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NERA’s 33rd Congress, Oslo 2005
EDUCATIONAL CHALLENGES OF LIQUID-MODERN TIMES

Zygmunt Bauman

Professor Emeritus of Sociology, University of Leeds, UK and University of Warsaw, Poland. Zygmunt Bauman is described as one of the twentieth century's great social theorists and is one of the best known sociologists and philosophers of our days. His name is often mentioned as a principle creator of the concept of "post-modernism". He writes above all about the characteristics and trends of contemporary culture and he is known for works such as: *Modernity and the Holocaust* (1989), *Modernity and Ambivalence* (1991), *Postmodernity and its Discontents* (1997), *Globalization: The human consequences* (1998), *Liquid Modernity* (2000), and *Liquid Love* (2003). Zygmunt Bauman was awarded the Amalfi European Price in 1990 and the Adorno Prize in 1998.

OBSESSIVE EQUALITY? NORDIC VALUES AND SOCIAL IDENTITIES

Thomas Hylland Eriksen

Thomas Hylland Eriksen is professor of Social Anthropology at the Department of Social Anthropology, University of Oslo in Norway. His research has chiefly focused on the interplay between politics, identity and culture in complex societies. He has published widely on ethnicity, nationalism and globalisation. His most recent books in English are *Globalisation – Studies in Anthropology* (2003), and *What is Anthropology?* (2004). In Norwegian he has published *Røtter og føtter* (2004), a book about social identity.

The Nordic countries are world famous for their egalitarian ideologies and, to some extent, practices. Several questions need to be raised in order to understand this phenomenon. (1) What is the relationship between ideology and practices? (2) Is there a tendency to conflate equality with similarity in Nordic discourses? (3) In what ways do new forms of differences influence 20th century egalitarianism in the region? Is it necessary to distinguish here between two kinds of difference: Unranked differences in world-views, ways of life and "culture"; and ranked differences, that is class differentiation. A changing social reality, and changed ties with the outside world through various forms of transnationalism, create new conditions for social integration in this kind of society and, accordingly, new challenges both inside and outside the educational system. The lecture will draw on current examples in a discussion of possible forms of and normative foundations for social integration at present and in the near future – and tentatively asks whether Nordic identity has a future.

EVALUATION PRACTICE IN THE NORDIC COUNTRIES: DIFFERENT NATIONAL TRADITIONS OR A COMMON APPROACH?

Hanne Foss Hansen

Hanne Foss Hansen is associate Professor in Public Administration at the Department of Political Science, University of Copenhagen in Denmark. She has, in addition to doing research in organisation and development of the public sector in general, published books and articles on evaluation practices as an element of educational and research policy. She has also practiced as an evaluator in the Nordic countries. Among her recent publications are: *The Local Construction and Enactment of Standards for Research Evaluation*, Evaluation, vol. 6, no. 3, 2000, co-authored by Finn Borum and *Evaluering i staten: Kontrol, læring eller forandring?* (2003).
In her keynote she will characterize evaluation practices in the educational fields in the Nordic countries and discuss similarities and differences between them. Three questions will be in focus: (1) Do the Nordic countries have different national evaluation traditions? (2) If there are different national styles, how are these to be explained? (3) Is it to be expected that the common evaluation approach will be developing in the era of internationalization and globalization? The reason for addressing these questions is the growth in recent years in evaluation activities. In these years evaluation is carried out at many levels and with many actors. For instance teachers and students evaluate daily activities in classrooms, specialized agencies evaluate institutions and programs and educational researchers evaluate the implementation and effects of political reforms. Also evaluation has many “faces”. Paradigms as well as methodologies are multiple. In some contexts evaluation is practiced as a relatively open dialogue between stakeholders aiming at improving practices, in others as assessment routines departing from well specified evaluation criteria tightly linked to control. Thus in the key note the comparison will focus on the actors, institutional levels and methods involved in evaluation practices in the educational fields in the Nordic countries.

FROM MODE X TO MODE Y IN NORDIC WELFARE STATE EDUCATION
Sverker Lindblad

In focus are transitions in Nordic Welfare State education. Preliminary, two modes can be identified in current discourses. The X mode is based on the state and on policy-making by politicians informed by e.g. educational researchers in centralistic and linear decision making. Teachers' work is governed by centrally defined directives and resources. Education is a collective project to create a modern society. The Y mode is based on deregulation, networking and partnership. Education is a spiral process based on choices by the clients and strategies by the professionals as well as different kinds of evaluation. The X and the Y modes are compared and the transition processes from mode X to mode Y are discussed. Firstly, it is argued that educational research has been participating in these transitions. Secondly, the spontaneous system of reason operating within these discursive constructions are analysed and questioned. Thirdly, parallel to transitions from mode X to mode Y in education similar processes are occurring in Academia. Reflexive educational research is in need to consider these parallel transitions as parts of research preconditions.

PARADOXES OF SCHOOLING GENDER
Monica Rudberg
Monica Rudberg is professor of Education at the Institute for Educational Research, University of Oslo in Norway. Her research interests lie in the intersection between the fields of gender and youth. She has published a number of books and articles nationally as well as internationally. Some of her publications are: Psychological gender and modernity (1994), co-authored by Harriet Bjerrum Nielsen, and Kjærlighetsartikler: ungdom, kjønn og kjærlighet i forandring (1997).

Official reports document that Norwegian girls now do better than boys in every subject, except physical education, all the way up to university entrance. At the same time there are many well
documented studies showing that girls in different ways are discriminated against in Nordic class rooms. How are we to understand this conflicting information? In this lecture this question will be approached from different perspectives - showing some paradoxes in the “schooling of gender”: Firstly, the paradox of equality, i.e. the focus on oppression of girls at school in gender studies on the one hand and the fact that the personal experience of such discrimination is not very salient in the reports given by young girls themselves, on the other. Secondly, the paradox of pedagogical practices and ideals, celebrating gender neutrality, on the one hand, and yet resulting in rather gender reproductive educational patterns, on the other. And thirdly, the paradox of gender politics of the well fare state, where there seems to be one (reproductive) family oriented policy for “mothers” and one (progressive) individualizing policy for “daughters”. And finally the paradoxes of knowledge seeking itself, being both profoundly gendered and transgressing the These paradoxes, and the relations between them, will be discussed in light of a three-generational study of women, conducted by Harriet Bjerrum Nielsen and myself.
NETWORK 1:

ADULT LEARNING

HOW TO CLIMB THE STEP BETWEEN SWEDISH FOLK HIGH SCHOOL AND UNIVERSITY

Andersén, Annelie, Mälardalens Högskola, Student Centrum

The paper focused on how Swedish folk high school students imagine them selves as folk high school students and as presumptive university students as well as how they imagine the institutions folk high school and university and other institutions of higher education. Previous studies shown that folk high students often are from homes without university tradition and that they seldom imagine themselves as university students, many of the folk high school students think that university and other institutions of higher education is for other peoples who are from other social classes, or are brighter than them, and so on.

My main question is about if and how the pictures or representations that the folk high school students imagine about university and them selves as university students affects their choices to study at university or not. And if the pictures/representations affect the choice, how can these obstacles overcome, in other worlds how can we give the folk high school students positive pictures/representations about university and concerning them selves as university students.

NORDIC “REALKOMPETANSE”? THE POLITICAL CONDITIONS FOR NORDIC COUNCIL OF MINISTERS ILLUSTRATED BY A CASE STUDY

Ehlers, Søren, Danmarks Pædagogiske Universitet, Curriculumforskning

"Validering av realkompetanse" is the title of a report from the Nordic Council of Ministers published in 2003. This text can be used as a starting point for a chronological mapping of the attempts to formulate common Nordic policies, but also as a study of the special conditions for the formulation of policies in relation to adult learning. The Nordic countries had since the UNESCO world conference on adult education in Tokyo (1972) worked for the right of citizens to have their real competences accredited. However, there were no progress in the first 25 years after, and accreditation was not an element in a common policy-paper like "Guldtavlerne i græset. Livslang læring for alle" (Nordisk Ministerråd 1995). Then, after a few years things were suddenly speeded up. Nordic Council of Ministers published report after report related to accreditation, and this policy moved up on the policy agenda in all Nordic countries. What had happened? The European Commission introduced the concept of "life-wide learning" in 2001, and in the beginning no Nordic country took notice of the new concept.

Norway started a ambiguous development project -"Realkompetanseprojektet" - which led to experiments with accreditation in the public, the private and the voluntary sector. However, already then Sweden had started experiments related to a French concept validation de competence, and in 2003 - in the middle of the "Realkompetanseprojektet" - Norway decided to change the definition of the key concept in order to make realkompetanse synonymous with life-wide learning. Even through Norway is not a member of the European Union. This case can partly function as an element in a discussion about the relation between knowledge economy and supranational education policy and partly function as an element in a discussion about comparative educational research and its methods.
DISCOURSE PRACTICES AT WORK: CONSTITUTING THE REFLECTIVE LEARNER

Elmholdt, Claus and Brinkmann, Svend, Århus University, Department of Psychology

Often reflection is seen as something belonging to the human subject as individual learner. The question however, is whether reflection can explain learning or itself stands in need of explanation? And further, is it rather the case that practice should be offered as a way of conceptualising reflection? This paper takes the latter views. In contrast to theories that begin with the concept of a reflective subject, it is argued that the subject is discursively formed through participation in practice. Technologies, artefacts, vocabularies all play a role in constituting the reflective subject. It is asked if the current reflective imperative of adult learning works by disciplining the human subject? The paper explores theoretically and empirically how theories about the reflective learner have inscribed themselves in societal and organizational everyday life; contributing to constitute the subject reflectively. The paper challenges the prevalent notion of reflective learning as means for change, arguing that reflection may function both as emancipation and domination, and may both enable us to look at the world in new ways and uphold status quo.

SOME REFLECTIONS ON PROFESSIONAL IDENTITY OF ADULT EDUCATORS

Karm, Mari, Tallinn Pedagogical University, Educational Sciences

Most adult educators have entered adult education via some other field. The person, who has felt like a specialist of a field with a fully developed role image and identity, has to face an entirely new role, which brings about gradual changes to the identity. The conflict between the former identity and the adult educator's identity is also apparent. The career of an educator often starts with a practical experience, which is followed by the studies to become a certified educator. Formation of an adult educator's self-concept involves definition of self-identity as an adult educator and awareness of personal teaching philosophy. It is essential for an adult educator to be aware of own views, beliefs and attitudes as all these factors influence the teaching process. The system of views, beliefs and values creates a personal philosophical basis for instruction affecting the choices made in real teaching situations. An adult educator's idea of personal professional identity affects effectiveness of work, professional growth, readiness to adjust to the changes, etc. The development of identity can be described as a narrative. On acquiring an identity, it is important to have created a meaningful story. This presentation introduces research based on narratives and photo-interviews on adult educators' views on teaching, occupational identity and professional growth. Adult educators are often unconscious of their views and beliefs so that the photos serve as a stimulus that enables to start discussions with educators on their instructional awareness and professional growth.

A CASE FOR RENEWED ENGAGEMENT WITH ADULT AND NON-FORMAL EDUCATION IN NORTH-SOUTH DEVELOPMENT AID

Lauglo, Jon, NIFU STEP - Studies in Innovation, Research and Education

Basic Education for All is a global development objective. The focus for efforts to reach that objective is on primary education for children of ‘school age’. Over-age adolescents and youth, and adults are excluded by that focus. This paper presents observations and recommendations from recent work to include these groups in the ‘Education for All agenda’ that is being pursued by countries and by bilateral and multilateral development agencies.
A COMPARATIVE VIEW ON THE ADULT EDUCATION INITIATIVE (SWEDEN) AND THE COMPETENCE REFORM (NORWAY)

Tøsse, Sigvart, The Norwegian University of Science and Technology (NTNU), Voksne i læring

In this paper I discuss and analyse the Swedish Adult Education Initiative (1996-2001) and the Competence Reform in Norway (1999-2004) and accentuate the main differences and similarities. The study is mainly focused on 1) the specific national educational and political systems and traditions as structural conditions and point of departure, 2) objectives and intentions, target groups, co-operating and responsible partners and authorities; 3) implementation and governance; 4) results and consequences. Finally the characteristics of these reforms as educational or workplace reforms are discussed.

RESTRUCTURING ADULT EDUCATION. THE ADULT EDUCATION INITIATIVE AS WAY OF ORGANISING CHANGE

Wass, Karin, Göteborg University, Department of Education

During the last decade adult education in Sweden has undergone some major changes connected to the implementation of a strategy of lifelong learning. These changes have challenged the performance of the existing adult education provided by the municipal councils. A new adult education order has been established in which municipalities are encouraged to provide more flexible forms of education by using an extended range of education suppliers.

The paper deals with the conditions under which this shift has taken place and is concerned both with the discursive construction of a new adult education system and the techniques for initiating organisational change in a selection of municipal districts. Interviews with decision-makers in 38 municipalities and on a national level, as well as policy documents such as Government Propositions, letters from the Ministry, application forms and other artefacts where the desired change is formulated have formed the main empirical materials. Critical discourse analysis has been a major research tool in the investigation. This tool has been used in order to help identify and discuss the meaning of the changing concepts of adult education and the way these concepts contribute to re-define the purpose and the structure of adult education within a hegemonic struggle over the possible meanings of that term. In this sense the study is not only concerned with changing texts in adult education, it is also concerned with the ways in which discourses intervene in local performances as techniques that are cultured in order create change.

“BEST PRACTICE” AND THE ADULT EDUCATION INITIATIVE

Wass, Karin and Wärvik, Gun-Britt, Göteborg University, Department of Education

This paper is related to the research project ”Transforming Incentives in Swedish Adult Education” and is analysing value production and governance in a decentralised educational system. The focus is on policy formation and textual production of “best practices”. The aim is to analyse the function, the legitimacy and the ideological and theoretical implications related to adult education policy. The empirical material contains evaluation reports from all Swedish municipalities in which they have described their development of adult education during the Swedish Adult Education Initiative. We are analysing the design of the evaluation form in itself, and also how the municipalities present their activities related to the restructuring of adult education. Moreover we are analysing the interpretations and categorisations made by the Swedish National Agency for School Improvement in an overall report on the efforts of the municipalities.
NETWORK 2:

ARTS, CULTURES AND EDUCATION

“STREET ART” AS A TOOL FOR DIDACTICAL REFLECTIONS
Aure, Venke, Oslo University College, Faculty of Fine Art and Drama
Based on studies concerning Street Art, especially graffiti, I claim that these non-institutional activities can raise attention towards didactical reflections that could be useful in more conventional contexts, as schools. I construct didactical categories based on elements that appeared as important when youths created their own visuality. Further I discuss if and in what way these kind of categories have influenced or not influenced the paradigms underlying the new plans for Kunst og håndverk in the primary and secondary school.

THE ROLE OF ART EDUCATION IN COMPULSORY SCHOOLS AND HIGH SCHOOLS
Buhl, Mie, Danish University of Education, Educational Anthropology
The paper discusses the role of art education in Danish compulsory schools and high schools in the light of the increasing use of visual phenomena outside the educational system. Today, media and ICT have made all kinds of images accessible. Great artworks are available in various reproductions. Many people participate in exclusive courses where they can produce their own art works. More and more people visit art museums and attend conducted tours. Many people become interested in designing and styling their homes as well as their own personality. At the same time, the teaching subject is reduced in the education system. How can art education adapt to this new situation and what is the main content of the teaching subject of art education in school? The role of art education is approached in an evolutionary perspective with reference to system theory. The concept of visual culture as a strategy of reflection suggests a mode of renewing the role of art education to a position of a selector rather than a creator.

YOUNG PEOPLE AND CONTEMPORARY ART – FOUR PRECONDITIONS FOR LEARNING IN ART GALLERIES
Illeris, Helene, Danish University of Education, Educational Anthropology
In this paper I use empirical examples to try to connect theories about young people, contemporary art forms and learning. In the first part of the paper, I will introduce the new forms of consciousness which, according to the youth researchers Birgitte Simonsen and Thomas Ziehe, characterizes young people of today. In the second section, I will connect the qualities of contemporary art forms experienced by young people to the theories of the French art critic Nicholas Borriaud regarding “relational aesthetics”. Finally, in the third part of the paper, I will introduce four preconditions for learning, which were experienced as positive by the young people included in my material: “The hook”, “the experience of otherness”, “social interaction” and “metareflection”.
PEDAGOGICAL PRACTISE AT THE DANISH DESIGNSCHOOL AND ITS CONTEXTUAL FRAMESET IN TIMES OF CHANGE

Kjølseth, Tine, Danmarks Designskole, Grunduddannelsen

The hypothesis that defines the frame for this paper is that neither a uniform nor an explicit pedagogical base exists at the Danish Design School. This analysis of four selected qualitative research interviews has shown that there are many definitions of design pedagogy, and it seems that the teachers at the Design School draw upon personal experience derived from their own professional education. Behind this multitude there is a common denominator; the intention to educate the best designers in the best way. Over the past 10 years, the design teaching profession has gone through many changes, and as stated in the interviews a growing political influence is effecting the daily work. The teaching that presently takes place is under great influence from neoliberal political winds. This forces the teachers away from their primary focus; the students and their education. The changing conditions for pedagogical practice can be observed in some of the recent socio-educational theoretical work. It can be argued that the present profession of design teaching is developing into a semipolitical-civil servant profession. In reality this means that the common goal of the teachers to support the best-practice disciplinary-education is becoming increasingly difficult to meet, due to the many political and economical demands within the educational institutions. The paper aims to discuss whether design education and design pedagogy must in its multitude of approaches remain a chaos in times of change.

VISUAL ANALYSIS, METHODOLOGY AND SCIENCE, AN ARENA OF AESTHETIC LEARNING, IDENTITY AND INTEGRITY

Malmström, Elisabet, Kristianstad University, Behavioural Sciences

The purpose of this paper is to clarify how visual analysis of the handmade picture function, in between at least two views. The starting point is to look upon the picture as a symbol system, no matter who made it. Pictures originate from art and media and at the very best from our hands and minds. The function of lines, colours, is the ground in relation to externalised meaning. My point is that the more externalised views and minds, the better the tutor gets to know the student. The student gets to know her- or himself even more and the better the student and tutor are able to meet in symmetry. The critical view to the Habermas’ concept of symmetry in pedagogical practice, was due to, there is always one that is supposed to know more (tutor) than the other (student). Learning is relational and defined in terms of a variation in which an aspect of the social within us is externalised and interpreted in an unique communicative form, differently from others. All together the different artefacts about a specific phenomena can inside the student or between students open up for an awareness of other ways of experiencing the specific and lead to deep learning. My point is that visual analysis and understanding, its methodology and science, is an arena of not only aesthetic educational learning but gives birth to more of symmetrical relations, “the creator of” personal identity and integrity.

SWEDISH NATIONAL EVALUATION OF THE ART SUBJECT 2003

Marner, Anders, Umeå universitet, Estetiska ämnen
Örtegren, Hans and Segerholm, Christina

The Art as a subject in Swedish schools has been evaluated recently. Focus is on the subject in the 9th year. Comparisons are made with a study made in 1993, but also with studies of other subjects, and i.e. with the Art Subject in English schools. Effects and effectiveness are discussed, as well as content and methods used within the Art Subject. The research is based on data from pupils and teachers in a broad study of Swedish schools. It is complemented by a process-study involving four schools. The results show that girls are doing far better than boys in the subject.
Data and analyzes of how the work is organized in class, and the effect on pupils interest for the subject and their results are discussed. A proposal made is that the subject need more focus on visual communication and more use of new technology by digital media. Ways of how to match curriculum, methodology and assessment are discussed.

THE PEDAGOGY OF EXPERIENCE AND DRAMA INTELLIGENCE
Wright, David Keir, Hillerød Paedagogseminarium, Drama and Cultural Activities

The paper presents a retrospective view of a unique Nordic innovation in drama and education. The Pedagogy of Experience, informed by the philosophies of existentialism, humanism and dialectical materialism, created by drama and theatre educationists and artists from Denmark, Finland, Norway and Sweden in the early seventies and developed in the eighties and nineties on projects in Nordic educational and cultural institutions. The pedagogy and methodology in question demands an awareness of context and an equal balance of both individual and group creativity in collective art-making processes and other cultural processes.

The paper will address the concept of drama intelligence and present some of the theory that underpins a holistic individual-centred drama methodology, developed through practical investigation in Scandinavia over the last three decades based on The Pedagogy of Experience and The Intelligence of Feeling. The research practice is inspired by the notion that drama and theatre, education and art, the individual and the collective are fruitful dialectical partners and not antagonistic contradictory elements in art-making processes. Drama intelligence is an amalgam of intelligences and has to do with the capacity of the individual to relate imaginatively, intuitively, empathetically and consciously to oneself and other human beings. It is a feeling intelligence developed in processes of self exploration, self-transformation and meaning making through individual cultural-aesthetic practice in a collective context. The paper raises and presents some answers to the question why we need an individual-centred drama methodology in society today.
CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

TEACHER AND PRESCHOOL TEACHER CAREERS
Bayer, Martin, Danish University of Education, Department of Curriculum Research
Brinkkjær, Ulf, Danish University of Education, Department of Educational Sociology
In 2003 a study concerning 300 first-year teachers and 300 preschool teachers was finished (Bayer & Brinkkjær 2003). The teachers’ practice was studied from 1998 until 2001. The results from the study are presented. The teachers have now been working for six years. From 2005 until 2006 a new study will follow the practice of the same teachers trying to outline aspects of teachers’ careers. The study is inspired by Basil Bernstein (1996, 2000) and Pierre Bourdieu (1990).

