranged for teachers further education in environmental education. The class teachers, subject teachers and kindergarten teachers, participating in the further education, were asked before the education to write a story "Me as environmental educator". The aim of this qualitative case study was to find out what kind of knowledge teachers’ stories give about environmental education at schools. At first the teachers were asked to read about the models of environmental education, and after that to write their story and analyze their own action relative to the models. The teachers (N=20) wrote mostly about the environmental projects at their school. They wrote also about their own way to realize environmental education and about the role of environmental education at school in general. The teachers also pointed out how environmental education should be started with the young pupils.

STORYTELLING AND TEACHERS TEAM WORK

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In my research I have been given entrance to a team of teachers in upper level of a compulsory school. As a non-participant observer I have for two trimesters been listening and taking notes when the team has sat down for its weekly pedagogical meetings. In addition I have recorded the meetings on tape. In this paper I intend to explore the outcome of teachers work when using Hannah Arendt's theories. With Arendt the meaning of action is understood in terms of an actor that acts upon action of others. Actors are kept together in an "in-between" space were they share an interest. What is disclosed in the action is the principle (moral precepts) that inspired the action. With Arendt’s theories what kind of stories will I be able to tell regarding teacher’s team's work?

TEACHER IN TWO NATION–STATES. HOW THE WORKING LIVES OF EAST GERMAN TEACHERS WERE EFFECTED BY GERMAN UNIFICATION

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Teachers lives and careers rarely encounter the type of dramatic challenges experienced by East German teachers as the GDR collapsed and the state and school system became part of unified Germany. In this paper I try to look at some of the role and career problems these teachers encountered as they transferred their
allegiances and work commitments from one type of system that they knew intimately and had more or less identified with to a very different one. Three type of explanatory models are suggested to account for these experiences: The migration model, the modernity model and the enemy model. The empirical material consists of qualitative interviews made by the Berliner Institut für sozialwissenschaftliche Studien, which I visited during a sabbatical in 1994. Preliminary analyses were made during repeated visits as guest researcher at the Max Planck Institut für bildungsforschung in Berlin and as guest professor at Center for German Studies at University of California at Berkely.

TRACKING DOWN OR LOSING SIGHT OF TEACHERS' PRACTICAL KNOWLEDGE? – THE DILEMMAS OF AN E-DELPHI STUDY

Nordänger, Ulla Karin
University of Kalmar, Sweden
Lindqvist, Per
University of Kalmar, Sweden

Teachers and their knowledge have attracted significant academic attention recently and in a number of studies an interest in finding ways of articulating their professional knowledge is evident. It is crucial for such studies whether and to what extent the researchers succeed in tracking down, holding on to and formulating professional experiences in such a way that crucial and fundamental qualities of the professional field are retained. In this type of investigation, narratives or case studies are frequently used as tools for exploring what is often termed tacit knowledge. In the present study of teachers' professional knowledge, three methods less commonly applied to this area of study are employed: "The Delphi-method", "Stimulated Recall" and "Discussion Seminars". In the presentation we discuss how the first of these methods, the Delphi method, was used in combination with e-mail, e-Delphi, during a preliminary phase. In particular, we aim to problematize the method's potential for taking advantage of, as well as excluding, different contexts. Attention is drawn to the method's potential for bringing out and developing the formulations of practical knowledge mediated by the teachers in an anonymous setting.

TEACHERS’ TEAM WORK

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This paper deals with issues concerning teacher teams with a specific focus on teachers' efforts to collaborate and also on teachers' resistance against collaborative initiatives. Today collaboration and team work is described as something that promotes school development and teachers' professional growth. At the same time many empirical studies show different structural and cultural obstacles concerning teachers' collaboration. The aim in this paper is to further elaborate our conceptual understanding of enabling and constraining aspects regarding teachers' collaboration in teams. The empirical study was conducted in 3 teacher teams. Data includes observations of 14 team meetings and 30 interviews with individual teachers. Qualitative analyses were carried out. The results show that the teams in the study organized their team work in three different ways which were identified as different kinds of organizing collaboration: an individual based model, a project oriented way of
organizing, and a team based model. Resistance was expressed through teachers’ difficulties to make the identity of a teacher explicit; the complex task in everyday work; and the avoidance of critical reflections with colleagues. These results indicate that collaboration raise demands on professional growth and competence enhancement.

EDUCATING ADHD CHILDREN: THE EXPERIENCES OF TEACHERS

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Attention deficit hyperactivity disorder is the most prevalent psychiatric disorder of childhood. Ther teacher is probably the the person that apart from parents has the greatest influence on how well ADHD individuals will succeed in life. This paper discusses the results from a study of elementary school teachers in Iceland 2005. The purpose of the study was to examine their attitudes and experiences of teaching ADHD children. Results are based on answers to a questionnaire of a sample 122 teachers. Among main results is that most teachers believe that knowledge of ADHD is important. The majority believes that they have fairly good knowledge of ADHD and that information is readily accessible. Most of the teachers get support/advice which most often comes from the special education teacher which they find useful. The teachers find that most common barriers to effective programming for ADHD students are class size and many children with special needs in the class. Results will be compared to a study of the experience of parents of ADHD children from 2001.

THE “WHO” AS A RESEARCH OBJECT? PROBLEMS AND POSSIBILITIES

Tornberg, Ulrika
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The purpose of this text is to problemize and discuss the knowledge claims that might be made from a research aiming at highlightening The Personal Dimension of Being a Teacher (Tornberg, 2006). Which possibilities are offered, and which problems arise when a narrating subject, a "who" is made the object of research? From philosophical perspectives (Arendt 1998; Biesta 2001, 2006; Schrag 1997) and by the use of empirical examples it will be argued that although we can no longer claim that there is a "subject" with an underlying mental substance that might emerge on inquiry, there is still the possibility to conceive of the subject as a narrative self, i.e., as a character in her own story, or as acting with others in an intersubjective space.

STYLES OF TALK AT SCHOOLTEACHER MEETINGS

Österlund, Inger
Åbo Akademi Vasa, Finland

This study describes preliminary empirical results that are based on analysis of video records from schoolteacher meetings. The point of intersection between different teaching subjects and the shared educational practice is focused on teacher collaboration. The collaboration between teachers is perceived as a collegiality based more on support than on competition. Even if teacher collaboration has proved to increase
students' successful performance, the topic has not been of much interest in educational research. The aim is to throw light on teachers' talk among each other and investigate the different styles of talking. The study highlights the question; is there a pattern in teachers' talk with each other that either develop or prevent collaboration. The theoretical departure is interactional sociolinguistic and refers to John Gumperz' contextualisation cues. Gumperz' intention is to fill the gap between sociocultural approach (Bourdieu's habitus) and the constructivist approach. Preliminary results are that small teacher meetings with 4-5 teachers including the principal provide more social interaction and talk at meetings than a larger group of teachers. The findings from the investigation aim to develop a further discussion about teacher collegiality, collaborative cultures and educational leadership.

IDENTITY CONSTRUCTION AS A LEARNING PROCESS

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Identity, as the notion is used in this paper, is looked upon as an everlasting learning process where subject and work is regarded as standing in a dialectical relationship. What are the possibilities of developing a worthy self when teachers' work is seen as consisting of dilemmas, ambivalences and contradictions? To describe teachers' work I lean on video-observations of new teachers who teach together with interviews with them about their teaching. Both content analysis and an ethnographic inspired analysis is used. Together with data from mentoring of novice teachers I discuss the challenges of work and the mediating tools that teachers use in order to perform their work. Challenges, the use of tools, and the feeling of mastery may be seen as important issues when we talk about our identity constructions, and I will suggest theories about learning as a fruitful way of understanding the changes in and the development of identity. By the use of Vygotsky's theory of language development I discuss the possibilities of developing a worthy self and becoming masters of work.
TRANSITION OF CARE WORKERS TO ASSISTANT NURSES – RECOGNITION OF PRIOR LEARNING IN COMPETENCE DEVELOPMENT

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In the last decade recognition of prior learning, or validation, has emerged as a central topic in the policy and practice of adult learning in Sweden and Europe. In Sweden a number of initiatives have been taken to develop methods of validation. It is seen as a gain both for society and the individual to make prior learning visible. In this paper we have studied an initiative for competence development in the caring sector for elderly people, were the aim is the transition of care workers to assistant nurses. In this process the recognition of prior learning is put forth as an important aspect. Based on interviews with supervisors, care workers and local managers we analyse the role of prior learning in the process of competence development. Empirical material from six different homes for elderly people means that we can show the variation of how prior learning is perceived and integrated in the process.

THE NEED OF PEDAGOGICAL COMPETENCE IN INFORMAL LEARNING ENVIRONMENTS

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The focus of this paper is on informal learning environments in terms of workplaces. The analysis is based on empirical findings from a dissertation of Maud Baumgarten (2006): Employee participation in learning activities. A study of workplace learning in an industrial company. The learning environment and its conditions are related to the technological changes of society and its impacts on human contexts. What is significant for the technological society? What impact does it have on education and learning? Is there a need for pedagogical competence in informal learning environments and if so what would the benefits be? A fundamental assumption is that communication and cooperation play a vital role in learning processes. This reasoning includes the view that technology is mediated by humans, which makes us responsible for the development we create. Pedagogy as a concept has many meanings which is why it has to be operationalized to become meaningful. When referring to Sarvimäki (2005) pedagogy is here defined as three co-operating aspects: pedagogy as empirical science, as philosophy and as practice. Viewing education and learning as life long practices, including workplaces, pedagogical competence is defined as an individual’s specific working knowledge combined with knowledge, ability and possibility to promote learning and development in different ways in his work. By looking at workplace learning through a pedagogical perspective, it becomes obvious that pedagogical competence could be regarded as a key qualification in a technological society. Pedagogy should be viewed as a positive
factor in changing processes, both to get the economical growth aimed at but also to give people better possibilities to learn and grow. Unfortunately the majority of workplace studies have neglected this issue.

SOCIALLY EFFECTIVE PRACTICAL AESTHETICAL EDUCATION IN THE COMPULSORY SCHOOL – A PRECONDITION FOR VOCATIONAL TRAINING AND A SUCCESSFUL WORKING LIFE

Moreno Herrera, Lázaro
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From a historical perspective practical-aesthetical education, in particular the subjects that are today known as Sloyd and Technology Education, has been designed’ to accomplish a double function. On the one hand these subjects are expected to make a meaningful contribution to the holistic development of the individual, while on the other hand they are intended to develop skills of different kind of relevance for a further vocational education and working life. This paper makes a categorization an analyses three interrelated dimensions which are considered of paramount importance in any attempt of qualitative development of the subject. The categories are so far the didactical one; practical aesthetical education in the form of a particular school subject and its didactical components. The second is the so called human or individual related category, which focuses on the individual, the components of his/her personality and the process of upbringing. Finally the analysis includes a socio-economic category largely concerned with the relationship technology & society.

HOW VOCATIONAL STUDENTS EXPERIENCE FROM THE PROFESSIONAL DISCOURSE INFLUENCE THEIR LEARNING PROCESS

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Jakobsson Öhrn, Harriet
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The aim of this paper is to highlight how vocational students experience from the professional discourse influence their meaning making of course content and their learning process. This paper takes its point of departure from nursing and police students’ perspectives and will describe the transition of knowledge between the educational and professional discourses. Vocational education, both undergraduate and further education, is mostly based on experience from the practical discourse in order to exemplify the theoretical course content. Practical experience from the field is taken, with help of professionals into the education, but also makes use of the students’ own experience from the field. The purpose of using experience knowledge is to help the student make a transition between the more decontextualized educational setting and the professional setting in order to facilitate their learning process. But what are the students’ perceptions of this arrangement? Can they see the underlying purpose, or is it only blurring their own learning process?

EXPATRIATES’ NETWORKING AND KNOWLEDGE TRANSFER

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In the study the aim is to describe, analyze and explain how employees build networks in a new environment, how much they use their previous network, how networking activities influence in expertise sharing, and how cultural change affects to knowledge transfer and personal networks. Theoretical background is based on socio-cognitive approach to expertise, theories of expertise and networking. Participants of empirical research were 105 Finnish Nokia employees who left for an international assignment during years 2000-2001 and arrived back during years 2001-2005. Host countries were Germany, United Kingdom, United States, South Korea, Japan, Denmark, Singapore, China, Canada, Hungary, Hong Kong, Italy, Malaysia and Brazil. Three different research methods were used: pre- and post-questionnaires (n=105), interviews and egocentric network analyses (n=19). Participants for network analyses group were selected after the pre-questionnaire, with criteria like host country, gender, job profile, function and family situation. Network analyses were made three times and participants were interviewed twice. Results of this study indicate how experts are networking in a new country, how their networks change during these years, how they transfer knowledge/expertise during assignment, what are the obstacles for knowledge transfer and how much the local culture and company culture affect to the transfer process.

GOOD INTENTIONS–BAD EXPERIENCES – WHO WILL BE THE LIFE LONG LEARNERS IN THE FUTURE

Sunde, Eva
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The paper is based on 25 qualitative interviews with employees, representatives of trade unions and leaders in different enterprises. Background: Lifelong learning, further education and adult learning are regulated by law and have for a long time been important principles in Norwegian education policy (NOU 1997:25; NOU 1998:28). Official documents state that changes in working life involves a need to develop new competence in technology, computer skills, and language skills. Norwegian and European policy state that this will affect the population and especially persons with low level skills (NOU 1997:25; NOU 1998:28). One reason for this is that people with low level education, will be the first to lose jobs when downsizing and readjustment occurs (Skule og Reichborn, 2000). Discussion: Several studies show same pattern for participation in further education: Persons with high education under 40 years are most often represented in further and up-grading education. Best represented are men between 30 and 34 years with high education. Men over 40 years with low level education (high school or less), are nearly absent in up-grading courses and adult education (Skule og Reichborn, 2000; Nyen, 2003). Statistics tell that in spite of the politicians good intentions with LifeLongLearning, it is a fact that there is a decline in the number of people seeking further education, up-grading courses and adult learning. How can unproductive, reproductive and counterproductive pedagogical practice affect participation in Life Long Learning? Who will be the future LifeLongLearners?
MOTHER AND FATHER AS SONS' AND DAUGHTERS' PARENTS – "LIMITS AND LOVE"

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The paper asks what kinds of parenting traditions guide men and women in their parenting. Parenting is analyzed through the eyes of children, although "children" are adults (born in 1931-1984). Altogether 563 men and 847 women (random sample) answered a questionnaire. The paper concentrates in the differences in parenting by mothers and fathers in relation to daughters and sons. A standing guideline for parenting is the metaphor "Limits and Love". "Limits" is close to demandingness and "Love" to responsiveness. "Limits" is defined as physical punishment (severe and mild) and responsibility. "Love" describes how loving parents are seen. Physical punishment is forbidden in the law, but still the discussion about punishment in parenting goes on. Fathers' parenting of daughters and sons differ significantly: sons are more often physically punished (both mildly and severely); sons are more often expected to take responsibility of their actions; sons experienced themselves to be less loved by their father than daughters. Mothers' parenting was more complicated. When analyzing means there were no differences between mothers' parenting of daughters and sons, except in severe physical punishment but in crosstables the picture became more complicated.

USING CONCEPT–MAPS TO STUDY SCHOOL–CHILDREN’S UNDERSTANDING OF LEISURE–TIME

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Persson, Mariann
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Children's everyday life is spent between home, school, organised leisure-time activities and a personal sphere delineated by local environs and friends. In striving to organise learning experiences it is important to understand how children perceive and relate to the learning environments they are presented and confronted with. It is important therefore to study how children perceive the notion of "leisure-time" as an abstract concept. Children's concept mapping of leisure-time’ is presented. Fortyfive Swedish 5th (n=20) and 9th (n= 25) graders were presented with otherwise blank A4 pages with the word "leisure-time" written and encircled in the centre and were asked to draw a spontaneous concept-map. A sub-sample of both groups (quasi-experimental design) received a page with some additional links suggested in their maps. These were based on research findings (levels of location practice) indicating a number of specific dimensions of children's leisure time. The research design also aimed at testing the validity of these dimensions. The concept-maps were analysed by studying ranges of and hierarchical organisation of descriptive terms used in the various maps. Ranges of similarities and differences were extrapolated. These are discussed in terms of formal and informal learning opportunities within the perceived sphere of children's leisure-time.
YOUNG PERSONS PERSONAL AND SOCIAL DEVELOPMENT

Hilling, Steen
Munkholm Project Centre, Denmark

Through the last 4 years there has been developed a tool for describing young persons personal and social development based at potentials and competences in DK for students from 12 to 25 years. The work and the tool system will be presented. At the same time the book connected to the PersonalPAS and SocialPAS (Pedagogical Analysis System) will be presented with theory and pedagogical examples.

WHAT MAKES A GIRL POPULAR IN SCHOOL? (Paper presented in Norwegian)

Hunstad, Rakel Merete
NTNU, Norway

Peer social networks play an important role in adolescent's social and psychological development. Peer acceptance relates to access to opportunities, achievement, self-esteem and feelings of belonging. On the other hand isolation and rejection by peers takes away a sense of belonging at school, hinders access to social experiences and is devastating for motivation and school performance. The present project focuses the criteria for being chosen by peers in a school context. The most popular girls among students in grade 9 in a Norwegian primary school were described using sociometric techniques based on peer nomination. 5 girls, who all have chosen the same popular peers, were interviewed about their choices. What reasons do they have for their choices? By the use of social exchange theory the paper will discuss the association between the preferences of the popular girls and the reasons given by their peers for being selected.

POPULARITY AND FRIENDSHIP AMONG 9–GRADERS (Paper presented in Norwegian)

Jamt, Kristin
NTNU, Norway
Sundsliæther, Kathrine
NTNU, Norway

Is there an association between popularity among peers and criteria for friendship? Why are lonely students lonely? This paper is based on a study of 140 students in grade 9 in a Norwegian primary school. Popularity was described using sociometric techniques based on peer nomination. In addition all the students have answered a questionnaire about their characteristics of a good friend and how they choose friends. They may relate their choices to a number of criteria like common interests, cognitive skills, skills in sports, loyalty, social competence and good looking. By using statistical tools like SPSS and UCINET we are able to match criteria for choosing friends with networks of students.

DROPPING OUT OF EDUCATION AND WORK: THE LATER LIFE–COURSES OF EARLY SCHOOL LEAVERS IN FINLAND
The aim of the presentation is to examine the consequences of exclusion from education and work on the later life of Finnish young people, who were unemployed and had not continued their schooling after compulsory school in 1985 (n=6983). The life courses of these youths were followed up and including the year 2000. According to the results, dropping out of education and working life after compulsory school quite strongly predicted a weak educational and labour market position as an adult. However, there were also many persons in the target group who had continued their education at a later age and succeeded in finding their place in working life. Both exclusionary and successful life careers were represented in the data, although the former were more common.

THE YOUNG FINNS’ EDUCATIONAL AND LIFE CHOICES BETWEEN THE END OF PRIMARY SCHOOL AND EARLY ADULTHOOD – A FOLLOW-UP STUDY

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University of Helsinki, Finland
Laine, Mirka
Department of Education/City of Helsinki, Finland
Hautamäki, Jarkko
University of Helsinki, Finland
Mehtäläinen, Jouko
The Finnish Education Evaluation Council, Finland

The paper focuses on a follow-up study of 217 sixth grade students that formed the pilot cohort for a continuing research project on learning to learn assessment (for the theoretical framework see http://www.helsinki.fi/cea/dokumentit/framework.pdf). The students participated in the assessment in five primary schools in the Helsinki metropolitan area in 1996. A questionnaire was sent to them eight years later, covering their educational paths since primary school, and their current life situation. The objective of the follow-up study was twofold to acquire knowledge of the educational paths of young Finns in general, and to relate these paths to the skills, knowledge and attitudes of the students on sixth grade, and to their relevant background information (gender, school achievement, parents' education). Part of the cohort also participated in a study by Mehtäläinen (2001) during upper secondary education. The combined findings of the two studies reveal a multitude of differing paths. Education is not necessarily the route many young people see as leading to happiness and personal fulfilment, but it might not even be open for all, as the relative advantage given by parents' education seems to increase even further with the respondents' repeated bids for a place in tertiary education.

PUPILS’ DEVELOPMENT AS EFL (ENGLISH AS A FOREIGN LANGUAGE) WRITERS IN A LIFELONG LEARNING PERSPECTIVE

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University of Tromsø, Norway
Björklund, Mikaela  
Åbo Akademi, Vasa, Finland

Pupils' development as EFL (English as a foreign language) writers in a lifelong learning perspective. The aim of this paper is to present some views on pupils' development as writers according to some of the criteria mentioned in the Common European Framework of Reference for Languages, CEF, (2001) and in a lifelong learning perspective. For this purpose a sample of pupils' texts representing the whole range from weak to strong performance (as assessed by their English teachers) have been qualitatively analysed in accordance with the criteria put forward in the CEF concerning creativity, vocabulary control, and grammatical accuracy. The texts have been collected in an ICT-supported EFL writing project among pupils aged 12-14. The positive development in pupils' writing found in this study is probably partly due to the general development for the actual age-group. In addition this study suggests that their progress seems to depend on the choice of genre. Fictional narratives seem to provide an opportunity for exploring matters in pupils' lives that stand out as meaningful to them. Modern pupils communicate their subjectivity in English, as well as in their mother tongue. Thus in a lifelong learning perspective maintenance of motivation is essential in EFL writing.

BIRDS OF A FEATHER FLOCK TOGETHER

Mjaavatn, Per Egil  
NTNU, Norway

This study shows characteristics of children's networks in class in Norwegian primary school. The study is based on data from 92 children in grade 4 representing 3 different primary schools. The description of networks is based on data collected by sociometric techniques and a wide range of information about the children and their families. It is generally supposed that people who are a lot alike tend to get together and become friends. They could be alike in good ways as well as in bad ways. To what extent is this assumption correct among students in primary school? Network characteristics may be related to socioeconomic background of the family as well as the children's social competence, academic orientation, plying skills, leisure time activities etc. Some children seem to be outside the social networks in their class. Loneliness and low self esteem may be a result of this exclusion. Knowledge about the factors that constitute networks of friends may help the school to take initiatives towards inclusion of lonely children.

INTERNATIONAL YOUTH EXCHANGE AS AN ARENA FOR INTERCULTURAL LEARNING?

Vasbø, Kristin  
University of Oslo, Norway

European politicians and educationalists promote international youth exchange as an effective tool for fighting racism and xenophobia. The underlying idea is that contact between young people from different cultures will enhance the individuals' ability to discover and explore similarities and differences between cultures and the experience will help combat negative prejudices and stereotypical thinking. This presentation will focus on a small group of Norwegian youngsters going on a short-term group exchange to Brazil supported by The European Unions' YOUTH Community Action Programme. In my qualitative case study I analyze elements of intercultural learning from the perspective of the young participants. The data consist mainly of video-
observations at the exchange and interviews before and after the exchange. My tentative findings from the interviews show no indication of negative prejudices about the foreign youngsters, but more an expectation of similarity and equality, which tends to be their final experience. Further preliminary findings point at increased self-esteem and strengthened mastering of the English language as a valuable benefit from the exchange. In my discussion of the findings, I will use a socio-cultural learning perspective to interpret how youngsters experience international youth exchange as an arena for learning.

ASSESSMENT OF SWEDISH AFTER-SCHOOL CLUBS FOR CHILDREN 10-12

Waermö, Mimmi
The Stockholm Institute of Education, Sweden

The focus of this study is the organizing of clubs for children 10-12 and how the work there influences their social development. The central subjects of this qualitative study are four 11 years-old and their situation in the After-school club the hours after school before going home in the afternoon. The research question is what impact the After-school club have on these particular childrens situation. The empirical questions are: What is the importance of the After-school club and in what ways? The questions are investigated by using developmental ecology as a theoretical framework. The results show how the After-school club serve as an important arena where the children go into new relationships with other children and with adults and where they’ve got the opportunity to develop already existing relationships. Different kinds of human relations, between people in the After-school club as one microsystem and people in other microsystems, can serve as links between these systems. The After-school club is put in a wider context. The impacts on the child, of different kinds of links between microsystems, are discussed. We also discuss what such impact can have on the potential of the After-school club as a developmental context.
Symposium 1: Adult Learners' Formation of Identity in a Situated Learning Perspective

Coordinator and chair:
Hanne Dauer Keller
Aalborg University, Denmark

Adult learners' formation of identity in a situated learning perspective. In a situated learning perspective we do not only acquire professional qualifications in learning situations, we also work on our identity when we engage in change processes. Identity formation is part of our change as we learn through our participation in communities of practice. In this view, learning entails both personal and social transformation. In late modernity the concept of qualification has been replaced by the concept of competence pointing to several changes in our view of work, education and labour. One of them is an extension of the demands in working life. Now it is not enough that you are skilled, you must also have the right attitude and personality and therefore education and development project not only facilitates development of skills and knowledge but also tries to work on participants' opinions and attitudes. How is the interplay between institutions ways of culturing learners' identities and the identity formation connected to participation in communities of practice? How do educational institutions work on the students' identities? What are the possible tensions involved in negotiating identity change along the maybe colliding institutional and the personal trajectory of participation? These are the central questions addressed in this symposium.

IDENTITY WORK IN INSTITUTIONS OF ADULT EDUCATION

Keller, Hanne Dauer
Department of education, learning and Philosophi, Aalborg University, Denmark

Some of the effects of globalization are outsourcing of low-skilled jobs to low-paid countries and centralization of branches into urban areas. These changes imply that many low-skilled workers are threatened by unemployment and forced to rethink their prospects. Required changes from unskilled to skilled work involve negotiation of the individuals’ social identity in general. How can institutions of adult education facilitate the learners' process of both qualifying and negotiating their identity? To which extent and in what way do they actually support the identity work of the learners? And to which degree are the institutional and the personal perspectives compatible? Applying a social learning approach, these questions are explored through a case study concerning general education for dismissed low-skilled workers.
ANALYZING DEVELOPMENT PROJECTS

Laursen, Erik
Department of Education, Learning and Philosophy, Denmark

The paper will present a discussion of the possibility of applying the concept of identity as an analytic perspective on learning processes in development projects.

IDENTITIES AS LEARNERS?

Pedersen, Lene Tanggaard
Department of communication, Aalborg University, Denmark

In this presentation I will argue that educational practices in and out of school involves “production of persons”, and I will explore the implications of this view for thinking about education. In a situated view it has been persistently argued that learning involves the construction of identities and that “one way to think of learning is as the historical production, transformation, and change of persons” (Lave & Wenger, 1991, pp. 51-52). Greeno (1997) similarly stated that in the situative perspective, learning and development are viewed as progress along trajectories of participation and growth of identity. In this presentation it will be proposed that learning involves not only becoming a member of a community, but also taking a stand on the culture of one’s community, in an effort to take up and overcome the estrangement and division that are consequences of participation. Learning involves personal and social transformation and wrestling with identity. The presentation will refer to recent empirical studies showing the struggle and the negotiation of meaning involved in taking on and/or resisting an identity as a learner in late modern educational practices.
Symposium 2: A Nordic Perspective on the Professional Teacher Role

Coordinator and chair:
Ulla Lindgren
Umeå University, Sweden

Discussant:
Pertti Kansanen
University of Helsinki, Finland

A Nordic perspective on the professional teacher role: Teacher education and the first work experiences Various empirical studies have highlighted the difficulties new teachers have in applying the theoretical knowledge from their education to the reality they face as new teachers. A relevant question is how they are prepared from their education to handle the consequences of the rapid changes in society, which concern work as well as family conditions and which is reflected among students, parents, school management and colleagues. Finding working forms to support beginner teachers is important, since it has shown that many new teachers find the first period of working as a teacher, concerning for example teaching, unrealistic demands, students with special needs and lack of time, as critical for getting the idea of the teacher role and the motivation for continue working as a teacher. The fact that many new teachers do not stay in their profession may be due to the difficulties in getting used to the teacher role, which is neither congruent with the role which the education supports, nor with the ideas about the teacher profession which the students bring with them into the teacher role. In the current symposium five researchers from Sweden, Finland, Denmark, Norway and Iceland will describe teacher education programs from each respective country and the struggle of beginner teachers to develop a professional identity.

BECOMING A TEACHER IN ICELAND. PEDAGOGICAL VISIONS AND TEACHER STUDENTS’ PERSPECTIVES

Bjarnadóttir, Ragnhildur
Iceland University of Education, Iceland

Teacher education at Iceland University of Education is currently being revised. Previously, teacher education was a 3 year university level program leading to a Bachelor of Education degree. The new program, which will take effect in autumn 2007, will be a 5 year research based program culminating with a Master of Education degree and complying with the standards set down in the Bologna Agreement. In the paper pedagogical visions and some problematic issues connected to this process will be discussed, especially concerning the interaction between practical experience and theoretical knowledge, and between personal and professional aspects in teacher competence, drawing on results from a study with teacher students at the Iceland University of Education. The purpose of the study was to seek understanding of the teacher competence the students
construct during their teacher education studies and of their view on how teacher education supports them in constructing such competence.

EDUCATIONAL PARADIGMS, TEACHERS’ COMPETENCIES, AND THE DIFFICULTIES OF TEACHERS’ TRAINING LEGISLATION

Dorf, Hans
Danmarks Pædagogiske Universitet, Denmark

The present government "globalization agenda" of becoming a world leader in competitiveness through schooling is not without – even government – competition. At least three or four pedagogical paradigms are "at large" in the arena of educational political discourse. The launching and implementation of yet another teachers’ education act focused on "profession competencies" reflect this competitive situation. The revision is supposed to enhance teachers’ knowledge and skills in the school subjects; their understanding of religion, culture, and citizenship; their understanding of learning processes; and last but not least their didactic competencies in transforming such types of pedagogical rearmament into efficient teaching. This clash of demands on education may be analyzed at a number of political levels, but also exists in the school and in teachers’ education. The paper aims at sketching an understanding of this clash of paradigms, its relationship to the question of teachers’ competencies, and the difficulties of addressing these issues through teachers’ education.

QUALIFYING TEACHERS – ASPECTS ON A UNIVERSITY BASED TEACHER EDUCATION IN FINLAND

Hansén, Sven–Erik
Åbo Academy, Finland
Sjöholm, Kaj
Åbo Academy, Finland

Our contribution is related to a project about the development of teacher education and sets out from a local perspective, Finnish teacher education, but has to be understood in relation to global processes of societal change. The purpose is to briefly touch upon the dynamics between general didactics and subject-specific didactics which forms the core in programmes aiming at qualifying teachers. A specific attention will be laid on how newly qualified teachers experience their didactic cognitions and actions. General didactics refers to common issues related to teacher professionalism constituting teacher’s work transcending the boundaries of subject specific areas. Subject specific didactics is, as the notion says, connected to the subject areas teachers are teaching. Therefore the issue concerns the particular knowledge content of teacher education and can thus be considered a curriculum matter, relevant both for teacher education itself and for schools. The dynamics between elements in teacher education is in itself a complex phenomenon but implies functional relationships between dichotomies such as general didactics and subject-specific didactics, the position of these key concepts in the discipline of education, the interplay between theory and practice and between formal content in a school context and informal content in predominantly extracurricular contexts. By our presentation we will highlight crucial patterns constituting content priorities of teacher education. The way we deal with the dichotomies reveals the way in which we characterize the professional teacher.
LEARNING TO TEACH – A SUMMARY OF A REVIEW, NORWAY

Jordell, Karl
University of Oslo, Norway

Teacher learning or learning to teach are expressions that are often used without heavy theoretical connotations. This paper is a summary of a review of literature on learning to teach from the period 1995 to 2005. The review is limited to contributions that include reasonably clear references to learning theory, and the focus is: Which theories of learning are used as a basis for understanding the process of learning to teach? The review is based on ERIC searches from the period 1995-2005. With regard to the ERIC category ‘documents’, only printed books were considered. All together, the primary basis for the review is about 30 articles and about 20 chapters or segments. The summary (20 p) does not include all of these, but gives an overview over which approaches to learning are used in the literature. The structure of the review and the summary is based on the main phases of teacher socialization / development / learning: student, student teaching, new teacher, experienced teacher.

A PROFESSIONAL ACTIVITY. EDUCATION OF STUDENT TEACHERS INTO A PROFESSIONAL ROLE IN SWEDEN

Wenestam, Claes-Göran
University of Kristianstad, Sweden

The background of this presentation is the new teacher education in Sweden which was introduced in 2001. The student teachers’ expectations on the vocation as teacher, school children's views on what a good teacher is, teacher education in a future oriented perspective and the problematic stress on its academic, research based nature and the importance of practical knowledge in the schools. Also the transfer of the Swedish higher education into the Bologna system, which is planned to give Europe the best educational system in the world, is problematic for the new teacher education. In several respects the Swedish teacher education indicates a new way of thinking on teachers by its stress on its scientific knowledge base. Intentionally, the new teacher education should be on level with any university education. But in the new teacher education difficulties in some areas, which interfere with the intentions of the education, appear. The contribution will present and discuss the intention of the new Swedish teacher education and elaborate on some of the problematic areas mentioned above.
Symposium 3: Bourdieu and Foucault in Educational Research

Coordinator and chair:
Kristian Larsen
DPU, Denmark

Pierre Bourdieu and Michel Foucault are to a large degree used within educational research internationally. The positions are different and opposed in many ways, but they share inspiration from G. Bachelard and G. Canguilhem and by that especially the concepts of "the epistemological break". In this symposium we will present and discuss empirical research projects using Bourdieu or Foucault, and also reflect on similarities and differences in the paradigms.

HEALTH PROMOTION AS A SOCIAL TECHNOLOGY IN GENERAL PRACTICE

Aabye Munck, Sille
Danish University of Education, Denmark

In a recent reform of the specialist training in Denmark a new curriculum is being implemented. The curriculum introduces competencies going beyond the classical medical, technical and professional skills doctors have been expected to acquire. The 7 new roles are: Medical Expert, communicator, manager, professional, scholar and health advocate – or health promoter. The latter will be the focal point of this presentation. The paper discusses how certain concepts of health promotion are structured (produced) and maintained (reproduced) in a complex encounter of different rationalities in the clinic. Also how contemporary health promoting strategies such as empowerment, motivational interview etc. enhances tendencies of individualisation. In the Curriculum the role as health promoter is described predominantly in accordance with focus areas defined as "risk areas" and "lifestyle related" diseases. These focus areas are defined on the basis of knowledge derived from epidemiology. The paper investigates what kind of actions GP’s define as health promoting actions, and how the patients respond to the "invitation" of being an active health promoting individual. The theoretical perspectives are primarily found in Foucault and the idea of governmentality and regimes of practices, combined with a micro perspective on the construction of the self in everyday practices (J.Gubrium, Goffmann).

SOCIAL RELATIONS AND PEDAGOGICAL PRACTICES IN THE MEDICAL PROFESSION

Bach, Bettina
The Danish University of Education, Denmark

The sociology and anthropology of medicine has for many years been engaged in studies of medical training in clinical practices. The studies have most often been preoccupied with either questions concerning work relations and occupational identities or the relation between users of the healthcare system and the professional healthcare providers. What is absent in most of these studies is detailed analysis of the pedagogical practices doctors produce and reproduce in interactions and how these practices can be explained in relation to the structuring cultural structures that the pedagogical devises are a part of. Even though several studies suggest
that cultural differences between the specialties exert significant influence on how doctors relate to and position patients, no systematic comparative observational studies have been carried out to identify how and why. In this paper analysis derived from a fieldwork study of the discourses and pedagogical practices (re)produced by nephrological and orthopaedic Specialist Registrars (SPr) and consultants in everyday clinical practices will be presented. Comparative analysis of the pedagogical devices (re)produced in the doctor – patient and doctor – doctor interactions at two nephrological departments and two departments of orthopaedic surgery at Danish teaching hospitals are conducted. Also, the findings are related to supporting structuring knowledge areas such as the division of labour at the departments, the doctors’ orientations towards academic practices, civilian status and social origin.

BOURDIEU, CRITIC OF FOUCAULT

Callewaert, Staf
University of Copenhagen, Denmark

Bourdieu and Foucault were colleagues at the Collège de France and personal Friends. They are habitually presented as pertaining to the same cluster of sociologists related to the so-called French historical epistemology, structuralism and post-modernism. In this presentation I will reconstruct an overview of different texts where Bourdieu articulates his critique of Foucault. In a relational perspective they were opposed to each other in the field. But more explicitly Bourdieu, as a person, an intellectual and as a sociologist, fought on areas opposed to what Foucault, and even more a certain reception of him, stood for. The position of Bourdieu were situated in empirical sociology and oriented towards actual practice whereas Foucault basically, as a philosopher, a specialist of the history of sciences and knowledge, questioned the very possibility of social science. And in the same movement he didn’t pay the prize of learning the craft, and also de didn’t turn the same critique against philosophy. Already when Foucault lived Bourdieu, as an upstart and a non-inheritor was critical and irritated when confronted to the inheritor’s philosophers’ universal competence. Bourdieu supported anti-globalization movements – whereas some vulgarized reception of Foucault has been used as a weapon in opposite political movements.

AN EPISTEMOLOGICAL BREAK WITH COMPLIANCE

Felde, Lina
DPU Sociology, Denmark

In a medical context patient compliance refers to the extent to which a person’s behaviour coincides with medical advice. Compliance may be described as an ideology closely tied to the dominance of medicine and physical control, a system of shared beliefs that legitimate particular values at the same time that they claim to be based in empirical truths. The ideology portrays non-compliance as deviant behaviour and ensures that the blame for it is directed towards patients. The patients are disciplined by given the “right” information. The knowledge production of compliance has mirrored doctors’ positions and perceptions. Implicitly, the dialogue between doctors and patients becomes epistemologically closed. During the patient-doctor encounter, the doctor’s rationality meets the patient’s rationality. The consultation is an intermezzo in patients’ daily life: Patients’ accounts are grounded in contextual mechanisms in a dynamic everyday life and biography. The aim in our ongoing study is to describe how patients construct and conceptualize an “invisible” illness (elevated cholesterol)
and coping strategies (e.g. treatment decisions), as a complex process. An epistemological break with the taken for granted perceptions among practitioners has been necessary. Theoretically and descriptively we break with the static and normative concept compliance.

TYPES OF KNOWLEDGE – POLITICS OF KNOWLEDGE

Hjort, Katrin
DPU Sociology, Denmark

The upper secondary school in Denmark is undergoing a great reform as a part of the general modernisation or transformation process of the Scandinavian Welfare States. The reform represents important new challenges to the teachers, including demands to produce new types of knowledge in order to document their activities and the outcome of their work. Teaching has to be more transparent and open to external evaluations and accountancy. This paper takes its point of departure in a present research project financed by the Danish States Research Council and explores – inspired by Michel Foucault’s concept of Power/Knowledge – the relations between the more traditional professional knowledge of the teachers and the new types of knowledge about teaching required at the moment. The paper analyse the competition between the different types of knowledge as representing power relations or power struggles between different politics of knowledge and discuss the possibility of developing knowledge able to support the teachers professional practice.

STUDYING AN EDUCATIONAL REFORM WITHIN A MEDICAL FIELD

Larsen, Kristian
DPU Sociology, Denmark
Bayer, Martin
DPU Curriculum, Denmark

The National Board of Health has initiated an educational reform among medical specialists, inspired by experiences in Australia, UK and US. This involves changing the workplace learning to a more school-inspired education (more explicit teaching and evaluation) and also it seeks to implement new competencies like “health advocate” and “communicator”. This reform has been empirically studied before/after implementation, by observations, interviews and questionnaires. Theoretically the study took some inspiration by the sociology of P. Bourdieu, especially the theory of practice and concept of field. The reform has only to a slight degree, (change of 2 - 4% on chosen indicators) been implemented in terms of actual change of educational practice. The agent is basically positioned as a ‘worker’ rather than a ‘learner’ in the big hospitals in Denmark. This construction is incorporated in both the agents, the organisation, the profession and in society including in patients. Doctors have to a larger degree (13-17%) changed their perception of the new competencies; they are again focussed on the “medical expert”. Do the profession protect itself! This tendency and data from the study will be presented and discussed in the presentation.

EPISTEMOLOGICAL PERSPECTIVES ON DIFFERENT ORGANIZATIONAL CONCEPTS OF CARE

Larsen, Niels Sandholm
The focus of the presentation is differences and similarities in the production of knowledge among nurses, exemplified by the social construction of patients and the construction of the professional selves within two different organizational concepts of care in Denmark. The approach is field studies conducted in a health care centre and in a surgical ward. The care preformed in the health care centre is characterized as long term rehabilitation. The care preformed in the hospital ward can be described as related to short term, intensive surgical treatment. The field study is a part of a PhD study dealing with the main questions: “What forms of knowledge are produced and demanded within new organizational forms of care, and what are the implications for the professionalization of Nursing?” The focus of study is to identify processes of the production of meaning in relation to clinical practice, i.e. to identify how nurses articulate their profession, how they think and act, in relation to clinical practices within different organisational frameworks. The theoretical approach is based on writings of Berger and Luckmann, Michel Foucault and Nicolas Rose.
European universities have encountered tremendous changes in their operational conditions during last 15 to 20 years. Globalization, decreasing public funding and massification among others have set pressures for universities and their role in the society. Globalization, the end of the age of the Keynesian welfare state and the emergence of knowledge-driven economies have shaped the relationship between the nation state and the university. In current European discourse universities are strongly seen to be the most important factors in innovation systems and engines for economic growth and competitiveness of nation states in knowledge society. Despite that, the public funding of universities has decreased. Universities have created new funding sources meaning that they are adapting to market-type modes of action and academic capitalism. Expansion and massification of higher education together with integrating Europe and competition for power between Europe, USA and Asia have created ground for new educational markets. The symposium will discuss these trends partly at the basis of results gained at the EU-funded EUEREK project (European universities for Entrepreneurship – their Role in the Europe of Knowledge). The project has examined changes in 27 European universities in seven countries (UK, Sweden, Finland, Spain, Poland, Russia and Moldova) in the context of “European knowledge society”.

TRENDS IN PRIVATISATION OF HIGHER EDUCATION SUPPLY: THE EU – THE REST OF THE WORLD AXIS
Kitaev, Igor
IIIEP/UNESCO, France

Together with globalisation and internationalisation of higher education supply, privatisation became a worldwide trend driven by ever increasing competition between universities for domestic and more and more foreign students and related funding. Privatisation may take different forms, not necessarily limited to private or independent institutions. While universities may have State or mixed ownership, they at the same time can be managed by an independent board, get funding from non-government sources, have autonomous business incubators, private research pools of consultants, or directly privatise certain services, such as catering,
maintenance, transportation, hostels and many more. These trends were typical for American and British universities in the 1990s when they needed more flexibility and decentralisation in management and wished to avoid the risks of becoming “behemoths” at the times of expanding and multiplying their activities (also via foreign campuses). The higher education market emerged and is seen these days as a reality, and higher education services are discussed at the GATS like any other trade or commerce. More recently universities in Australia, Hong Kong and South Africa entered this competition willing to be regional hubs. Universities in Continental Europe were traditionally State-dominated (such as Finland or Spain) and lacked the spirit of entrepreneurship for change. University-industry links and the Pan-European trends via the Lisbon and Bologna processes are starting to influence their managerial behaviour and lead to more dynamism and innovations, as well as involvement of the private sector. The classical Humboldian model is being re-assessed while the “third mission” is getting more prominent. The “shock therapy” in Eastern Europe and the former Soviet Union made their higher education systems vulnerable but large State universities still keep leading positions in these countries.

FINNISH PERSPECTIVES TO KNOWLEDGE-BASED SOCIETY

Välimaa, Jussi
University of Jyväskylä, Finland

The political objective to create a (Finnish version of) Knowledge Society was initiated at the beginning of the 1990s. It promoted a political program which aims to tie universities into the national innovation system. Fuelled by neo-liberal reasoning this policy objective has supported the development of a variety of steering instruments aiming to make the national higher education system, higher education institutions and individual academics as efficient and productive as possible –measured by economic terms. It may be argued that this provides rather limited vision to the nature of academic work and the processes of learning and research taking place in higher education institutions. In this presentation I will take a critical look at the current developments by asking: what are the basic objectives of academic work? How are the economic incentives changing the dynamics of Finnish higher education?

FINANCIAL CHANGES IN EUROPEAN UNIVERSITIES

Williams, Gareth
Institute of Education, University of London, United Kingdom

Entrepreneurialism is about innovation and risk taking in the anticipation of benefits. Finance is a key indicator and a driver of entrepreneurial activity. Innovations need not be financial but it is rare for them to have no economic dimension. Current interest in European university entrepreneurialism is linked to a political belief that economic success depends on innovation. It is also driven by governments wanting expansion at lower costs and adopting market mechanisms to finance universities. Any organisation with a guaranteed income has little motivation to undertake risky innovations. Also, if a university is unable to retain extra income, there is little incentive to make extra money. Financial stringency and financial flexibility have been the main drivers of entrepreneurial activity in the EUEREK case study institutions. However, many innovations require some initial investment and financial risks that institutions severely short of money cannot afford to take. In the more entrepreneurial universities, departments and faculties are treated as independent franchised businesses. A
university has legal obligations, which all employees must respect, and it has rules and conventions to ensure the distinctiveness and quality of its own ‘brand’. Beyond this, deans and heads of departments have considerable autonomy in managing their budgets, allocated according to the amount of teaching and research they undertake, and have the authority to keep any additional income they can make. Innovative departmental and faculty leaders have considerable opportunities for entrepreneurial behaviour.
Symposium 5: Designs for Learning, DidaktikDesign at LHS

Coordinator and chair:
Staffan Selander
LHS, Sweden

“Designs for learning” is a concept developed in the crossroad between theories of learning and theories of play. It focuses on the role of media and modes in meaningmaking in formal or semi-formal institutions. Design is a way to configure communicative resources and social interaction. Central aspects are media and modes (letters, gestures etc.). Central aspects of design are transparency, autonomy, playability and personal connectedness.