THE TECHNOLOGY SUBJECT IN THE SWEDISH COMPULSORY SCHOOL RESULTS FROM A PILOT STUDY ANALYZED WITH THE VARIATION THEORY
Bjurulf, Veronica, Karlstad University, Division for Educational Sciences
The technology subject in the Swedish compulsory school results from a pilot study analyzed with the variation theory. Variation theory has been developed during the last ten years. The theory is based on the three concepts discernment, variation and simultaneity. My assumption is that teachers’ conceptions of a subject have implications for how they handle contents of learning, which influence what pupils are offered to learn.

Earlier studies have shown that teachers teaching the same content of learning offer the pupils different possibilities of understanding depending on how the content of learning is handled. Determining factors have been what teachers focus on during the lessons, what varies, what varies simultaneously and what is kept constant. What I’m investigating in my study are teachers who are teaching the technology subject in year 7-9. I’ve interviewed and observed five teachers during their work in the classrooms. Their conceptions of the technology subject differ and the content has not been the same in all five classes. Focus has been on what they teach about and how they teach. The data will be analyzed with the three concepts from the variation theory; Discernment what are the teachers focusing on during the lessons; Variation what is varied during the lessons and Simultaneity what is varied simultaneously. At present I have the results from a pilot study.

METHODOLOGICAL CHALLENGES – RESEARCHER AS PARTICIPANT
Engelien, Kirsti, University of Oslo, Department of Teacher Education and School Development
Since the internet became a part of everyone’s life, the educational sector has been expected to use the new technology to promote learning and meaning making. This research project aims at investigating how the use of digital technologies becomes a part of the teaching of history in upper secondary schools. My focus will be on how teachers use ICT as a mediating artefact in their teaching of history within a sociocultural framework. My research strategy is multiple case studies. I will use in-depth contextualized interviews combined with participant observation to study eight teachers.
In the qualitative research paradigms, the researcher is an important tool, maybe the primary one.
This object-subject methodological concern is underscored due to several meeting points with informants in different settings as teacher educator, as supervisor and as researcher. While you are building a close and somewhat intimate bond to the ones you are studying, you will inevitably experience some methodological challenges. This has implications on ethical framing, as well as validity concerns. In this paper I will seek to use Etienne Wenger’s theories of identity formation defined as the two complementary processes of identification and negotiation in order to discuss the relationship between the researcher and the informant as well as the methodological issues that arises from this relationship. Using his model on identity I will discuss my experiences from my fieldwork in the Norwegian classroom.

POPULAR CULTURE AND LITERACY DEVELOPMENT

Fast, Carina, Uppsala University, Department of Education

Popular culture and new technologies have a role to play in young children’s literacy development. Consumer culture provides children with a shared repository of images, characters, plots and themes which take up more and more of the space alongside words. Popular cultural texts are deeply embedded within the literacy lives of the families and every child has his or her literacy history. There is often a dissonance between children’s experiences and school practices with regard to popular culture. Many teachers are suspicious about the quality of children’s media and consumer culture. They fear its effects on reading and writing and think that this kind of culture make children passive and threaten their creativity. Popular culture, however, hold a particular attraction for children. Many children also grab the popular culture as a ticket to other children and create an unofficial curriculum behind the backs of the teachers. The research presented in this paper is a part of a three years long study, in progress. The goal is to explore the contexts in which seven children, all born 1998, experience literacy. Most of the data comes from the children’s families but much is also taken from nurseries and pre-schools.

BRIDGES AND TROUBLED WATERS: PROJECT PERFORMANCE AND SCHOOL DEVELOPMENT

Foss, Rita, Göteborg University, Education

In this paper, the complexity of project performance is addressed, as it might be analysed from one specific case study. The project under study, labelled ‘the bridge-builders, deals with school development and aims for deeper and more stabilised co-operation between schools, municipals, university (especially one specific department of teacher education) and a teacher union.

Although the operating project group is small (eight persons), the success and failure of the project depends on the engagement of several hundred actors, situated within the different social worlds of the school, municipal, university and the teacher union in question. Inscribed in project performance, are the difficulties of stabilising the representations of these, inherently ambiguous and disputable, institutional and social orders and to translate the meanings of their dynamics into ‘common understandings’. Thus, project performance operates continuously by means of politics of representation; black-boxed as it is in administrative procedures, economical constrains, professional traditions etc., but also, with the possible capacity to reframe the targets, make explicit the directions to take, strategies to follow or horizons to open up. With this in mind, project performance is ‘policy in the making’. Following one and a half-year of observation the dynamics of project performance will be demonstrated and the difficulties with reaching school developmental aims will be discussed from a point of view where the embeddings of the project in conflictual and heterogeneous social landscapes are taken into considerations. Project performance might be said to be situated within ‘troubled waters’.
MODAL DIFFERENCES IN CHILDREN'S COMMUNICATION
Heikkilä, Mia, Uppsala University, Department of Education

This paper on multimodal communication is concerned with questions on how children use modalities while communicating. Focus is on how the modalities speech, gaze and gesture are realized and what functions the modalities tend to have in two different major activities at preschool, pre-school class and at school. The activities analyzed are play and teacher initiated work and the communication going on between, all in all, 18 children is analyzed. No teachers are included in this study. A research question of this PhD project is concerned with what functions the modalities tend to have in relation to what is focused on in the different activities (see Kress, 2003). The fieldwork was carried out during three years, 2000 – 2003 and partly the same children were followed during these years. Ethnographic video registrations of all activities in these three school settings is the basis for the detailed transcriptions and analyzes of 19 sequences of play and work. The first findings show that children use modalities quite differently in these activities. In the play activities the bodily changes and use of gesture is much greater than in teacher initiated work where gaze and speech was the most foregrounded modalities in the communication.

LIFE AND LEARNING: THE WAY TOWARDS KNOWLEDGE AND COMPETENCE FOR EIGHT UNDERACHIEVERS AT UPPER SECONDARY SCHOOL
Hugo, Martin, University of Jönköping, HLK

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.

“AM I GONNA PASS THAT TEST OR NOT, I WONDER?” PUPILS’ PERCEPTIONS OF A FORMAL CLASS TEST
Kasanen, Kati and Räty, Hannu, University of Joensuu, Department of Psychology

The class test is one of the evaluative practices identified in everyday classroom activities. As part of a larger ethnographic follow-up study, the present study set out to investigate third-graders’ perceptions of a formal class test by means of an interview based on a cartoon story. The interview was conducted in the middle of the autumn term, immediately after the first formal mathematics test had been held. The pupils (N=26) were encouraged to account for the feelings and thoughts they had before the test, during the test, and after the test. By means of the interview method we wished to appraise the ways in which individual students explain their successes and failures, which in turn may also be indicative of their individual self-resilience. The present paper assesses the interview method and discusses the findings with special reference to the ways in which the class test, as experienced and interpreted by pupils, constructs the selective-restrictive sphere of education.
CLASSROOM NICHEs AND ARENAS FOR LEARNING
Kjellin, Margareta Sandström, Mälardalens högskola, Institutionen för Samhälls- och Beteendevetenskap

A longitudinal study is described, with the aim to analyze niche characteristics in the classroom of skilled readers and children with reading and writing disabilities. The method used is a person based pattern approach and takes several variables into account. Thirteen children are studied during their first and fourth years at school. The first part of the result is described using the concepts power and will. By power is meant the children’s capacities plus the environment's inclination to support the children. By will is meant the children’s interest in school activities. Each child is appointed/acquires a specific niche in the classroom: some children are in niches with the same characteristics both during their first and their fourth year, while some children move between niches with different characteristics from the first to the fourth year. The second part of the result describes the teachers’ methods of instruction and also gives examples of how the instruction is carried out. Implications for research and practices are discussed.

THE DRAMATURGY OF TEACHING
Krüger, Thorolf, Bergen University College, Faculty of Education

The present study focuses upon an always existing, however sparsely researched, aspect of teaching - the dramaturgical. Dramaturgy – an originally Aristotelian concept much used in relation to art production; theatre, literature and film - concerns mechanisms that animate what takes place; it concerns the binding of the events together; the moving of the art work forwards and, thus, the way various mechanisms operate to give form and excitement to what happens.

The paper revolves around an empirical study of the everyday practice of a teacher. Data that were gathered over a five months’ period, derive from conversations with teachers, with the principal of the school and with other actors. They also consist of various kinds of documents and of field observations from classrooms and other arenas where the teaching unfolded. Through a spatial discursive perspective, the study focuses upon how dramaturgical mechanisms are being activated from forces in the curricular space; how these mechanisms are being formative to the teacher’s practice; and how they regulate the possibilities of experience the students are offered. Thus the study aims at making visible the relation between teaching, dramaturgy and epistemology. The first part of the paper discusses the concept of dramaturgy in relation to curricular practice and specifically the way it appears within a discursive perspective. Then the focus is set upon dramaturgical mechanisms of the professional practice of a teacher. Finally, the paper discusses the epistemological implications of dramaturgy as an aspect of teaching.

SOME PATTERNS FOR PARTICIPATION AND SENSE MAKING IN SWEDISH SCHOOL MATHEMATICS
Liljestrand, Johan, Uppsala University, Education

The purpose of this study is to discern patterns of classroom communication in which the teacher and the students interact in desk situations, with different consequences for learning school mathematics. We will use different sets of material from different school cultures. By comparing similar contents, one and the same exercise used in each classroom, we are able to show how the meaning of the task is shaped through the lessons as overall patterns for organizing participations. Those patterns have consequences for the construction of student’s possibilities for understanding of the tasks. Our results shows the importance and relevance for analyzing teacher student communication as desk interaction as follow up events for the plenary presentation, and desk interaction as shaped by overall patterns in the organization of lessons.
DOES WORKING MEMORY TRAINING HAVE ANY EFFECT ON THE CLASSROOM CLIMATE?

Ljusberg, Anna-Lena, Stockholm Institute of Education

This study is a part of a project concerning children with, attention deficits, the BASTA-project (basic skills, social interaction, and training of the working memory). It is an interdisciplinary project between the Stockholm Institute of Education and the Karolinska Institute in Stockholm financed of The Swedish Research Council. A research group at the Karolinska Institute has with starting point in a discovery that it is possible to improve the working memory prepared an interactive training program; RoboMemo. In a study (Klingberg, Forssberg, Westerberg, 2002) seven children with the diagnose ADHD worked with RoboMemo. The children improved significant better results in problem solving, attention and in decreasing their hyperactivity.

The aim of the current study is to study if training with RoboMemo has any effects of classroom climate It is a double blind, intervention study. The classes are randomised in control-and experimental group. The group studied are children nine to twelve years old, attending remedial classes in an ordinary school, with Swedish as their first language, with average intelligence, deficits in attention, with or without diagnoses as ADHD, not autistic, nor hearing or eye problems. In this part of the project observations in the classrooms are made at six times; two days, before, after and six months after the working memory training. It is an open, complete observation partly structured and partly not. Two different observation schedules are used. Key words: classroom climate, children 9-12 years old, attention deficits, working memory training.

LEARNING HUMAN BIOLOGY IN A PUPIL CENTRED SETTING

Lundin, Mattias, University of Kalmar, Department of Biology and Environmental Science

During 20th century it is possible to see a shift in the conditions for teaching. The shift I aim at concerns ideas of good teaching that could be described as a turn from a teacher centred approach towards a pupil centred approach of classroom organization. I would also like to bring about some current ideas for good teaching. Those ideas deal for example with teachers’ consideration of pupils’ interests and motivation, and how to make pupils become active. Not only there are ideas of good teaching. In national curricula we can read about goals of biology education. There might be issues or even conflicts when the curriculum is to be considered and at the same time pupils’ interests. Such conflicts have to be managed in some way by the teacher.

My research interest concerns the realization of classroom work due to the already mentioned conditions: How can science education be realized in concordance with prevalent ideas of good education as well as the curriculum? I observed and video filmed in a science classroom during 17 lessons and I will describe how the work was realized. The work can be characterized as group projects combined with full class gatherings where the teacher played a central part. The approach can be described as pupil centred, although it is possible to observe how the teacher in different ways directed the pupils’ work.

FROM OTHER TO SELF. LEARNING AS INTERACTIONAL CHANGE

Martin, Cathrin, Uppsala University, Department of Education

Learning is viewed today as changes in participation through social interaction. The theoretical reasoning and argumentation for this is strong, but not as strong empirically. Changes in participation are captured as a gradual transfer of interaction responsibilities in relation to problem solving. This is made possible through the use of perspectives and methods found within conversation analysis, CA.

The work is based on detailed observations of longitudinal video recordings made in naturally occurring physiotherapy encounters. The analytic focus is on how physiotherapists
and patients understand things together in activity and how they manage local, “here and now” problems in understanding through the practice of repair. Repair is an “understanding-display device” a type of check procedure in interaction which is critical to the establishment of intersubjective understanding between people. Changes in the ways of “doing understanding” can be argued to constitute changes in participation. A gradual stepwise change is described in four phases with a shift from the physiotherapist to the patient regarding responsibility for detecting and solving problems in understanding. In sum, a successive change for the patient takes place from other- to self-initiated repair, and from other– to self-repair. The repair actions can be understood as scaffolding in the ZPD through negotiations, clarifications and confirmations. The findings provide insight into the local and sequential constitution of how we learn and furthermore what it is not to learn.

WHAT EDUCATION RESEARCH NEEDS TO KNOW ABOUT INTERACTION
Melander, Helen, Uppsala University, Department of Education

An influential trend in contemporary theories on learning is what could be referred to as the socio-cultural trend. Within this line of thinking, the social nature of learning is emphasised, as expressed by for example Jean Lave (1993) who argues that learning can be understood as changing participation in situated interaction. In other words, learning is considered to be something that takes place between people in interaction. As a consequence, it is by examining the situated interaction between people that we are able to understand and analyse the learning process and how knowledge is created. Then the question arises as to what we need to know about interaction to be able to locate and understand learning. What in interaction between people is of relevance for the understanding of the learning process, and what is it that we are able to capture and understand when we study learning in terms of changes in interaction patterns?

EDUCATIONAL FUNCTIONS OF GESTURES IN TEACHING AND LEARNING
Rostvall, Anna-Lena, Stockholm Institute of Education, DidaktikDesign, UKL

The gestures of the conductor are a well known instructional feature of using the body for communication in music settings, but what about the gestures of a teacher? Which educational functions of the gestures can be differentiated? How are the student’s possibilities to learn affected when the information in the gestures is incoherent with the information in the other modalities such as speech or text? Data concerning the gestures in music teaching will be presented from the ongoing research project Interaction in Music Education in order to enlighten some of the qualities regarding the educational functions of gestures in the multimodal teacher-student interaction. Data consists of 12 hours of video recorded instrumental lessons at high school and college levels. The main object of the study is to transcribe and analyse the processes of teaching and learning systematically to increase our knowledge about how different interaction patterns in the course of instrumental music lessons affects the students’ opportunities to learn. The lessons are transcribed in great detail with the aim of representing the actions in three modes. The method of transcription focuses on the events during the lessons as a series of communicative messages in three often overlapping or simultaneously occurring communicative modes: music, speech and gesture. The results show that messages in various modalities often are contradictory to each other. When teachers and students are occupied trying to interpret inconsistent messages, they will have less mental capacity available to focus on the issue at hand.
THE PRICE OF PARTICIPATION
Sahlström, Fritjof, Uppsala University, Education
Emanuelsson, Jonas, Göteborg University

The aim of this paper is to further the understanding of how mathematical content is learned in classrooms, using conversation analysis and variation theory for the analysis. Classroom video materials from two mathematics classrooms in Sweden and the United States are analysed. A result of the article is the empirical explication of the tension between the need for teacher content control and the simultaneous contradictory need for student participation in educational interaction. Further, the article empirically demonstrates differences, and the implications of these differences, between individually and collectively established mathematical understandings. The article also develops variation theory toward a more sensitive understanding of the sequential implications of interaction, and suggests conversation analysis can benefit from more systematic understandings of content orientation in interaction. In doing so, the presumed incommensurability of acquisitionist and participation understandings of learning is challenged.

DEN SVENSKA GRUNDSKOLANS KLASRUMSHISTORIA
Sahlström, Fritjof, Uppsala University, Education
Emanuelsson, Jonas, Göteborg University

This presentation will be in English.

Inom ramen för svensk utbildningsvetenskaplig forskning finns en mängd studier med fokus på strukturella förändringar av grundskolan representerade. Denna läroplansteoretiska forskning har bidragit med en solid grund för att förstå strukturella historiska förändringar. Detaljerad kunskap om undervisningens förändringar baserat på mikroanalys av interaktion och hantering av innehåll i klassrummet finns dock endast i begränsad utsträckning. Vi planerar ett projekt som har för avsikt att fokusera just sådana mikroanalyser. Projektets övergripande syfte är att:

• genomföra historiskt komparativa analyser av lärande och interaktion i klassrum samt av klassrumsforskningens utveckling i Sverige.
• bevara och göra historiska material tillgängliga för forskning och användning i universitetetsutbildning.
• bidra till en materiell bas för att befästa utvecklingen av svensk klassrumsforskning.


A NEW STRATEGY FOR PERMANENT INFORMATIVE DIALOGUE IN SCHOOL
Sjøbakken, Ola Johan, Hedmark College, Teacher training

Some of the empirical examples will be presented in Norwegian

The paper is based on a co-operative venture between myself (a researcher from Hedmark College of Higher Education) and teachers from an elementary school where I have been doing counselling and action research in a school improvement project. The paper will focus on permanent informative dialogues between pupil and teacher. An important aim of the action research has been to analyse and develop the permanent informative dialogue as a planning-, development and assessment strategy between teacher and pupil. This with a view to inclusive education, as laid out in Education Acts, regulations and the National Curriculum. The project is financed by The Research Council of Norway as part of the programme: “Knowledge development in professional education and practice” (KUPP).
DOCUMENTING VIDEO RECORDED GESTURAL PATTERNS

West, Tore, Stockholm Institute of Education, Didaktik Design

Video recordings of authentic education are increasingly used as a method of data collection. The techniques involved are deceptively easy to use, and many questions concerning the research process need to be brought forward. This paper will discuss forms of documentation of the revealing and sometimes delicate data generated in a Swedish study of music education. A verbal description of gesture and music can easily get very extensive if it is not combined with illustrations like screenshots, audio and/or video segments. This raises questions of how to focus and represent patterns evolving over time, as well as ethical questions of confidentiality and the integrity of the participants. In the current study sequences that could reveal the identities of participants in problematic situations are processed through software developed for the movie industry. Video editing software utilizing advanced special effects is used to manipulate both sound and moving images of the video. Also, techniques for digital animation are used to condense and focus gestural patterns that go on over a series of sequences or are intertwined with redundant data. Both techniques reduce the amount of information in the video so that interesting patterns can be focused for analysis and demonstration, while the identities of the participants maintain protected.

WHAT ABOUT M. BAKHTIN?

Åsvoll, Håvard, Norwegian University of Science and Technology (NTNU), Department of Education

This paper will examine and discuss how M.M Bakhtin ideas and concepts are used among leading Norwegian classroom researchers. In short, I will focus upon how the terms dialogue and monologue are interpreted. I intend to show that some leading classroom researchers have a strong tendency to misinterpret Bakhtins thesis.
FROM ABILITY TO COMPETENCE

Båth, Sten, Göteborg University, Department of Education

A critical study of the social construction of the new individual in education and the labour market. Competence and ability are concepts that are more and more used in texts about education. However, competence is a concept especially used in industry and trade and adopting and adapting words in new areas can cause problems. What are competence and abilities called and how are they described? What performances are possible to identify through the words competence and ability when they are used to influence education and the labour market? The study comprises an historical analysis with focus on the basis for student grading and assessment. This means that different areas such as knowledge, ability and competence and their mutual shifts and relations will be analysed. Comparisons will be made within and between the educational system and the labour market. The study deals with a discussion of some classical questions about relations between binaries such as, individual – collective, subject – object, education – knowledge. The texts that are being analysed are two government propositions for the upper secondary school, trade and industry and courses on business economics and social welfare.

CURRICULUM DEVELOPMENT IN A ‘NEW’ GLOBAL ECONOMY

Dovemark, Marianne, University College of Borås, Institutionen för pedagogik

Beach, Dennis

There is a current consensus within global politics over the dwindling possibilities individual Nation States have for controlling their own performances in terms of economic competition within a continually more global economy and regarding the importance of education for improving both individual and societal economic futures. The paper focuses on the implications of these issues for curriculum policy and curriculum development in Sweden today. To thrive in our ‘new’ global economy - defined by the innovative application of knowledge - we must be able to do more than simply absorb and feedback information (Seltzer & Bentley, op cit.).