“Digital teaching materials and learning design sequences in the Swedish school – user perspective” focuses on learning design sequences. The study is based on video recordings, interviews and pupils’ representations.

“Pupils Multimodal Design and Moving Image Production” explores how students engage with visual representations as a signifying practice - particularly how ideas and narratives are constructed and communicated. The project wants to draw attention to the shifts in authority in communication in education.

“The museum, the exhibition and the visitors. Meaningmaking in a new arena for learning and communication” aims at investigating central aspects of the contemporary role of museums. It does so by focusing on their identity and epistemological orientation, their means of communication and the response by the public.

SCAFFOLDING AS NEGOTIATION OF MEANING USING DIGITAL EDUCATIONAL MATERIAL IN SCHOOL

Edman Stålbrandt, Eva
The Stockholm Institute of Education, Sweden

The aim of this paper is to develop knowledge about scaffolding as meaning for learning when pupils in compulsory and upper secondary school use digital educational material. The three main research questions are: What kind of help do pupils need when they use digital educational material? Do pupils refer teachers’ scaffolds to support and help? What kinds of scaffolding occur when pupils use digital educational material and where in a learning design sequence do they occur? The theoretical framework is based on socio-cultural perspective. The method refers to qualitative method. Different methods are used for data collection – as field observation, video recordings, informal and formal interviews with both students and teachers. Methods of analysis are oriented towards artefacts, interaction and narratives. The material consists of four learning design sequences in three different schools in Stockholm. The results indicate that pupils need help both with the digital artefact and to understand, select and process information on Internet. Pupils often refer teachers’ scaffolds to support and help but not always. Scaffolding occurs in all parts of a learning design sequence but is most common in the part where pupils process information.

INTERACTION VIA DIGITAL LEARNING RESOURCES IN LEARNING DESIGN SEQUENCES

Engström, Susanne
The Stockholm Institute of Education, Sweden

The aims of this paper are to present how digital learning resources can be used in Social Science, as well as to understand the specific characteristics of subject related learning and interaction when pupils are using digital artefacts. The aim is to show this according to an LDS - Learning Design Sequence – an analytic model designed to visualize learning processes. The material is collected in four different LDS of Social Science with pupils aged six to eleven. Since the study has a multimodal approach it is based on video recordings, interviews and pupils’ representations. Interaction seems scattered and fragmental if neither modes nor the artefact is taken into account; therefore material is transcribed and analyzed multimodally. Among other things the result shows that the most common activities with digital artefacts in Social Science is to search for, document, process and present information. Pupils’ interaction is multimodal and the digital artefact is regarded a participant in the subject related interaction. Pupils think, speak, act, learn and produce according to the affordances made by the digital artefact. This often leads to peripheral or accidental learning with both positive and negative outcomes.

PUPILS MAKE DIGITAL ARTEFACT – AN EMPIRICAL STUDY OF INTERACTION AND USE OF ARTEFACT

Svärdemo Åberg, Eva
The Stockholm Institute of Education, Sweden

This paper considers how computerized work is organized in a class for younger pupils in a compulsory school and how patterns of interaction and use of artefacts influence the pupils’ writings at computers within a Learning Design Sequence, LDS. Data come from a case study, which is a part of a wider research project, “Digital media and learning design sequence in Swedish schools – user perspective”. The case study is in the research field of ICT and the theoretical framework is based on socio-semiotic and socio-cultural perspectives. The methodological approach is user-oriented and the methods I employ refer to field observation and observation of video recordings. Learning Design Sequence is an analytical model, which is constructed by the research project and the data in the case study derives from the phase of “searching – designing” within LDS. The result shows that processes of organization, patterns of interaction and affordances of the artefacts provide essential semiotic resources that mediate and constrain the pupils’ writing at the computers.
Symposium 6: Education and Individualising Technologies

Coordinator and chair:
Andreas Fejes
Linköping University, Sweden

Discussants:
Session 1:
Kenneth Petersson
Linköping University, Sweden
Session 2:
Andreas Fejes
Linköping University, Sweden

Education and Individualising Technologies

In later years the theoretical bodies of Michel Foucault and Gilles Deleuze have become sources of great inspiration for an increasing number of researchers within the field of education as well as within political areas not traditionally considered educational, for instance Public Health and Criminal Justice. Among the variety of fruitful concepts that have been developed within foucaultian and deleuzian research traditions one could mention: governmentality, pastoral technologies, technologies of the self, societies of control, post-signifying regimes, bodies without organs and war machines. These traditions have lent themselves well to explore processes of increasing individualisation and responsibilization within various political fields, for example education and its institutions. On the one hand professionals in Education as well as Public Health and Criminal Justice must increasingly commit themselves to individualising technologies whereby one learns to lead and manage oneself in accordance with the vision of one’s organisation. Technologies like CVs, (self-)evaluations, appraisal interviews, and so forth suggest that the professional must shape his professional self as a self within the image of a life-long and life-encompassing learning project. Within the field of Education, working as a professional is increasingly orchestrated through the language of commitment, love and enthusiasm. On the other hand students/pupils have experienced a similar tendency of being increasingly subjected to individualising technologies that seek to bridge the gap between what is to be learnt and what motivates and interest the student. An increasing number of subjectivating technologies are thus proliferating that are designed to intensify the interplay between school knowledge and the learners personality: project work, portfolio, log books, and social contracts can serve as just a few examples the diverse strategic uses of these modern technologies of the self in education. The operation of technologies in other political fields, such as Criminal Justice and Public Health, follows a similar course. This is a follow up symposium from the NERA conference 2006 and it intends to explore how such technologies that are designed to mould the self and ‘help’ the self to remould him-/herself have gained such momentum in education, among teachers as well as among students and others. This can be done from a variety of perspectives, epistemological, historical, sociological, practice-oriented and so forth.

LIFE EXTENSION A RESULT OF LIFE LONG LEARNING?
Andersson, Janicke  
Linköpings universitet, Sweden

We are approaching or constantly creating new ways of looking at and discipline the ageing process. In a sense the Life-Span embodies the boundaries of human existence, but furthermore, it symbolizes a discursive system with distinctive symbols and meaning, that regulates and re-construct a cultural context. The ageing process and the way to a longer life has become a field for educational strategies involving self technologies and empowerment. Handbooks are produced in order to educate citizens in how to achieve a successful ageing. In my thesis I focus on the relationship between knowledge and power in the distribution of prolongevity and body-technologies, and as a referential frame in the definition of normality and deviance. The study includes advisory literature from the 18th century till present times either written in, or translated to Swedish. My theoretical frame includes influences from the discursive theories developed by Michel Foucault and the concepts: technologies of the Self and history of the present. Mitchell Dean and the concept of governmentality and historical sociology. For the analysis of the relationship between body, subject and state I am influenced by Bryan Turner and the sociology of the body.

THE REFLECTIVE CARE WORKER – TO GOVERN ONESELF AND OTHERS THROUGH REFLECTION  
Fejes, Andreas  
Linköping University, Sweden

The aim of this paper is to analyse the ways in which the reflective practitioner is constructed through validation/recognition of prior learning in the caring sector for elderly people. During the last decade validation has become a central policy concept in adult education in Sweden. Different projects have been conducted as a way to construct “better” methods of how to give credit to a person based on his/hers prior learning. During the last seven months I have studied a project in the caring sector for elderly people where the aim was to recognize care workers prior learning as a way for them to become assistant nurses. I have interviewed those in charge of six different homes for elderly people, five supervisors and ten participants. I’m analysing transcripts of these interviews based on Foucault’s concept of governmentality and technologies of the self. Preliminary results point at the construction of a reflective care worker/assistant nurse. As a care worker you are encouraged to reflect about the way you act in relation to the elderly people, but also how you act related to your colleagues. Thus, by reflecting upon her/himself one becomes a desirable care worker who governs him/herself.

“THE FLOOR IS NOT A TOY”. ON THE MATERIAL CULTURE OF INDIVIDUALIZING TECHNOLOGIES  
Fredriksson, Johannes  
Department of History, Uppsala University, Sweden

Since the early eighties the independent and responsible individual has been problematized in terms of ‘genealogy’, ‘history of the present’ and ‘governmentality’. A number of important studies have shed light upon how individuals have come to be governed less trough limitations on their freedom, and more through “technologies of the self” and “individualising technologies” that creates subjects who are capable of governing
themselves. My intention with this paper is to examine the material and spatial aspects of these individualising technologies; the "governmateriality" of individualizing technologies. This is to be done through a study of the material culture of the Swedish preschool in the first half of the twentieth century. Among other things this paper will pay attention to how the design of water closets, the glass windows of the doors and the construction of toys was intended to mould children that participated in their own subordination.

NEW REGIMES OF MANAGING SUBJECTIVITIES? (ON THE CURRENT TRANSFORMATION OF DANISH UNIVERSITY)

Krejsler, John  
Danish University of Education, Denmark  
Carney, Stephen  
Roskilde University, Denmark

Danish universities are currently engaged in negotiating a process of deep reform. A university law from 2003 attempts to change not only how institutions are led and managed, but relations between the institution, its members and the nation at large. Within an overall policy script aimed at creating fewer 'world class' institutions, universities are being remade to better serve business, technology and the needs of society in terms of appeals to 'relevance', 'value' and 'efficiency'. In order to explore and map the changing spaces for manoeuvring for thinking and acting the paper evokes the notion of dominant discourses in relation to higher education. Drawing on the work of Foucault (Foucault, 2002), Deleuze (Deleuze, 1995) and Hardt & Negri (Hardt & Negri, 2002), this approach allows us explore changing conditions for constructing legitimate subjectivities within universities in a period where knowledge economy and other dominant discourses represent a decentring of power that connect micro- and macro-politics in new configurations.

TÖNNIES AS AN EPISTEMIC FIGURE IN CONTEMPORARY GOVERNMENTALITIES

Olsson, Ulf  
Stockholm Institute of Education, Sweden  
Petersson, Kenneth  
University of Linköping, Sweden

This article gives perspectives of the present situation through a genealogical comparison of the ways Tönnies' conceptualization of Gemeinschaft and Gesellschaft have been used and reused in current governmental discourses in fields of public health, criminal justice and teacher education as well as in the philanthropic discourse in the first part of the 19th century. The philanthropy, Tönnies' sociological thoughts and the contemporary governmental diagram are all a manifestation of different ways of tighten the connections between people in the name of local community. The two first-mentioned projects are united through the emphasizing of the naturalness and the predestined act of providence as the principal point of the integration and the preservation of the social order into the future. The contemporary thought of governance is however expressed, not in terms of naturalness and the established order of things but in terms of variability, pluralism and multiplicity. However, there are similarities as well. In contemporary governmentalities the concepts of the
predestinated and the natural forms of community have been reinstalled but now as a cultured version in which we are governed to shape ourselves as active, co-creative and responsible subjects.
Symposium 7: Education in 'Multicultural' Societies – Some Swedish Perspectives

Coordinator and chair:
Marie Carlson
Göteborg University, Sweden

Discussants:
Elina Lahelma
University of Helsinki, Finland
Sirpa Lappalainen
University of Helsinki, Finland
Lars Anders Kulbrandstad
Høgskolen i Hedmark, Norway

Education in 'Multicultural' Societies - Some Swedish Perspectives In the symposium will be discussed some contributions from a book project on "Education in 'Multicultural' Societies - Turkish and Swedish Perspectives", (eds. Marie Carlson, Annika Rabo, Fatma Gök). Education in 'multicultural' societies face new challenges and possibilities. What is 'good' education in contemporary societies? What is the role of formal and informal education? How do we educate educators? How can education be equally distributed when we recognize social diversity? The aim of the book is to contribute to an analysis of such issues through Turkish and Swedish contributions, critically discussing both the ideology and praxis of education. In the symposium four contributions from a Swedish context will be discussed. "Crossing Boundaries? Complexities and Drawbacks to Gendered Success Stories" by Anne-Sofie Holm and Elisabet Öhrn, Borås University College, "Multilingual Education: A Swedish Perspective" by Inger Lindberg, Göteborg University, "Reflections on Pupils' Talk about Religion in Sweden" by Kerstin von Brömssen, Göteborg University and "Images and values in textbooks and in practice: Language Courses for Immigrants in Sweden" by Marie Carlson, Göteborg University. Discussants will be Elina Lahelma, University of Helsinki, Sirpa Lappalainen, University of Helsinki and Lars Anders Kulbrandstad, Høgskolen i Hedmark.

REFLECTIONS ON PUPIL’S TALK ABOUT RELIGION IN SWEDEN

von Brömssen, Kerstin
Göteborg University, Sweden

Sweden has since long time been mentioned as one of the world’s most secularised nations. This article describes and investigates the changing cultural and religious landscape in Sweden and the implications of these changes for religious education. What is the role of religious education and how is the curriculum transformed to adapt to religious diversity? Also pupil's talk about religion in a multiethic school is analyzed within a framework inspired by postcolonial theory.
IMAGES AND VALUES IN TEXTBOOK AND PRACTICE. LANGUAGE COURSES FOR IMMIGRANTS IN SWEDEN

Carlson, Marie
Göteborg University, Sweden

This contribution deals with conceptions of gender, ethnicity and views of knowledge in textbooks and practice/interaction within Swedish Language Courses for Immigrants (SFI) – adult education. 12 Turkish course participants and some educators have been interviewed. The empirical data also consist of field notes and analysis of some widespread textbooks and diverse documents about and for the school. The analysis shows how textbooks, other materials and the teaching are positioned in a grid of discursive practices. They altogether express and interact with dominating values, norms and ways of thinking during different periods in Swedish society. For example the values and images conveyed to the SFI-participants during some periods, almost in a spirit of upbringing, deal with becoming good workers, clients and students – and not least, good “democratic” citizens in a “Swedish” sense. A norm of “Swedish” gender equality is also evoked in the SFI-education, which both teachers and course participants reflect and act upon. In narrating the SFI-studies, the Turkish women, relate their experiences to both “Turkish” and “Swedish” discourses about family and identity. Ideas are constructed of both “the Swedish” and “the others” in mutual encounters – among both course participants and educators.

CROSSING BOUNDARIES? COMPLEXITIES AND DRAWBACKS TO GENDERED SUCCESS STORIES

Holm, Ann-Sofie
Borås University College, Sweden
Öhrn, Elisabet
Borås University College, Sweden

This article focuses on two groups of adolescents who would seem to do gender in quite successful ways in school. Especially, the complexities and implications of the kind of ‘success stories’ told by pupils from these groups will be explored. One of the groups to be discussed is made up by popular and apparently ‘strong’ girls, whose position seems related to their skills in traditional male sports. What might seem as challenging traditional gender stereotypes however, goes along with a celebration of male activities and relations that might strengthen a (traditional) gender order. The other group consists of some ‘immigrant’ boys who emphasise their recent development into pro-school pupil identities. While calling attention to their said process of maturity and sense of responsibility, they also voice an understanding of values of schooling and seem to distance themselves from previous understandings of power relations as embedded in school practices. In this sense they appear to retreat somewhat from their earlier analysis of ethnicity as central to their social position. The article reports from the ongoing Swedish project “Young people’s perspectives on their schooling. Emergent femininities and masculinities”.

MULTILINGUAL EDUCATION – A SWEDISH PERSPECTIVE

Lindberg, Inger
In this article I will focus on language policy issues related to education in multilingual Sweden. The linguistic ecology of today’s Sweden is characterised by the interaction of Swedish the majority language, English the global lingua franca, five officially recognised indigenous minority languages and more than 200 ‘immigrated’ minority languages with no legal status. The prevalent use of English in higher education and in many other domains and an increasing number of speakers of Swedish as a second language have called for a more overt language policy to guide future decisions related to language policy. Apart form regulating the roles of Swedish and English in public domains and ensuring a high proficiency of Swedish among the population; such policy should aim at promoting a balanced multilingualism in Sweden vis-à-vis the minority languages in Sweden. Still, however, a true vision for a multilingual and multicultural education for all students is lacking. When it comes to serving the needs of minority language students, a number of prevailing myths about the education of language minorities contribute to the maintenance of the linguistic hegemony of the majority in Sweden as well as in many other multilingual countries in the world.
Symposium 8: Empowerment in Action Research?

Coordinator and chair:

Eli Furu
University of Tromsø, Norway

Discussant:

Ann-Christine Wennergren
Luleå University, Sweden

Empowerment in Action research? This symposium is arranged by a Nordic collaborative network of researchers from Tromsø, Gothenborg, Stockholm and Vasa with a common interest in action research. During a period of three years we have met on various arenas for presenting and discussing research projects and more general topics related to action research, especially in, and together with schools, teachers and school leaders. Being in its nature a collaborative and transformative enterprise, action research implies that issues of power, trust and micropolitics are more crucial, compared to other research strategies. The papers presented at this symposium will highlight these challenges and dilemmas and how they can be handled from different angles and settings.

ACTION RESEARCH AND THE MICROPOLITICS OF SCHOOLS

Eilertsen, Tor Vidar
University of Tromsø, Norway
Salo, Petri
Åbo Akademi, Finland
Gustafson, Niklas
Malmö Högskola, Sweden

Action research will inevitably and in various ways influence the relations between individuals, groups and constellations within the participating organisations, in our case schools. Established and latent “order of things”, the organisational culture will in different ways be disturbed and brought out into the open, including distributions of power and influence. Further, when entering a social establishment an action researcher inevitably becomes involved in and affected by the power relationships between persons interacting in the context in question. Therefore action research should also be understood as a micropolitical activity, as different ways of achieving and using power in order to affect the ways certain things are understood and governed. The role of the action researcher is much more challenging compared with more detached research designs and -roles. This paper will exemplify and discuss these challenges and the dilemmas that are inherent in them.

SEARCHING FOR MEANING – AN APPROACH TO SCHOOL DEVELOPMENT

Madsen, Janne
University of Tromsø, Norway
Knudsen, Liv C.
University of Tromsø, Norway
Furu, Eli
University of Tromsø, Norway

This paper focuses on the concept of meaning. We investigate the content of the concept from both teachers' and researchers' point of view. We are involved in an action research and action learning project embracing 10 schools in Northern Norway. The teachers in the project want to develop their teaching and the pupils' processes of learning through establishing situations with higher degree of meaning for all the participants. Therefore it is important to embrace the full concept of meaning in order to teach in accordance with this understanding. In this paper we put forward and discuss three different ways of understanding the concept of meaning and their consequences for planning, performing and evaluating the teaching from the teachers' point of view. Systematic performance in turning understanding and reflecting into immediate action is the basic element of this part of the project. How does consciousness of the concept of meaning influence the teachers’ actions? What is characterizing school development that empowers the participants?

EXAMINATIONS – A TOOL FOR EMPOWERMENT?

Mattsson, Matts
Institute of Education, Stockholm, Sweden
Hesslefors–Arktoft, Elisabeth
University of Göteborg, Sweden
Lindskog, Annika
University of Göteborg, Sweden
Stenberg, Kerstin
Institute of Education, Sweden

The aim of this paper is to explore the relationship between academic knowledge and practice knowledge in teacher education. Examination papers produced by students will be used as a tool for communication between researchers, teacher trainers, students and practitioners. Action research will help us to identify the ways actors involved tend to value examination reports and practice knowledge. Do the participants use similar criteria or not? Which actors have a major impact on the educational process? Could this phenomenon be conceived in terms of empowerment? Who will be empowered?

CHALLENGING TEACHERS UNDERSTANDING BY FACILITATING IN ACTION RESEARCH PROJECTS

Rönnerman, Karin
Göteborg University, Sweden
Olin, Anette
Göteborg University, Sweden
Lund, Torbjørn
University of Tromsø, Norway
A central element in action research project is teacher’s own learning. In this paper we will present three different cases, which are based on constructing arenas and spaces for communication. To alternate between closeness and distance seems to be necessary for learning in these arenas in which facilitating is the main tool. Facilitation in these cases differs with a main purpose of challenging and supporting teachers learning. Theoretical perspectives and practical knowledge is fundamental for knowledge building. Questions we will discuss are: Can specific features/elements be discerned in facilitation? Are there differences in the facilitation in action research projects compared to other research projects? Can trust be developed by using different communicative structures rather than taken for granted. In our analysis we will use model creation and critical analytic/critical friend as extreme points in understanding power relation in facilitation.
Symposium 9: Global pressures – local policies. Evaluation of politics and policies of evaluation at local level of schooling in Nordic countries

Coordinators and chairs:
Erkki Olkinuora
University of Turku, Finland
Hannu Simola
University of Helsinki, Finland

Discussants:
Session 1:
Ritva Jakku–Sihvonen
National Board of Education, Finland
Session 2:
Lars Monsen
Lillehammer University College, Norway

It appears to be generally accepted that metaphors such as the quality revolution, the evaluation industry and the audit explosion are powerful descriptions of the role of quality assessment and evaluation in late modern societies. It is possible to say that evaluation has, to a great extent veered into a management supporting system and an integral part of routinised regimes of organisational guidance and control. All this is true at the local level of schooling, too. There are various questions all actors are facing there: How are the local decision makers and actors of the grass-root level meeting the transnational and financial pressures? What kind of policy dilemmas have arisen from these cross-pressures? What kind of evaluation policy at the municipal level is applied, if any? How is knowledge and feed-back based on evaluation of schooling and schools utilized? What kind of evaluation is experienced as most useful at the local level of school administration and/or at the level of schools? Are the interests of administration and schools experienced as antagonistic? Is there accumulated evidence about increased differences between schools? Do actors at different levels of the school system or administration feel that the intensification of school differences is a consequence of neoliberalistic economic and educational policy and governance? How much is there still left national or common Nordic policy in education and evaluation emphasizing equality objectives?

NEW PARADIGMS FOR THE UNDERSTANDING OF EVALUATIVE KNOWLEDGE?

Dahler–Larsen, Peter
University of Southern Denmark, Denmark

Current trends in the sociology of knowledge suggests that conventional assumptions about rationality, instrumentality and linearity in the use of evaluative knowledge in policy-making and in the public use of
information should be fundamentally revised. If yes, this has serious implications for discussions of how and when to publish evaluative data on schools and “school performance.” More specifically, my contribution will touch upon the following questions: What degree of "consensus" and control is there in institutions and agencies producing evaluative data about schools? What are some of the "constitutive effects" of school performance data? On top of public availability of data, what difference does the framing of data make? How stable/unstable are the images of schools produced by publicly available data? In the final section of the paper, a few normative implications are drawn concerning the publication of evaluative school data.