The education systems of European countries, including Sweden, have been charged with preparing young people to work in the ‘new’ knowledge economy and live well in a strong and hopefully economically buoyant, if not even expansive, civil society based on a knowledge economy. Education has become the cornerstone of the knowledge-based society and schools and educators must be committed to the principle of life-long learning (Swedish Government Propositions 1995/96:222 and 2000/01:73; OECD, 2002; Sohlman, 1996) to generate sufficient numbers of high quality, high performing, skilful and creative workers for future needs. The present paper has focussed this policy discourse in supernational documents with emphasis on OECD.

GOVERNING THROUGH PROFESSIONALISM OR MANAGEMENT BY OBJECTIVES?

Engelsen, Britt Ulstrup and Karseth, Berit, University of Oslo, Institute for Educational Research

Our starting point is the title of Stortingsmelding 30 (2003 – 2004): Culture for Learning. In this
white paper this expression is connected with terms like “organizational learning” and “school based evaluation” as a basis for school development. Above all the white paper emphasises teachers’ and school leaders’ professional autonomy and responsibility. At the same time the white paper stresses objectives describing the pupils achieved competence. The ideology behind is Management by Objectives (MBO) and a rational curriculum approach. In fact the formulations of these objectives seem to look like what was earlier (in the sixties) called behavioural objectives (formulated almost the way Mager recommended). The white paper lays the ground work for a National Curriculum with instructional objectives. National tests will assess whether the pupils (in the 4th, 7th and 10th grade) have reached the objectives. These changes will have impacts on teachers’ work, and the term “teacher accountability” seems not far ahead.

The aim of the paper is to discuss these contesting ideas and examine how they are played out in the ongoing curriculum restructuring process. Our empirical point of departure is draft versions of the curriculum, especially the version that will be sent out for comments January 2005. The theoretical backdrop is curriculum theory, both approaches developed in the 1960s and 1970s and theoretical contributions recently developed in relation to curriculum reforms in Norway and internationally. Additionally, insights from organisational theory will be used in analysing the contesting curriculum discourses.

CURRICULUM THEORY AND THE LINGUISTIC TURN
Englund, Tomas, Örebro Universitet, Pedagogiska institutionen
This paper is intended to be the introductory paper to two sessions within the Curriculum research network analysing the concept of equivalence in Swedish educational policy. How shall we read, understand and analyse educational policy and the day-to-day activities (development and changes) of curriculum and schooling? If, as the linguistic turn has taught us, there are no representational knowledge but more agreements and / or struggles over how to talk about educational phenomena we have perhaps to encounter different visions of schooling (and in the longer run of the good society) to better understand the performativity of language. In this curriculum theory perspective the task of the researcher may be to view educational policy concepts, curricula and school knowledge as contingent and possible to interpret in different ways.

APPROVAL OF INDEPENDENT SCHOOL ESTABLISHMENT IN THE MUNICIPALITY OF STOCKHOLM 2004
Ericson, Lovisa, Örebro University, Department of Education
The municipality of Stockholm represents a case where independent schools have increased in number. By stressing the right to free-choice, the openings of these schools have been interpreted as an instrument to develop diversity, rather than as a risk for increased segregation and inequality. The ordinance for Swedish Education states the right for municipalities to pronounce their opinion concerning requests for independent school establishment in their municipality. In 2004, the local government of the municipality of Stockholm voted in favour of all the requests for establishment of independent schools. The local boards of the municipality had however not accepted all the requests. The political majority of the municipality of Stockholm shifted in 2002 and the social democrats entered office. Has this ideological change had effects on the outcomes of the 2004 decisions on the requests for independent school establishments? How do the municipality practices (local government and local boards) correspond to different interpretations of the equivalence concept?
THE REDISTRIBUTION-RECOGNITION DILEMMA IN THE ANALYSIS OF EQUVALENCE AND EQUITY IN SWEDEN

Francia, Guadalupe, Örebro University, Department of Education

This contribution discusses equity and equivalence policy in the Swedish Education System by analysing the process of opening an independent school founded by public resources. The study follows the conflicts between the National Agency for Education and fourteen municipalities in regard the practices for approval of the establishment of independent schools. The analysis of these conflicts exemplified the redistribution-recognition dilemma present in the concepts of equity, social justice and equivalence. For some actors the opening of independent schools can be seen as an instrument to develop diversity and the promotion of strong subaltern counterpublics that would assure the reconciliation of distributive and cultural justice. For others, the growth of independent schools can also be seen as the gradual disappearance of public schools as a common sphere to all citizens. By closing or reducing common public spaces, there is a risk to have higher segregation and inequality. These multiple spheres would have negative consequences on distributive justice, which is the main component both of equity and equivalence. Nineteen records from the National Agency for Education were used for text analysis concerning these practices during the period 2002-2003. These records include the pronouncements with regard to these establishments from the municipalities, the National Agency for Education, the national courts and the involved independent schools. The study includes even interviews at the municipal level and at the National Agency for Education.

SUBJECT MATTER KNOWLEDGE IN A CULTURE OF NARCISSISM: SCHOOLING, SCIENCE AND EVERYDAY-LIFE

Hultén, Magnus, Stockholm Institute of Education, SKL

The aim in this paper is to understand some of the premises of education, especially science education, in a late modern society. The starting point is the individual as described in theories of late modern society, seeking connections between social and economic changes and changes in cultural and personal life. Linking science to everyday-life is the main aspect of education examined in this work. Normally relating to everyday-life is analysed either as a means of getting students to learn better, making the subject more relevant/interesting or as a means of fostering certain skills/identities. In contrast, the present work will interpret ‘the everyday-life discourse’ in relationship to theories of late modern society. In an educational system adapted to an individualised society and a self deprived of its long term commitments and labour chances, the focus of education is drawn to the here and now, i.e. to everyday-life. This shift also relates to shifts in authority and expertise. The influence of organisations and corporations on the content of science education is vast and will also be dealt with in the paper. Hopefully, the analysis will provide a new perspective for discussing changes in school subject curricula.

THE STUDENT IN THE CENTER OF TEACHING?

Liljestrand, Johan, Uppsala University, Education

This contribution addresses the question whether educational ideas and concepts, with the purpose to place the student in the foreground, is a fruitful path. My paper takes its departure in some classic ideas of student centred curriculum and also in central formulations in the swedish syllabus. I use empirical examples from the classroom to problematise the notion of the idea of the student in or as the center for teaching. As an alternative to notions of student centeredness, I will outline some relational concepts as a path for formulating a professional language for teachers.
HOW WELL DO SCHOOL STARTERS' SKILLS PREDICT THEIR FUTURE LITERACY SKILLS?
Merisuo-Storm, Tuula, University of Turku, Department of Teacher Education in Rauma

At the beginning of the first school year there are great differences in the level of pupils' school readiness. The aim of the study was to find out how well school starter's skills predict his or her future literacy skills. At the very beginning of the first grade, the initial skills of 136 pupils (aged 6 to 7) were measured. After the first and the second school year their reading and writing skills were tested and compared with their initial skills. The results of the study show that the initial test predicts especially well the development of pupil's writing skills and reading comprehensive skills. The initial test consists of five parts (general section, auditory perception, visual perception, mathematical skills and memory) of which the auditory perception part was the best predictor of the development of literacy skills. Pupil's auditory skills were significantly related to his or her writing skills, text comprehension skills and reading accuracy at the end of the second grade.

When observing pupils who started first grade with a poor level of school readiness, or those who started with an excellent level of school readiness, there was a significant difference in their literacy skills after two study years.

CITIZENSHIP AND THE “EQUIVALENCE OF FREEDOM OF CHOICE”?
Olson, Maria, IUV, Department of Educational Science

Equivalence can be regarded as a central concept in the education policy of Sweden. Its central position as a concept, value and symbol for education in Sweden opens up for various linguistic efforts when it comes to the uses and understandings of the concept in this political policymaking. During the 1990ies one of these efforts can be considered related to another concept at the time, freedom of choice. Freedom of choice is articulated, formulated and interpreted in terms of equivalence. With this linguistic event one specific use and understanding of equivalence might be outlined among the others, an ‘equivalence of freedom of choice’.

This specific understanding of equivalence also seems to be reflected in issues concerning the Swedish schools' assignment to rear citizens, an assignment commissioned by the Swedish Government.

The aim of this text is to highlight this specific understanding of equivalence, and the tensions between this one and the previous and more homogeneous understanding of the concept, in terms of consequences for the understanding of the Swedish schools' citizen rearing. The question here is to look into what possible consequences this ‘equivalence of freedom of choice’ may have on the political understanding of the schools' assignment to bring up citizens?

THE CONCEPT OF EQUIVALENCE IN SWEDISH EDUCATIONAL POLITICS
Quennerstedt, Ann, Örebro University, Pedagogiska institutionen

The concept of equivalence (likvärdighet) has during the last three decades become a central term and principle for the Swedish school system and educational politics. The paper discusses how terms like ‘equivalence’ can be understood in society and politics as words with a performative function, which meanings are essentially contested by different groups and forces in society. Since equivalence was introduced in the 1970s, the meaning of the concept has changed in several ways. The paper examines these changes and relates them to the societal circumstances that underlie the changing understanding of the concept.
"AS HIMSELF, BUT YET AS ANOTHER": A DISCOURSE OF TODAY’S BILDUNGSREISE

Simonsen, Birte, Agder University College, Faculty of Education

The students’ educational period in the Norwegian school system has nearly the same duration as Odysseus famous trip home from Troy. On his journey Odysseus met a lot of challenging situations, which, according to Homer, strengthened his personality. My question is if the students during their stay in school deal with content which is challenging enough, and which gives them adequate tools to master the complexity of their world. Is the curriculum during the subjects able to, according to Klafki, promote empathy and solidarity or, as Hannah Arendt put it out, develop a vita activa? Karsten Schnack characterizes the situation today as “the didaktik of challenges”. In the chapter The creative human being in the general part of the curriculum, scientific thinking- and working method is encouraged. It is followed by a definition. My point of departure is that this definition needs a reformulation and an extension, and in this paper I present an argumentation for this statement.

THE ILL-DEFINED BUREAUCRACY UNDER PRESSURE – SOME IMPORTANT NOTIONS OF WELL-DEFINED CASES; ILLUSTRATED BY EXAMPLES FROM STATED-BASED CURRICULUM WORK IN NORWAY AND FINLAND

Sivesind, Kirsten, University of Oslo, Department of School Development and Teacher Education

The bureaucracy of the state is under pressure. New forms of leadership and legislative bodies legitimise new principles and fashions for how decisions should be made. On this background – accountability systems occur – undermining the proficiency of bureaucratic boundaries. From the new-modern view, these boundaries are associated with simplistic, impersonal, inflexible, non-efficient, dysfunctional still rational rules of action. Public stakeholders and research milieus seems to agree, at least on some of these points, which turns into rhetoric illustrations of the ill-defined bureaucracy (e.g. look at all the power-points flourishing around). This critique legitimises the rise and sustain of accountability systems without a serious attempt to understand the complexity and epistemic presumptions of how to explore bureaucratic rationales and paradoxes. The paper will not go into the critique of the bureaucracy, or even reflect upon the caricatures of it, but from a philosophical and sociological point of view, make some important notions that should be acknowledged in the ongoing debate. Additionally, the significance of discussing complex matters of bureaucracy in the field of education will be illustrated by an example from state-based curriculum making in Finland and Norway. This paper refers to an ongoing research project in Norway - Achieving School Accountability in Practice – which is internationally linked to OCC – Organizing Curriculum Change – an international research project that compares state based curriculum work in five countries.

EFFECTIVE LEARNING BY USING HANDS ON DIRECTED INQUIRY METHOD

Tenno, Toomas and Hellat, Karin, University of Tartu

In 21st century the required skills and personal properties of people have changed dramatically. It is not easy to get a job without having ability to learn, to develop and to change. The amount of information and knowledge are growing at a far more rapid rate than ever before in the history of mankind. New ideas about ways to facilitate learning – and about who is most capable to learn – can powerfully affect quality of people’ lives. Many people, who had difficulties in school, might have prospered, if the effective methods of learning have been available. Students have often limited opportunities to understand or make sense of topics, because many curricula have emphasized memory than understanding. The aim of the educational system must be to enrapture all children actively into the study process and develop their higher order cognitive
skills. It is possible, if we use directed hands on inquiry curriculum at school, based on the new paradigm. Hands on and minds on directed inquiry method is designed on the high activity of both, teacher and students. In directed inquiry learning the teacher and students are working together on the bases of inquiry curriculum. Students are working in the groups, solving together problems and finding out important relationships. Directed inquiry learning will develop students higher order cognitive skills. We are moving from learning by heart to learning with understanding, from giving knowledge to students as a ready-product to the process, where students achieve the skills and knowledge themselves.

COMMOM FRAMES OF REFERENCES - BUT WHICH ARE THEY AND WHY DO THEY MATTER?
Wahlström, Ninni, Örebro universitet, Pedagogiska institutionen
In this paper equivalence and knowledge are two essential concepts. By studying how the meaning of the concept of equivalence has changed over a period of time, and compare this with the main view of knowledge that is expressed in contemporary official educational policy documents, I will discuss how the choice of common frames of references in a perspective of equivalence at the same time makes different views of knowledge possible and thereby influence the content of the school activity. The discussion will mainly be held from a pragmatic theory, principally with references to Dewey. The focus is in “management by objectives and results” – its history and its application in school today with a question what it means to move a management conception from one field to another.
NETWORK 5:

EARLY CHILDHOOD EDUCATION/CHILD CARE RESEARCH

EARLY CHILDHOOD CURRICULA IN NEW ZEALAND, NORWAY AND SWEDEN: NEW ZEALAND PRESCHOOL TEACHERS’ UNDERSTANDINGS OF THEIR EDUCATIONAL WORK, COMPARED WITH THE NORWEGIAN AND SWEDISH RESPONSES

Alvestad, Marit, Høgskolen i Stavanger, Institutt for førskolelærarutdanning

This study will examine and compare the early childhood curriculum frameworks in New Zealand, Norway and Sweden, and includes responses from the preschool teachers in the three countries. This presentation aims to analyse and discuss New Zealand preschool teachers’ understandings of their educational work, compared with the Norwegian and Swedish responses. A small-scale qualitative study interviewing eight teachers in each of the three countries was undertaken in 1999-2002. This provides an understanding of ‘curricula in practice’ which reading only the texts does not allow. The key questions focus around exploring the nature of the preschool and the preschool teachers’ understandings of national curricula in relation to their own educational planning and practice. The paper will finish with a comparison and a discussion of the findings.

EARLY LITERACY

Arnqvist, Anders, Karlstads universitet, Utbildningsvetenskap

Many children develop early literacy competencies long before they start primary school. Among those competencies are awareness of print and awareness of different aspects of the spoken language such as rimes and phonemes. Important settings where children meet written language are storybook reading and when children with the help of others write letters or simple stories. These activities are mostly carried out in home settings or in preschool context.

The aim of the present study was to investigate how preschool children’s literacy developments are stimulated in preschool contexts. The aim was also to investigate teacher’s concepts of early literacy and the type of activities they carry out in their preschool groups. Data from interviews, observations and questionnaires were collected from Swedish preschools during one year. A follow up was made with children the first year in primary school. Results showed that it was possible to categorize teachers as having different views on how to stimulate early literacy. The different views could be related to theories of Piaget and Vygotsky. The paper presents a categorisation of the preschool groups according to how children meet written language. Children’s concepts of print were also related to measures of word reading during primary school and also to ability to retell simple stories. The relationship between teachers concepts of early literacy and activities carried out in preschools are further discussed in this paper.

HOW ONE TO THREE YEARS OLD CHILDREN IN A PRE-SCHOOL CONTEXT EXPRESS EARLY CHILDHOOD LITERACY

Björklund, Elisabeth, University of Gävle, Department of Education

The last two decades have been powerful for the study of early childhood literacy proceeding from birth to the age of eight and attention has been directed towards the early years, showing
how vital this period is in children’s lives especially linked to literacy. The new perspective suggests literacy also includes talking, listening, drawing, singing as well as construction of narratives. Consequently we can look upon these processes as being important parts of children’s learning how to become reading and writing members of the community.

This study contributes to this approach and will become interesting for its strong focus on how the youngest children, one to three years old, express early childhood literacy when interacting with other children and professionals in the cultural context of preschool. Important issues to be answered are: How do children participate in, contribute and give meaning to linguistic and cultural situated practises – that they are a part of – in preschool? What influence do toddlers have on each other’s literacy and how, if so, will that be expressed? The theoretical framework is based on Vygotskij’s theory that shows that one important function of language is to be communicative. In my research communication is such a vital tool to mediate the social world as well as human action. The video recordings from my fieldwork so far, point in a certain direction, namely that young children very early constantly are involved in different activities belonging to the field of early childhood literacy.

NARRATIVES AS TRANSITORY ACTIVITY

Broström, Stig, Danmarks Pædagogiske Universitet, Institut for Curriculumforskning

Some children have problems when they start in school (Broström & Wagner, 2003; Broström, 2003). In order to support children’s transition to formal learning in school many preschool teachers and teachers in school introduce a set of transitions activities – for example mutual visits before school start and also an co-ordination of curricula, which one might name an “organizational transition system”. However, research shows (Broström, 2003) there also is a need for to strengthen children’s mental development before school start, and first of all the development of children’s learning motive (Leontjev, 1981). Using the theoretical framework of cultural-historical psychology and activity theory, in a developmental research work preschool teachers strived to create a “transitory activity system”, which mediates between “the activity system of play” and “activity system of learning”. Here different types of advanced play were used, for example frame-play (Broström, 1996), aesthetic plan (Lindqvist, 2003), playdrama (Baumer, 2003). Keywords: storytelling, play, activity theory, transition.

FORMATION OF SPACE AND PLACE IN CLASSROOM SETTINGS

Davidsson, Birgitta, School of Education and Behavioural Sciences, Department of Education

The background for an ongoing study, of which parts are presented in this paper, is the integration of pre-school classes in compulsory school buildings. The interpretations and analyses are based on 132 classroom outlines carried out by teacher students at the teacher training. In this paper I want to discuss three different dimensions of classroom organisation for sex and seven year old children. I want to focus on how physical and social conditions are materialised in integrated classrooms and their influence on the organisation of teaching. One purpose is to shed light on governance that constructs the sex and seven year old learning child in integrated classroom settings.

CHILDREN’S PERSPECTIVES ON THEIR PRESCHOOL EDUCATION

Einarsdottir, Johanna, Iceland University of Education, Early Childhood Education

The study was conducted with a group of 5 and 6 year old children in one preschool in Reykjavik, Iceland. The purpose of the study was to shed light on what life in an Icelandic preschool is like for the children attending the program, finding out their views on why they attend
preschool, what they do and learn in preschool, what the adults do there, what they enjoy and what they don’t like, and what they can or cannot decide in preschool. The study used varied research methods, such as group interviews, children’s photographs, children’s pictures, and a questionnaire through a cardboard game, to discover children’s perceptions and opinions. The results of the study revealed that the children had strong opinions about their preschool life and expressed them clearly.

**THE CHALLENGE OF TRANSCRIBING VIDEO-OBSERVATIONS OF TODDLERS**

*Greve, Anne, Oslo University College, Faculty of Education*

My on-going PhD project is about friendship relations among two-year-old children, interacting with one another within the everyday context of Norwegian day care. The main theme of the paper is the challenge of transcribing video-observations of toddlers. My empirical material consists of about 50 hours of video observations. One important challenge concerning the transcription of this material is how it is possible to transform what can be seen and heard at the video-tape to a written text. How can I transform what is going on between toddlers without a well developed verbal language to an academic text? I will present some examples of my transcriptions, inspired by multimodal communication analysis. Before the transcribing process, it is necessary to consider what the aim of the study is. I want to gain the children's perspectives and use them to interpret the children's agency in their peer cultures. The child's lived world and the child's experiences are in focus. A main point is to represent the children’s relations not only as verbal or non-verbal communication, but try to interpret their lived worlds within the context of the everyday life in a Norwegian day care-institution.

**BECOMING A HUMAN BEING AMONG HUMAN BEINGS - CHILDREN’S ETHICS IN A CHANGING WORLD**

*Halvar-Franzén, Bodil, IOL, Department of Human Development, Learning and Special Education*

The focus of this study is how children create moral values. By following a group of children during their last year in pre-school and their first year in school I will study how children create moral values and how they position themselves in relation to dominating discourses. Following children’s moral/ethical negotiations and actions, and letting children’s perspectives come forward in all their complexities during a period of change, the transition from pre-school – school, may shed some light on one level of children’s ways of being moral in a changing world. Cast against the backdrop of a changing society, which affects the individual on several levels, the moral/ethics of children may be seen in a societal perspective. My intention is to use the concepts “moral” and “ethics” as defined particularly by Bauman and Levinas.

Central issues in my dissertation are:
- children’s morals/ethics
- negotiations and actions
- when external norms and values change
- the pedagogue’s moral/ethical attitude

The approach in the research process is ethnographical: my study will rely on participant observations, video-observations and interviews with pedagogues. In this phase the aim of this work is to carry out a pilot study in order to define the main issue: becoming a human being among human beings. By examining video-observations the core can be further defined before the main study. Keywords: Pre-school children, ethics/moral, transition.
PRE-SCHOOL TEACHERS STORIES
Jansen, Kirsten Elisabeth and Wigstøl, Kari, Agder University College, Faculty of Pedagogy

On the political and administrative arena for small children’s care in Norway, laws, regulations and curriculum are undergoing changes. New structures both inside and outside the kindergarten are changing. Environmental changes such as laws and framework will have an impact on the participants in this field. We assume that the preschool teacher’s work in the kindergarten has changed the last decade.