ON PUBLISHING POLICY OF SPI’S FROM POINT OF VIEW OF RESEARCH AND DEVELOPMENT

Hautamäki, Jarkko
University of Helsinki, Finland

The SPI issue is analyzed, using reason and evidence. One of the viewpoints is a fully informed society, where rational decisions are being made. In this world, it would not harm schools to have information about the level of performance in relation to different effective (psychological, social psychological and sociological) factors, with added value and also without added value analyses. In the other world, there still remains the question of the role of these same factors in schooling and educational achievement. The empirical evidence of several large scale assessments and the stories around them are presented, in order to provide an argument for possible ways of getting information for theoretical discourses on education and for supporting schools in their daily work.

MAPPING THE STRATEGIC LEADERSHIP PRACTICES AND DILEMMAS OF A MUNICIPAL EDUCATIONAL ORGANIZATION

Kangaslahti, Jukka
University of Turku, Finland

The intention of this presentation is to highlight, from the educational administration's point of view, the importance of identifying the essential strategic perspectives which should subsequently be integrated, in order to focus on the learning and teaching taking place in public schools. Therefore, a synthesis approach is introduced as a way of developing theory toward the reconciliation of dilemmas specific to educational institutions. The session concludes that successful strategic leadership involves identifying dilemmas now and in the future and tackling these with the help of a never-ending process of dilemma reconciliation. The approach is based on the experiences of strategic developmental processes of municipal educational institution of Turku. During the study the basis for a common strategic language was built using action research methods. Head teachers and other personnel were involved in the execution of strategy and the move towards a learning organisation. The execution of strategic leadership is the core duty of any municipal educational institution. The realisation of critically important objectives, as stated in the strategic plan, depends upon this process. Today, effectiveness and efficiency have become key drivers even in educational circles and much attention is given to the assessment of a return on investments, and to measurement generally. Due to this trend, as well as the constant flux evident in the society, strategic leadership is more critical than ever.
MACRO AND MICRO POLITICS OF EDUCATION
Lundgren, Ulf P.
Uppsala University, Sweden

The paper will deal with the relationship between central and decentralised governing of education. What political instruments can be used in a centralised educational system and what instruments can be used in decentralised educational system. What is the role of national policies in decentralisation. The medial society as a part of the global society and its contextual impact on political governing.

LOOKING AT LOCAL SCHOOLS AND DIFFERENCES BETWEEN THEM FROM DIFFERENT PERSPECTIVES
Olkinuora, Erkki
University of Turku, Finland
Seppänen, Piia
University of Turku, Finland

When we are making surveys on local school nets we find that they are differentiated. Thus there are certain differences between schools depending on which aspects and features of schools we have measured. These differences can be analysed from diverse points of view of different interest groups. Parents’ are interested in schools because they have the possibility to apply to an other school than the nearest school allocated for their child. Parents’ motives for selecting schools for their child seem to vary and to correlate to the socio-economic background of the family. Due to that families selection preferences produce social segregation of schools. This effect is stronger the higher one is proceeding at the stage of the school system; from primary to upper secondary level. Schools try to develop strategic means to make themselves more attractive to ‘their clients’, the families living in the certain area or for recruiting ‘suitable’ pupils from larger region. Local school administration and decision makers want to get detailed evaluative information about schools for educational policy and allocating resources. Based on many large local surveys carried out at Turku we have rich empirical data concerning both comprehensive schools and high schools. We will analyse these studies from the perspectives of schools’ self assessment, families’ school selection practises and educational policies of local administration.

A CODE OF ETHICS FOR PUBLISHING SCHOOL PERFORMANCE INDICATORS – FIGHTING AGAINST THE UNINTENDED EFFECTS OF EVALUATION
Simola, Hannu
University of Helsinki, Finland

The introductory paper of the symposium will outline the problematics of the field. It has become clear that publishing school performance indicators (SPIs) of individual schools may have various and serious problems and unintended effects. The ethical problems of SPI publishing might be divided, first, to the technical-analytic troubles and, second, to the political effects. Some scholars – Goldstein in Britain, Visscher in Holland and Rowe
in Australia, for example - have tried to develop a "code of ethics for performance indicators". The paper will review these pursuits and discuss their relevance and implications.
Symposium 10: Learning Democracy

Coordinator and chair:
Carl Anders Säfström
Mälardalens högskola, Sweden

The primary objective of the session is to contribute to the discussion of the role of democracy in schooling, based on an ongoing Swedish research project, entitled Learning Democracy. In particular, we focus on how students learn democracy, both through their formal encounters with curriculum and schooling, and also through their informal encounters in leisure activities outside of school. What we emphasize here is how students form understandings of democracy largely through non-rational processes. That is to say, students’ learning is shaped by the affective ties they develop within social relations. This, we believe, carries enormous importance for how we think of democratic curriculum and how we think of educating for democratic citizens more broadly. Thus the specific objectives of the session are: a) to generate knowledge about youth environments in terms of factors that both promote and prevent the development of a democratic attitude b) to examine theoretically and critically the view of democracy operative in Swedish schools. For instance, a key question we address is who is excluded by the schools’ definitions of democracy and their underlying assumptions about human nature. c) to highlight the non-rational basis of learning democracy and its implications for democratic education.

IMAGES OF PROPER RESPONSES TOWARDS OTHERS AS A WAY OF APPROACHING THE SPIRIT OF DEMOCRACY

Edling, Silvia
Department of Teacher Education, Sweden

Teaching young people to be responsible for others is highly emphasised in Sweden and many western countries and is a crucial component in establishing a democratic mentality in society. Responsibility in this case is understood as responding properly to other people, but how are these proper responses to be understood? The intention with this paper is partly to present the theoretical lenses through which the qualitative investigation is conducted and partly to give examples of different images of proper responses towards others – here focusing upon the thoughts and stories of young people.

ALIENATION, YOUTH ACTIVIST AND THE STATE

Ekerwald, Hedvig
Uppsala University, Department of Sociology, Sweden

The alienation of leftist activists is an important theme when considering the issues surrounding the education for democracy in schools. Hedvig Ekerwald’s empirical inquiry into non-parliamentary activists reveals their deep alienation from ordinary democracy education in schools. Her analysis of squatters for this project, which involves a group of middle-class youth from the university city of Linköping, can be taken as a basis for a whole
range of reforms. Of central importance to school reform is the relationship that exists outside of schools between youth activists and the police. Also, her analysis reveals how the media reports on non-parliamentary political events has a direct effect on the degree of alienation experienced by these youth, a fact which needs to be brought more directly into the classroom. An interest among teachers for what activists see as burning social issues would also make a difference in this regard. From the organisational perspective, Ekerwald stresses the need for more non-teacher personnel at schools, school nurses and recreation instructors.

WHAT ABOUT DEVELOPING THE PUPILS’ SENSE OF SOLIDARITY? YOUTHS ABOUT THE BOUNDARIES OF SOLIDARITY WITHIN DIFFERENT TEACHING CONTEXTS

Grannäs, Jan
University of Gävle, Department of Education and Psychology, Sweden

With respect to the relation between group ties and democracy, Jan Grannäs writes about how different types of pedagogies and teaching contexts lead to different expressions of solidarity between students. In one public school with a music profile, the middle-class students experience a strong group connection (‘tightness’ is the word frequently used by the students), which fuels robust interpersonal relations and a strong degree of openness between the individuals in the group; however, this loyalty to group members does not lead to solidarity across group boundaries. Solidarity as expressed in the Swedish curriculum is a much broader social, democratic attitude. Grannäs also shows that learning through group work and thematic studies does not seem to provide the conditions for solidarity either; instead, it fosters weak relations in the group since often one or two persons in the group take entire responsibility for getting the work done. In relation to goals of the national curriculum to foster solidarity, this is an interesting and troublesome result pointing at the need for making the normative dimensions of curriculum explicit in pedagogical practice as opposed to being merely a regulatory ideal.

BEYOND TOLERANCE: LIVING TOGETHER IN A PLURALISTIC SOCIETY

Langmann, Elisabet
Department of Education, Örebro University, Sweden

This paper explores how the discourse of tolerance expressed in Swedish evaluations of students’ civic competence, implies different forms or modalities of togetherness in a pluralistic, democratic society. The results present three ways in which living together in diversity can be understood within this discourse of tolerance: togetherness as shared space, in which the tolerant majority and the tolerated minority inhabit a shared space, yet they are not interacting in any significant way; togetherness as neighbours, in which the tolerant and the tolerated live side by side maintaining a good neighbourhood only through a minimum of interaction; and togetherness as charity, in which the tolerant – from his/her elevated position – invites the tolerated to be a part of the community of the majority group. In spite of their differences, I argue, all these forms of living together imply at best a minimum of interaction between the majority and the minority groups, which in turn shows a restricted view of students’ civic competence. If the values of solidarity and responsibility expressed in the national curriculum are to be taken seriously, then the discourse of tolerance analysed in this paper can be viewed as a problem in need of redress.
THERE IS NO SUCH THING AS A SWEDISH DEMOCRACY. YOUNG PEOPLE LEARNING TO BE OTHER

Säfström, Carl Anders
Mälardalens högskola, Sweden

This presentation focuses on how the distinction between the terms Swedish and immigrant is frequently used by the young people interviewed in such a way as to establish both the meaning and content of being Swedish. The distinction seems to work as a cultural praxis in which two moves are made: to exclude that which is alien to the original position from which the distinction is made (the ‘Swedish’ position), and to make this original position appear as ‘ontological’. One can understand this cultural praxis of establishing Swedishness through exclusion of the immigrant as a response to a weakened national identity in light of globalizing forces. The real problem though begins when the construction of ‘Swedishness’ as exclusion of immigrants is connected to the very understanding of democracy (for instance when youth say, “in our swedish democracy” or “we are a people with deep democratic traditions”). This leads to, in effect, a discriminatory (even racist) democracy. It is therefore important to understand democracy as something beyond national identity. Säfström argues for the need to respond to issues central to youth’s lived experiences of exclusion, and in so doing stresses the importance of democracy as a continuous, on-going process within education.
Learning to learn has been identified in many contexts as one of the basic skills for success in the knowledge society. With increasingly rapid changes in the work place, in part due to changing technology and as a result of changing societal needs in the context of globalization, it is reasonable to assume that citizens must learn to learn in order that they can maintain their full and continued participation in employment and civil society or risk social exclusion. In this context learning to learn is a quintessential tool for lifelong learning and thus education and training needs to provide the learning environment for the development of this competence for all citizens including persons with fewer opportunities (those with special needs, school dropouts and adult learners) and through different learning environments (formal, non-formal and informal). The symposium will discuss the concept learning to learn from different perspectives and explore different initiatives taken around this concept.

LEARNING TO LEARN IN A EUROPEAN CONTEXT

Fredriksson, Ulf  
CRELL, Italy  
Hoskins, Bryony  
CRELL, Italy

The paper for the first subtopic of the learning to learn symposium is an introduction to the theme “Learning to learn” and situating this within the European context. There is a growing interest for learning to learn at the European level. The initiatives from the European Union on this topic have been to define learning to learn and to establish how this competence can be measured. These developments should be seen in the context of the Lisbon process and the detailed work programme on the follow-up of the objectives of education and training systems. The concept “Learning to learn” has been discussed in several contexts and several definitions of the concept have been elaborated. At the same time work has been completed to elaborate an indicator on learning to learn. The intention of such indicator is to measure the extent to which students have developed an ability to learn to learn during their compulsory schooling. The work to construct such an indicator builds on research developed on learning to learn within many research projects at several universities. The paper will further explore and discuss these initiatives.

LEARNING TO LEARN – THE FINNISH FRAMEWORK

Hautamäki, Jarkko  
University of Helsinki, Finland

The University of Helsinki has organised a number of studies on learning to learn. A framework to define learning to learn has been developed and based on this framework a number of surveys have been organized in Finnish
schools using representative samples (around 5% samples). Students in grade 6 (the end of lower part of comprehensive) and 9 (the end of upper part of comprehensive school) and 17+ year olds in upper secondary, academic and vocational education have been tested in 1996, 1999 and 2000, and there are two longitudinal studies to provide data for predictive validity considerations. Data allow for analyses of the roles of schools and classes in supporting the growth of cognitive abilities and related attitudes and beliefs, and for using of advanced multi-level methods. Also the issues of the educational policy can be addressed using the notion of educational equity balance.

POWERPOINT OR THE FRENCH REVOLUTION? – A DILEMMA IN THE FUTURE SCHOOL AND TEACHER EDUCATION

Jedeskog, Gunilla
Linköping University, Sweden
Nissen, Jörgen
Linköping University, Sweden

The development of society and technology during the last twenty years have led to an increasing importance of issues related to teaching and learning. In relation to the notion of the information- or knowledge society the skill learning to learn, to search for, critical value, collect and present information have been stressed at an expense of subject content knowledge. The ability of handling information, skills and tacit knowledge, are put forward as more important than other forms of knowledge like facts and understanding. This paper deals with issues concerning the relationship between different forms of knowledge. The aim of the project, formulated rather wide, is to elaborate an understanding of the relation between "learning to learn" and subject content knowledge. As students in compulsory school are expected to get subject content knowledge as well as skills about learning to learn there is a need for getting deepen knowledge about reflections, understanding and experiences in handling this dilemma. The empirical study is based on group interviews with teachers, teacher students and teacher educators and analyses of local documents. The preliminary results indicate difficulties for all groups in formulating their understanding of “learning to learn”. The balance between “learning to learn” and subject content knowledge is stressed.

LEARNING TO LEARN, M-LEARNING AND THE USE OF ICT

Murchú, Daithí Ó
Hibernia College, Dublin

The term m-learning is applied to learning with many different technologies, and an equal variety of learning contexts. Different combinations work for different purposes, and people in different environments. The key to effective, authentic and meaningful mLearning is the theory and practice of Learning to Learn. Education as we know it, is increasingly becoming a resisting and numbing force to liberating both the collective potential, and the disruptive capabilities that new media technologies have, and are continuing to make available to us. Education, intended originally as top-down, lecturing-based approach to allow others to cope, and adjust to the needs and requirements of modern living, is positively failing its mandate. Knowledge sharing, cooperation, critical and inquisitive minds, innovation, diversity and more especially, learning to learn, are all vital skills that few academic
institutions cultivate, nurture and pass onto their students. As we insist on imposing a standardized curriculum on individuals having the most diverse intelligences, interests, passions, talents and backgrounds, we only breed homogeneous thinking, shallow research, little new exploration and a deep lack of skilled and sustained critical thinking talent. There are two familiar approaches to the issue of ICT and mobile mlearning. The first points out that since the dominant mode of access to the Internet will soon be through wireless devices, e-learning simply becomes m-learning, without any particular changes in content. The second approach stresses that m-learning will characteristically aim at specific kinds of knowledge, namely knowledge that is location-dependent and situation-dependent. The present symposium offers a different line of argument and focuses on ‘Learning to Learn’ and the meaningful use of ICTs in technology enhanced learning environments.
Symposium 12: Literacy within and for Professions

Coordinator:
Viveca Lindberg
Stockholm Institute of Education, Sweden

Chair and discussant:
Inger Eriksson
Institute of Education, Sweden

Literacy within and for professions During the 1990s, educational policy all over Europe emphasized the necessity of increasing the amount of people with higher education. In Sweden the goal was set for 50 percent of the population, and in Finland the goal was even higher – 60 percent. With these ambitions, the students must be recruited from new groups. When these new groups of students enter higher education, aspects of the students’ work with texts (academic reading and writing) previously either taken for granted or seen as a problem of the individual student, have become visible. Many studies have emphasized the individual’s cognitive learning difficulties related to reading and writing. The results from these studies explain these individual problems as either related to physical or cognitive handicaps or related to the individual’s learning style. However, research that takes the interactive and situated character of literacy competencies as its point of departure in order to identify the problems that emerge due to the situation are fewer. The pioneer work for such a perspective was done by researchers like Heath (1983), Scribner and Cole (1981/1999) and Street (1984/1995). These researchers contributed to showing that what and how people read vary between contexts, as do the purposes for reading and writing. This kind of research is related to sociolinguistic and sociocultural perspectives on learning. Later research has focused general aspects of literacy practices within school subjects (Gee, 2001) but also academic literacy (Lea & Street, 1998; Haggis, 2003). In these studies, the focus is on illuminating that there are differences or arguing for their consequences for teaching. Fewer have studied specific literacies in higher education. Examples of such studies have been made in economics (Richardson, 2004), economics and history (Blåsjö, 2004) or in relation to specific assignments ( Hagström, 2005). However, neither what and how teacher students are expected to write during their education nor what and how teachers are expected to read and write within their profession has been studied. Above all, few have studied the relation between literacy within education and that within professions (cf. Dias et al., 1999). This symposium is related to the preparation of a research project aiming at studying this relation. The various papers are related to pilot studies that aim at elaborating the issues for research and common areas of interest. Further, a research review related to identifying the literacy of importance within vocational education will be presented.

NON–ACADEMIC STUDENTS’ CONCEPTIONS OF READING AND WRITING WITHIN TEACHER EDUCATION

Asarnoj, Siv
Stockholm Institute of Education, Sweden
Berthén, Diana
Stockholm Institute of Education, Sweden

In this paper we discuss literacy-related problems that occur when teacher students from non-academic practices meet the academic practice. Stockholm Institute of Education has, since four years a support service for students who fail. The support focuses developing the students' literacy competencies within teacher education. Experiences from the work have raised questions about what ideas students have about academic reading and writing as well as about what strategies they use to manage academic studies. The aim of this paper is to illuminate literacy-related problems that occur when teacher students with non-academic background meet the academic demands. For this pilot study, two case studies have been used, based on the material related to students' assignments. In the first case, a student was interviewed during her last semester about the support offered in form of recurring, specially formed seminars. The second case is based on interviews with a group of students about their conceptions of what it means to write academically and what they see as problems. The tendencies that occur in the material will be used for problematizing teacher education and giving some suggestions for developmental work.

FACTORS WHICH HAVE AN IMPACT ON THE TEACHING–LEARNING SITUATION OF FRENCH IN THE CONTEXT OF A POLYTECHNIC

Back–Seemer, Susanna
Arcada – Nylands svenska yrkeshögskola, Finland

This study has a socio-cultural perspective on learning, and is an action research study with a qualitative approach. I report on a small-scale empirical and longitudinal investigation of the teaching and learning of French at the Arcada Polytechnic. The empirical material consists of questionnaires, open-ended and semi-structured interviews, students' logbooks, the teacher's diary notes based on observation in class. The study aims to investigate how the learner group and the classroom climate influence student motivation and to explore the learners' and the teacher's conceptions of how different factors have an impact on the learning situation. Some of the factors highlighted in this study are goal-setting, authenticity, student motivation and learner autonomy. In this study I also take into account the influences on the teaching-learning situation from the broader social context-from peers, parents, the institutional management and the society as a whole. The study also focuses on the importance of both the affective and the cognitive dimension in learning.

TEACHERS’ CONCEPTIONS OF THEIR ROLE IN RELATION TO STUDENTS’ ACADEMIC WRITING

Frisell, Helena
Stockholm Institute of Education, Sweden

The aim of this study is to describe teacher educators’ conceptions of on their professional role in relation to the academic writing demanded by beginner students. The inquiry I refer to was conducted at The School of Education in Stockholm late autumn 2006. It is a qualitative study; interviews with four teacher educators during the first semester in teacher education. The study is built on the following questions: How do the teacher trainers conceive of the reading and writing conducted by the students during the course? What is the aim of the reading and writing assignments given to the students during the course? What is their own role, i.e. the teacher role, in relation to these assignments and in relation to the literacy development of the students? The preliminary
results, which will be further analyzed, show considerable differences between the teacher educators’ conceptions of these issues. The study is a pilot study, part of a more encompassing study, which aims to illuminate various aspects of teacher education as a literacy practice.

WRITING IN TWO ENGINEERING ENVIRONMENTS – A CASE STUDY
Hemming, Erik
Åland Polytechnic, Finland

This paper is based on a pilot study of literacy in engineering environments. The issue is to explore what and how engineers write in two working contexts, and for what purposes. The two contexts chosen for the study are related to possible fields of work for students from Åland Polytechnic: small-scale entrepreneurs and ferries. Within each context, the engineer is shadowed during a working day and all the literacy events (Heath 1983, Barton, 1994, Karlsson, 2003) are recorded. The work has been inspired by the studies of Karlsson (2003, 2004). The analysis of data focuses on similarities and differences in literacy events. The pilot study is related to a larger research project in preparation, which aims at exploring literacy practices in engineering education and work.

TEACHING FOR VOCATIONAL LITERACY – CHALLENGES FOR VOCATIONAL TEACHERS
Lindberg, Viveca
Stockholm Institute of Education, Sweden

This paper is based on a research review on literacy within vocational education and work, conducted during 2006. The issue for the review is to explore what kind of reading and writing that is expected in working life during the early 21st century on the one hand and within vocational education on the other. The period for the review covers 1995-2006. As the review was made for Swedish interests, mainly Swedish studies related to working life have been regard. Regarding VET-related research, international trends were part of the commission and therefore this part of the review is broader. Research relevant for describing Swedish working life is related to competencies or learning. Those who outline demands for competencies for the 21st century draw on sociological researchers like Baumann, Beck, Castells or Giddens. In these studies, the focus is on higher and more general demands. Others focus on the demands of the present. Here the results are contradictory, which seems to be related to the research methods used. International research on competencies, qualifications or skills emphasise general competencies on the one hand, and bridging between general on vocational competencies on the other. However, few identify the vocationally related literacy indicated in many of these studies, be they related to work or education.

FINNISH – AS A PROFESSIONAL LANGUAGE FOR SWEDISH SPEAKERS GRADUATED FROM A POLYTECHNIC
Rancken, Ulrika
Arcada – Nylands svenska yrkeshögskola, Finland
The aim of this study is to describe the language situation the Swedish speaking engineers, nurses and Bachelors of Business Administration meet when they start working in Finland (oral and written communication in Finnish). The purpose of the study is also to explore the difference between working in the Helsinki area or in an area where the majority of the population speaks Swedish as their mother tongue. The minimum level of knowledge in Finnish is stated in a decree (about education in Polytechnics), but what are the actual demands in working life. A qualitative approach is used in order to get knowledge about the authentic situations the students need to be able to handle in Finnish when they start working. The study is supposed to give the language teachers, but also the students, more information about the professional language situations. The empirical data is collected through semi-structured interviews with employers from the three fields and employees with a degree in business, technique and nursing.
Symposium 13: Narrative Rationality in Lifelong Learning

Coordinator and chair: Pentti Hakkarainen, University of Oulu, Finland

We want to chart the role of narrative rationality in different stages of individual life. In education and care rational methods and tools are most often used, but permanent psychological changes are based on narrative rationality and sense making on personal level. We are going to analyze the function of narratives and specific features of learning in children’s play-world environment before the age of six, children’s problem solving in multi age play-world groups from four to eight years and in Japanese care homes for old people suffering from dementia.