We are three colleges in Agder University College at the starting point of a research project focusing the profession of the teachers in kindergarten. We want to focus on the teachers’ experience and the nature of their professional challenges. What do the teachers tell us about their work in the kindergarten? In order to establish a qualified start in our research work, we invited some teachers to participate in identifying important issues in their work. We asked them to bring a story from their daily work with the youngest children. The stories should include the teachers’ challenges and dilemmas in their daily work. These stories were discussed and reflected upon during a seminar. Later we have sampled these stories in writing and emphasised some of the themes which the teachers brought up. What did these teachers tell us? They pointed at the demand for flexibility, a customised offer in the kindergartens, cooperation with parents, issues in the upbringing of children and ethics in daily life. This paper will present some of the issues from the teachers’ stories.

EARLY EDUCATION IN DAY CARE. THE EFFECTS OF EARLY CHILDHOOD EDUCATIONAL PROGRAMMES (ECE) ON CHILDREN FROM “RISK FAMILIES”
Jensen, Bente, Danish University of Education, Department of Educational Sociology

A systematic review and a design of a Nordic Study is presented and discussed. The review emphasizes effects of early educational programmes seen separate from other day-care programmes e.g. parenting programmes. In order to evaluate the conditions and quality of early childhood educational programmes, this review focuses on interventions, that include educated staff, a relevant adult-child ratio and programmes with systematic curriculum. The focus is to gather evidence about early intervention via centerbased day care programmes with an early educational focus as prevention strategies, promoting life chances for children living in deprived circumstances disadvantaged by living in risk families.

Based on the findings through the review a Nordic study is designed and three questions are important: How can the knowledge from international studies be transferred to Nordic circumstances? Which knowledge is relevant, useful and meaningful related to everyday life in centerbased day-care and the political system and how can knowledge be implemented – who are the actors and how do we together, researchers and practitioners, qualify assessments in order to identify and promote good practice and which kind of indicators of effects and quality will be relevant? The findings will be discussed in order to elucidate whole issue about early education, effect studies and the question about transfer. But also used as basis for a discussion of the methodological issues in the early educational field.

CHILDREN’S VIEW OF THE DAILY CONTENT IN THE PRESCHOOL-CLASS, SCHOOL AND AFTER- SCHOOL DAY CARE (FRITIDSHEM)
Johansson, Inge, Stockholm Institute of Education, IOL

How children experience their everyday situation in educational services is crucial for their learning and socialization. Results from searches in the main databases show surprisingly few studies where the children themselves comment on the content in the services mentioned above. In this study a group of 60 children, 30 boys and 30 girls in the age six to nine was asked how
they looked upon their stay in preschool class, school and after-school day care. The questions were about what they saw as fun or boring, dynamic in their group, peer-relations, their view of learning and influence. In the analysis comparisons between the various services was done. The results show that in all services a significant proportion of the children experiences turbulence and that they are frequently interrupted in what they are doing. In all three services children perceive various forms of learning. In school the focus, as could be expected is on basic skills, but learning in terms of increased social competence is also articulated. The after school day care represents the freest environment where the focus is on play and learning of rules for interpersonal relations. There are clear indications that the children connect play and more structured activities including learning of basic skills. This is specially evident in the preschool class. Generally, the girls have a more exposed position compared to boys.

**PROFESSIONAL CAREER, TRAINING AND LEISURE TIME ACTIVITIES OF MALE KINDERGARTEN TEACHERS**

Kinos, Jarmo and Laakkonen, Eero, University of Turku, Department of Teacher Education

This paper is part of a study focusing on male kindergarten teachers who graduated from Turku University in 1976-1999, of whom 136 (93%) participated in the study. The study examined their professional career, training and leisure time activities after graduation. The data was collected by phone interviews and questionnaires. The results showed that 50 of those who participated in the study worked as kindergarten teachers. After additional training, 52 persons worked in other teaching positions (e.g. as comprehensive school teachers) or in administrative, planning and research posts in the field. Only 34 male kindergarten teachers had left the field of teaching and education altogether. So we can say, that the vocation of the subjects of the study was clearly for pedagogical work (75% of the participants of the study). Small salary, willingness to obtain additional training, and difficulty to adapt to a predominantly female working community were mentioned as the most important reasons for giving up the kindergarten teacher profession.

Most of the participants pursued a leisure time activity that could be characterized as professional. In these cases the leisure time activity was goal-oriented, systematic and structured. The participants had a solid knowledge of the subject matter of their leisure time activity, often strengthened by training. Artistic leisure time activities were the most frequent. In many cases, artistic orientation had been so strong that it had lead to a change of profession.

**TOPICS CONCERNING CHILDREN’S OUTDOOR PLAY IN PRESCHOOL**

Lindstrand, Peg, Stockholm Institute of Education, Human Development and Learning
Brodin, Jane, Stockholm Institute of Education, Child and Youth science

The aim of this presentation is to create a picture of the area of research conducted between 1980–2003 concerning children’s outdoor play and highlight relevant topics concerning outdoor play. The presentation will also include results from some observations and interviews conducted in preschools concerning children’s outdoor play. International research shows that children’s play is not only a source of pleasure, but also has a bonus in that it reduces stress and enhances children’s motivation to learn. Children’s play becomes more vigorous outdoors than indoors, and group and gender constellations changes are more marked due to differences between outdoor and indoor play activities. The result shows that play can be seen as a tool for communication that can construct bridges between children. Children and all humans learn particularly well when they are engaged in constructing together. Keywords: children’s outdoor play, observations, child interviews.
PLAY AROUND THE COMPUTER
Ljung-Djärf, Agneta, Högskolan Kristianstad, BET

This paper is focusing the computer using practice within pre-school activity. Data was collected in three pre-school units with children from 3-6 years of age. The data consists of approximately 13 hours of video-documented observations supplemented by additional field notes of the same events; nine interviews with the teachers and 38 interviews with the children. The study sheds light on the situated valuation, which is ongoing within an institutional practice such as pre-school. The general picture of the teachers’ ways of handling the computer use is described with two main focuses: first, as constituted in the meeting between political visions and everyday practice and second, as grounded in the rationality dominating within the discursive practice. In conclusion, it is argued that the dominating rationalities constitute three different meaning shaping practices, in the study labelled as protective, supporting and guiding. These environments do afford quite different possibilities when it comes to getting access to learning about as well as by the computer.

DISCOURSES ON COMFORT AND TO BE PLEASANT PARTS OF CHILDREN’S SOCIAL KNOWLEDGE DOMAINS
Löfdahl, Annica and Hägglund, Solveig, Karlstad University, Division for Educational Sciences

This paper reports an ongoing project on children’s social knowledge domains where the purpose is to develop theoretical concepts to describe an integrated perspective on childhood, children’s peer culture and pre-school. Theoretically the project is grounded in a socio cultural perspective with theoretical references to childhood sociology (Mayall), children’s peer cultures (Corsaro), speech genres (Bakhtin) and the theory on social representations (Moscovici). Children’s activities were observed through ethnographic studies among pre-school children, aged 3-5 years. Both field notes and video recording were used during data collection. Analyses have been carried out with special focus on children’s attitudes to the collective individual dimension, how ideas of justice and of social differentiation in terms of gender and generation are expressed. From the first period of data collection children’s shared knowledge about their joint time together could be defined and described. Children’s dialogues hold discourses on comfort and to be pleasant. It is important to discuss best friends and to create alliances. Though, it seems like the nice discourses are superficial and are used both to include and to exclude peers. Thereby discourses contribute to children’s knowledge about important factors for establishing and maintaining status in the peer group.

CRY AS A LANGUAGE
Paulsen, Mona, Høgskolen i Agder, Fakultet for pedagogikk

In my studies of small children’s encounter with preschool I observed different reactions to children’s cry. I became interested in caretakers way of responding to small children’s non verbal expressions cry. How do adults respond to small children’s cry? My first video - observations showed 3 categories of responding to small children’s cry. To tune oneself into the child’s feeling, to divert and at last to reject the child’s crying. In this part of my work I observed daily situations in a preschool. Step two in my work was to try to find out what influences adults reactions to children’s cry? The following method was used: 75 informants were asked to write down their reactions to a video. The video showed cuts of 4 different children (1-2 years) crying. The informants did not get any explanation of the reason for crying. They were asked to write down their thoughts and feelings after having seen the video. I will present a preliminary analyse of the answers I collected.
PRE-SCHOOL TO SCHOOL TRANSITIONS IN POST-STRUCTURAL PERSPECTIVES

Sahlström, Fritjof; Karlsson, Marie; Melander, Helen; Prieto, Héctor Peréz and Rindstedt, Camilla, Uppsala University, Education

The aim of this paper is to analyse in detail and from three different perspectives the transfer from pre-school to school for a small number of Swedish children. The paper also aims at developing and discussing the advantages and disadvantages of multi-perspective approach to shared data within longitudinal ethnographic projects. The paper reports parts of the conclusions of a five-year project (1999-2004), where video recordings, interviews, survey data and policy documents have been analysed using conversation analysis, life history and policy analysis, to understand the experiences of transferring from pre-schools to schools for a diverse group of students.

The project took place in the context of a change in the Swedish national curriculum in 1998, which introduced a special class, the “pre-school class”, for children aged six. This change aimed at facilitating a smooth transfer from pre-school to school, and to influence the early years of school with the pre-school education tradition. In the project, the analysis has been constructed from three different, but related, perspectives: ethnomethodology-based conversation analysis and micro ethnography, a life-history approach, and policy analysis. In addressing and challenging each other, the different and complimentary perspectives in the project have contributed to a more complex understanding of the implications for children of the transfer from the pre-school to the school. In particular, this concerns the understanding of the actions of pre-school and school teachers, where a singular perspective approach would have provided a view far more constrained and single-minded.

THE FUTURE IS CREATED BY AND WITHIN CHILDREN – A RESEARCH PLATFORM FOR PRESCHOOL

Sandberg, Anette, Mälardalens Högskola, ISB

This paper describes a Swedish study about a research platform for preschool. The overall aim of this study was to define research areas and questions within the early childhood education area in a dialogue between municipality and university. The purpose was also to produce ideas and develop research and a praxis related research connection in teacher education. The aim was consequently to increase the understanding for what research is needed within the early childhood education area. Data collection constitutes of ten focusgroupinterviews with politicians, managements, principals, lecturers, preschoolteachers, parents, children in leisure-time centres and preschools. Preschool teachers and parents also answered a questionnaire.

From the results different research areas appear, especially highlighted was play, intervention, co-operation between preschool and home, preschools position in relation to school and childgroup research. Even an increasing demand for child-, gender-, class- and ethnical research. From the results it can be concluded that it is fruitful to do research from these areas through praxis related approach, it can contribute to an increased quality in preschool. A way to develop praxis related research can be to establish a development program and early childhood education network where theory and practice connects through researchers and practitioners cooperate in knowledge-production.

TO EXPERIENCE DIFFICULTIES IN LEARNING. A STUDY AMONG CHILDREN IN PRESCHOOL CLASS

Simeonsdotter, Agneta, University of Göteborg, Institute of Pedagogy

This study has the aim to identify possible meanings and different ways to experience learning from a phenomenographic perspective and the theory of variation. It’s about describing children’s different ways to meet with difficulties or obstacles in a preschool class. The aim is further to
understand children’s different ways to apprehend, experience and understanding possibilities to a meaningful learning in the perspective of special education/pedagogy. Questions that are interesting to study are when and how 6 year old children in a preschool class experience difficulties in teaching? How and in which situations do children’s experienced difficulties appears? And how children handle the difficulties? It's important to point out that the 6 year old own experienced difficulties in teaching not only is a problem and an interest from a special pedagogic character, even if the consequences in the practical activity can be that the children or the environment and parents experience difficulties gets some form of special pedagogic help. In this study, the children said in the interview that they meet many difficulties in learning. To get some knowledge about the research problem, have I tried to find help in the phenomenographic perspective and the theory of variation and the relational specialpedagogic perspective.

**PRE-SCHOOL AS A MEETING PLACE - CHILDREN'S ACCESS-STRATEGIES AND EXCLUSIONS IN PLAY AND CONVERSATION**

Tellgren, Britt, Örebro universitet, Pedagogiska institutionen

The research attempts to understand what happens when children interact with each other in the context of activities in a pre-school setting when adults are not involved. By using ethnographically inspired methodology, in combination with conversation-analysis, this project has been analysing everyday interaction between children who are three to five years old. The aim of the project was to understand how children create relationships and how they defend and protect their interactional spaces. I have studied how children shape, maintain and interrupt relationships and interactions with one another and what kinds of access-strategies the children utilize and create and also how these children exclude one another in play activities and everyday conversations. Findings suggest that it is very important for these children to maintain interactions with peers and gain access to play groups. The results also indicate that gaining access to play groups is particularly difficult in preschool settings since young children tend to protect shared spaces and ongoing play activities from children outside the realms of these spaces and activities. Children also co-construct a number of strategies for excluding peers from their interactional spaces. Steering clear from the dominating perspective that categorizes children and focuses on the individual child, I have in contrast focused children during their interaction with one another in peer group activities. Studying peer-interactions through microanalysis allows for understanding what is meaningful for children in their peer-culture in preschool.

**CARE AND EARLY CHILDHOOD EDUCATION: HISTORICAL BACKGROUND AND THEORETICAL FOUNDATION**

Winger, Nina and Johansson, Jan-Erik, Høgskolen i Oslo, Avdeling for lærerutdanning

The Nordic Kindergarten has its roots in the educational model developed by Henriette Schrader-Breymann at Pestalozzi-Fröbel-Haus in Berlin during the last decades of the 19th Century. Her foundations have recently been discussed by Moltmann-Wendel and consists of a maternal ideology in combination with a critical perspective of protestant thinking of her period. In her program maternal care is supposed to complement the paternal discipline in the school system of her days. In this context, the works of Ellen Key are also interesting. We will search for possible communalities with present day feministic thinking for instance the works of Noddings, Gilligan and Ruddick, where maternal care is essential. Our aim is to search for possible common traits in a first tentative comparison between these two historical periods, focusing the context of early childhood education.
THE COMPLEXITY OF ACCOUNTABILITY AND SCHOOL DEVELOPMENT - DILEMMAS AND CHALLENGES IN SCHOOL LEADERSHIP

Aas, Marit, University of Oslo, Department of Teacher Education and School Development

Both PISA (2000) and PIRLS (2001) have shown that Norwegian pupils’ reading abilities are below the desired level and that they spend less time reading than e.g. Swedish or Finnish pupils do. To meet these challenges The Norwegian Department of Education and Research have developed a Norwegian strategy for stimulating reading abilities and the joy of reading 2003-2007 Make space for reading (“Gi rom for lesing”). Schools and municipalities receive financial support on a yearly basis in order to implement the plan. The last two years more than 200 projects have been put into action in Norwegian schools (http://www.skolenettet.no/lesing). The County Governor, the County Library, the University College, the University, and teachers and school leaders in 6 excellent “reading schools” have formed a partnership for the improvement of teacher competence and student reading results by developing the schools’ organizations.

The paper focuses on how this partnership enhances learning in the schools, and how this project contributes to the development of leadership for the participating principals. I will discuss how the participating school leaders’ views and practices are challenged on issues such as accountability and school development. How do they respond to the call for development of a work-place culture for learning?

DISTRIBUTED LEADERSHIP: AN ALTERNATIVE EXPLANATION

Elstad, Eyvind, University of Oslo, Department of Teacher Education and School Development

Distributed leadership as idea is often grounded in activity theory. An argument is that leadership practice is “in between” or “stretched over” the practice of school leaders and followers (teachers). The author argues that game theory provide an epistemological alternative to activity theory. Leadership practice is seen as a result of strategic actions on two levels: principal-teacher interaction and teacher-pupil interaction. The teachers constitute the connecting link between the two levels, and the equilibrium in teacher-pupil interaction influences the equilibrium conditions, and vice versa. Game theory provides intentional explanation of why followers are a constituting element of leadership activity. A case-study from a school in Norway is used here with a view to theory-generation of two-level games.

EDUCATIONAL LEADERSHIP BETWEEN LEADERSHIP AND MANAGEMENT

Kofod, Klaus Kasper, Danish University of Education, Pedagogical Sociology

Educational leadership between leadership and management In the debate about educational leadership it is implicitly acknowledged that educational leadership is about relationships and hence that good educational leadership is about democracy, delegation, teachers’ and students’ self-determination etc. From my point of view this is a much too simplistic model that needs to be supplemented by a view that good educational leadership is also about management, the principal’s responsibility to decide on his own with no or only little consultation with the staff. Without this management it is in my opinion impossible to have the democratic leader-ship: It is difficult to be lead more democratic that one can afford. Strangely this management view
is banished as “business school rhetoric” and a “genuflection” for the marked orientation of the educational system in parts of the discourse about educational leadership. This gives in my opinion an abortive view of the leadership realities in the contemporary Danish schools. The paper will therefore discuss educational leadership between leadership and management.

EQUITY AND DIFFERENCES. TRACING CONTEMPORARY LEADERSHIP OF INCLUSION IN NORWEGIAN SCHOOLS

Langfeldt, Gjert, Agder University College, Education
Vedøy, Gunn, Hedmark University College, Department for Teacher Education,

Equality and equity have been declared policy for Norwegian schools since 1889 and 1975 respectively. The same schools that are obliged to shape educational practices according to these demands are also required to furnish the children with knowledge and skills needed for competition in a global market. What practices schools develop, how the pupils are made equal and different, and how these processes are led, managed and made to appear reasonable, is the theme of this presentation. The discursive practices found in schools are interpreted as a genealogy in a Foucaultian sense, and leadership of inclusion is attempted described in terms of power/knowledge. This genealogy tries to understand the certain phenomenon of inclusion as a discursive practise, and the genealogy is thus just as much a history of the present as a historical method. Focus is towards the conditions of action that makes the practise possible, towards the practise itself, and towards its effects. Discourses about inclusion are linked to the ideas of equity and the unitary school. Still, changing discourses in society and schools have led to changed practices around inclusion and exclusion. These terms are contested, and there are ongoing negotiations between different schools within education and pedagogy in relation to what the content actually is. In this presentation we explore these tensions historically and connect them to the discourses found in interviews with 20 contemporary Norwegian school leaders.

DISCOURSES OF SCHOOL LEADERSHIP IN NORWAY

Valle, Roald, University of Bergen, Institute of Education and Health Promotion

There is a growing interest in school leadership both in educational policy and school practice, an interest which is reflected in recent educational policy documents and in the school organization. This paper draws on a discourse analysis of two selected public policy documents: Report no. 30 to the Storting (2003-2004): Culture for learning and NOU 2003: 16: First and Foremost. Improved quality in primary and secondary education for all. The main findings addresses the way the documents describe successful school leadership, the contexts where school leadership is defined as crucial for the school activity, the leadership demands that the documents claim, and finally the relationship between leadership and management. The findings can contribute to a better understanding of the educational development process, both on the political and school practice level. This paper grows out, both of the international research project Successful School Leadership Project (SSLP) in Norway, and my doctoral project Discourses of school leadership.

The overarching research question of the doctoral thesis is what kind of discourses are embedded in public policy documents and how these discourses are related to leadership in practice in two selected junior high schools in the Bergen area. The goal of the project is to illuminate the way the discourses of public policy documents and school leadership practice diverge and converge. Qualitative document analysis and interviews are the research methods used.
ENTRYING HIGHER EDUCATION - GENDER AND CLASS PERSPECTIVES  
Berggren, Caroline, Göteborg University, Education  
The paper aims at discussing the use of cultural reproduction theory for interpreting data on educational careers. Especially, its use for discussing gender and class relations as suggested by the work of Beverly Skeggs, will be concentrated upon. This is a part of my ongoing thesis, which deals with matriculation into higher education in Sweden.  
The first article is about how labour market fluctuation influences the composition of groups of students. In times of recession working class students, both women and men, increase their matriculation rate. At the end of the 1990s working class men’s attendance decreased, while working class women’s continued to increase. This article is accepted in Higher Education.  
The second article is about the influence from the admittance system, how certain groups of students; upper middle class men in particular, take advantage of special rules and systems intended to give another chance of admittance to students. This article is just to be submitted.  
The third article will investigate the selection into study programs of different status. Throughout all the articles the influence on the composition of groups of students is studied with respect to gender and class. I am using register data containing whole birth cohorts, born in the 1970s. The studies are longitudinal, focusing the 1990s until 2002.

SUPERVISORY TEACHERS TALK ABOUT GENDER AND EQUALITY - TECHNICAL OR MORAL DISCOURSES?  
Dowling, Fiona, Norges Idrettshøgskole, Seksjon for lærerutdanning  
Whilst acknowledging that formal teacher education is problematic rather than automatic (Dowling Næss, 1996, 1998, 2001), research reveals how teaching practice for many students represents the closet juncture between formal training in higher education and experiential development in schools (Zeichner et al, 1987). Accordingly supervisory teachers’ ‘practical theories’ (Handal & Lauvås, 1987) represent an important contribution to educational discourse (Cherryholmes, 1988), including discourses about gender and education. Against the backcloth of the current tension between on the one hand education as a moral activity or on the other hand as a technical activity, the paper will explore how supervisory teachers within Physical Education teacher education construct masculinities and femininities, and equality within their supervision of student teachers. It will explore which values emerge, whose interests the values serve, as well as asking why other perspectives do not emerge. Finally, it will ask whether the emerging gender and education discourses are framed within the Scandinavian trend towards reflective practice in teacher education (Bergem et al, 1997).

"TARZAN AND JANE - AN ETHNOGRAPHIC STUDY OF MALE NURSES IDENTITIES"  
Ekstrand, Per, Mälardalens högskola, Institutionen för Vård- och folkhälsovetenskap  
In my dissertation I study men in nursing profession and their constitution of gender and identities. The overall aim is to understand the meaning of gender, particularly the constitution of masculinities, for male nurses identity. My methodological approach is based
on ethnography. Data was collected by interviews and following observations with men in two nursing environments; emergency and elderly care. In my analyses, it becomes visible that normative ideologies of power and sexuality influence the creation of gender processes and identities. My results demonstrate that strategies, called doing heterosexuality, become active parts of the observed men’s identities. In my presentation I will also direct attention to how these men create homo-social arenas in the nursing environment. Another finding is that the physicality of the body plays an important role in the creation of male nurse’s identities.

MAPPING TEACHERS PROFESSIONAL WORK
Gannerud, Eva, Göteborgs universitet, Institutionen för pedagogik och didaktik
Rönnermann, Karin, Göteborgs universitet, Institutionen för pedagogik och didaktik

In this paper, we present a part of a project, focusing on the task of teachers in Swedish pre-school and compulsory school, related to historical tradition and gender order of society. The paper presents preliminary results from the third study in the project, dealing with how teachers in pre-school and compulsory school describe and valuate their work. The results are based on repeated interviews with three teacher teams. Both of us participated in the interviews; while one of us was carrying on the interview, the other made notes of key words and concepts coming up and also presented summaries of those to the team. Based on those notes, and on tape recordings of the interviews, we constructed mind-maps, one for each team. Those mind-maps were presented to the teams for comments and completions at the next interview. The mindmaps show great similarities but also differences in how teachers’ work is described in the different contexts. They give a description of teachers’ numerous tasks, on one hand in organising and planning work, often together with other people within and outside their own context, and on the other hand, in creating goals and content in their direct work with the children.

A GENDER PERSPECTIVE ON TEACHERS’ VIEW OF THE TEACHING PROFESSION
Hjalmarsson, Maria, Göteborgs universitet, Institutionen för pedagogik och didaktik

In this paper I will present some preliminary results from a interview study which is a part of a Swedish research programme ”Changing Sex/Gender Orders in School and Education. Policy, Perspective and Practice (GPPP)”. The paper focuses on different aspects of the teaching profession. The study is based on interviews with fourteen teachers in compulsory school within a Swedish metropolis. The themes discussed in the paper deals with teachers’ views of teachers’ work, skills, competence, gender and others’ expectations on them as teachers. Also to be discussed is the interplay between aspects of gender, social background and ethnicity. The results point out that there are differences between teachers’ conceptions and their concrete experiences regarding questions of gender. The results also indicate the importance of not only aspects of gender, social background and ethnicity, but also factors as school context and generation, for teachers’ constructions of the teaching profession and of gender.

DOING GENDER IN SCHOOL - EMERGENT FEMININITIES AND MASCULINITIES
Holm, Ann-Sofie, Högskolan i Borås, Institutionen för pedagogik

This study is part of a Swedish research programme, “Changing Sex/Gender Orders in Schools and Education. Policy, Perspectives and Practice (GPPP)”, whose main focus is to study different aspects of changes in meanings of sex/gender in educational settings over recent decades. The paper reports from one of the ongoing local projects, that focus on students’ experiences of daily life in school and the ways boys and girls are positioned. The data collection includes
observations and interviews with students from two 9th grade classes in two Swedish schools. The themes discussed in the paper are concerned with boys’ and girls’ representations of masculinities and femininities in school, their views on student – teacher relations and the school’s “gender regime”. Also to be discussed are the various peer group compositions and their norms for gaining popularity in school. Connell (1996) points to the importance of such groups for the kind of masculinities/femininities constructed. The results also indicate that ethnicity, social background and the school context (rural/urban) are of particular importance for constructions of gender.

**TO TURN AROUND WHEN POLICE CALLS. HOW SOME STUDENTS BECOMES “IMMIGRANT LADS” IN SCHOOL**

Jonsson, Rickard, University of Stockholm, CEIFO

This paper is based on data gathered during one year of an ethnographic study in an elementary school, located in a suburb, outside Stockholm and, above all, on observations and informal interviews with 15 – 16 years old, male students, that are called, and call themselves “immigrant lads”. The text is grounded in a theory about gender and performativity, where gender is something that is produced in speech acts as well as in social practice, and where subject positions like “the immigrant lad” is performed in different situations in the everyday school life. The material demonstrates that a categorization among students according to gender and ethnicity is frequent. The informants talks about the “importance of being yourself”, and that boys and girls, Swedes and immigrants are themselves in radical different ways. And in the school staffs talk about rules or the goals of their teaching, the immigrant lad may be pointed out as a problematic but still possible position. The immigrant lad is the kind of student that needs to learn the Swedish language and some fundamental values. A student who does not fulfil these goals may be called, and may thereby answer, as an immigrant lad. But in the same time as students and school staff seems to be in agreement of the meaning of the category, situations are taking place that goes against established stereotypes. Situations which illustrate that drawn limits are not that natural, that none of the informants in the study fits in a limited category.

**WHAT P.E.TEACHERS SAY ABOUT THEIR SUBJECT AND GIRLS AND BOYS AS PUPILS**

Larsson, Håkan, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsovetenskap

Since 1980, the use of co-education and gender separate education has been debated in the subject of physical education in Sweden. The use of either teaching form seems in itself to be viewed as a solution to problems of gender inequalities. Some studies has suggested that the P.E. teaching is carried out “on boys conditions” (cf Carli 1990, Eriksson et al 2003), but recent studies have pointed at the fact that it is difficult to view boys and girls as qualitatively different and homogenous groups of pupils (Redelius 2004). This study aims at scrutinizing the discourses that constitutes teacher’s view on physical education and gender. It is part of a larger study, called the Gender-Physical education-School-project. Four classes and five physical education teachers were followed during one semester each. 24 lectures (~ 50 min each) were video tape-recorded and the teachers were interviewed concerning physical education and gender issues. The analysis of this material show that the teachers embrace intentions to regard their pupils as individuals, but on the other hand depicts and communicates to boys and girls in a “gendered” way. Most of the teachers highlight structural problems concerning gender issues, for instance that boys to a large degree dominate time and space during the lectures and that boys more often are in a position to influence the teaching. However, the teachers seem to lack active tools to deal with these gender issues – apart from using gender separate teaching.
ABOUT GETTING TO KNOW WHAT IS VALUABLE KNOWLEDGE. AN ANALYSIS OF A TEXT BEING PART OF TEXT BOOKS IN SWEDISH FOR PUPILS AGED 10-12

Lyngfelt, Anna, Högskolan i Borås, Institutionen för pedagogik

The objective of this investigation is a text used in text books for pupils aged 10-12 years, in Swedish. In the analysis of the text, Lars Hesslind "Använd språket, grabben" ("Use your language, chap"), the western rhetorical tradition is being seen as an influential social practice, interwoven with the social discursive practices represented by textbooks nowadays. The analysis explains why ethnically non Swedish, not middle class pupils (preferably boys) may find it difficult to find, reconsider and formulate their identity by using the text. It also shows how the text conveys the message of what is valuable knowledge.

NATIONAL EVALUATION OF HOME AND CONSUMER STUDIES 2003, FROM A GENDER PERSPECTIVE

Pettersson, Monika, Göteborg University, Department of Home Economics

In this paper I will review some of the results from the second National Evaluation of Home and Consumer studies 2003, (NEHCs, 2003). Focus is mainly on the subject of gender. The first NEHCs was carried out in 1992 and gender was not an issue, but some comparisons will be drawn from the statistics on girls versus boys. Gender equality are issues in both curricula and syllabus. In the syllabus of Home and Consumer studies (HCS) gender is one of four perspectives that should permeate all education. In this paper particular interest will derive from questions surrounding boys and girls beliefs and values about HCs. Centre of attention will also be on their attitudes towards household work and gender equality. To find out something about these different methods were used in the study: a questionnaire, a practical assignment and complementary interviews. Answers in the questionnaire shows that both boys and girls have a great interest and find the subject of HCs important. When it comes to the question about household work, girls tends to suggest a more equal division of work compared to boys. There are also significant differences between girls and boys when it comes to pupils influence over the education. Another noteworthy fact is the difference in grades between boys and girls. These research findings demonstrate that there are need for more investigation when it comes to the subject of gender in Home and Consumer studies.

GENDER ISSUES OF LEARNING

Tanggaard, Lene, Aalborg University, Faculty of Humanity

Vocational education is characterised by marked gendered distinctions. The women are educated in the secretary-, service- and caring professions. A main part of the men are educated in the construction fields and in the industrial trade (Christensen, 2001, Mjelde, 2001). This paper discusses the possible relations between the gendered divisions in the social organisation of vocational education and access to learning. The psychological research on learning has to a large degree neglected a consideration of gender. Western psychology is based on a Cartesian heritage and operates with a view to learning as a rational process mediated by reason. Learning is basically viewed as the mental processes of the self-regulated and isolated individual (Ormgoed, 2003). Aspects of the muddy everyday life such as gender have been ignored or considered a hindrance for genuine learning. Contrary to this anaemic picture of learning this paper views learning as basically structured by matters of everyday life with its participants producing and reproducing practices over time and across contexts (Lave, 1999, Holland & Lave, 2001). Through an analytic elaboration on empirical examples from vocational education it is discussed how the relations of gender and learning can be considered a both meaningful and conflictual issue of everyday life.
TOGETHER WE ARE STRONG

Øydvin, Astrid, Sogn og Fjordane University College, Faculty of Teacher Education and Sport
Bergersen, Ane, Sogn og Fjordane University College, Teacher Education
Sandnes, Kjersti Haukedal, Sogn og Fjordane University College

We are strong together… Gender, didactics and rationality in decentralised teacher training. As one of the first institutions in Norway, Sogn og Fjordane University College has established a model for decentralised and partly net-based teacher training. Local working groups are essential in the studies. How are these students working, and how do these small groups function both social and as a support for learning? Through an internal evaluation we investigated questions regarding what are typically for these students, challenges in the learning processes and what is successful for student, teachers and leadership. What constitutes a successful group in this context? Why is working together in the group so important for these students, and what are the consequences didactically? How do the students use humour and shared companionship as a tool for learning?

In the internal evaluation we use methods like observation of the students, interview both individual and in groups – with teachers, leaders and students as informants. We use students’ diaries and enquiries on the net as data. We characterise the students as “combination-students”. That refers to the skills they develop in combining different roles and tasks. We discuss this in a gender perspective, and try to get further than concluding that they are women, double-working and their caring ability. Different forms of rationality are one of the core issues.
THE ROLE OF LANGUAGE IN LEARNING. MICRO PROCESSES OF REFLECTION AND EDUCATIONAL IMPLICATIONS

Alvegård, Christer, Lund Universitet, Lärande Lund  
Anderberg, Elsie, Lund University, Education  
Johansson, Thorsten, Lund University, Department of Philosophy  
Svensson, Lennart, Lund University, Department of Education

The particular phenomenographic perspective on learning adopted focuses on intentional-expressive view of relationships between utterances, meanings and conceptions. The particular dialogue structure developed has been used as an instrument to stimulate students' reflection and to document their reflection in 75 dialogues. Students' from schools of teaching, nursing and engineering participated. Acts of the micro processes of reflection are analysed and grouped into three descriptive categories. Categories identified show qualitative differences with regard to the character of micro processes of reflection during the dialogues. The processes are grouped into three categories similarities and differences;
1. Vague constitution  
2. Strengthen constitution  
3. Re-constitution

Vagueness characteristic in category one, was also present in the other two categories as an element. The element of vague constitution had in these acts an impact that made the reflection more intensive and flexible. The vague character in category one was the main character and was not connected to effort to create links between conceptions, expressions and meanings. Educational implications discussed focus on how vague constitution in learning has two faces; one that connects to passive and fragmentary learning and another face that trigger and create close relationships and change of relationships.

MEANINGS AND RELATIONSHIP BETWEEN MEANINGS OF COMMONLY USED EXPRESSIONS, WHEN DISCUSSING AN EVERYDAY PHYSICAL SITUATION.

Alvegård, Christer, Lund Universitet, Lärande Lund  
Anderberg, Elsie, Lunds Universitet, Department of Education  
Svensson, Lennart, Lunds Universitet, Department of Education  
Johansson, Thorsten, Uppsala Universitet, Department of Philosophy

Many investigations have been carried out concerning students’ conceptions, especially within classical mechanics. The view of language, where the relationship between expression and meaning are not problematized, as well as the way the interviews usually were made, make it hard to catch students’ meaning of expressions used. During the last decade an interest has emerged concerning the relationship between expression, conception and meaning. This paper presents empirical findings from an investigation in this latter tradition. A number of students at Chalmers University of Technology, Sweden, were asked to describe a given physical situation from everyday life, which usually is handled within classical mechanics courses. In classical mechanics many expressions are in common with expressions used in everyday life. However, within the discipline the meanings are usually more “well-defined” and strict. Thus it is problematic if the students are stimulated to learn to use expressions as if they by themselves
could codify their disciplinary meaning. The relationship between an expression and its meaning has to be created, scrutinised and recreated through thinking and learning, when knowledge is formed about different situations. In this paper we discuss meanings used by students, and relationships between meanings of commonly used expressions, such as force and energy.

**CULTIVATING FEELINGS AND AUTHENTIC CONCERN - A PEER LEARNING PROJECT?**

Christiansen, Bjørg, Oslo University College, Faculty of Nursing
Jensen, Karen, University of Oslo, Institute for Educational Research

Emotional and expressive qualities play an important role within all fields of working life, even though the role they play differs. Within nursing as well as other professional fields, what is called for today are more personalised and authentic forms of behaviour. In nursing education this is reflected in the development of a new national curriculum which state qualities related to the capacity “to care”, “to feel empathy” and to the ability to become “emotionally involved” as learning goals (National Curriculum for Nursing, 2000). A case may illustrate how implementation of such intentions from the curriculum may look like in the classroom: A study, placed within the field of classroom-studies (Gudmundsdottir, 1998), was carried out focusing on learning processes concerning professional communication. Viewing learning not only as an individual, but also a socio-cultural process, makes it interesting to investigate how social processes between nursing students look like in a specific learning situation: How do the students help each other to handle emotionally challenging situations concerning patients in a professional way? Data was collected during a communication-course in the 3d year of the education. Inspired by a discourse-analytical approach (Jøgensen and Phillips, 1999), the focus was on students comments after role-playing a specific nurse-patient dialog.

**THE TRANSITION FROM HIGHER EDUCATION TO WORKLIFE: A COMPARISON BETWEEN A PROBLEM-BASED LEARNING PROGRAMME AND CONVENTIONAL PROGRAMMES IN HIGHER EDUCATION**

Dahlgren, Madeleine Abrandt; Hult, Håkan; Dahlgren, Lars Owe; Hård af Segerstad, Helene; and Johansson, Kristina, Linköping University, Department of Behavioural Science

This longitudinal study focuses on the transition from higher education (HE) to worklife. Generally, the transition is considered to have become more complicated due to the changing conditions for work in a supercomplex society. More specifically, there is also still sparse knowledge about how students in PBL programmes cope with the transition process. Previous research on the topic has suggested that there is a need for more complex studies of the relationship between HE and work.

The aim of the study is twofold, (i) to describe the way students experience their programme as seniors and later their work situation as novice workers, and (ii) if there are differences regarding these experiences in comparison between a PBL programme (psychology) and conventional programmes (mechanical engineering and political science). The transition from HE to worklife in the three programmes is analysed according to five dimensions; relation to space/areas of operation, identity/trajectory, professional role characteristics, transition process, and relationships between education and work. The results indicate that the PBL-programme is preparing for worklife in a rational way, both regarding generic skills and substantive knowledge. The conventional programmes stand out as preparing for worklife either by providing generic skills or by having a ritual character.
MULTIVOICED SUPERVISION OF MASTER STUDENTS

Dysthe, Olga; Samara, Akylina and Westrheim, Kariane, University of Bergen, Department of Education and Health Promotion

This paper describes and analyzes an alternative supervision model at the Master of Education Programme at the University of Bergen aimed at improving research supervision. A three pronged approach was introduced, combining supervision groups, student colloquia and individual supervision. The supervision groups consisted of two supervisors and their master students, while the student colloquia consisted of the same students without teachers. The case study of this alternative supervision practice is based on sociocultural perspectives on knowledge and learning, combining theoretical concepts from Lave & Wenger and Bakhtin. The three arenas were found to supplement one another: While student colloquia provided personal support, and served as a first filter for ideas and texts, the supervision groups provided multivoiced feedback on student texts and enculturation into the discipline. Individual supervision provided specific advice as well as standards and norms related to the individual student’s text. Critical factors of supervision groups were regular attendance, mutual obligation, structure and clear rules.

FOCUS GROUP DESIGNED RESEARCH AS AN ISSUE OF DEVELOPMENT OF TEACHER-TEAM-COMPETENCE IN AN UPPER SECONDARY SCHOOL PROJECT, REFLECTING TEACHING FOR QUALITY LEARNING AT TEACHER EDUCATION

Geijer, Lena, LHS, UKL

The aim of the study is to analyse the outcome of Teacher Team Competence at an Upper Secondary School Development Project reflecting the in-service training of teacher students at Teacher Education. My proposals state questions concerning methodological decisions made by the researcher concerning values and views of empirical research, while combining focus group designed research in educational setting. The design of the study reflects the researcher’s dilemma concerning access to data in focus group discussion combined with action research models of development of competence in interdisciplinary discussions over a period of two years. Six researchers form in an action research and cooperation model a critical peer perspective to both teachers within teacher education and teachers within upper secondary school education. Data concerns group interviews and action research study of interdisciplinary discussions of professional teachers of several different subjects of practice. Data also consists of documentation from the members of the focus group discussions The questions raised are: How can teaching for quality develop through focus-group discussions with professionals of several fields as well as develop in-service training for teacher students? Data will consist of videotapes, interviews and focus group interviews. Results, show that over time, the participants gain access to the unspoken dimensions of their competence also by processing discussions in writing. Early results show that a large amount of teacher time for reflection is spent on tedious discussions of small details while the vision of the school as an arena of vision for Teacher Education get less.

IN ACCORDANCE TO THE BOLOGNA PROCESS? STUDENT WORKLOAD, TEACHING METHODS AND LEARNING OUTCOMES: THE TUNING APPROACH AND SOME CRITICAL CONSIDERATIONS

Gunnarsson, Lars, Göteborg University, Department of Education

While many countries in Europe are preparing or have already started the implementation of a two or three cycle higher education system in accordance with the Bologna process, it has become increasingly clear that there is a need to provide some reference points with regard to student workload. The issue of workload is related to the introduction of the ECTS credit system,
both as a transfer and an accumulation system. The project Tuning Educational Structures in Europe, which focuses on learning outcomes and general academic (generic) competences and subject related competences has shown us that approaches to teaching, learning and assessment have an impact on credit allocation, and, consequently, on workload. An approach for determining student workload in Higher Education programmes has recently been suggested by the project. Four steps are included in this process:
1. Introducing modules/course unites,
2. Estimating student workload,
3. Checking the estimated workload through student evaluations
4. Adjustment of workload and/or educational activities.

Tuning is offering two forms that can be helpful in making decisions on and adjustment of student workloads. In this session, these forms, and the rationales behind them, are being presented, and some critical considerations related to the use of such forms are being used as a starting point for discussions on calculations of student workloads, and its implications for approaches to teaching, learning and assessments.

CURRICULA FOR THE SCIENCE OF EDUCATION -SIMILARITIES AND DIFFERENCES IN FINNISH UNIVERSITIES

Jakku-Sihvonen, Ritva, University of Helsinki, Faculty of Behavioural Sciences

In Finland, based on the new legislation and Bologna agreement, all academic degree programs will follow the two-tier system. Eight universities have developed new curricula for both bachelor of arts and master of arts degree programmes in teacher education and in the sciences of education. We have typically had two kind of academic programs: thematic or systematic. A systematic program or curricula can be seen as a systematic introduction to the science of education and its methodology. Thematic programs or curricula are organized like “problem or content based learning tasks with scientific knowledge in focus”. In a comparative analysis the curricula and goals for the science of education are studied. Data consists of written curricula or study programs and interviews of professors. Study questions are:
1. How are the goals of the studies defined?
2. What are the obligatory contents for all students?
3. How wide are methodological studies?
4. What is role of praxis?