SYMBOLIC TOOLS OF LEARNING AND DEVELOPMENT IN EARLY AGE
Hakkarainen, Pentti, University of Oulu, Finland
Bredikyte, Milda, University of Oulu, Finland

Learning and development are promoted in childhood by offering new cognitive challenges and developing social skills. Direct instruction of new skills and models of acting is a popular approach in early education. This approach focuses on educational effects, which are defined in terms of immediate observable results. We are interested in lifelong effects of early experiences connected with narrative rationality. In this frame learning challenges are created with dramatic collisions in narrative environments. These collisions children can handle using symbolic tools by taking play roles, inventing play events, painting, constructing imaginative environments, and inventing their own stories. Children’s use of symbolic tools takes place in social experimenting starting from their understanding and living through the dramatic collision. Children’s interpretation depends on their life experience. We will demonstrate the individual change of the use of symbolic tools connected with life experience of some children visiting our play club. We hope that the trajectory of symbolic development reveals the development of narrative rationality.

NARRATIVES AS MEDIATORS IN OLD AGE CARE
Onodera, Ryoko, University of Oulu, Finland

The trend toward the narrative research of the elderly in the field of gerontology, developmental psychology or clinical psychology has grown in recent years such as reminiscence and life review therapy; however, most research has focused primarily on the narrative as a self-construction inside the individual and ignored ongoing mutually constituted process of the narrative embedded in socio-cultural relationship. From this point of view, the dementia patient’s who suffer a progressive decline in cognitive function of the brain are very limited to use the narrative forms by themselves. To examine the narrative process among the patients in their everyday life, the fieldwork and interviews were conducted with two dementia patients and one experienced occupational therapist during his therapy sessions in the Japanese nursing home for 25 days. Findings showed that the dementia patients and the occupational therapist collaboratively constructed stories using binary opposites (Egan, 2005). I will analyze the function of narratives in meaning making and as facilitator of mutual understanding and learning.
The prevailing approach to school learning is linear explanation: essential knowledge is explained to children and assignments reinforce this knowledge and train necessary skills. Egan offered an alternative curriculum model based on imaginative organization of learning interaction. New learning in this approach orients towards children’s’ potential to imagine something and is not related to present mastery of knowledge. How this reorientation transforms the nature of children’s assignments, tasks and problems in learning situations? How narrative rationality changes teacher’s work and teaching methods? Appealing to children’s imaginative potential is possible by using narrative tools such as stories, role taking, dramatization, puppet presentation etc. We have studied children’s narrative problem solving in multi age instruction groups of four to eight years olds. Problems and tasks are embedded in play-world frame. We will report specific features of children’s joint problem solving taking place in imaginative environment based on the story The Witch, the Lion and the Wardrobe by Lewis. Our specific focus is on the boundary crossing between imaginative and realistic elements in narrative problems solving.
Symposium 14: New Directions in the Preparation of Educational Leaders

Coordinator and chair:
Jorunn Møller
University of Oslo, Norway

Discussant:
Lars Monsen
Lillehammer University College, Norway

Leadership preparation varies enormously in its conceptual foundations, systems of delivery and curriculum approaches. There are continuous debates of what is included in a professional knowledge basis for school leaders. The symposium aims at analyzing different aspects of a Master Program in Educational Leadership offered at the University of Oslo. All graduates who occupy or aspire to a leadership position at any level within educational contexts, can apply and admission requirements comprise a Bachelor Degree in Teacher Education or similar professional qualification, and at least two years of experience from working within the school system. The presentation will draw on data from empirical studies and provide critical interpretations of challenges and opportunities within this program. The first presentation sets the stage for discussing approaches to building professional knowledge in leadership teams. The second paper focuses on writing for learning and supervision related to writing as a tool for improving student’s learning outcomes. The third paper applies a socio-cultural perspective on learning in order to understand the construction of learning trajectories through the development of digital learning resources used in the program. The last paper analyzes international networking and collaboration, which is a concern for our Master program in Educational Leadership.

BUILDING TEAMS ACROSS COUNTRIES

Andersen, Fred Carlo
University of Oslo, Norway
Ottesen, Eli
University of Oslo, Norway

The paper aims at analyzing experiences from a co-operation between universities across countries. Since the spring of 2005, the University of Oslo, Canterbury Christ Church University College in England and University College Dublin, Ireland, have cooperated with the intention of designing a program for student exchange on Master Programmes in Educational Leadership. In Higher education there are great expectations regarding international cooperation and student exchange. However, teambuilding across countries is not an easy endeavour. Within the group there were considerable tensions about what might be a realistic goal for our cooperation. In the paper we will highlight some of the challenges in joint ventures aiming to develop educational programmes. Our development as a team is of special interest. We discuss myths of teambuilding with a special focus on cultural differences across countries. In conclusion we discuss how the group might continue the
collaborative work towards developing an Intensive Programme, which is one of different activities in Socrates – Erasmus (the European Community programme in the field of higher education). We argue that time and space for developing the quality of communication and interaction is crucial for collaborative development work when the team includes members from different countries.

WRITING FOR LEARNING AND LEARNING FOR LIFE? WRITING AND SUPERVISION IN THE MASTER PROGRAM FOR EDUCATIONAL LEADERSHIP

Helstad, Kristin
University of Oslo, Norway

The Master Programme for Educational Leadership at the University of Oslo is a part time study over four years, which primarily addresses school leaders and teachers. Writing is a central learning strategy in the study, including the students’ experiences as an important resource. This paper will focus on writing and supervision related to writing, a field that University lecturers spent vast resources on. In addition to the Master Thesis, the students write 3 – 4 papers each year. They receive supervision on drafts, they learn how to give and receive response, and they are trained in academic writing. Although the writing processes are often difficult, the students claim that they learn a lot through writing and receiving response. The lecturers are still concerned with how writing and supervision can be improved. In this paper I will focus on central activities on this field. What kind of writing and supervision is taking place? What is the quality of the papers and how do the students respond? On what basis do the supervisor and the lecturers evaluate the papers? I will examine how practice is and how it may be improved, and discuss this in a theoretical and practical view.

NET BASED LEARNING FOR EDUCATIONAL LEADERS: CHALLENGES OF DESIGN AND ORGANISATION

Ottesen, Eli
University of Oslo, Norway
Vennebo, Kirsten Foshaug
University of Oslo, Norway

There are great expectations to ICT as tools for learning. The University of Oslo states in its strategic plan that the development go students’ and staffs’ digital competence is an overarching aim. In the Master Programme for Educational Leadership this challenge has been approached through the development of digital learning resources based on the platform LAMS (Learning and Activity Management System). This paper aims to explore some of the challenges and dilemmas in the development of the resources. One such problem concerns the relevance of using traditional didactic models in the construction of ICT-based learning trajectories. The project group developed an alternative model, based on Activity Theory, which proved powerful for designing particular learning activities as well as comprehensive learning trajectories. A further challenge proved to be the organisation of the development work. A project group was established to lead the work. The professional staff in the Master Programme contributed to the work by assigning, exemplifying and illustrating the content, while technical experts provided support and produces digital resources. While the project organisation proved functional for development of the learning resources, it may have impeded the implementation of the resource.
BUILDING PROFESSIONAL KNOWLEDGE IN LEADERSHIP TEAMS – THE CASE OF HEDMARK

Skedsmo, Guri
University of Oslo, Norway
Aas, Marit
University of Oslo, Norway

In 2005-2006 all the leadership teams in the upper secondary schools in Hedmark (80 participators from 15 schools) enrolled into the first step of the master program. The program was initiated by the school director and run by the University of Oslo, located off campus. The overall aim was to help the schools to meet the challenges and requirements followed by the new national educational reform that was to be implemented in 2006. In close cooperation the program was constantly adjusted according to the schools’ needs. The design of the program draws upon Well’s (1999) different opportunities of learning, and this way of organizing a leadership program shows that working with a concrete practical project creates a closer linkage between theory and the school practice. When describing the results of their work the different leadership teams emphasize both individual and collective effects. As individuals they seem to have become more aware of their leadership identities. As teams they have participated in a collective process of knowledge building which seems to be important to succeed with systematic developmental work in schools.
Symposium 15: Recent Trends and Challenges in Research on Politics of Education

Coordinator and chair:
Sverker Lindblad
Göteborgs Universitet, Sweden

Discussants:
Stephen J. Ball
The Institute of Education, University of London, United Kingdom
Palle Rasmussen
University of Aalborg, Denmark

The main ambition of the symposium is to present and discuss recent research on education policy and politics of education in Finland, Norway and Sweden. This is part of an ambition to create a Nordic Network on Education Policy Research in NERA that will increase the strength and reflexivity of research in this field and improving opportunities to carry out critical research on education policy and on the politics of education. A number of research groups will present ongoing research under different subtopics and relate that to current trends in education policy making and politics of education. This is a first step to establish more stabilised research networking in the Nordic welfare states in order to improve research cooperation in an increasingly globalised field of study.

BETWEEN GOVERNMENT AND GOVERNANCE

Forsberg, Eva
Uppsala University, Sweden
Lundahl, Christian
Uppsala University, Sweden

In order to analyze shifting forms of educational governing we focus on the tools of government action. We direct our interest to different phases of the educational political process – that is policy making, mediation, realization and evaluation – and the instruments used within them. At the end of the 20th century we witnessed a shift in governing from so called centralization to decentralization. Through examples from studies on different forms of instruments – such as the politics of naming, freedom of choice, differentiation, quality reports and different kinds of assessment tools – we describe and analyze the conditions of educational politics and governing in Sweden.

POLITICS OF EXPERTISE IN TRANSITIONS?

Foss Lindblad, Rita
Gothenburg University, Sweden
A point of departure is that “the political” is both constitutive and subversive to social order. “The political” cannot be reduced to state institutions or party politics. Here we focus on the political in educational restructuring and systems of expertise. Cultural effects of educational restructuring involves transitions in knowledge and learning and is of vital concern for the life of both teachers, pupils, students as well as policymakers on both national and local arenas. Such cultures embody thus also epistemic dimensions which are expressed both in terms of re-presentations and in terms of inscriptions of tools in use that are essential for different systems of expertise. In this paper we will focus on a variety of such restructuring cultures and different systems of expertise. We will point to the political powers of its epistemic dimensions, e.g. arguing that the construction and re-production of various kinds of power asymmetries heavily relies on discursively inscribed tools and re-presentations. However, our interest is both to distinguish between some of these tools and re-presentations and to give some glimpse of the complexity by which they are co-producing the cultures in question. With reference to recent research within the research group our exemplification will deal with professional expertise and the politics of life long learning in different landscapes such as higher education, adult education and primary schooling.

STATE GOVERNING AND LOCAL AUTONOMY

Hudson, Christine
University of Umeå, Sweden
Lundahl, Lisbeth
University of Umeå, Sweden
Rönnberg, Linda
University of Umeå, Sweden

In the last three decades Sweden has shifted from central and detailed State governing of school matters to having one of the most decentralized educational system among the OECD countries. Similar to the other Nordic countries, a substantial part of this delegation has addressed the local political level. Increasingly, the responsibility for education has also been transferred to schools and individuals (headteachers, teachers, pupils and parents) and/or the market. In recent years, however, the ‘hollowing out’ of the state model has been challenged and more subtle theories of governance have been developed. What we are witnessing is probably
not the disappearance of the state but new and more subtle forms of state governing – e.g. demands for quality controls, standardized testing, evaluations and so on. That is, the state is still very much an active part of governance. In our paper we analyse and discuss this development and illuminate with some examples, one of which is an ongoing experiment increasing schools’ freedom to allocate teaching time.

NEW ACTORS IN GOVERNANCE OF EDUCATION – THE ROLE OF WTO
Karlsen, Gustav E.
Sør-Trøndelag University College, Norway

Internationalisation and cross border education have a long tradition in higher education. What is relatively new is the focus on "lifelong learning", developing a highly innovative and adaptable workforce, and even newer - education seen as a trade industry in itself. New supranational governing bodies with their legal frameworks, like the World Bank, The International Monetary Fond (IMF), The Organisation for Economic Cooperation and Development (OECD) and World Trade Organisation (WTO) are increasingly playing an important role. A common politically and ideologically element in all these institutions is the emphasis on liberalisation and free trade. The paper will focus on WTO's role as a governing body and in particularly the GATS agreement from January 1, 1995. What is the core in the GATS? What is the connection to other supranational institutions and others legal frameworks? What were the intentions behind GATS? What is the present situation? The presentation will discuss the GATS both as a challenge and a threat for particularly higher education as a trade commodity in the new, global, competitive economy.

THE HISTORY OF PRESENT AS GOVERNING PRACTICE
Petersson, Kenneth
Linköping University, Sweden
Olsson, Ulf
Stockholm Institute of Education, Sweden
Krejsler, John
University of Copenhagen, Denmark

In this part we will display a genealogical way of problematisizing the writing of history and the conception of the past and the present/future. In more definite terms our objective is to deliver a genealogical perspective of the way the past, the present and the future are constructed in different kinds of contexts, which points to the conditions of the fabrication of contemporary (educable) subjects. A genealogy does not concern how ideas, concepts and practices have been transported through history, but rather how our own contemporary relationship to the past is constructed. Instead of viewing history as a memory of the past, we argue that memory and reminiscences of the past are means and technologies to fabricate particular and "future-oriented" subjects. In this respect history of the present is both about ordering and governing a set of heterogeneous elements, subjects, things, institutions and discourses to achieve useful ends, that is history as technology, and a way of problematizing the present.
NATIONAL EDUCATION POLITICS AND SUPRANATIONAL PRESSURE

Rinne, Risto
University of Turku, Finland

The limits and possibilities of the nation states to practice their own national education policies have dramatically changed during the latest decades. The trend of internationalisation and globalisation has had their unavoidable impacts in steering the decisions of national policies. We cannot understand the changes of national education policy in isolation without taking account the supranational impacts. This paper is grounded in the three comparative research projects (Supra, FabQ and SuViKo) analysing the changing educational politics of supranational organisations; OECD and EU. Especially I am drawing out some major connection of those historical changes impacting the historical changes of the national education policies of Finland.
Symposium 16: Research on Infants and Toddlers within Early Childhood Education

Coordinator and chair:
Ingrid Engdahl
Stockholm Institute of Education, Stockholm, Sweden

In the Nordic countries preschool for the youngest children is chosen more frequently, and is also very appreciated by parents. In Sweden over 40% of the 1 year olds and over 80% of the 2 year olds attend preschool as a whole day offer. Research with and about infants and toddlers is a growing field. High quality in Early Childhood Education is always important but it is crucial for the youngest children. That is why we focus on infants and toddlers in this symposium. We are applying for a research network within NORDPLUS which also will be presented and discussed during the symposium. Interested universities so far are Stockholm Institute of Education, Gothenburg University, Åbo Akademi, Drotning Mauds Minne, Trondheim, Akureyri University, University College Stord/Haugesund and Mälardalen's University College.

TODDLERS ENCOUNTERING MATHEMATICS – CRITICAL CONDITIONS OF LEARNING

Björklund, Camilla
Department of Early Childhood Education, Åbo Akademi University, Finland

This paper is a part of Björklund’s doctoral thesis where toddlers’ experiences of mathematics are analyzed. The aim is to discern what seem to be critical conditions of learning mathematics. 23 toddlers (13 -45 months old) were observed videographically during their every-day activities in day-care. Descriptions of the toddlers’ actions and communication with others are analyzed in order to explore how the children come to understand mathematics that they encounter in different ways. Marton and Morris (2002) and Runesson (2005) claim that variation and simultaneity are necessary critical conditions of learning. In this study two more critical conditions emerge, namely reasonableness and fixed points. These critical conditions should be understood as interacting parts of the learning process. In order to understand and learn different aspects of mathematics, toddlers need to focus on variations and on different aspects of the experienced phenomenon simultaneously. Another critical condition is to reason about logic and possible occurrences (reasonableness) and not least important, relate the experienced phenomenon to fixed points. Fixed points means that the toddler takes into account earlier experienced phenomena and understanding as a reference point. Together these critical conditions can lead the child to a new way of understanding.

TODDLERS’ PLAY AND IDENTITY FORMATION IN MULTICULTURAL PRESCHOOLS

Engdahl, Ingrid
Stockholm institute of Education, Sweden
More than 40 percent of the 1-year olds and around 80 percent of the 2-year olds are enrolled in preschools. The every-day life of toddlers in preschools in multicultural settings has so far attracted little research in Sweden. The overall aim with my study is to gain knowledge on children’s play and identity formation processes with regards to cultural multiplicity. I direct my study towards the youngest children within units for toddlers in preschools. What kind of interactive patterns can be seen during the children’s identity formation? In what ways do the children’s varied and different cultural contexts influence their play? What kind of worlds do the children create in their play and what meaning do they attach to these worlds? In what ways do the children’s cultural background and experience affect the play worlds they build? I have a phenomenological approach (Maurice Merleau-Ponty, 1962; Eva Johansson, 1999; Gunvor Lökken, 2000), linked to newer child psychology (Daniel Stern, 2004; 1990; Dion Sommer, 2005; Elin Michelsen, 2004) as I am trying to describe the children’s every-day life in a holistic perspective. My data collection is done with participatory observations and video documentation in toddler units in multicultural preschools in Stockholm, Sweden.

TODDLERS EXPERIENCING AND LEARNING TO USE MUSICAL INSTRUMENTS

Still, Johanna
Department of Early Childhood Education, Åbo Akademi University, Finland

In the new music pedagogic the teaching of music is considered as a privilege for all people – starting out from the daily world of the child where it collects sound experiences, gets a “taste” of sounds and assorts them. The aim of this study is to describe, analyze and interpret how toddlers experience and learn to use musical instruments. This research focuses on two primary questions: How do educators teach toddlers to use instruments in supervised music activities? How do toddlers express music in environments which contain different types of instruments? The data collection, about how pre-school teachers teach toddlers and how children express themselves during music exercises in the day-care, takes place with the help of videography. The videography is a new methodology used for interpreting data and it suits well for qualitative studies of teachers’ education and toddlers nonverbal, verbal and musical expressions.
Symposium 17: Success in Danish School Leadership

Coordinator and chair:
Lejlf Moos
Danish University of Education, Denmark

Success in Danish School Leadership As part in the eight nation educational leadership research project: International Successful School Principal Project (ISSPP) we have conducted a number of case studies of Danish schools. Our point of departure was to find out how school leadership is supporting not only the basic training of students but the comprehensive 'Democratic Dannelse/Bildung' and learning of students. We therefore made our point of view in respect to 'Democratic Dannelse’ clear and found three perspectives in studying leadership in schools: The influences and meaning making processes in networks, the governing of self-governing staff and the organizing, structure and leadership.

ORGANIZING, STRUCTURE, POWER AND LEADERSHIP IN SCHOOLS AS ORGANIZATORIAL NETWORKS
Kofod, Kasper
The Danish University of Education, Denmark

Schools are in fact typically organised as professional bureaucracies, and there is thus an organizational fit between their core business, education, and their organizational structure. As manned by professionals who are more or less self-governed and it is also typical for the schools that they are mad up of both tight and loose couplings. The decentralised organisational structures are making the schools more complex organisations and the principals' leadership tasks are consequently becoming more complicated. To reduce the complexity in the school's organisation there is often established rather sophisticated meeting structures. That means that at the same time as we are watching them as fairly loose coupled structures there are parallel tendencies to tightening of the couplings. The meeting structure is one example of such a tightening. This is among other things a consequence of the fact that leadership is a sort of network leadership, polycentric organisations leadership and meta-steering which are other concepts that are being developed in schools.

GOVERNING OF SCHOOLS BETWEEN LEADERSHIP AND SELF-GOVERNMENT
Krejsler, John
The Danish University of Education, Denmark

New forms of leadership, called governmentality and pastoral leadership are entering Danish schools. That appears in continuous and intensive negotiations about the balance between the leadership of the herdsman and the self-government of the staff with the frames of the concept of the organisation. In order to balance leadership and self-government where staff's professional, social and personal competencies can flourish there is a need for networks of communications structures. Schools are made into self-governing departments and a
THE INFLUENCES AND MEANING MAKING PROCESSES IN NETWORKS

Moos, Lejf
The Danish University of Education, Denmark

We explore and discuss how the concept of ‘Democratic Dannelse’ can be understood in contemporary schools and look into the function of leadership and leaders in that respect. Leaders are balancing their management- and leadership functions in exercising different forms of power and relationships of collaboration. Danish principals take initiatives, involve themselves in numerous meaning making processes and negotiate the strategies and directions of their schools in order to facilitate the development of their school in interplays with the surroundings of schools, and in order to facilitate the teaching of teachers and the learning of students.
Symposium 18: Symposium in Memory of Professor Gunni Kärrby: Preschool Children and Preschool Education

Coordinator and chair:
Ingrid Pramling Samuelsson
Göteborg University, Sweden

Discussant:
Kathy Sylva
Oxford University, United Kingdom

Gunni Kärrby was not only one of the pioneers within early childhood education in Sweden but also a pioneer in the academic world with regard to research undertaken by women. This symposium will throw light on Kärrby’s extensive research, and researchers from her own University will also link up their recent research with some of her studies. The Chair for the symposium will be Prof. Ingrid Pramling Samuelsson, who also will present some of Kärrby’s research in relation to recent findings and the preschool of today. Other participants will be: Prof. Marita Lindahl: “Quality in interaction between children and their educators” Pia Williams PhD: “Social skills and peer interaction” Ass. Prof. Joanna Giota & Sonja Sheridan PhD: “Questions about quality in preschool and school” Susanne Björkdahl Ordell Ph. D.: “Handicraft Circus” Prof. Kathy Sylva, Oxford University, will act as a moderator. Ingrid Pramling Samuelsson Kärrby’s research began in 1972, when preschool was available for only a limited number of children. Her research and preschool developed in parallel. Her research focused both on preschool children and their activities and on the change in preschool itself from a social political project to an institution of high pedagogical quality, which was recognised internationally. The phenomena she first studied, upbringing and socialization, are just as important today, although their meaning has changed during the last 35 years. Kärrby’s research also focused on cooperation among teachers, children and their parents and not least on preschool as an arena for play and learning. Her report “2200 minutes in preschool. 5- to 6-year olds’ activities, language and group patterns” is a parallel study to the Oxfordshire study in England. She was also interested in financial questions and quality and worked for a closer link between theory and praxis and the development of a joint perspective on pre- and primary school.

SLOYDCIRCUS – HANDICRAFT CIRCUS

Björkdahl Ordell, Susanne
University College of Borås, Sweden

The very last project that Gunni Kärrby took part in was called Sloydcircus, initiated by the handcraft movement in Sweden. The project’s main purpose was to give children a chance to experience and practice arts and crafts, since in Sweden most other countries all over the world traditional arts and crafts are handcraft movement in Sweden to make themselves visible a larger public, especially the schools. As the project evaluator, I asked Gunni Kärrby to take part in this evaluation from a pedagogical perspective. What kind of learning took place in a performance like the one arranged in Sloydcircus? The Sloydcircus performance was conducted by a group of
young craftsmen, both women and men, who served as guides for the visiting children, and by the dancers, musicians and actors associated with a children’s theatre cooperative called Big Wind. Together they created the Sloyd circus performance where children played an interactive role. The evaluation focused on esthetical learning processes. One of the results showed that the Sloyd circus performance frequently revealed the very essentials for learning to take place: openness to influence, enthusiasm and willingness to learn. Children expanded the set of roles they were willing to play, doing things they never done before, both in arts and crafts and in circus-related activities. Gunni Kärrby’s well-documented experience examining different kinds of research questions in the field of early childhood laid a foundation for this evaluation.

QUALITY IN INTERACTION BETWEEN CHILDREN AND THEIR EDUCATORS

Lindahl, Marita
Åbo Akademi, Finland

Kärrby’s (1992) research points to a connection between child/adult interactions and quality, on the one hand, and children’s general wellbeing and level of activity, on the other. The extent of adults’ attentiveness, sensitivity and compliance is a determining factor in children’s development in pre-school environments. Humans’ consciousness, i.e. a person’s total contemporaneous experiences, represents their relation to the world. This implies that children’s consciousness exists in all learning and that this consciousness begins to take shape long before they attend pre-school. Children who experience adults in pre-school who provide them with opportunities to act in accordance with democratic practices experience respect for their opinions and are able to influence their own situation. Educators that take the child’s perspective help children lay the foundation for and develop a democratic approach, which makes children more resilient towards anti-democratic currents. This paper focuses on how educators in pre-school interact with small children and how the quality can vary in different situations.

GUNNI KÄRRBY’S RESEARCH IN RELATION TO RECENT FINDINGS AND THE PRESCHOOL OF TODAY

Pramling Samuelsson, Ingrid
Göteborg University, Sweden

Kärrby’s research began in 1972, when preschool was available for only a limited number of children. Her research and preschool developed in parallel. Her research focused both on preschool children and their activities and on the change in preschool itself from a social political project to an institution of high pedagogical quality, which was recognised internationally. The phenomena she first studied, upbringing and socialization, are just as important today, although their meaning has changed during the last 35 years. Kärrby’s research also focused on cooperation among teachers, children and their parents and not least on preschool as an arena for play and learning. Her report “2200 minutes in preschool. 5- to 6-year olds’ activities, language and group patterns” is a parallel study to the Oxfordshire study in England. She was also interested in financial questions and quality and worked for a closer link between theory and praxis and the development of a joint perspective on pre- and primary school.
PEDAGOGICAL QUALITY IN PRESCHOOL AND SCHOOL

Sheridan, Sonja
Göteborg University, Sweden

Quality is a multi-facetted phenomenon that can be seen from different perspectives. In her research, Gunni Kärrby focused on quality issues in relation to the political intentions of the Swedish welfare system, early childhood education and care, parental views of quality, and the relation between cost effectiveness and quality in preschool. It was the economic situation within the public sector that made it necessary to describe the quality in preschool in a number of different ways. This led to collaboration between the Department of Education and the School of Economics at Göteborg University in which the Early Childhood Environment Rating Scale (ECERS) was tested in order to identify different aspects of quality in relation to less resources in preschool. This paper takes its starting point in Kärrby’s research on quality in order to discuss the development of early views of quality. It clarifies how quality as a pedagogical phenomenon is constituted in the interaction between various dimensions and aspects of human and material resources. Pedagogical quality focuses on children’s motivation and opportunities for learning in preschool and school from a child perspective.

SOCIAL SKILLS AND PEER INTERACTION

Williams, Pia
Göteborg University, Sweden

An important part of Gunni Kärrby’s research focused on preschool as an arena where children are socialized to systems of norms and values. In several articles and books she (for example, Kärrby, 1986, 2000) emphasizes that children that participate in mutual activities and conflict situations are given opportunities to solve problems through negotiation on their own or by finding common solutions. In the interaction among peers, children learn to understand each other’s sets of values and motives. Out of these they construct rules that become the basis for understanding justice and ethics. The results of Gunni Kärrby’s research are of great interest when studying recurrent activities in preschool. For instance, she points that having a meal together is an important activity in preschool as it exemplifies the fostering of identity and fellowship. This paper focuses on how the structure of the meal proceeds from the individual as well as from the collective and may be seen as fostering a community on a micro-level. Children learn to share and care.
Symposium 19: Teachers Struggling with Time in a School that Learns

Coordinator and chair:
May Britt Postholm
NTNU, Norway

Discussant:
Kitt Lyngsnes
Høgskolen i Nord-Trøndelag, Norway

Teachers struggling with time in a school that learns A Research and Developmental (R&D) Project in a primary school National regulations in Norway regarding teaching emphasize that teachers and student teachers should develop their competence in observing, assessing and furthermore improving their learning work. It is also said that changes should be initiated by the practitioners themselves to experience and identify changes belonging to them. Furthermore it is stated that teaching in teacher university colleges should be research based. In this contextual framework six researchers initiated a research and developmental project in a primary school in Norway. The researchers intended to assist the teachers to develop their practice including teachers to approach the classroom scene with a researcher’s eye to manage to reflect on and improve their teaching. At the same time the researchers could increase their understanding of the practice field, an understanding that can be implemented in the teaching of student teachers. The project which is funded by the Norwegian research council consists of four subprojects. The overall research question is: With the students learning as the basis: How can teachers and researchers cooperate to develop teaching practice and the school as a learning organization? The subprojects’ research questions related to the overall question are formed in collaboration with teachers belonging to various classes in the school. Teacher team one including teachers from 1-4th grade, focus on assessment, teacher team two consists of teachers working in 5-7th grade focus on the learning environment to promote adapted teaching and teacher team three comprised of teachers from 8-10th grade emphasize to vary the teaching methods with focus on learning strategies. The fourth project focus on how knowledge is shared and how the school can develop a collectivistic culture. The project is in the start up phase, and time seems to be a common struggle for the teachers managing to do what they really think is meaningful.

CHANGING TEACHERS IN A CHANGING TIME

Eikseth, Astrid Grude
Sør-Trøndelag University College, Norway

Steen-Olsen, Tove
Sør-Trøndelag University College, Norway

We often hear teachers’ complains about lack of time. Our contribution to the symposium will discuss this topic in relation to our ongoing action research project (2006-2008) concerning teachers’ evaluation in inclusive education. Utterances about lack of time are found in data about how in-service training should meet quality
claims, and how the school should be planned and organized to gain time: It is so hectic, we struggle and there is lack of time". Even in a project seminar on implementing portfolio assessment in grades 1 to 4, we experienced the teachers' stress concerning time. We are asking if the teachers' understanding of their profession is changing from being an autonomous professional to being a task oriented civil servant with consumer and client oriented attitudes. Has the role of the teachers become more like an official technocrat? From a discourse analytic perspective we want to discuss whether The New Public Management ideology implemented in the Norwegian school system in the 90'ies, new legislations focusing on parents and students' rights, and a new national evaluation system which controls the teachers' work through effective production of learning results, has changed the teachers' role and self understanding.

THE POWER OF WORDS
Moen, Torill
Norwegian University of Science and Technology, Norway

The premise when choosing an action-learning approach to development in schools is that the participants, i.e. the teachers, are willing to participate in such a process. When clarifying this issue, language is an important tool. The basis for the text is a conversation taking place in a teacher team. During the previous school year the nine teachers in the team decided that in the coming school year they would focus on how to organize and facilitate learning environments for the pupils with a view to promoting adapted teaching. The dialogue presented in this paper occurred at the beginning of the new school year when the teachers discussed starting the project with the researcher. During the conversation the majority of the teachers in the group expressed excitement and interest in the project. Two of the teachers in the group, however, stated that they could not participate in the project due to the lack of time. Our language or the words we use may contribute to creating enthusiasm and interest in the process, or the opposite may occur, the words may create a mood of defiance and resistance to change and development. This is the theme in this paper.

A STRUGGLE WITH TIME – OR MEANINGFUL TIME
Postholm, May Britt
Norwegian University of Science and Technology, Norway

This paper is based on the project framed by the question: “How can various work methods focusing on learning styles and learning strategies contribute to each and every child’s social and subject development. The teachers at the 8th to 10th grade level in the studied practices experience their work as consisting of a variety of duties. Society is placing more and more demands on them, taking their focus away from the learning work with the pupils. They perceive their work situation as a struggle with time, as they really want to focus their energy on the learning work together with the pupils, and furthermore to develop this work. For them this is a meaningful use of their time. The teachers at this school have meetings at different levels, meetings for each grade level and regular meetings in which all 8th to 10th grade teachers are gathered. For the most part these meetings are used to make work plans for the pupils and to discuss behavioural problems among pupils. The presentation outlines and discusses the process by which the teachers make room for common planning and reflection on their teaching processes.
What is it with schools culture that makes teachers so preoccupied with the concept of “time”? When our research group invited teachers within an elementary- and middle school to write down bits and pieces from their work day, they were reluctant to do so. The overall idea in our ongoing project was that the logs should function as a tool for the teachers and thus allow for reflection over teaching and learning approaches. The relative unison reply to the invitation was: “we do not have the time”; “we now have less time than we used to” and “we have little time indeed”. In this way, the teachers use ‘lack of time’ when they argue why it is not possible to incorporate the use of logs in their daily practice. At the outset, their refusal is not embedded in pedagogical arguments as to what supports and develops teaching and learning practices. Rather, they use arguments that lead the attention to system-related constraints and opportunities. On this background we discuss how time as an overall explanation may come to influence teaching and learning practices. In particular we discuss how knowledge-sharing processes may find their forms within a time-dominated explanation rationale.
Symposium 20: The Nordic Educational Research Concept of Ability: Children's and Parents' Perceptions

Coordinator and chair:
Katja Natale
University of Jyväskylä, Finland

Discussant:
Tiia Tulviste
University of Tartu, Estonia

Symposium session submission for the 35th Annual Congress of the Nordic Educational Research Concept of Ability: Children’s and Parents’ Perceptions Discussant: Professor Tiia Tulviste, University of Tartu, Estonia Chair: Katja Natale, University of Jyväskylä, Finland

Previous research has shown that what children and parents think about the role of ability is an important factor influencing children’s developing skills as well as their interactions with their parents. This symposium will be constructed around the concept of ability, how children and their parents evaluate it, and how they perceive talent and ability. The first presentation focuses on 3-6 grade children’s own perceptions of their ability and how they think they could improve at school in mathematics, foreign language, and mother tongue. Also children’s self-concept and learning motivation will be discussed. The second presentation concentrates on preschool children’s interest and motivation in mathematics and reading, and their connections to children’s performance. The third presentation focuses on parents’ causal attributions of ability and effort during children’s transition from kindergarten to 2nd grade, and how parents’ causal attributions are connected to children’s school performance and self-concept. Also causal attributions of parents whose children have a risk for learning difficulties will be discussed. The last presentation focuses on child-rearing goals of teenagers in Estonia and Sweden. The results are discussed in the light of the sociocultural differences in valuing hard work and belief in one’s own abilities in the two cultures.

PUPILS’ PERCEPTIONS OF THE MALLEABILITY OF THEIR ACADEMIC ABILITIES

Kasanen, Kati
University of Joensuu, Finland
Räty, Hannu
University of Joensuu, Finland
Eklund, Anna-Leena
University of Joensuu, Finland

Previous research has shown that children's notions of abilities change in the course of their school years. One important change occurs in their notions of the malleability of abilities. The present study set out to investigate pupils' perceptions of their academic abilities in different school subjects and their ratings of their potential for improving their performance in those school subjects. The pupils of third- and sixth-grade classes (N=58) were interviewed. The interview included tasks where the pupils were asked to rate and explain their potential for
improvement in mathematics, foreign language, and the mother tongue. The explanations given were content-analysed, and coding categories were formulated on that basis. The explanations were compared across grade levels, across the genders and across the different school subjects. Our discussion of the results focuses on the subjective appraisals of the school's evaluative practices and their implications for children's academic self-concepts and learning motivations.

PARENTS' CAUSAL ATTRIBUTIONS OF ABILITY AND EFFORT – HOW DO THEY DIFFER?

Natale, Katja
University of Jyväskylä, Finland

Previous research has shown that the most common causes to which parents attribute their children's academic achievement are ability and effort. It has been found that the higher the academic performance the children show the more their parents tend to attribute their success to ability, whereas low performance is often attributed to effort. However, less is known how parents' causal attributions to ability and effort develop and how they impact their children's subsequent academic performance. The present study is a part of the Jyväskylä Entrance into Primary School (JEPS) –Study, in which 207 children and their parents were followed up during children's transition from kindergarten to 2nd grade. Children's academic performance and self-concept were investigated at the beginning and at the end of each school year. Parents’ causal attributions were asked once in the middle of each school year. The present study investigated parents' causal attributions of ability and effort during children's transition from kindergarten to 2nd grade, and how these causal attributions are connected to children's school performance and self-concept. The differences between parents’ ability and effort attributions will be discussed. Also the causal attributions of parents whose children have a risk for learning difficulties will be discussed.

CHILDREARING GOALS OF ESTONIAN AND SWEDISH MOTHERS

Tulviste, Tiia
University of Tartu, Estonia

The present study compares child-rearing goals of 285 mothers of teenagers in Estonia and Sweden. The mothers were asked to fill out the Child-Rearing Goals Questionnaire. Mothers from both countries chose being happy as the most important, and independence among the three most important (for Estonians as 2nd important and for Finns as 3rd important) childrearing goals. Valuing hard work and smartness was specific to the Estonian culture. Swedish mothers were more likely than Estonian mothers to choose characteristics related to hedonism – being happy and optimistic, the child's own belief in his/her abilities -- as the most important child-rearing goals. The results are discussed in the light of the possible effect different sociocultural contexts (the differences in historical past of the two countries, the different conditions of life at home etc.) have on maternal child-rearing goals.

CHANGE OF MATH- AND LETTER-RELATED TASK-MOTIVATION DURING PRESCHOOL YEAR

Viljaranta, Jaana
Previous studies on children’s learning motivation have shown that task-motivation to different school subjects starts to develop during the first school years. It has also been shown that previous level of performance achieved in a particular school subject predicts subsequent motivation among elementary school pupils. However, in Finland 99% of all 6-year-olds participate in one-year preschool-program before entrance into primary school. In preschool children are encouraged to play with numbers and letters without formal teaching. However, there is no former research about children’s math- and letter-related task-motivation and its change before primary school. The aim of the present study was to investigate: (1) How does children’s math- and letter-related motivation change during preschool year? (2) To what extent boys and girls differ in the levels and changes in their motivation? (3) Does children’s math- and letter-related task-motivation predict their skills in mathematics and letters, and vice versa? The preliminary results showed first, that letter-related task-motivation increased during the preschool year. Second, girls had higher level of letter-related task-motivation than boys. Third, task-motivation and skills in mathematics predicted each other.
Symposium 21: To Become or not Become a 'Math-person'.
Mathematics Shaping Children’s, Youths’ and Students’ Gendered Subjectivities

Coordinator and chair:
Inge Johansson
Stockholm Institute of Education, Sweden

“To become or not become a 'math-person'. Mathematics shaping children's, youths’ and students’ gendered subjectivities” In times of global educational competition of excellence, Swedish children are not performing in mathematics the way politicians find satisfying. This three-year project, using mixed methodologies, studies the relationship between gender, identity and mathematics in schools and Teacher Education. One part of the project studies the effects of math-classes and profile schools in maths- and sciences compared to regular schools. Another part of the project does qualitative in-depth studies of the differences among children’s, youth’s and students’ constructions of their subjectivities as ‘mathematical’. It asks questions about what it is, in terms of notions attitudes and the practices of teaching mathematics, that shapes preschool children’s, teen-agers’ and student teachers’ sense of being able to become ‘mathematical'; i.e. someone who considers her-/himself as a “math-person”? How do the differences in attitudes, notions, understanding and learning relate to gender, ethnicity and social position, as well as different socio-economic areas? What attitudes and notions do preschool teachers and teachers encompass and transmit in their teaching-practices? What are the dominant notions of mathematics in the Swedish society today (and in a genealogical perspective dating fifty years back)? On what dominant discourses of epistemology and didactics do the official curriculum and guidelines, as well as teaching materials for teaching mathematics rely? What discursive practices do they imply?

MATHEMATICS SHAPING CHILDREN’S, YOUTHS’ AND STUDENTS’ GENDERED SUBJECIVITIES

Kjellman, Ann-Christin
Lärarhögskolan i Stockholm, Sweden
Johansson, Inge
Stockholm Institute of Education, Sweden

In an evaluation of profile classes for Math and science, which has recently been completed in Stockholm (Kjellman 2006) girls, who attend Math/Science classes score significant better in mathematics, compared to girls who do not attend such classes. This findings and the fact that Swedish children are not performing in mathematics the way politicians find satisfying constitute the background to the following study. The purpose is to conduct a qualitative and comparative study of Math/Science schools, in contrast to “normal” middle schools, which examines Math teaching practices and content that effects young people’s constructions of identity and gender. The study will be carried out partly as a longitudinal statistical examination over two years in a total of 10 classes in which there are 250 students and 20 Math teachers; and partly by following these classes and teachers through grades 8 to 9. Four classes are focuses on Math and Science, and six classes are focused on
“regular” subjects. Questions: Are there differences in the concrete conditions for girls’ contra boys’ identity and gender constructions as “Math individuals” in Math-specific classes versus other classes? How are teachers’ assumptions and attitudes about Math, gender, social position or class, and ethnicity related their teaching practices?

TO BECOME A ‘MATH-PERSON’ IN TEACHER EDUCATION

Palmer, Anna
The Institute of Education in Stockholm, Sweden

This article investigates teacher-students and their understandings and experiences of mathematics before, during and after participating in a one-year teacher education program at the Institute of Education in Stockholm, aiming at transgressing teaching and doing mathematics “as-usual” in educating teachers for children 0-9 years old. The article shows and theorizes on how teacher students’ notions, feelings, knowledge and gendered expectations of mathematics change as they learn to perform aesthetic and investigational mathematical learning-processes themselves as well as with children in preschools and schools. In the paper I describe the student’s learning processes throughout the math-course. I illustrate both difficulties and potentials with an education influenced by feminist poststructural theory and various aesthetic expressions/languaging/ways of constructing knowledge (Lenz Taguchi 2000; 2004; 2005; 2006, Elam 1994). My investigation is based on student’s documentational work, such as photographs, reports and personal process-writing journals. I have also included the students’ pedagogical documentation from their mathematical investigational work with children during their vocational training period and texts from a collective biography session that I recently carried out together with students from the math-course (Davies & Gannon 2006).
CONTINUITIES AND DISCONTINUITIES IN THE CONSTRUCTION OF PROFESSIONAL IDENTITIES ACROSS CONTEXTS

Eteläpelto, Anneli
University of Jyväskylä, Finland

Despite emphasizing the role of context, the socio-cultural approach does not thematize the role of individual subjectivities and the subjects’ personal agency, both of which are of decisive importance when individuals move from one community to another. This paper explores the mutually constitutive relationship of the individual and the social context in the construction of professional identities. In particular, it seeks to understand the individual nature of the subjective experiences of participants in socially shared activities, and the consequences of these experiences for learning. From our analyses of individual experiences of participation and learning within a university context, and also the context of authentic working life, we have found that the nature of subjects’ participation is dependent on the resources available within the context in question. In this study we shall analyse how the different kinds of resources available both within the university learning community and the working life community contribute to the construction of the professional identities and subjectivities of the individuals in question. The data were collected from teacher students’ experiences in two different learning communities. We shall discuss the relationships between personal and social power in promoting professional subjectivities, and their consequences for individual learning experiences. In theoretical terms, we see professional identity as something that is constituted via an interplay between personal and social identity.

KLEMETTI COLLEGE AS A MUSIC INSTITUTION AND IN STUDENTS’ EXPERIENCES

Partanen, Pirkko
University of Helsinki, Finland

My dissertation will focus on music teaching and learning in the Klemetti College during 1953-1968. The music courses were organised at Oriveden Opisto, a folk high school near Tampere. On early years the courses were planned above all for the elementary school teachers wishing to improve their skills in choir conducting and singing. The College has organised pedagogical courses, too. As a part of my dissertation I study the significance and influence of the Klemetti College for life and work of the participants in the courses. A research data consists of 50 narratives written by persons of ages 61 to 87 years. In my presentation I discuss the methodology in using life stories. Many disciplines use life stories: e.g. ethnology, folklore, sociology, historical study, besides research of education and adult education. I have found methodological similarities regardless of disciplines and even in different paradigms inside one discipline. In my paper I focus on the following concepts:
narrative, identity and role, socialisation, significant moments or epiphanies, social memory, communality or social capital.

AN ANALYSIS OF THE PEDAGOGIC PERSONNEL'S COMPETENCE-DEVELOPMENT IN DAY-CARE INSTITUTIONS IN THE WORK WITH DISADVANTAGED CHILDREN

Petersen, Kirsten Elisa
Danish University of Education, Denmark

The Ph.d-project is a part of the research programme on social heritage and exposed children and young one-effort and effect (The ASP project). The overall objective is to identify professional intervention forms that contribute to the achievement of the objectives set for pedagogical work with socially endangered children and youth seen in an action competence perspective (Nygren, 2006). The Ph.d-project aims to explore how the pedagogical personnel develop their work related competences. The project focus on organizational learning developed in a theoretically perspective with inspiration form theory of organisations and "critical psychology". The project investigate theoretically and empirical two major perspectives: 1.a organizational perspective, which focus on conditions that facilitate or impede competence development 2.a individual perspective which focus on how the competence development takes place for the individual in work-life. Theoretical the project involve theory that investigate the pedagogical profession, and theory of competence and learning in organizations (Lave & Wenger, 1991, Argyris & Schön, 1978, 1996). Empirical the project use "The portrait of praxis" developed with inspiration from the critical psychology, as a research method to explore and develop practice. The portrait of praxis is developed and used as a semi-structured interview (Kvale, 2003) in four selected day-care institutions.