The study is carried out in the Faculty of Behavioural Sciences at the University of Helsinki. It is part of the project “National-Level Coordination of Degree Programme Development in Teacher Training and the Sciences of Education (VOKKE)” financed by the Ministry of education.

EFFECTS OF USE OF ENGLISH WITHIN SWEDISH HIGHER EDUCATION

Johansson, Ingrid and Jonsson, Bosse, Mälardalen University

English plays an increasingly important role at Swedish universities and colleges. The aim of this research project, which is still at the planning stage, is to address three questions posed by this situation. The first question is to what extent and for what purposes English and Swedish are used within the Swedish university system. The second question is what the consequences are in terms of pedagogy and study achievements of an extensive use of English. The third question is what happens to students’ proficiency in Swedish. The project is collaborative and cross disciplinary, crossing language studies in humanities with education. A few pre-studies have been carried out in order to develop more detailed research questions. Two of the pre-studies will be presented in this paper. In one of them, university teachers with no experience of teaching in English have been interviewed on their perceptions of strategies, problems and consequences of teaching in English. A result was that the teachers seemed to fear a lower quality of their teaching when doing it in English. In the other pre-study, observations have been conducted.

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in lectures, seminars and group works of a course in social sciences given in English. The preliminary results of the latter study indicate that the apprehension of the contents may be inflated.

THE DEVELOPMENT OF EPISTEMOLOGICAL BELIEFS IN HIGHER EDUCATION

Kaartinen-Koutaniemi, Minna and Lindblom-Ylänne, Sari, Center for Research and Development of Higher Education, Department of Education

This study investigates students' academic thinking and the development of their epistemological beliefs. Its purpose is to deepen our understanding of what epistemological beliefs individual students hold about knowledge and knowing, and to link it with the aim to improve students' cognitive processing and academic learning in the university context. The theoretical framework is phenomenological and cross-sectional data is collected. From second-, fourth- and sixth-year students the sample consists of 60 randomly selected psychology students who have participated in an individual interview. Open-ended questions were used to allow the interviewees to provide free and open responses. The questions focused on the sources and the nature of knowledge and the elements in the knowledge acquisition process. Responses are categorized, grouped, and tallied on the dimensions of beliefs as identified in earlier studies and epistemological theories especially by Barbara K. Hofer and Paul R. Pintrich. Preliminary analyses confirm the hypothesis that students' epistemological beliefs affect learning and students' perceptions of teaching, such as approaches to studying and study strategies. Further, the development of epistemological beliefs interacts with teachers' actions and practical implications. The educational environments and academic practices influences on the shaping and development of students' epistemological beliefs.

EXAMINATIONS AS ENACTED VIEWS OF KNOWLEDGE: A THEORETICAL APPROACH TO EXAMINATION SYSTEMS AND THEIR IMPACT ON THE DEVELOPMENT OF STUDENTS' AND TEACHERS' WORK IN HIGHER EDUCATION

Lindberg-Sand, Åsa, Lund University, Department of Education

Examination in HE is a complicated and manifold business involving university culture, formal rules, teachers' professional knowledge and students' learning efforts and fears of failing. In Sweden the Bologna process in a few years time will change the preconditions for assessment thoroughly. In a previous project the changes in assessment practices in five different university courses were described (Lindberg-Sand, under review). These practices are normally slowly changing processes deeply embedded in a discipline-oriented teaching culture. In a recently started project the aim is to research the structure of the examination system in different university programs, to describe the interplay between the formal classification of assessments and the development of students' and teachers' work in the different courses. A further aim is also to follow the changes induced by the Bologna process in the programs.

The aim of this paper, though, is to clarify the theoretical starting points for the project, in combining different strands of social practice theory. The formal aspects of assessments will be viewed as classification systems (Bowker & Star 1999) in relation to different expert systems (Giddens 1991) including both scientific and educational communities of practice. The concept of teaching-learning regimes (Trowler & Cooper 2002) will be utilized to explore the context of assessment design and practices. The paper will connect the different theories with the aim of a further elaboration of a conceptual frame-work, fruitful for making a deeper understanding of the anticipated changes of assessment practices in HE possible.
USING THE WEB AT CAMPUS EDUCATION
Linder, Karin, Faculty of Medicine, Department of Nursing

Methods for teaching have during last years mostly been concerned at courses based totally on
the Web. But a great deal of the regular education at the universities takes place at the University
Campus which is the situation for nurse education in Sweden. In this paper, a way to stronger the
quality in this education will be described. A mixture of Campus and Web education has been
developed at the Department of Nursing. The students use the Web as a forum for discussion of
cases, either student to student or between the different groups of students, before the students
present their analysis of the case in Campus together with the tutor either in case of training or
examination. Because of this the students have the opportunity to take part of the other students’
analysis and reflect and compare these to their own analysis. In this way the student hopefully
get a deeper understanding and get help to reflect on the case in different perspectives. The
students even get training to use computers which in their future profession is valuable together
with the training to express themselves in written text as well as vocationally. The evaluations of
this mixture of education have got a positive result when used in small groups and were in last
semester used in a course with 90 students.

REFLEXIVE MODERNIZATION AND IDENTITY CONSTRUCTION: THE CASE
OF CHINA
Liu, Fengshu, University of Oslo, Institute for Educational Research

In this paper, I attempt to outline a theoretical framework through which we can view how a
number of young adult only-children university students in comparison with young adult only-
children from other social settings, and men in comparison with women are constructing their
identities experiencing modernization in present-day China. This is done by reviewing, analyzing
and synthesizing existing social theories on identity and identity construction. In particular,
the work of theorists in the tradition of reflexive modernization such as Giddens and Beck, is
reviewed and critiqued. On the basis of this critique, it is proposed that critical social theory,
in particular, a Bourdieuan perspective, can serve as a complementary perspective for the
limitations identified in the late modernist theorists’ work. Meanwhile, based on a preliminary
analysis of the data collected through life history interviews with the participants, a question
is raised concerning the adequacy and legitimacy of applying Western social theory to an
exploration of the present-day Chinese society.

INTERNATIONALISATION OF NORDIC HIGHER EDUCATION; TRADITIONAL
AND NEW CHALLENGES
Maassen, Peter, University of Oslo, Institute for Educational Research
Stensaker, Bjørn, Norwegian Institute for Studies in Research and Higher Education NIFU

Nordic higher education cooperation has a long tradition. As such it can be characterized
as a specific form of internationalization in higher education. However, as a consequence
of developments inside and outside higher education, amongst other things, the Bologna
Process, the Lisbon Summit, the WTO/GATS negotiations, and the enlargement of the EU, this
Nordic internationalization tradition has come under pressure. Therefore the Nordic Council of
Ministers (NCM) has taken the initiative for a study on the consequences of these developments
for the Nordic dimension in the internationalization of higher education. In this study national
and institutional case studies have been undertaken in five countries: Denmark, Finland,
Iceland, Norway and Sweden. In this paper the main findings of this study will be presented.
In addition, some policy considerations for the Nordic authorities are discussed, such as first
the need for more flexibility and diversity in policies, programmes, support structures; second
the need for clearer institutional strategies; and third the need for a better linkage of the Nordic
dimension in higher education to other dimensions, processes, and policies. It is suggested that these considerations could be helpful in preventing that the Nordic dimension will be further marginalized in higher education.

INTERNATIONALISATION AS A KEY ISSUE IN THE PUBLIC DEBATE ON HIGHER EDUCATION. THE CASE OF THE UNIVERSITY OF TARTU, ESTONIA

Remmik, Marvi, University of Tartu, Faculty of Education

Developing the mobility of students is one of the priorities of higher education and research policies in Europe, both on the European Union level as well as within the intergovernmental co-operation of the European states. The following study tries to investigate higher education institutions responses to the challenges of internationalisation. In order to understand the responses of higher education institutions to their changing environment, first an analysis will be made of the actual changes in this environment. Last reforms in higher education, following the so called Bologna process have had a big impact for working out institutional strategies for making education more internationalised. The aim of this paper is to look into how the reasons of in-coming students at the University of Tartu have changed during the last 12 years. For analyzing this I will focus on recent changes in European-level policies directly affecting higher education in smaller countries. In the beginning of nineties, the interest for a post-socialist country and its peculiarities formed as the major reason for foreigners to attend University of Tartu. Today, incoming students aspire to obtain knowledge in the language and culture and to benefit from the programs focusing on the regional specific aspects. Data for this analysis were gathered through official EU and university policy documents, reports and previous studies.

AN ANALYSIS OF UNDERGRADUATE STUDENTS’ CONCEPTUAL DEVELOPMENT IN ACCOUNTING

Rovio-Johansson, Airi, Göteborg University, Department of Education and Gothenburg Research Institute

The paper concentrates on students’ conceptual development in an undergraduate three year programme in Economics and Business Administration. The aim of the study is to investigate the development of the students’ understanding of a specific and fundamental concept in accounting on individual level. Drawing on extensive interview material from this longitudinal study of a sample of nine students taking part in the programme, the empirical analysis reveals three phenomenographic categories of description. The analysis uncovers the hierarchical structure of categories of description, as a conceptual development for each individual over three years. The analysis shows that the algorithmic understanding of the concept dominates during the first year of study, during the second year the students show a mixed understanding, a mixture between algorithmic and accounting knowledge. The students’ understanding in the third year, the understanding as a junior accountant, the ability to make judgements and estimations which integrate the influence of external contextual factors, is an ability achieved by half of the sample. One third of the sample does not change their pre-understanding, which is their laymen opinion, during the three years. The scientific implications of the study refer to widening the students’ awareness of critical aspects of the learning objects in accounting. The educational implications have reference to reorganized learning and teaching opportunities offered the students in Management Accounting and Financial Accounting. The paper discusses the implications of the findings and calls for further research in the area.
GROUP SUPERVISION IN GRADUATE EDUCATION: AN ARENA FOR SKILL DEVELOPMENT AND DISCIPLINE ENCULTURATION
Samara, Akylina, University of Bergen, Institute of Education and Health

There is a growing research interest in supervision of written academic work in higher education. Most of the international literature focuses on the supervisor-student pair; alternative supervision forms such as group supervision are hard to be found in higher education, with the exception of professional disciplines (for example under clinical training). In the present paper I will present group supervision as practised in the Master programme of the Department of Education at the University of Bergen, Norway. The programme requires the completion of a master thesis usually based on empirical research. The paper is based on a study which draws on the analysis of recorded group supervision sessions; the particular supervision group consists of five students and three supervisors. The sessions are analysed from a qualitative phenomenological perspective with focus on the group supervision process.

In this paper I will address the way in which group supervision enables the development of students’ supervising and communicative skills and the student’s enculturation into the particular discipline, as well as the impact group supervision has on the students’ writing process. Critical factors connected with group supervision will also be discussed. As the study findings indicate, group supervision enables the students to become a source of support for each other, and it functions as an arena for the development of skills necessary for group communication and interaction. The latter is highly relevant to the Norwegian higher education arena, as student engagement in group work under university studies is becoming common practice.

DO WE HAVE TO LEARN THIS? TEACHING STRATEGIES IN THE CLASSROOM
Sandvik, Ninni and Kolle, Tonje, Østfold University College, Faculty of Education

Our work is concentrated on trying to develop methods for connecting the students to the main theories and conceptions in our teacher programme. We want to visualize our experience with a dialogical and heteroglossical perspective in the learning process of the students. In our work dialogue is regarded as a method of transcendence in cognition. Also we focus on the different voices or perspectives represented in the classroom; the researchers, the students, the theorists, the teachers and the children’s voices. Without these voices there will be no dialogue, in our opinion. Eventually we will present our use of art, cultural expressions, play and praxis as tools in constructing meaning in the classroom. Our work is based upon impressions as experienced by ourselves as insiders. Our pedagogic position connects to both philosophy and pedagogy. The two dimensions seem to enrich our cognition. We believe in the connection between what we teach and how we teach. Our intentions as teachers are fulfilled when our students experience the teacher programme worth considering, and as a startingpoint for their own reflections. To focus on the students as individuals seeking meaning and understanding is crucial in higher education. This work is a contribution in this direction.

A CONTEXTUAL APPROACH TO THE STUDY OF LANGUAGE USE IN DEVELOPMENT OF KNOWLEDGE
Svensson, Lennart, Lunds universitet, Pedagogiska institutionen

In research on learning two traditions have been quite dominant, the cognitive and the socio-cultural. Both these traditions have dealt with learning in restricted senses that are problematic, especially in education. These traditions have placed phenomena of learning in two different contexts. In the cognitive tradition learning is seen within the context of individual cognitive systems and cognitive activities with a focus on concepts and on learning as conceptual change.
Language expressions are mainly seen as representing a use of concepts. In the socio-cultural tradition learning is seen as an appropriation of culture in the form of collectively given languages and discourses. Language expressions are mainly seen as being a use of units of languages and discourses as appropriated. In trying to understand development of knowledge another context not fully considered in those traditions is central. This is the context of the parts of the world that the language expressions are referring to. It seems reasonable that the context of experiences of parts of the world referred to, is seen as the most central context in attempts to understand the use of language expressions in relation to development of knowledge.

THE DOCTORATE AS A ROAD TO A PROFESSIONAL CAREER IN EDUCATION

Vislie, Lise, Universitetet i Oslo, Pedagogisk forskningsinstitutt

According to American literature (e.g. Wisniewski & Ducharme (eds.) 1989), it is said that the renewed emphasis on research in modern universities clashes with practices in the education professoriate which have put a heavier premium on producing teachers rather than generating knowledge. A number of studies on the complex phenomenon: the origins, preparation, aspirations, and performance of professors of education in the United States’ have been published. Another set of studies, focusing on various aspects of doctoral programs in higher education have also been published (e.g., Haworth 1996 for an overview of American studies, also a number of Nordic studies). So far, none of the latter type of studies has focused on the ‘impact’ of the doctorate on the future career of the doctoral candidates. The possible inference between the ‘clashes with practice’ in the education professoriate and the ‘impact’ of doctoral programs as a road to a professional career in Norwegian higher education will be further discussed in the paper. The empirical basis for the discussion is related to a survey undertaken in 2003 among all candidates registered on the doctoral programs in education in Oslo and Trondheim in 1990 (the national cohort). A brief outline of the main results of the survey will be presented in the paper.
NETWORK 9:

HISTORY, LIFE HISTORY AND NARRATIVE

ACTION COMPETENCE FOR SUSTAINABLE DEVELOPMENT - THE STORIES OF ACTIVE YOUTHS

Almers, Ellen, University of Jönköping, HLK

United Nations has declared 2005-2014 as the decade for education for sustainable development. Sustainable development is defined in many different ways but generally the definitions include intergenerational and global ethical considerations. Actions related to this can be described as distance-moral, since they impact on individuals and ecosystems that the actor has no direct relationship with. This study aims at investigating what active youths experience as being their actions for sustainable development and furthermore what they experience have influenced them to develop a willingness and ability to act, i.e. action competence, in relation to some distant-moral issues. What do they express as being the driving forces behind their actions? What have been the roles of teachers in the process of developing aspects of action competence? What do these youths see as deficiencies in their ability and willingness to act? What do they learn through actions? Data is gathered through thematic interviews inspired by phenomenology. The persons interviewed are between 17 and 26 years old and have expressed aspects of action competence in relation to distant-moral issues, through their participation in different actions. The actions selected have dealt with the enhanced greenhouse-effect and the social, economical and ecological consequences of globalisation. The stories told by the youths are about both individual choices of life-style and collective actions within a youth organization. I wish to present the design of the study and some preliminary outcomes that I would like to get critiqued and discussed.

A LIFE-WORLD APPROACH TO THE STUDY OF THE HISTORY OF EDUCATION

Bengtsson, Jan, Göteborg University, Department of Education

All empirical research is making ontological and epistemological assumptions about the reality that is the subject matter of study and how it is possible to attain knowledge about it. In this paper, the intention is to outline some salient features of a life-world approach and to discuss some methodological consequences for the historical study of educational questions. I am going to pay particular attention to the ontological presuppositions of methodology, which are commonly neglected in the literature. The paper is divided into three parts. In the first part, the place of ontology and epistemology in empirical research is introduced. The second part explicates the answers of the life-world approach to the ontological and epistemological questions. In the third part, the life-world approach is used to reach an understanding of the regional ontology of history and its consequences for the study of the history of education.
RESEARCH IN EDUCATION MIRRORED IN 261 EDUCATIONAL JOURNALS OVER A PERIOD OF TEN YEARS

Ekstrand, Britten, Högskolan Kristianstad

In a project called “Tradition and change in educational settings” a database survey has dealt with research connected to educational change and research connected to school change in different ways. The project is ongoing and has not been reported yet. Different databases and different strategies in searching give result that differs, but how and what picture of research in education do we get using different path-ways? Another part of the project has dealt with educational journals. In this paper a brief review of articles in 261 educational journals over a period of ten years is described according to the question raised in the articles. The question in this descriptive first phase is what kind of movement can be revealed over this last ten years. The journals are characterized and the articles are categorized according to the research in focus. The Nordic contribution can in addition as well be looked for. Among other things this study shows difference between the collections of articles according to what kind of journal they have been published in. The results are analyzed and discussed in this short historical perspective. A description of what research in education is all about and have been occupied with the last ten years can for example be of use if we want research to be the base of educational change. A further analyze of the articles in especially 40 well-known journals among the 261 studied is outlined in the paper.

KNOWLEDGE, GENDER, AND TEACHER EDUCATION CULTURES 1950-2005

Englund, Boel, Stockholm Institute of Education, Social & Cultural studies in Education
Linné, Agneta, Örebro University, Department of Education

This paper introduces a newly started research programme: Practical knowledge meets academia: continuity and change in teacher education. The purpose of the project is to explore ethos and conceptions of knowledge over time within three predominantly female teacher-training traditions: teachers of textile craft, nursing teachers and pre-school teachers. Which are the central values and notions regarding knowledge and learning? The Aristotelian notions of episteme, techne and phronesis are used as a starting point for capturing forms of knowledge. Further, the project analyses the consequences of the incorporation of those teacher-training cultures into the system of higher education. How are basic ideas and values transformed when confronting traditional academic values, and how are they transformed when confronting other teacher education traditions? The significance of the fact that the three traditions are deeply impregnated with female gender is emphasized. Background, research perspective and empirical strategy are presented. In another session, a sister project “Praxis and gender”, led by Birgitta Sandström, and a R&D-project discuss some preliminary results. In still another session, a third sister project ”Pre-school as a meeting-place”, led by Britt Tellgren, presents some results.

WELFARE INSTITUTIONS AND MOTHERHOOD - A LIFE HISTORY APPROACH

Karlsson, Marie, Uppsala University, Department of Education

The paper I aim to present deals with how practises and meanings, the doing and the being, of motherhood to a large extent are constructed in relations between women and welfare institutions. These relations are viewed from the perspective of mothers through a life history approach. Mothers personal stories of meetings and relations with welfare institutions like preschools, hospitals, childcare centres, etc. are analyzed as partly structured by gender, class and place. By looking at the mothers’ life stories in search for expressions of agency, courses of events and also at the mode of telling both the doing and the being of motherhood can be made visible in the context of relations between women and welfare institutions.
LIFE HISTORY METHODOLOGY: A TOOL FOR STUDYING LIVES IN DIFFERENT SPACES
Kemuma, Joyce, Mälardalen University, Social Sciences

The paper is informed of empirical data constructed through life (hi) story methodology with an adult woman immigrant as she deals with issues on education and inclusion into the Canadian labour market. The woman’s life story is used to discuss the role life (hi) story methodology plays in studying and constructing people’s lives. In this respect, the paper elucidates the uniqueness of the methodology in studying immigrants as a particular group of people. Further the paper argues that to study an immigrant’s life, the methodology is indispensable in constructing lives both in new immigration spaces and from their countries of origin. The stories told, as the paper reveals are multilayered, multidimensional, lived and even stories of what one never became. All these stories, it is argued, are constructed or become possible because of the methodology employed. The methodology allows people to construct stories about themselves in terms of identities, belongingness, negotiating changes and even differences.

What the author intends to discuss and to highlight is that as adult immigrants narrate about dealing with a variety of issues in their integration project, the methodology, though not intentional avails these people an opportunity to narrate on who they are, have been and are becoming or wish to become. The stories become stories of life before migration and settling in Canada, and even stories of the future. The paper therefore theorizes life history methodology as personal narration.

NARRATIVES OF THE SELF IN FATEFUL MOMENTS
Kovero, Camilla, University of Helsinki, Department of Education

According to Ulrich Beck (1994), the “individualisation process” of modern society specifically means that all attempts to define something, even defining the self, must be done by individuals themselves. When parallel to this development youth, health, efficiency and success are idealised as new cultural values, a perspective is created which distances itself from ageing, suffering and death. How do modern individuals define themselves in life crisis? In this paper I will discuss the meaning of individual experience through life-stories. How does the nature of the selfhood change if the continuity is lost, the sense of belonging changes or disappears and the ideals prevalent in one’s surroundings feel as if they are being lost from one’s own sense of self?

IN THE BEGINNING WAS NOISE: ON THE ORIGINS OF THE SILENT CLASSROOM
Landahl, Joakim, Arbetslivsinstitutet, Skoliiv

This paper explores the idea that silence and learning are mutually connected, in the sense that learning is best accomplished in silent surroundings. The purpose is to investigate the idea from a historical perspective. Focusing on compulsive schooling, it is argued that the bell-lancaster schools of the 19th century were characterised by a high level of classroom noise. It is further argued that the departure from this method, coincided with a new attitude toward the uses of silence. The soundscape of schooling was gradually transformed, and a new culture of silence emerged.
TEACHER RELATED JOURNALS AS PEDAGOGICAL ROOMS
Lundahl, Christian, Arbetslivsinstitutet, Skolliv
Román, Henrik, Uppsala University, Departement of Education

In this presentation we compare five teacher related Swedish journals from different decades during 1940-1990 (ex. Svensk lärartidning, Modersmålet - Svenskläraren, KRUT). This comparison deals with methodological concerns when using journals as sources in history of education. We look upon these journals as different rooms with doors and stairs in all directions, focussing on the design of these rooms and its inmates: i.e. content, structure of the content, pictures and illustrations, advertisements; editor boards and writers. We also briefly try to sketch ways of understanding and defining the school related journal as a sociocultural room (or field). In addition, we will touch on the journals’ pedagogical implications. The teacher related journals usually have specific target groups like primary or secondary teachers or certain subject teachers.

Studies of these journals therefore may help identify what different features have been connected to different teacher categories. The journals in a way both reflect the school situation from a teacher’s point of view and react on this situation, and as a result influence the public opinion as well as the education policy. The impact of this influence is of course hard to measure, but for the purpose of tracing the evolution of a certain teacher group and their representatives, the journal may serve as a helpful historical source. In our paper these methodological concerns are related to our two different research projects; concerning the history of grading and concerning the history of the subject Swedish in upper secondary school.

HISTORY IN THE PRESENT
Skott, Pia, Arbetslivsinstitutet, Skolliv

During the year 2003 the individual program in the Swedish upper secondary school was under severe attack. A parliamentary committee even suggested that the program should be abolished. The reason was that some political parties considered the program, addressing pupils not qualified for the regular school programs, ideologically wrong. They wanted a more inclusive school where all pupils were taught together. As a consequence of this the teachers in the regular school would also be challenged and explicitly forced to change their teaching behaviour, in conflict with their beliefs. But when the government proposal finally was presented the minister of education suddenly changed direction and claimed that it would be foolish to proceed in conflict with the teaching practice. In my thesis I take this chain of events as a starting point when I proceed with the objective to understand and explain the interactions between the political and pedagogical practices. In this paper I discuss not only how the past can put my events in perspective, but also how history is actively present within the interactions and continuously influence the future.

TEACHERS PROFESSIONAL LIVES - A STUDY OF BEGINNING TEACHERS’ NARRATIVES
Strömberg, Marianne, University College of Borås, Department of Education

The purpose of the changes in Governmental educational policy during recent years has been to improve teachers’ training programmes by developing the teachers’ qualities and their fields of practice. National and international research shows that teachers in general put in a lot of personal commitment in their work and work under strong pressure which results in feelings of increased stress leading to sick-leaves. Several national studies point out that an alarmingly high number of teacher graduates hesitate over a future in teaching. This is worrying from a number of perspectives. Research on teachers’ work with particular attention directed towards new teachers’ first years in the profession is therefore very important. The teachers in this study
began their teacher training programmes in 1997. During their education they have participated as informants in the project “Becoming a Teacher”, a project which has resulted in several studies. The informants have worked as teachers for four years and a study based on interviews has recently begun.

The overall purpose of this study is to describe, analyse and search for deeper knowledge of teachers’ early professional experience. Personal background, educational background and the encounter with the conditions and processes of professional life are important components. Some results from the study will be presented and comprise mainly the teachers’ narratives concerning critical incidents that in different ways have affected their work.

**WHO IS THE GOOD TEACHER? EIGHT NARRATIVES ABOUT THE PERSONAL DIMENSION OF BEING A TEACHER**

**Tornberg, Ulrika, Örebro universitet, Pedagogik**

My contribution to the Life history and narrative-session concerns a study within the research project “The teacher in the course of societal change 1940-2003: The good teacher as a discursive construction on different arenas” (Riksbankens Jubileumsfond, project leader Tomas Englund, Örebro University). The aim of my study is to contrast the discursive constructions of "the good teacher" on different societal arenas with specific discourses emanating from eight teachers’ unique life histories and their narratives about being teachers, narratives, which in turn have been constructed from sixteen interviews (two with each of the teachers). Although my original point of departure was to stress plurality and difference some general themes may, nevertheless, be found in the analyses of the material. The most striking theme is the personal dimension of being a teacher. This means that issues of existential importance to the teachers, irrespective of other fundamental differences between their experiences, are also considered by them as the most important issues to be included in the communication with the students. What the teachers have learnt about life seems to be an extremely important motive for their teaching activities as such. In my view, this result may be of relevance to teacher education programmes where the personal dimension of being a teacher is frequently left out of the discourses of education, teaching and learning.

**INTERFACES: SCHOOL AND EDUCATION BETWEEN NORWAY AND GERMANY (1905 – 2005)**

**Werler, Tobias, University of Leipzig, Comparative Education**

Norway seems to be on the „end of the world” or at least at the edge of Europe. But there is a long tradition of interplay between Norway and Germany – not only since 1905. If one opens up the discourse on interchange in education between the two nations two topographic metaphors will appear: Norway is marked as a magical landscape and welfare paradise. Germany instead appeared more as a place of contemplation. The paper presents educational traditions of differences and common grounds (which are marked certainly by one-sidedness). I will also examine the question on which fields of interest were alternating observed and by what differences occurred. In the paper i will consider the time frame from 1905 to 2005, but some debaucheries will be taken.
NETWORK 10:

INCLUSIVE EDUCATION / SPECIAL EDUCATION

INCLUSIVE EDUCATION AND NORMATIVE ARGUMENTATION
Auestad, Inger, Høyskolen i Stavanger, Department of Education

Questions concerning equity, social justice and democracy are at the core of educational and social inclusion. Normative argumentation is thus a crucial force in the process of negotiating and justifying inclusion/exclusion in social practices. The aim of this paper is to bring the normative field to the fore, through a discussion of three models of democracy. The liberal model focuses on individual freedom and individual rights. The model has neither social profile nor advice for social practice. Questions concerning social justice are exchanged with juridical legitimacy. Communitarianism focuses on the common good, activities in common practices. Within pluralistic societies communitarian sameness risks excluding individuals and groups. The deliberative model of democracy synthesises the best from the former two. Individual rights are flawed without participation and must be deeply rooted in relational values such as accept, equity and reciprocal dependence. It anchors the moral right as universal rights to the ethical good, the individual within particular contexts. The paper discusses how these theoretical models may foster or/and hamper social change towards an inclusive society. The focus of this discussion is school, its curriculum, opportunities for participation and learning for all. A democratic form of life supports the continuation of democratisation in society.

DYSLEXIA AND FOREIGN LANGUAGE LEARNING
Dal, Michael, Iceland University of Education, Language Department

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. The analyses revealed that most of the participating schools in the three countries lacked a school policy regarding dyslexia and possible ways of compensating dyslexic students for their problems in foreign language learning. Furthermore, many foreign language teachers seemed unaware of the various problems dyslexic students experience learning a foreign language. Most English language teachers were aware of the spelling and writing problems of dyslexic students. The needs analysis in the Dyslangue Project indicates that dyslexia is a hidden problem in many language classes. The study further indicates that language teachers need to be educated in the field of dyslexia and that functional method of teaching dyslexic students a foreign language is strongly needed.
PEER BULLYING
Forsman, Arne, Luleå University of Technology, Department of Educational Sciences

This paper will be presented in the mixed session.

Peer bullying is considered to be a great problem worldwide. In Sweden severe omissions have been noticed in politicians’, school leaders’ and schools’ measures against harassment among students. The aim of my study by a hermeneutic approach was to describe, analyze and interpret what is expressed in the comprehensive school texts against peer bullying. How are conventions, legislation, research and the opportunity to use organizations implemented in municipality, school district and local school action plans against peer bullying? The investigated documents vary great in quality and quantity and just a few could be considered to be useful tools in the work to prevent and act against peer bullying. Conventions, legislation and the value ground of school are frequently reproduced. The connections to research in the field are almost absent. Established programs against peer bullying could be found, often instrumentally taken out of its context. The opportunity to use organizations against bullying is rarely represented. My conclusions are that the Swedish Board of Education must have better control and evaluation of the anti-harassment work in schools. Institutions for teacher training must expand its education concerning conflicts and communication. The staff in school must organize competence education in the field of peer bullying.

"BUT DO THEY REALLY LEARN ANYTHING?" AN ANALYSIS OF RUSSIAN TEACHER STUDENTS’ EXPERIENCE IN NORWEIGAN CLASSROOMS
Garm, Ninna, South Trøndelag University College, Department of Teacher Education

This paper presents a study of the cross-cultural meeting between Russian teacher students and Norwegian schools. The teacher colleges in Tromso, Norway and Arkhangelsk, Russia cooperate in a bilateral program focusing on teacher education and competence building related to pupils with learning disabilities. The Russian students have two practice periods of three weeks in Norwegian schools during their 5 years teacher education program. Both Norway and Russia participate in international forums and have agreed to implement the principles of the UNESCO Salamanca Statement (1994) in their educational policy and practice. The curriculum in both of the teacher colleges includes theorists such as Vygotsky and Bakhtin. There is thus an assumed value basis at the ideological if not the practical level, and some common theoretical knowledge that should serve as reference points when the Russian students enter upon supervised practice periods in Norway. The main aim of the practice periods is to give the Russian students first hand experience with a fully integrated school, and to learn about how classroom activities can be organized so that the school adopts to the variety of the pupil population instead of demanding that the individual pupil adapts to the school. This study investigates the cultural meeting between the Russian teacher students and the Norwegian classroom, and discusses how the pedagogical theories of Vygotsky and Bakhtin are interpreted differently in the national contexts.

Key words: comparative education, inclusion, Vygotsky, teacher education, Russia.

PEDAGOGICAL WORK, ENVIRONMENT AND LIVING SITUATION OF AN ADOLESCENT BOY WITH AUTISM AND SEVERE MENTAL RETARDATION
Hübel, Mari and Linder, Karin, Lund University, Faculty of Medicine, Department of Nursing

This single case study reports the unique living situation of an adolescent boy with autism and severe mental retardation, over a period of three and a half years together with his four caregivers who had taken the main responsibility for his life. A previous study by the authors here described the boy’s daily activities by analysing the staff’s dairy. The aim of this study was to describe and evaluate the staff’s pedagogical work and their perceived experiences of the boy’s living.
situation. Findings indicate that the staff’s perceptions of the working process and the boy’s life situation changed from a positive to a more negative view, which seems to affect their choice of pedagogical strategies. Findings also highlight the importance of working with continuity in a structured way by updated and evaluated goals. These findings may guide local authorities in their task of choosing sheltered housing for young persons in similar situations. Keywords: Autism, Sheltered Housing, Structure, Communication, Working Process, Pedagogical Strategies.

THE SELF-CONCEPT
Jortveit, Maryann, Agder University College, Education

Is it possible to assess the self-concept of a person? In what way can this assessment be done? The self-concept is a controversial construction, and a diffuse and difficult concept, difficult to measure. Several instruments and techniques have been constructed to search for an individual’s self-concept. This paper focuses on different theories used to understand and assess the self-concept of a person. I have analyzed a number of tests and the underlying theory to look into what criteria and techniques that are applied to explain the self-concept. Does the test reflect the underlying theory of the test? To find an answer to this, I had to look, not only at self-concept as a notion, but also related concepts. Self-esteem, self-worth, self-image etc. are also notions used to describe a person’s opinion of themselves.

ESTONIAN VOCATIONAL TEACHERS’ ATTITUDES ABOUT INCLUSIVE EDUCATION AND THEIR BELIEFS OF THE IN-SERVICE TRAINING TO BEST SUPPORT THEM TO IMPLEMENT MORE INCLUSIVE EDUCATION
Kaikkonen, Leena, Jyväskylä Polytechnic, Vocational Teacher Education College
Rose, Richard, University College Northampton, UK
Koiv, Kristi, Tartu University, Estonia

This paper presents the findings of a research project which examined the attitudes and beliefs about inclusive education held by teachers working in vocational education settings in Estonia. Two samples were compared. Sample one comprised a group of teachers who had undergone specific training related to the education of students with special educational needs. During this training these teachers stayed working in vocational institutions where they identified opportunities to apply the approaches developed on the training course. The second sample was made up from teachers who are also working in vocational education but had not received this training. Attitudes and beliefs were examined through an initial questionnaire survey, which was followed by interviews with teachers from within the two samples. The data collected was analysed in order to gain a further understanding of how future developments within vocational education provision might be managed in a way which is sympathetic to increased inclusion.

The paper compares the attitudes and beliefs of teachers in the two samples and discusses the impact of training and its value within the context of an educational system moving towards educational inclusion. The need to further develop training which is sympathetic to the context in which teachers are working and enables them to reflect upon necessary changes to their own practice is discussed. The paper further discusses in-service training that would best support in implementing more inclusive education within their schools as expressed by Estonian teachers’ themselves.

THE FINNISH SPECIAL EDUCATION UNDER EVALUATION
Kivirauma, Joel, University of Turku

The present special education system in Finland is the result of the comprehensive school reform of the 1970s. In the older parallel school system those students who were academically
less talented could be directed into the more practically oriented civic school. During the comprehensive school period this was no longer possible, and thus the special education system has become a major means of keeping the entire age cohort together for nine years. To a great extent this increase in volume was the result of the extension of part-time special education to the entire country. Today, in 2002-03, the total number of special education students is approximately 150,000 (25% of school population in comprehensive school). About twenty thousand is located in special schools or classes and rest is in general education. In this research we are trying to find out how the special education pupils, their parents and teachers evaluate the special education system. Our research material consist of over 700 questionnaire collected from one big Finnish city, Turku. The research was carried out in 2002-04, and the final research report was published December 2004. We are interested in the background of the pupils (socio-economic status, gender, ethnicity), their satisfaction of schooling and their future plans. In what kind of placement the parents want their children to be educated; special schools, -classes or in mainstream schools? How do teachers see their pupils and their work conditions?

SPECIAL NEEDS EDUCATION IN PRACTICE
Lassbo, Göran, Göteborg University, Department of Education

The paper reports some of the theoretical points of departure and findings of a research project aiming at examining the professional arena of the special needs education teacher. Information has been gathered by observations of 49 teacher's everyday schoolwork, and interviews with a sample of the same group. Results are presented on a descriptive and an analytical level. Previous findings indicating severe problems in implementing a professional role in line with official aims and guidelines are replicated. Roughly the participants can be divided into two groups, one representing the old special teacher's role and the other the officially expected special needs education teacher's. Generally a compensatory ideology, concentrating on the treatment of the single child dominates, while attempts to affect the group- or organisation levels appear more infrequently. In the analysis the formative processes between the individual and the social surroundings, and the possible outcomes of the interaction are examined. E.g. findings indicate problems in receiving legitimacy from the teacher colleagues and a subsequent tendency to leave the school arena for another, more based on a diversity of complementary professional roles. Results are discussed in relation to a model on the formation of the professional, and also re current aims and modes of teacher's education.

TEACHERS’ CONCEPTIONS OF INCLUSION
Linikko, Jari, Stockholm Institute of Education, IOL

The purpose of this paper is to present and discuss the findings of a literature review considering teachers’ conceptions of inclusion of pupils with severe learning disabilities e.g. mental retardation, in ordinary classrooms. The review highlights articles published from the middle of the 90’s to present in journals with peer-review system. The focus will be on the issues; teachers general attitude to inclusion, major obstacles to inclusion and the relationship between degree of impairment of pupils and teachers’ perception of the possibilities for inclusion. In addition teachers’ perceptions concerning the benefits of inclusion will be addressed. Furthermore there will be a discussion about actions needed to support teachers’ in order to implement inclusive education. Finally the experiences of using NVivo in the literature review will be shared.
“SHE’S JUST SITTING THERE...”: YOUNG PEOPLE WITH INTROVERSION BEHAVIOUR IN SCHOOL

Lund, Ingrid, Agder University College, Pedagogic

After having interviewed twelve young people between twelve and fourteen with introversion behaviour I have few conclusions, but many new questions. Introversion and extraversion behaviour are two main personality components. Introversion is the flow of libido inwards, towards the depths of the psyche. It is characterized by shyness, inscrutability and idiosyncratic behaviour. Introverts stay away from working with other people and prefer to work alone. They often don’t know how to act in social situations and how to express emotions in such a way that other can understand how they feel. This is an even more difficult problem today when school and society, as a whole, expect and appreciate a more active and social behaviour. My main focus has been the experience of introvert students social interactions in school. In order to understand better how this behaviour affects others. I have interviewed their teachers. Their answers, thoughts, experience and suggestions about how to behave and respond to this behaviour are part of my research project.

SOCIAL COMPETENCE IN THE POSTMODERN SOCIETY

Simmeborn-Fleischer, Ann, Jönköping University, School of Education and Communication

The postmodern society put new and left-fielded demands on people, both in work-life and in the everyday life. The postmodernism could be defined, from an individuals’ point of view, as an era where the demands on the persons’ ability to adjust to flexible environments is one of the most important capacities to be successful. A person of the postmodern society needs to be more extrovert, has to have a capacity to continuously broaden his social network, and to have to be skilled in communications. He is in need of good social competence. A provocative hypothesis is that the very society, that should be providing increased mobility and opportunities for development and participation, instead creates quite the opposite situation in certain cases, leading to stigmatization of quite large groups of individuals. In society of today, there is an experience that there are an increasing amount of people that lack of social competence, but that have all other competences needed to be oriented in work-life and in everyday life. They are, in some meaning, having a newly defined disability. The paper will rest on literature research of the use of the concept, and the implications for the people with lack of social competence.

DANCE AS COMMUNICATION - A DEVELOPING PROJECT

Wennergren, Ann-Christine and Ferm, Cecilia, Luleå University of Technology, School of Music

The aim of this paper is to enlighten and discuss dance as a form of expression for hard of hearing children, from a starting point of dance educational praxis. In every special educational setting communication is challenged. Traditionally, training these children’s spoken language has been the common way of developing communication skills. We will present our starting points for using dance as an alternative communication, to offer different forms of expression. A good self esteem is in our opinion the ground for communication. One challenge in this respect is to take care of the initiatives of the children. Another aspect is to use the body in a communicative context and learn how it works in relation to other human beings. Also important is to catch how the children participate in the activities, from their specific circumstances. One part is how they imitate the teacher, the classmates and themselves. We also want to enlighten how the teacher relates to the children and their learning in this context. Finally we want to discuss different ways of developing this project, and how it is possible to use in other special educational settings.
NEWLY QUALIFIED TEACHERS’ LEARNING IN RELATION TO THEIR UTILIZATION OF ICT

Andersson, Sven B., Linköping University, Behavioural Sciences

This qualitative study focuses on newly qualified teachers’ utilization of Information and Communication Technology (ICT) as a tool for meeting challenges in their every day work. The overarching aim is to investigate whether newly qualified teachers can contribute to new knowledge about learning in ICT-contexts. Theoretical points of departure concern the changeable nature of learning in situations where ways of communicating knowledge and skills are changed (Säljö, 2002). The study draws upon qualitative data from newly qualified teachers’ questionnaires and interviews. Moreover, these data were supplemented by observations of planning meetings in three different school settings. Through triangulation, the findings show intersections, picturing the new technique as partly changing the circumstances for teaching, learning and collaboration between colleagues.

The teachers’ utterances show that ICT-utilization is extensive and exhibits great variation, both among female and male participants. Border-crossing changes become visible in the collaboration between more experienced teachers and those who are newly qualified, especially when they work on a common development project. However, there is no data available showing active ICT use in connection with pupils. Changed roles due to ICT-competence raise questions about the importance of systematic ICT-features within teacher education. Many of the newly qualified teachers wish they had more knowledge about ICT and related techniques. Another question is whether newly qualified teachers can take on the role as agents of change in their active and creative use of the ICT-technique.

DOES THE ICT MAKE ANY DIFFERENCE ON PEDAGOGY IN SPARSELY POPULATED AREAS?

Atjonen, Paivi, University of Joensuu, Department of Education

This follow-up study concentrates on describing the results of a joint effort five by Finnish municipalities to promote the pedagogical use of ICT among primary and secondary school teachers. The in-service education of teachers, the increase in the use of new technology (mainly PCs and the Internet), on-line learning, networks between schools in different municipalities and distance learning have been in the focus of this ICT project. The data were gathered by means of questionnaires in October 1999 (n = 156) and January 2001 (n = 155 teachers) and the third gathering will be finished in December 2004. The results from the first two inquiries (see http://www.kainuunkymppi.net --> Tutkimus -->).