ADULT LEARNER – WHERE DO YOU GET YOUR STRENGTH AND MOTIVATION?

Ylönen, Merja
Diaconia University of Applied sciences, Finland

In our society there is a big amount of work seekers who have no professional education or the education is outdated. Those people are not interested in educating themselves, so it is very hard for them to get a job. In this research we seek the reasons why they don't want to educate themselves, what they would expect from the education, how adults experience studying and what things make them think about quitting the education. The research material was gathered by theme interview in Southern Savo during 2004-2006. This is a qualitative research which is analysing empirical material. The methodology in based on hermeneutics and makes dialogue with the material, studies the meaning of things and phenomena bringing out the contents and interpretation. In this research we found that many of the adults find their learning abilities inadequate or weak. They have unpleasant school- and learning experiences and it is a long time since their studies. Adult learners' learning motivation remains when the atmosphere at school and practical training places is supportive and positive. It is important that you have flexible possibilities and alternatives in studies if they are needed for example for family reasons. The educators expect the adult learners to be independent and self-directing, which is not true among the interviewed. They expect guidance, teaching and support in their studies. As the conclusion we can say that the adult learners' learning abilities, learning expectations, wishes and fears should be assessed at the
beginning of studies. We must pay attention to creating equal dialogue and a supportive studying atmosphere during the whole education process.

Network 2: Arts, Culture and Education

THE ARTISAN AS A STORYTELLER

Mäkelä, Esko
Umeå University, Finland

In my first fumbling steps as a PhD student in arts & crafts I direct my pace towards an aesthetic understanding of the Nordic phenomena SLOYD. Being perhaps the major Nordic pedagogical contribution on the international field of education the school subject SLOYD now faces a challenging future of transition. My aim is to contribute to this situation by entering a doctoral thesis project focusing SLOYD as NARRATIVE. My preliminary research questions are: How can creation of artifacts be understood as narrative? What stories are embedded in crafted objects? Who tells them and for whom are they told? In what “language”? My toolbox in handling these questions contain aesthetics, semiotics, rhetoric, narrative, multimodality, genre a.o. Hopefully a round table discussion will widen the ability to use these tools and/or present new ones. I will also be happy to discuss how to observe aesthetic activities.

Network 3: Early Childhood Research

READING AND WRITING – IN FINNISH AND SWEDISH SPEAKING CLASSROOMS

Heilä-Ylikallio, Ria
Åbo Akademi, Finland
Korkeamäki, Riitta-Liisa
University of Oulu, Finland

How are the practices in Finnish and Swedish speaking classrooms in early grades of school similar or different? Are they the key to success? Finnish students have outperformed students in other countries in OECD evaluations (Elley, 1992, PISA 2000, PISA, 2003). One explanation is the regularity of the Finnish language. But the regularity of the Finnish language does not explain the success of the Swedish speaking students. Despite this unclear role of linguistic features of the language in learning literacy and how to crack the code, it is the major challenge for teachers to teach how to crack the code. Although the research describes the characteristics of exemplary teachers in the early grades of school in English speaking countries (e.g. Tracy & Morrow, 2002; Morrow, Tracy, Woo & Pressley, 1999), we know very little of the classroom practices in both languages in Finland. Yet, we are not interested in the code instruction alone but to investigate more broadly what do the teachers do in their classrooms to support what has been set in the national core curriculum (National Board of
Furthermore, we want to learn children's literacy environment at home. The study is cooperative study between the University of Oulu and Åbo Akademi University. We will discuss the methodological issues as well as the methods we will use in our study.

DRAMATIZATION IN PLAY FOR PRESCHOOLERS IN PLAY-SHOP OF KODOMO PROJECT

Ishiguro, Hiroaki
Rikkyo University, Japan

Based on the socio-historical tradition of psychology (El'konin, 1978), I implemented KODOMO Project (Ishiguro, 2006) by referring the formative experimental method. Play-shop of KODOMO Project is an experimental site to investigate and develop flexible and process-oriented play activities for preschoolers. This current study discusses what was learned for the children through play activities in the project by focusing on dramatization. Play-shop included four different play activities; picture book listening, dramatization, picture-drawing, and talking on all the activities. My research questions in this study are (1) what did children experience through four different play activities? (2) were there emotional learning besides cognitive learning during play activities? I investigated these questions through analyzing various types of children's utterances in four different play activities. While listening to the picture book in the first phase, children were invited to the fantasy world. However, they were at the same time “outsiders” because they were belonging to the real world. It was through dramatization in the second phase that children transformed themselves into the members of the fantasy world. In the third phase, they were reflecting on the play activities by drawing pictures and talking with other participants including adults. In the fourth phase, they talked about their own story with their own pictures. Based on these data, I discuss the important nature of play in relation to emotional and cognitive development (Vygotsky, 1933).

EVALUATING EARLY CHILDHOOD SPECIAL EDUCATION COMPETENCE AND REFLECTIVITY

Hiltunen, Teija
University of Turku, Finland
Pihlaja, Päivi
University of Turku, Finland

The aim of the research is to evaluate kindergarten teachers’ and special kindergarten teachers’ competence and reflectivity in early childhood special education (ECSE). Teacher's competence is divided into theoretical and practical knowledge. Reflectivity is based on Habermas’ levels of knowledge; technical, practical and emancipatory. (Bailey, Wesley & Buysse 2001; Stough & Palmer 2003; Tynjälä 2003,2004; Habermas 1972; Kemmis 1985; Järvinen 1990; Mezirow 1995; Hiltunen 2000). Special educations competence is based on work with children, family and multi professional teams (Bailey, Jr, Buysse & Palsha 1990; Bailey, Palsha & Simeonsson 1991; Pihlaja 2001; Stough & Palmer 2002; Jones 2004). The assessed ECSE domains were related to family-initiated , knowledge and assessment of child development, planning, implementation and evaluation of pedagogical activity, key domain in pedagogical work, includes e.g., knowledge of curricula, identification of special needs, services offered to families and multi-professional collaboration (Pihlaja 2001). The study is mainly quantitative and partly qualitative www-based survey. There were 220 participants from 45 communities from Finland. Special education theoretical and practical knowledge did not differ by the participant.
teachers. Differences were found in areas of ECSE by the participants’ educational background and by post. Significant found was very weak level of reflectivity. Critical evaluation of special education was almost unknown area according to this study.

Network 8: Gender and Education

GENDER PEDAGOGUES, BOYS AND UNDERACHIEVEMENT IN UPPER SECONDARY SCHOOL
Wahlgren, Victoria C.
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What can a gender pedagogue do about boys under achievement? Since the 80:s the school has been struggling with boys underachievement. Now this phenomenon has become almost world wide in Europe and USA. In Sweden boys are under achievers and they don't get as good grades as the girls. The question is why? My question is; can a gender pedagogue change this? The year 2001 the Swedish government decided that the Swedish schools, no matter grades, had to have an pedagogical vision that were to be equal. Something had to be done and the answer to this was gender pedagogues. What is gender pedagogy? In order to try to explain gender pedagogy one has to understand the structures of the unequal society. In most schools boys have the power of the spoken word; boys tend to receive more help and appreciation from the teachers. But there's a conflict in all this, girls get higher grades then boys. So even if boys do get more help than girls, then don't get the same grades. A gender pedagogue is trained to see trough the gender structures and there task is to guide other teachers to see boys and girls equal, not as groups but as individuals.

Network 11: Higher Education

TO BE A SCIENTIST OR NOT TO BE A SCIENTIST – THAT’S THE QUESTION
Ekström, Anna
Göteborg University, Sweden

The aim of my thesis is to investigate the PhD programme in Sweden and the strategies of the PhD students on the scientific field. The PhD education is not only a professionalization to become a scientist but also a socialisation in to the scientific community and its culture. The concept of strategies comes from Bourdieu’s terminology, and tries to capture the PhD students attempt to defend their capital, as well as defending or improve their position on the scientific field. Does the social room of possibilities differ depending on the students combinations of capitals? To become a scientist is to adapt to the rules of the scientific field, and to relate in one way or another, to the ideal image of what it is to be a good scientist and what it is that defines "real" science. I would like to study how the PhD students’ capitals, either enables or prevents them from living up to this ideal image.
POST-GRADUATE EDUCATION IN TRANSITION – THE TRANSLATION OF THE NEW FINANCING REGULATION

Haraldsson, Jennie
Göteborg University, Sweden

The first extensive reformation of the post-graduate education system in Sweden was made in a government bill in 1969. In 1998 the government initiated a new reformation where efficiency, once again, was the key word. In an attempt to trim the education system and increase the numbers of completed degrees, the government decided to tighten up the regulations concerning the financing of PhD students, demanding that the financing must be fixed for all four years, before admission to the PhD education could be possible. A new set of regulations is seldom implemented by an organization exactly the way the legislators intended, rather they are translated by the organization and adjusted to the specific institutional environment. Since there are several different ways to finance a PhD student's education, the purpose of my dissertation is to study how different faculties and departments at Göteborg university have implemented or rather translated the stricter regulation regarding the financing of PhD students. In what ways have the idea and the purpose of the demand been transformed on the way down in the organization, and in what way has it been put into practice?

PROS AND CONS WITH PREDETERMINED CRITERIA FOR DOCTORAL THESES

Stigmar, Martin
Univ. Center for Educ. Development, Sweden
Sandstedt, Thomas
Univ. Center for Educ. Development, Sweden

A survey on failed dissertations was recently published by Sandstedt and Stigmar (Didaktisk Tidskrift, 1:2006). In the survey, 14 doctoral theses failed by the examining committee, were found (in the field of social sciences and humanities, during the years of 1984 to 2003, at six different universities in Sweden). On the basis of these findings, we have continued to study the process of writing a thesis, with a focus on what criteria are available for doctoral students and supervisors to support quality and progress. The overarching aim of our research is to discuss pros and cons with predetermined criteria for doctoral theses. Included in the aim is to examine whether documented criteria already exist and if so, give examples of such. Based on a literature survey and questionnaires to supervisors and doctoral students in: English, economy, history and pedagogy, three central aspects for assessing a thesis were found as a recurring pattern, namely: i) form and structure, ii) content and iii) socialization. Writing a thesis is a delicate act of balancing between being innovative and coping with accepted guiding principles.

Network 15: Multicultural Educational Research
INTERCULTURAL PEDAGOGY IN A POST MODERN SOCIETY – HOW TO MEET THEORY AND REALITY

Betzholtz, Mirja
University of Kalmar, Sweden

The intercultural learning process derives from four parts of knowledge achievement: 1/ teaching in multiple science education and courses 2/ cooperation with "practices" that exists and is played out in the multicultural society 3/ research and international collaboration the education in intercultural pedagogy in Kalmar is focused on areas of intercultural learning, multicultural school development and intercultural pedagogical research. The theoretical outlines forms the base for pedagogical challenges through praxis-close research in collaboration with "practices" that exists and are acted out in the multicultural society. To enhance competence in intercultural pedagogy among teachers in preschool and school creates premises for them to develop diversity in their practice.

INTERCULTURAL PEDAGOGY IN MULTICULTURAL LEARNING ENVIRONMENTS

Herbert, Anna
Kalmar Högskola, Sweden

Multicultural society places new demands on education and leadership within schools. This in turn has led to an emphasis within intercultural pedagogic research since the late 1980s on biases and prejudices held by the majority population towards minorities and immigrant communities. Intercultural pedagogic research has taken upon itself to highlight the injustices perpetrated by majority populations in modern democratic societies by amongst other things exposing ethnocentric and mono-cultural beliefs held by the majority. This has been done with the aim to instigate a real' change in society, however any indications of success in general terms has been sadly lacking. Research has quite to the contrary shown that the Swedish educational system continues to reproduce the same biases and prejudices year after year (i.e., emphasising otherness' in relation to people of foreign descent). Research concerning the creation of otherness' in schools and other institutions point to the role of language in the conscious and unconscious maintenance of power relations. This paper will discuss research which describes the relationship between neuro-psychology, language, memory, perception and the maintenance of structural discrimination within a post-modern, poststructuralist framework.

LIFE–LONG MULTICULTURAL EDUCATION FOR TEACHERS

Holm, Gunilla
University of Helsinki, Finland

With increased migration and a more globalized world teachers’ ability to teach culturally diverse students is becoming ever more important. How can we educate a so far mostly homogeneous teacher population for culturally heterogeneous classrooms. First, in teacher education we need to better prepare preservice teachers not only through coursework and teaching techniques but also provide a deeper understanding of cultural diversity through approaches such as academic service-learning. Traditional in-service training is a good way to
provide practicing teachers with new information and ways of teaching, but it is insufficient for ongoing life-long learning. Popular culture is an alternative approach to life-long learning that has not been used or explored much. Especially younger teachers are well versed in popular culture. In proposing that we should think of multicultural education as a way of thinking and living, popular culture is one the most easily available and efficient ways of becoming more educated about others and their ways of thinking and being.

TEACHER EDUCATION BACHELOR PROGRAM – BILINGUAL TEACHERS

Skoug, Tove  
Hedmark University College, Norway  
Ringen, Bjørg–Karin  
Hedmark University College, Norway

Nine different university colleges in Norway are linked together in a network project called the "University College of Norway". The purpose is to qualify persons with an immigrant background for employment as ordinary teachers within the Norwegian school-/pre-school system. The project has developed a particular BA program for teacher education adapted to individuals with an immigrant background and Norwegian as a second language. The requirements in the subject Norwegian in ordinary teacher education in Norway represent a barrier for many in this group. Many of them work as mother tongue-/bilingual teachers and are often put into a role of assistants in the schools, even if they have teacher education and are highly qualified in different subjects from their origin home countries. The BA program gives the students' credit for their previous academic studies and makes it possible for them to qualify formally for teaching within the Norwegian school-/kindergarten system – both as bilingual teachers for minority children and as subject teachers in mainstream groups. The project is now in its third year and is running with approximately 350 students representing around 40 different languages altogether in different parts in Norway. In this paper/round table session we want to present and discuss our project in a meeting with colleagues who might have similar experiences within this important field of multicultural education.

Network 17: Philosophy of Education

LEARNING BIOLOGY IN SELF-GOVERNED PRACTICES

Arvola Orlander, Auli  
Stockholm Institute of Education, Sweden

Practices where students work independently have increased in Swedish compulsory schools. Such practices are characterized by self-governed work, which may either signify that students work according to 'planning book', or the time when students are working without direct involvement from teachers, for example in different kinds of projects. The overall aim of my research is to study what students learn in biology in self-governed practices. During a period of three months, I have followed the school work in biology in a group of 15 year-old students in grade 9. I have also interviewed science teachers in different schools practicing self-governed work. In these interviews teachers tend to present the school subject biology as something theoretical built on facts.
Criteria for getting a pass in biology are presented in terms of ‘knowing the facts’, while the analytical demands are presented only for higher grades. My intention, in this initial part of the study, is to do deconstructive reading and writing with the aim to problemize and discuss the theoretical standpoint on the subject biology that teachers expressed.

Network 20: Research on Teacher Education

WHO IS TEACHER TRAINING TEACHER IN SWEDISH TEACHER EDUCATION?

Rosenqvist, Mia Maria
University of Dalarna, Sweden

The latest teacher training reform in Sweden involved great changes. It was intended to bring about a closer association between what is usually called theory and practice. The concept of practice has been replaced by work located training (VFU). That means among other things that the teachers in the partner schools that receive students from the teacher training and the college teachers now can be seen as colleagues. Five years have passed since the reform was carried through. The present investigation deals with the problem whether the intentions of the reform have been fulfilled in that respect. The research question is: Do the work located teachers feel that they are colleagues of the college teachers that is, do they consider themselves as teacher training teachers? The research method is focus groups.

CONSTRUCTION OF IDENTITY IN THE DISCUSSION OF SOME ERRORS IN FOREIGN LANGUAGE

Vaz Duarte, Cristina
Lärarhögskolan I Stockholm, Sweden

Construction of Identity in the Discussion of Some Errors in Foreign Language This study has the objective of considering some errors in foreign language as being an integral part of a process of construction of identity. For students of a foreign language, many times the error seems like a lack of knowledge of the language, but sometimes it might be in truth revealing a certain knowledge about their identity. The research takes as point of departure an activity in a class of French as a foreign language. It deals with proposing to students that are learning the passé composé of training the structures of this verbal time by the intermediation of a poster that he composes with cut outs from magazines. The students creates a poster that belongs to them, groping around in a new verbal form in a game to find key-words in the foreign language that reveal elements of their personal experience creatively re-elaborating pictures of the past. Fable making of pictures in this activity represents a linguistic font of foreign language acquisition.

Network 23: School Development
EVALUATION OF THE NORWEGIAN PROGRAM FOR SCHOOL DEVELOPMENT – DESIGN AND RESEARCH QUESTIONS

Blossing, Ulf
Karlstad University, Sweden
Söderström, Åsa
Karlstad University, Sweden

In cooperation with the Norwegian research institute Fafo we are going to evaluate Program for school development in Norway from 2006 to 2009. The program is initiated by the state in order to create an improved learning environment in schools aiming at enhancing the students’ subject knowledge as well as their social development. Focus is on the school as a learning organisation with cooperation among the teachers, which are thought of as the most important means to reach improved student outcomes. The program involves in a first round 80 schools and has a budget of 100 Nkr. In this round table session we would like to discuss our evaluation design with emphasis on what relevant theories and prior research result to start out from. We would also like to discuss what would be interesting research questions to ask in this project, e.g. the coupling between improvement of the school organisation and improvement of the learning environment in the classroom what do this coupling look like so the improvement of the organisation affect the learning environment?

EDUCATIONAL PRAXIS AND EXAMINATIONS

Mattsson, Mats
Stockholm Institute of Education, Sweden
Johansson, Inge
Stockholm Institute of Education, Sweden
Sandstrom, Birgitta
Stockholm Institute of Education, Sweden

We will introduce and discuss plans and some chapters outlined for an international book on Educational Praxis and Examinations. We will focus on different kinds of teacher education, professions and ways of dealing with examinations: School teachers, preschool teachers, nurses, health care professions, teachers working with arts and professional development. How do educational praxis and examinations differ and why? What kind of knowledge is examined in a discourse on theory, what is of importance in a discourse on practical action? What is the relationship between research, education and professional practice in different fields? Knowledge formation and praxis. Several chapters take, as a point of departure for analysis, educational R & D Projects. The anthology is part of a series of books in an international project Practicum & Praxis Collaboration. Coordinator is professor Stephen Kemmis, School of Education, Charles Sturt University, Australia.

Network 24: Sociology of Education
DIFFERENTIATED LEARNING AND EDUCATIONAL INEQUALITY – A CASE STUDY

Solhaug, Trond
ILS UiO, Norway
Fosse, Britt Oda
ILS UiO, Norway

The article presents results from a study of differentiated learning at a new, partly open lower secondary school with mixed age groups in Norway. The method is quantitative with some observation and a few interviews. The findings are that there are small differences between sexes in how they perceive differentiated learning. However, there are large differences between students with different grades in how they perceive schools differentiated learning. The results are discussed in relation to James Coleman’s concept "equal opportunity".

DIFFERENTIATED LEARNING – INDIVIDUAL AND INSTITUTIONAL EXPLANATIONS

Solhaug, Trond
Institute of teacher education and school development, University of Oslo, Norway
Fosse, Britt Oda
Institute of teacher education and school development, University of Oslo, Norway

The article presents explanations for learning outcomes from a new, partly open, lower secondary school in Norway with mixed age groups. Our method is quantitative using regression analysis. Explanations offered are aspects of self-regulated learning on the other. Thus institutional as well as individual explanations are offered. The models presented account for 35-50% of variance in learning outcome.

NEW PUBLIC MANAGEMENT IN CURRICULUM REFORM IN NORWAY. A CHALLENGE TO THE NORDIC MODEL OF EDUCATION?!

Solhaug, Trond
ILS UiO, Norway

Two governments are responsible for the current educational reform in Norway. The reform process was mainly carried out by Centre-Conservative government, but it is currently being completed by the Red-Green government. The paper focuses on aspects of New Public Management (NPM) in current educational reform in Norway. The two governments’ educational policies are compared with respect to the use of NPM characteristics. The findings are that the government policies mainly differ in the use of competitive elements in education. The results are then discussed.
A PROFESSION IN TRANSITION – IN THE FIELD OF TENSION BETWEEN TEACHERS NARRATIVES AND EDUCATIONAL POLICY REFORM

Strömberg, Marianne
Högskolan i Borås, Sweden

During the last decade the concept of 'professionalization' has increasingly come to be associated with the teacher occupation. In Sweden, for example, the decentralized school system that is now emerging will, it is said, place a heavy burden on the professionalism of teachers. Educational policy documents imply a new professional role for teachers, which will have to be changed and widened. Developing teachers as professionals seems to be both the aim and the means of policy in the restructuring of school processes. At the same time national and international research shows that teachers put in a lot of personal commitment in their work and work under strong pressure which results in feelings of increased stress and a high number of teachers hesitate over a future in teaching. The overall purpose of this study is to describe, analyse and contextualize teachers' professional experience as a part of a search for deeper knowledge of teachers' professional lives. In the paper I will try to describe some areas of tension within the theory of teachers as professionals, the task assigned to teachers as professionals by the state and the narratives of teachers about their experience as professionals.

CAPTIVES IN THE CLASSROOM

Wennås Brante, Eva
Kristianstad University, Sweden

In this paper I am trying to develop some lines of reasoning concerning relations between pupils in classrooms. Everyone is familiar with the fact that teaching and education are tasks for teachers. Performing these tasks include dealing with pupils, the object for teachers' work. Children are often stuck with the same group of classmates for a long time. Relations are set and relations are kept. Relations between children matters. Hierarchies and ranking orders between pupils influence classroom work, and most likely learning, and are therefore phenomena teachers have to deal with. I argue that it is part of teacher work to recognize mechanisms concerning hierarchies in the classroom, in order to generate the best conditions for all children. An understanding of the interaction, on a micro level, is essential. Positioning theory is a useful tool for analysing interactions such as speech and actions between humans. What rights and duties follow, let us say, a superior position? How do children challenge positions and how do they try to shake them off?
Network 1: Adult Learning – Inside and Outside Institutions

LEARNING ON THE JOB
Aro, Mikko
University of Turku, Finland

Regardless of occupation, real proficiency can only be learned by working. The possibilities for vocational development vary by work place, however. Lack of time, lousy atmosphere or internal competition can affect the possibilities for learning on the job and developing one's vocational proficiency. The question examined in my poster is: Are the learning possibilities of those, who are employed in uncertain jobs, weaker than of those who are steadily employed? Learning possibilities were operationalised by items related to using previously learned knowledge and choosing one's working methods, among other things. The threat of unemployment or lay-off was used as the indicator of uncertainty. The empirical data consisted of the Adult Education Studies from the years 1990, 1995 and 2000, collected by Statistics Finland. According to the results, there are indeed considerable differences between the stable and instable jobs concerning the prerequisites of learning on the job. There is segregation not only according to pay, but also according to work circumstances and learning possibilities. It seems that the "core" of the work force is invested more resources, for example training, while the secondary work force is an expendable asset.

INVESTIGATING ADULT FOREIGN LANGUAGE LEARNERS IN VOCATIONAL E-LEARNING SETTING
Scheinin, Minna
Turku University of Applied Sciences, Finland
Mikkilä, Mirjamaija
University of Turku, Finland

The target of this study is to contribute to the understanding of adult language learners, who are studying English language for professional purposes in an E-learning setting. Computer-supported language learning has long traditions. However, the network-based environments for learning purposes still wait to be fully exploited. We focus on adult language learners and the challenges and constraints they meet on network-based environments. The theoretical framework for this study comes from learning research and the task-based approach in foreign language learning. The participants of this study were 18 adult learners of professional English. We applied pre – and post – instructional questionnaires and interviews. During the course the students wrote their learning diaries, which gave us insight into their learning processes. Our preliminary results indicate that the adult learners have positive attitude towards network-based language studies regardless of poor technical skills. Implications of learner autonomy can also be discerned. In network-based learning environments also the teachers meet new challenges, as they become designers of learning environments rather than
Network 3: Early Childhood Research

THE DEVELOPMENT OF EMOTION AND IMAGINATION IN TEACHER–SUPPORTED COLLECTIVE DRAMA PLAY

Fujino, Yuki
Hokkaido University, Japan

Drama play is an aesthetic, playful and important activity for preschool children. Through drama play, children experience rich emotions and develop their imaginations. But children cannot do that by themselves. Both children and teachers are participated in play world (Lindqvist, 1995), and create their original story. It is necessary that teachers help children to be fascinated with playful and imaginary world. So, what sort of teacher’s approach helps children to develop their experience? This study carried out some drama play for children aged 3-6 years attending the experimental research program (KODOKO project) of a kindergarten in Japan. In the drama play, teachers played some imaginative roles. Children met the play world on which was based a fairy tale, and they interpreted the original story. There are dual relationship between teacher and children in drama play. One is a vertical relationship in everyday life (adult-child, or teacher-student), and the other is an equal relationship in an imaginary play world (witch-fairy, or members of an expedition). This study analyzed the structure of the drama play, and described the change of teacher - children relationship. This current research raised a question, how such a change of relationship influence on children’s emotion and imagination.

EARLY DIALOGUES AS BASIC PATTERNS OF EARLY EDUCATION IN THE CONTEXT OF PARENT–CHILD RELATIONSHIP

Horsch, Ursula
University of Education Heidelberg, Germany

From the very first day of life parents get in close contact with their child and introduce both people and their world to the newborn in a mutual dialogical way. Proceeding hand in hand they pass on basic dialogical competence. It is in fact a highly complex and sensitive development in which both parents and child are involved. Here they encounter the necessary setting and contents to start initial education. Knowing about those processes is essential for early learning processes because it is the fundamental for a scientifically evaluated follow-up which – on the other side – is extremely important for counselling parents and developing institutional education programs. Our research project »Dialogical Development of Newborns« (Horsch et al. 2004-2007) is following the demands mentioned and tries to reveal the context of developing relationship, dialogue, early
education and gender specifics. The empirical data (n=111) is derived from a long-term follow-up study in the first 12 months of the infant’s life. Computerized analyses (interact Mangold) are used for the evaluation of the data in order to study correlations among variables. The results demonstrate that infants and parents have specific competencies, which can only develop within the dialogue. Gender specifics differences between the verbal behaviour of fathers and mothers are included. Our outcomes reveal turn-taking as the critical factor in this process. This aspect is interesting when referring to a discussion about early learning and education processes.

THE PEDAGOGIC CIRCLE IN PRESCHOOL CLASS

Simeonsdotter, Agneta
Göteborg University, Sweden

Göteborg University Institute of Pedagogy and Didactics Ph D student Agneta Simeonsdotter Svensson Title The pedagogic circle in preschool class Identification of children’s experienced difficulties Abstract This study has the aim to identify possible meanings and different ways to experience difficulties in a preschool class and the circle. The aim is further to understand children’s different ways to apprehend, experience and understanding possibilities to a meaningful learning in theory of development pedagogy, interaction perspective and the perspective special education/pedagogy. Questions that are interesting to study are how 6 year-old children talk about and how they handle the difficulties? It’s important to point out, that the children’s own experienced difficulties not only is a problem and a interest from a special pedagogic character, without also a more generally pedagogy problem. To get some knowledge about the research problem, I have used video-recording to observing 15 different preschool-classes, and interviewed 115 children, about their experienced difficulties.

CHILDREN AND TEACHERS MEANING-MAKING IN PRESCHOOL

Ødegaard, Elin E.
Bergen University College, Norway

With reference to the ongoing discourse of child participation, this study has explored children and teachers joint participation and meaning-making in conversational narratives during mealtimes. The research involved children one to three years old and their preschool teachers in an ethnographic video-based case study. The study was carried out in the city of Bergen in Norway in 2003/2004. The object of analysis is 102 co-narratives. Also contextual issues were of interest. Various voices embedded in the participants' voices, a polyphony which is linked to the wider cultural context, were unfolded. An analysis of 39 children-initiated co-narratives unfolded variations of co-narratives about important life themes. The children addressed their teachers to tell about serious events. Emotions not only influenced what was said and how it was said, they also constituted issues in children’s lives. The children’s stories were about anger, fear, loss and desire. An analysis of 69 teacher-initiated co-narratives identified eight different patterns of teacher practice. Close observation unfolded cultural values inscribed in teacher practices. A practice in which adults and children participate in negotiations regarding what is worth talking about were observed. Based on the empirical data it is possible to questions the commonly held notion that teachers are representatives of a culture and children are culture-adapters. It demonstrates how teachers adjust to anticipated contributions by the children. It was two of the boys in the group that were primarily responsible for setting the cultural agenda and influencing the everyday curriculum. An individual child-
adjusted practice came to the forefront. Neither child participation nor teachers scaffolding are neutral and need to be perceived as complex and ideology biased.

Network 8: Gender and Education

ENTERPRISING SELF. A PRESENTATION OF THE RESEARCH PROJECT
Komulainen, Katri
University of Joensuu, Finland

The poster presents the research project “Enterprising Self – Education, Subjectivity and the Processes of Inclusion and Exclusion” (- 2010, funded by Academy of Finland) and the preliminary results of one sub-project. The research will be done in co-operation with Katri Komulainen, Maija Korhonen, Hannu Räty and Pentti Sinisalo (University of Joensuu), Päivi Naskali, Seija Keskitalo-Foley (University of Lapland) and Sari Mononen (University of Helsinki). The focus of the research project is on the production of ‘enterprising selves’ in education through technologies of truth. The production of enterprising selves is analyzed in 1) texts of educational policy 2) teachers’ interviews 3) pedagogical thinking, 4) pupil’s narratives of entrepreneurship and 5) careers and life histories of women entrepreneurs in rural area. The project explores what kind of enterprising selves with special kind of abilities, attitudes and moralities are constructed in education. Who are included and who are excluded in the constructions of enterprising selves? How are the truths of enterprising selves embodied in the subjectivity of female entrepreneurs, teachers and pupils, and in the techniques for improving themselves in relation to that which is true and desirable?

Network 10: Health Care Pedagogics

“ACADEMICIZING” OF THE PHYSIOTHERAPY PROGRAMME
Hartman, Anna
Stockholm Institute of Education, Sweden

In higher education one often sees the development of a profession described as an increased base of knowledge, research, science etc.. In this study I have chosen to call this part of a developing process for “academicizing”. The aim of the study was to look into how “academicizing” was expressed in documents that regulate the Physiotherapy Programme, a profession partially involving practical skills. Both policy instruments and legislation documents for the programme as well as Study programmes and syllabi for the subject physiotherapy from 1995 and 2005 from three universities in Sweden were analysed. As an instrument for the analysis a classification including three steps was used. They focused the scientific basis of education, the number of theoretical courses, and the training in scientific methods, as they were formulated in the documents. The analysis showed that “academicizing” was expressed in all documents concerning the planning and
implementation of the Physiotherapy Programme and that these formulations have increased in frequency and clarity during the period studied. However, there were disparities between the three universities and this is discussed in the study. The results of the study have significance beyond physiotherapy programme, they are relevant even for other professions involving practical skills.

A FRAMEWORK FOR THE INTRODUCTION AND EVALUATION OF NURSING STUDENTS IN CLINICAL PRACTICE

Markussen, Kristin
Rikshospitalet HF, Oslo Norway

Aim: The aim was to initiate a development project to strengthen nursing education in clinical practice by: 1) Develop and test a new model/tool in clinical practice for nursing students to facilitate learning processes and professional competence 2) To analyze and evaluate nursing teachers, students and nurses perception of learning barriers and facilitators in clinical practice. Background: Norwegian University baccalaureate nursing programs has undergone a health care reform and implemented new assessments tool and learning methods. This has created higher demands for education among nurse practitioners and registered nurses in the clinical field. It was also a increasing challenging pedagogical endeavor for nurses to communicate skills and expectations towards nursing students, because there was a lack of clarity in what and how to assess and evaluate during their clinical education period. It was necessary to develop a systematic educational training practice for nursing students. This requirement is also reflected in the three main areas of competence that is required; practical skills, problem solving and reflection. The assessment and training of nurses students is also aimed for student self evaluation in combination with nurse evaluation of students competence. Method: This is mainly a development project, with elements from action research. The researcher was an active part in the project, and used focus groups and in-depth interview to collect data systematically. The evaluation part is based on both informal and formal data collected and experienced during the 12 weeks study period. Conclusion: The result of the project will become a curriculum for future practical education of nursing students in our department. The model can be transferred to other units at our University Hospital. Being a part of Rikshospitalet University Hospital has made it possible to develop and initiate a specialized and structured practical education for our students.

Network 11: Higher Education

STABILITY AND APPROPRIATENESS OF EMPLOYMENT OF H/SS GRADUATES IN THE 1980’S AND 1990’S

Rouhelo, Anne
University of Turku, Finland
In my poster I examine careers of academics who have a master's degree in the general fields of humanities, social sciences or education (H/SS). These subjects provide general education instead of specific professional competence. The main purpose of this poster is to describe how stable and appropriate employment of H/SS graduates has been in the 1980's and 1990's. The empirical results of the poster are based on a survey about the careers of graduates who graduated at different times. Some graduated in 1985 (N=71) and others in 1995 (N=80). The stability of employment is measured by such variables as permanent vs. non-permanent job and full-time vs. part-time job. Appropriateness is measured by H/SS graduate's own subjective opinion about whether they consider their work suitable for people with academic degree. The beginning of the career for the graduates of 1995 was more unstable and more un-appropriate than the beginning of the career of the 1985 graduates. Over time the careers in both groups became more appropriate. The 1995 graduates worked more often in non-permanent jobs during their career than the others.

**Network 13: Inclusive Education**

KONK IN THE EDUCATION AT COLLEGE FOR SOCIAL EDUCATIONORS, AABENRAA

Sommer Sørensen, Henny  
University College, CVU Sønderjylland, Denmark  
Søchting, Vera  
University College, CVU Sønderjylland, Denmark  
Etzerodt, Trine  
University College, CVU Sønderjylland, Denmark

Our work deals with developing and testing methods of self-evaluation as a help to our students when clarifying and developing professional, personal and social competences. The intention is to help the student in assuming responsibility for his/ her learning and development of competences in a life-long perspective. We have developed and tested two different methods. The first method helps demonstrate if there are signs that the student has some of the above-mentioned competences. The second method demonstrates if there are expressions of the competences, and if so, at what level. While developing these methods we have become aware that there is not necessarily a common understanding of a number of the concepts involved, and the validity of the self-evaluations can be questioned. This constitutes a problem.

**Network 14: IT & Education**

LIKA – DIGITAL LITERACY IN TEACHER EDUCATION

Fors, Eva  
The Swedish School of Sport and Health Sciences, Sweden
Meckbach, Jane  
The Swedish School of Sport and Health Sciences, Sweden  

As a result of rapid changes in a digitalized society, an initiative is taken by the Swedish Knowledge Foundation, with focus on ICT in Teacher Education. The LIKA is a six year collaboration project between The Royal Institute of Technology, The Swedish School of Sport and Health Sciences, The Stockholm Institute of Education and The Royal College of Music in Stockholm. Main objectives are to ensure digital literacy in teacher training, to define and integrate ICT as a progressive part in all courses and programs. The project looks upon digital literacy as processes for Learning, Information, Communication and Administration (LICA/LIKA), which need to be addressed from a didactical, technical and theoretical perspective. Digital literacy has both an instrumental and a cultural dimension and teachers need to understand and master both. Collaboration between four different schools will help to develop education programs that foster a multi-dimensional knowledge within the digital area. We wish to give teacher educators tools and means to use for their own teaching as well as for the teacher students’ learning. After finished studies students should have a tool box and a repertoire of pedagogic ideas about how to apply and utilize ICT in everyday professional teaching activities.

Network 15: Multicultural Educational Research

HIGHLY-EDUCATED IMMIGRANTS IN THE FINNISH LABOUR MARKET  
Kyhä, Henna  
University of Turku, Finland  

The amount of immigrants in Finland started to rise fast at the turn of the 1990’s. At the same time the number of educated immigrants also increased. Today nearly one fifth of the immigrants living in Finland are highly-educated. As previous studies reveal, despite of good education and long work experience, it is hard for them to find work that they are qualified to do. Their situation in the Finnish labour market is often weak compared to the original population and also compared to the immigrants’ earlier situation in their native countries. There are many factors like place of origin, varying reasons for coming to Finland, language skills and education that can explain immigrants’ unsatisfactory situation. In this research project I examine highly-educated immigrants in the Finnish labour market. The purpose of the study is to explore how highly-educated immigrants have been employed in Finland and what kind of work careers can be found among them. The empirical data used in this study is based on inquiry, which was collected among highly-educated immigrants in the autumn 2004 (n=95). All of these immigrants had taken their degrees in their native countries. From their educational background the largest occupational groups were doctors, teachers and engineers.

Network 16: Nordic Network for Literacy Research
Using Literature to Deal with Ethical Questions

Aerila, Juli–Anna
University of Turku, Finland

Finland is traditionally considered a very monocultural country. This may partially be caused by the Finnish independence process and the wars following it. These wars have made the Finns emphasize their own special characteristics and caused them to be very reserved in their attitude towards immigrating foreigners. In the value foundation of the new national curriculum (2004) of basic teaching, values connected to multiculturalism and tolerance are emphasized. Diversification of Finnish culture and adding understanding between cultures brought by the immigrants is also stressed. One method to enable growing into intercultural values, is to get familiar with different fictional texts, because through them it is possible to follow the goals of intercultural education and get experiences of other cultures, to meet representatives of other cultures and get information of foreign cultures. Using literature to deal with ethical questions and to build a so-called better life, tracks back to the classical period: the classical plays for example tried to find an answer to how a person could reach a good life. However, Finnish literature handling intercultural themes and targeted especially for young people is scarce and themes attached to multiculturalism are usually in the books as sideplots. In addition to this, the main character in juvenile novels with intercultural themes is almost without exception a Finn of origin and the books have not been written from an immigrant’s point of view. An intercultural themed juvenile literature therefore gives a very monocultural picture of the Finnish society.

Network 18: Physical Education, Sport and Leisure Studies

Cooperative Learning Processes About Gender in Physical Education and Health

Larsson, Håkan
The Swedish School of Sport and Health Sciences, Sweden
Fagrell, Birgitta
The Swedish School of Sport and Health Sciences, Sweden
Meckbach, Jane
The Swedish School of Sport and Health Sciences, Sweden

Studies about the subject of physical education and health illustrate that these subjects have been and are still influenced by a strong gender order. The aim of the project Cooperative learning processes is to extend the understanding of how gender is constructed in the subject by way of an analysis of the dialogue about boys and girls situations in physical education and health between qualified teachers/scientists and teachers in PE. Three qualified teachers at GIH in Stockholm and four teachers in PE at an upper secondary school in Huddinge participated in four discussions about gender in PE. In our poster we will show how our conversations cooperate in the construction of gender and which problems we identified during the process. Our reflections: The learning process of cooperation is to a great extent a question of how to untie and expand the ideas and social hierarchies that characterize relations between, on one hand, the one who stands as the interpreter of the
practice (the scientist) and, on the other hand, the one who has the corporal experience of the practice (the one who ought to know). This is a greater challenge than you can imagine.

**Network 20: Research on Teacher Education**

**RESEARCH-ORIENTED ATTITUDE IN TEACHER PROFESSION – A CHALLENGE FOR TEACHER EDUCATION**

Murtonen, Mari  
University of Turku, Finland  
Mikkilä–Erdmann, Mirjamaija  
University of Turku, Finland  
liskala, Tuike  
University of Turku, Finland

This study reports empirical results from a “researcher workshop” that aims at reducing teachers’ problems in the learning of research and at developing their research-orientated attitude. These aims are pursued by developing their understanding of the need of research and scientific thinking skills in their future profession. Teachers should be able to benefit from research widely in their profession, model research orientated attitude to their pupils and also benefit of this research-orientated attitude in their personal life. Teacher students should thus develop a kind of “lifelong research orientation” during their academic education. Our empirical results show that the researcher workshop was more effective in reaching the goals than the traditional curriculum of research methods. Teacher students who attended the researcher workshop had low anxiety toward research methods and research had become part of their speech and everyday acting. This poster introduces the main theoretical ideas of the researcher workshop and presents results from an interview study.

**PEOPLE, GENES AND POWER – A LONGITUDINAL ANALYSIS OF IDEOLOGY WITHIN TEACHER EDUCATION**

Tapola, Anna  
University of Kalmar, Sweden

This poster is a presentation of a research project that calls attention to the relationship between ideology and natural science education within teacher education, with special regard to genetics and gene technology (life-science) and different historical, scientific and societal contexts. This means, the project touches upon the dialectical relationships between ideology, power elites, hegemonic structures and certain biological subject matter, with special focus on the interplay between system and institutional level. Ultimately, the project aims to elucidate and discuss the educational consequences – pros and cons, risks and benefits – with regard to modern molecular biology and ideological impact. Methodologically, critical discourse analysis will be applied in the project, meaning, a modified version of Fairclough’s three-dimensional model will be used as analytical tool.
The project also focuses on human dignity, Menschenwürde and view(s) on human beings in life-science education within teacher education. The overall aim is to analyse and discuss why – with special regard to ideological impacts – human dignity, Menschenwürde and view(s) on human beings are constructed in certain ways. This also means the project aims to clarify what discourses that are involved over time and different contexts, and to discuss the educational consequences.

**Network 24: Sociology of Education**

**FINNISH AND ESTONIAN EDUCATION AND THE NEW EDUCATION POLICY OF THE EU**

Leppänen, Riina  
University of Turku, Finland  
Jääger, Tiina  
Tallinn University, Estonia

The project strengthens the research co-operation between Finland and Estonia education policy. The main activities of the project are the comparative studies of the development tendencies of Finnish and Estonian education. It clarifies the effects of the supranational policy of education on the educational policy systems of Finland and Estonia. As the result of the project is a model for understanding the educational tendencies of small North-West EU countries will be created. It will as well create a co-operative network between adult education provides. The project will also survey the developmental perspectives, prerequisites and challenges of adult education on the levels of schools. The projects objectives are to increase the prerequisites of a balanced functioning of the labour market and to prevent social exclusion. Information obtained in the project will be spread out in seminars, reports and publications. The project partners are University of Turku, Department of Education, Centre for Research on Lifelong Learning and Education and Tallinn University, Faculty of Education, Chair of Andragogy. Project is co-financed with the ERDF, the State Provincial Office of Western Finland and Estonian Ministry of Internal Affairs and it belongs to INTERREG IIIA program.

**THE ROLE OF THE OECD IN FINNISH EDUCATION POLICY**

Niukko, Sanna  
University of Turku, Finland

The poster reports a study about the role of the OECD in Finnish education policy. The first research question concerned the historical development of Finland's OECD membership especially in the field of education policy. Secondly the views of the national education policy-makers and civil servants on the OECD and its significance for national education policy were studied. The empirical analysis was made by using thematic content analysis and discourse analysis. The main research material consisted of interviews of 18 key persons at the Ministry of Education and the National Board of Education. The research results can be divided into three parts. Firstly, the historical development of Finland's OECD membership was organised in four different stages. Secondly, the decision-makers and civil servants ascribed three kinds of functions to the OECD: the role of a policy instrument,
a policy making arena and an independent policy actor. Thirdly, according to a discourse analytic view the material was divided into two main discourses: a dominant dogmatic discourse and an alternative realistic discourse.

Network 27: Youth Research

STUDENTS’ SELF-REGULATION IN THE FINNISH UPPER SECONDARY SCHOOL (GYMNASIUM)

Tuijula, Tiina
Department of Education, University of Turku, Finland

What is self-regulation ability? Do young students have it? Finland has got good results in Pisa-studies. Does it have something to do with Finnish students’ self-regulation? After the comprehensive school over 50 % of Finnish youngsters choose upper secondary school (gymnasium) instead of vocational education. Students are then in age from 16 to 17. Upper secondary studies prepare youngsters for higher education. Finnish upper secondary school is non-graded. This means that different students may choose different courses depending on their interests. Students have thus an opportunity to plan their own study-programme and its length individually. This kind of individually studies required self-regulation as students learning styles. To understand and counsel development of young peoples’ self-regulation we need more research. The first aim of my study is to clear what kind of regulation strategies Finnish upper secondary school students have. Of course there exists a long list of possible factors involved: gender, earlier success of school, parental influence, hobbies, working during studies and study counseling. My second purpose is to explore the influence to studies of these factors and how they support or complicate self-regulation strategies.

STUDENTS AT A FINNISH GYMNASIUM AND WORKING ALONGSIDE SCHOOL

Tuittu, Anne
Unit for Evaluation and Development of Education/Faculty of Education, Finland

The purpose of the study is to examine students at a Finnish gymnasium (upper secondary school, ages 16–19) and especially the frequency of part-time work among students, the amount of students' weekly working hours, the types of work tasks the students have and the motives students give for working. The study also examines what kind of impacts working alongside school has on the students' studies. The data consists of a questionnaire answered by almost one thousand (N=955) students at a gymnasium in Turku. Data was collected during autumn 2004. At the moment of inquiry over one fifth of the respondents told that they work alongside school but most of them worked only a few hours at week. The variety of work tasks was wide. Working alongside school had some negative impacts on studies; it increases for example exhaustion and the amount of absences.