Report on the follow-up study indicate that different kinds of interesting pedagogical activities (projects, publishing of pupils’ work, use of the Internet, exchange of knowledge) occurred according to local circumstances. A reasonable number of teachers increased their use of ICT and improved their personal ICT skills. Networking, emails and distance learning were appreciated and higher pupil motivation was noticed. Teachers complained about a lack of time, in-service education, technical support and insufficient technical equipment at schools. The main results of all three inquiries (data from December, 2004 included) will be presented and discussed in the conference paper. Key words: information and communication technology, ICT, local in-service education, pedagogical development.
WHY TEACHERS DON’T USE COMPUTERS IN CLASSROOM TEACHING
Baltzersen, Rolf Kristian, Østfold University College, Faculty of Education

Numerous predictions have been made about the ICT-revolution in the schools of the twenty-first century. They claim that ICT will create more productive schools, prepare the current generation of young people for the future society and transform teaching into an engaging process. However, despite the vast amounts of money invested in computer equipment, research shows that computers are seldom used in the classrooms. Larry Cuban offers three different models of explanation. The "slow revolution" explanation claims that small changes steadily will create a gradual ICT-transformation in the school. We are now only in the initial stages of a long revolution. The "ecological" explanation emphasizes the mutual interaction of several factors. These are individuals, networks of social relationships, structures, political actors and technologies. Together they tend to strengthen the durability of existing practices. The "contextually constrained choice" explanation points out that teachers still exert substantial authority in their self-contained classrooms. Teachers decide how to group students, what instructional tools best meet their goals for learning and in what order the content should be taught.

This paper will use the different explanations to analyze a case study on the use of ICT in the Norwegian High School (social science). It will use both qualitative and quantitative data from the research project. Finally it will draw on current ICT-policy documents and ICT-research strategies in a discussion of what type of explanation that is dominating in Norway today.

MULTIPLE ROLES ON A SIMPLE SCREEN: AN EXPLORATIVE STUDY OF HUMAN INTERPLAY IN REAL TIME CHAT
Bengtsson, Jeanette, Stockholm Institute of Education, Research on Play and Socialisation

The present study investigates human interaction in a virtual environment, with focus on what roles the participants in the chat room takes (or gets), and the importance of the presentations of these roles when entering the chat room in order to gain contact with others. The media-ethnographic study was conducted throughout a period of seven weeks in 2002; hence the study is to be regarded as a pilot study.

The aim of this paper is, by looking at various roles used in the chat room sphere and the presentations of these roles, to enlighten the chat room as an arena of human interplay and to create an understanding for the specific forms of interaction that takes place within its frames. The interplay in the chat room was analyzed from an interactional theoretical base, such as Mead's concept of role, Cooley's metaphor of the looking-glass self and Goffman's metaphor of front- and backstage. The study was conducted through three steps: participatory observations by being present in the chat room, online; interviews with participants, on line; capturing real time (i.e. emoticons, turn takings, time spans, etc) on DV-film. Data was collected by using DV-camera to film the chat room and in that capture the on-line interviews and observations which were made. Primary results of the study were: identification of five different "role-characters" based on their behaviour in the chat room, and the parallel use of multiple roles in different chat rooms simultaneously. Keywords: Chat/chat room, interaction/interplay, role/roles.

USE OF ICT IN DISTANCE LEARNING IN HIGH SCHOOL IN ICELAND
Dal, Michael, Iceland University of Education, Language Department
Lefever, Samuel, Iceland University of Education
Matthíasdóttir, Ásrún, University of Reykjavik

In this paper the focus will be on the students and communication in ICT, its use distance learning and how it relates to their learning. The research study which is described in this paper
is one part of a three-year project that started in the autumn of 2002 in Iceland. The main results are that students like to use ICT in distance learning, but are not convinced that it a sufficient help for them in their studies. Less than half like to communicate with ICT and even fewer like to express themselves with their classmates with the help of ICT.

DIGITAL CASE METHODOLOGY IN COLLABORATIVE SETTINGS

Hauge, Trond Eiliv, University of Oslo, InterMedia

Case methodology has been extensively implemented as a driving force for professional learning in the one year practical pedagogical teacher education at the University of Oslo. This has been an integrated part of a technology driven reform since 2000 focusing on ICT and learning in classroom teaching. A digital case learning project has been launched to support and develop the integration of multi-media devices in this process. This means a step forward in enhancing computer assisted collaborative learning in the programme and supporting the student teachers’ use of ICT for teaching and learning.

The present study focuses on ideas and design principles of the digital learning project and students’ perceptions and assessments of one learning unit tested at large scale Autumn 2004. The aim of the paper is to analyse the design structure and experiences in the light of scaffolding theory by Vygotsky (1978), the construct of affordances (Gibson, 1977; Wertsch, 1998; Kirschner, Martens & Strijbos, 2004) and the “channelling and focusing” functions of scaffolding put forward by Wood et al. (1976) (cf. also Pea, 2004). The long term perspective of this research is to describe and analyse to what extent digital case methodology may support and enhance processes of professional learning.

VIRTUAL FRAMES AND THE MYTH OF NEUTRALITY

Jonsson, Camilla, Umeå University, Department of Education

Teenagers in Sweden spend several hours online every day. Much of that time is spent on Online/Virtual Communities. Their spare time is easily spent with friends online when these environments are accessible both from computers at home and at school. In this paper I will discuss how these environments should be understood not merely as a virtual place, but as a prolongation of youngsters’ real life. A virtual community can consist thousands of members, and proponents easily promise members their rights and offer them chances to influence the online environment. But these environments seem to become more closed for a unique population of members as Cyberspace progresses even more. I do not believe that these online communities can be seen as neutral when it comes to aspects like gender, sexual orientation, class, ethnicity and disabilities etc. that can affect a member’s inclusion/exclusion in a community – online or offline. Regulations, norms and sets of values in online communities will here be reported as socialisation frames for young people. I will also question the myth of the Internet being neutral. I don’t believe the idea of neutrality can be applied to these environments, mostly because they are not governed by the members but through adults’ interests - ideological or commercial. This paper is a part of my newly started doctoral project about how teenage girls socialise each other to become ‘on-line girls’, an identity which they also use in real life.

STUDENTS AS PRODUCERS OF KNOWLEDGE

Krumsvik, Rune, Universitetet i Bergen, Institutt for Utdanning & Helse

The construction of knowledge in technology-dense practice fellowships is still a relatively new field within school and education. In this article, a spotlight is aimed at the construction of knowledge with the help of broadband technology, net-based teaching aids and open learning environments. The case study is marked by the scientist’s “narrative journey” through the project
work, “War Web”. This focuses on how a subject portal developed by ordinary teachers is being used as a basis for the students to develop a new digital artifact. The study provides some new input for understanding how construction of knowledge arises in technology-dense practice fellowships. One of the most central finds is that the teachers must be active participants, digitally self-confident and librarians on the Internet in order to function as scaffold builders in such practice fellowships.

LEARNING TOOLS OR ORGANISATIONAL DEVICES? DIFFERENT DISCOURSES ABOUT THE BENEFITS OF DIGITAL TEACHING PROGRAMS

Lantz-Andersson, Annika and Alexandersson, Mikael, Göteborg University, Department of Education

Digital teaching programs (DTP) has been said to differ in many ways from traditional textbooks. It has been argued that the screen with all its different modes such as text, images, colour, movies, speech, sound effects, layout, design, interactivity and so forth will enhance learning of different subject matters. In the project DID (Design and implementation of digital teaching programs) we seek knowledge about the above described development from a user perspective. Initial findings suggest, that even though many of the benefits of DTP described in the literature, is of a pedagogical nature, the discourse employed by the users has an administrative agenda. When describing pedagogical values the informants tend to be vague and unspecific. Instead they talk about the possibilities to organize educational practices in new untraditional ways with DTP. This implicates that many of the teachers that actually implement DTP sees other values then designers and researchers.

IS IT POSSIBLE TO TRAIN NEW TEACHERS IN DISTANT EDUCATION?

Lundgren, Mats, Högskolan Dalarna, Pedagogiskt Utvecklingscentrum
Svärdhagen, Janne, Högskolan Dalarna, IKT Pedagogisk Forum
Oom, Ulf Gardtman, Högskolan Dalarna, Lärarutbildning

Is it possible to train new teachers in distant education? In Sweden, the need to train teachers has been extensive during a period of years. We also face a period when a large group of people born in the 1940s gradually leave the working-life. This will still more stress the need to recruit new teachers. In general, there seems to exist an interest to reach individuals with working-life experiences to the teacher occupation. The basic skills teacher ought to develop are, as the Swedish government expresses it, cognitive, cultural, communicative, social and didactic competencies. These skills are described as much personal as role dependent. It, accordingly, seems to be an utmost complex task to train teachers. At the same time, the Swedish university system has gone through an extensive expansion, combined with a thought to transform the higher education from an “elite university” to a “mass university”. The government has the ambition is to reach new groups, that of different reasons, have been under-represented at the universities. The Dalarna university collage has from this point of view carry out a distant teacher education. The activities are in some cases conducted in close co-operation with so-called local “Learning centres”. The distant learning education is now running. It seems interesting to describe how students perceive this study form.

We raise the following question: What advantages, possibilities, disadvantages and difficulties do participants in a distant teacher education perceive? We also discuss possible consequences for the universities to carry out a successful distance teacher education.
COPY- AND PASTE-PLAGIARISM: TECHNOLOGY AS A BLIND ALLEY OR A ROAD TO BETTER LEARNING
Nilsson, Lars-Erik, University of Kristianstad, Department of Inservice Training
Eklöf, Anders, University of Kristianstad, Unit of Professional Development
Ottosson, Torgny, Högskolan Kristianstad, Institutionen för beteendevetenskap

The menu commands copy and paste is often constituted as a threat to learning. Several authors argue that there is a close connection between copying and pasting on the one hand and cheating and plagiarism on the other. The ease with which students can transport information with the help of digital technology is seen as seductive. Copy-and-paste-plagiarism (McCabe) is a metaphor used to establish a connection between cheating and the practice of copying and pasting. Other studies suggest that copy and paste can be detrimental to learning. Students may be cheated out of skills. Alexandersson and Limberg use the metaphor transport and transform to illustrate how students copy and paste to transport facts and transform the factual information to slightly different text supporting surface learning rather than cheating. Nilsson drawing on Goffman suggests that copying can be seen as a choice between acting as animator, author or principal. In work with factual texts the students’ must position themselves as principals to create “their own texts”.

It is the purpose of this paper to illustrate how copy and paste can be constituted to support creative and critical writing. In this paper we suggest that tools like Encarta Researcher afford ways of working that can enhance student learning and can better be understood through the metaphor Transport-Reflect-Transform. Rather than positioning students that copy and paste as cheaters we argue that they can be positioned as learners who use these functions productively.

THE ENEMY WITHIN: POSITIONING STUDENTS AS ENEMY OR PREY OR IN THE DESIGN AND IMPLEMENTATION OF DIGITALLY MEDIATED LEARNING ENVIRONMENTS
Nilsson, Lars-Erik, University of Kristianstad, Department of Inservice Training

Considerable research has been conducted into how effective learning environments should be constructed. Several paradigms for construction have emerged drawing on such diverse theories as behaviourism, cognitivism, and social constructivism stressing different modes of learning as reinforcement, individual construction of knowledge and social construction of knowledge arguing that support for these modes should be built into the environment. During the last three decades school organisations have been involved in implementing what I will call digitally mediated learning environments. What kind of learners are these environments constructed for? What clusters of rights and obligations are they constructed to support?

Swedish policy documents indicate that these environments should be constructed to support responsible, independent, and collaborative learners involved in action oriented, problem based, thematic learning. Three years of data from meetings in a reference group to a support organisation in a Swedish school district suggest that the design and assessment of such an environment present a dilemma to the staff and that the way they position students are constitutive of what digitally mediated learning environment staff wants to be implemented. Drawing on positioning theory I argue that students are positioned both as the enemy within and the prey of an enemy outside.
USER-ORIENTED DESIGNED RESEARCH AS AN ISSUE OF DEVELOPMENT ON LEARNING BY EDUCATIONAL MEDIA IN COMPELSSORY AND UPPER SECONDARY SCHOOLS

Svärdeno Åberg, Eva, Stockholm Institute of Education, UKL

The aim of this paper is to discuss methodological and empirical decisions concerning collecting data and analysis of data on the perspective of learners use and understanding of interactive and educational media. The aim of the study is to describe and analyse how students in compulsory and upper secondary schools use and understand information technology and educational media. The study is in the research field of ICT and the theoretical and the methodological approach is process- and user-oriented. The study has three main research questions: How is the educational media constructed? What patterns of interaction can be identified in the student’s use of educational media? How is the use of educational media perceived by the students and how is the learning of the content discussed. The theoretical framework is primarily based on socio-semiotic perspective and socio-cultural perspective drawn from Neo-Vygotskian theories. The methods we will employ in the study refers to triangulation. We will use different methods for data collection – as field observation, video recordings, interviews and observations of written documents – and on data analysis. Methods of analysis are oriented towards artefacts, interaction and narratives.
VALUE DIMENSIONS ON EDUCATION IN PLURALITY
Afdal, Geir, Østfold University College, Faculty of Education

The use of programs for moral and social competence in schools seems to have increased significantly the last couple of decades. One of the problems with such programs is that moral education is differentiated, or lifted out, of the particular educational practices of schools. An alternative to such programs is to conceive moral education as a moral dimension of education. In order to identify and discuss the moral dimension of education, a language of moral education is essential.

This paper is trying to construct a conceptual map of moral education, ending with four typologies of moral education: 1) Boundary setting 2) Value clarification 3) Character formation and 4) Moral perception. Boundary setting is focusing on morality as behaviour and rules that guide actions. Value clarification is emphasizing the activity of identifying what is important for the students and the consequences for moral choices. Character formation is not primarily concerned with single moral choices, but with the development of good persons. Moral education as moral perception conceives morality as socially and culturally constituted, and focuses not on individual moral development or behavior, but on moral relations. The typologies of moral education are meant as analytical tools, in order to identify, understand and discuss different practices in schools.

LANGUAGE MINORITIES IN UPPER SECONDARY SCHOOL
Andersen, Fred Carlo, University of Oslo, Department of Teacher Education and School Development

A lower percentage of pupils from language minorities begins upper secondary education than majority language students. There seem to be no differences in the proportion of minority and majority students at upper secondary education who are involved in problematic behaviour at school. However, more language minorities often dread going to school, partly due to the fact that they are more exposed to bullying than others (UFD 2003). In this paper I describe a case study of language minorities’ experiences with upper secondary school. It is a qualitative study based on interviews with 12 language minorities (Andersen 2001). One of the main questions deals with the type of interaction that occurs between language minorities and language majorities. Another question is concerned with the degree to which they become proficient in subjects and how they experience their relationship with the teachers. Thus, an important question will be concerned with the optimal conditions for integration in upper secondary school. Participation in school’s social life and being able to satisfy demands school sets is a prerequisite for integration.

The paper discusses necessary notions for developing a multicultural school, which challenges all involved with questions concerned with education. Finally I will discuss what school leaders in particular can initiate in order to ensure equity in education for language minorities in upper secondary school.
GENDER AND ETHNICITY IN TEXTBOOK AND PRACTICE – LANGUAGE COURSES FOR IMMIGRANTS IN SWEDEN

Carlson, Marie, Göteborg University, Department of Sociology

This contribution deals with conceptions of gender, ethnicity and views of knowledge in textbooks and practice within Swedish Language Courses for Immigrants (SFI). The analysis shows how textbooks and other material, like the teaching are positioned in a grid of discursive practices. They altogether express and interact with dominating values, norms and ways of thinking in the Swedish society. For example the values and images conveyed to SFI participants during some periods, almost in a spirit of upbringing, deal largely 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 in various ways evoked in the SFI-education, which both teachers and course participants reflect and act upon. Besides text analysis the empirical data consist of interviews with course participants and educators.

WHY “THE FORTH YEAR SLUMP” OCCURS – ACCORDING TO VYGOTSKY AND RICOEUR

Engen, Thor Ola, Hedmark University College, Department of Teacher Training

“The fourth year’s slump” relates to the observation that minority language students are lagging behind as teaching becomes more academically demanding after three or four years of primary schooling (Chall et al. 1991, Thomas and Collier (2002). Generally, the explanation given for this phenomenon is that minority language students at this stage have insufficiently developed reading skills. Minority language students seem to lack the capability to use reading as an instrument for knowledge acquisition. As reading skills are closely related to the students’ cognitive and linguistic development, another important aspect should also be focused. When minority language students fail to read academic texts with comprehension, it is also because their cognitive abilities are insufficiently developed. According to Vygotsky (1934 / 1987) this challenge implies a paradox: On the one hand, those cognitive abilities that are required to interpret academic texts are at the same time a function of working with the same kind of texts. In the paper I will discuss how this challenge can be solved within the framework of The Zone of Proximal Development.

TEACHER REFLECTIONS IN MULTICULTURAL SCHOOL

Hvistendahl, Rita, University of Oslo, Department of Teacher Education and School Development

In this paper I will discuss the need for teachers to reflect upon the meaning of cultural contexts in school. In the role of a teacher as researcher in the school subject of Norwegian in a multicultural classroom I discovered the need for self reflexivity in a complex cultural context. In her book “Det norske sett med nye øyne” (2002) the social anthropologist Marianne Gullestad claims the need for a more open and reflective national belonging. She underlines the importance of researchers and intellectuals reflecting upon their own localization in relation to matters of discussion. Reflexivity may increase the production of knowledge if it does not degenerate into narcissism, Gullestad points out. In teacher education the importance of educational reflections is emphasized. These reflections are mainly based upon the content of the teaching, teaching methods and their legitimacy. The cultural, social and linguistic complexities of the classrooms require teacher reflections including the cultural context of classrooms, school and society as well.

In this paper I will present, analyze and discuss teacher students’ reflections upon their teacher profiles in classrooms with language minorities. The teacher profiles discuss aspects of the teacher’s roles like the position as a representative of the society, relations to majority...
and minorities, migration and language experiences, society knowledge, and attitudes towards
education and the concept of equality in Norwegian society. To which extent may these profiles
be a tool of developing self reflexivity and awareness of cultural contexts?

I DON’T DISCRIMINATE DO I?
Høegh, Bibbi, Agder University College, Faculty of Education

Human rights, international agreements, national laws and regulations should prevent
discrimination and oppression towards underprivileged groups such as children, women, poor
people, disabled, sick, old, minorities, gay/lesbians, criminals e.g. And still: They experience
discrimination and are over-represented in all the negative statistics: Bad health, bad housing,
unemployment, low education, crime, low income e.g. Schools in Norway should be inclusive
and promote equal opportunities. But still there are reports about discriminatory practice
against e.g. poor children, children with disabilities and with minority backgrounds. Even if
we are concerned about this, we seem to be rather unsuccessful. And we may ask: Why? My
main issue is to show that even if our intentions are good, we all the same discriminate- at least
sometimes. Even if school-leaders and teachers do not intend to discriminate, they are often
part of the problem, and they contribute to making these children feel incompetent, lonely,
misunderstood, worthless or miserable. This happens because our educational system and
our practice in schools and classrooms more or less consciously are based on majority culture
and on stereotypical and prejudiced attitudes that disfavor underprivileged children. These
attitudes seep out through our priorities in school decisions (e.g. how we use our resources), and
we reveal them through our body language and the small decisions we make in our everyday
practice and make us demand too much or too little, disqualify, neglect and even reject these
children, their experiences and resources.

INDIGENOUS PERSPECTIVE ON EDUCATIONAL DEVELOPMENT AND
RESEARCH
Johansson, Gunilla, Luleå tekniska universitet, Utbildningsvetenskap
Balto, Asta, Sami University College, Pedagogy

The Saami schools in Sweden are as well all schools in Sweden regulated by the national school
system. The municipal school plans do not apply to Saami schools. They develop there own
plans. The Saami schools and preschools have been asking for a education that is aware of
the Saami culture in the education and upbringing of the child. Many teachers have a vision of
working with a school with cultural sensitivity, to take the culture in account, strenghen it as well
as be a part in the development of the Saami culture. Saami schools have initiated and pointed
out the need of research upon and support for the reflective curriculum practice The study of the
Saami culture situation with a view to improving the quality of action within it. The dilemmas and
temptations of the reflective practioner is taken in account. How do professionals think in action
within the Saami culture? How do teachers, parents and the local society describe the concept of
cultural sensitivity and the community of practice? How to underlie innovation and identity?

NORWEGIAN AS MOTHER TONGUE SUBJECT AND COMMON LEARNING
ARENA IN A MULTICULTURAL SOCIETY
Kulbrandstad, Lars Anders, Hedmark University College, Nordic studies

During the 19th century Norwegian as a school subject became a major instrument in fostering
national identity. Although the subject also had other rationales right from the beginning, the
aims and the content have had a clear national orientation up till the present. This is evident both
in choice of literary texts and the knowledge about language that is being taught. About 7 %
of the students enrolled in the 10 years compulsory education are now registered with another home language than Norwegian. There is a subject called Norwegian for linguistic minorities, but this is a compensatory, transitional subject. It’s intended that most students sooner or later should be taught according to the curriculum guidelines for the “ordinary” Norwegian subject. But as stated above this is distinctly a subject for mother tongue instruction. So there is a misfit between the presupposed linguistic and cultural background and the background of a growing number of students. The question is how Norwegian can be made a common learning arena for all students in a multicultural society at the same time as it continues to fulfil its role as a mother tongue subject for majority students. In my paper I will illustrate the national lopsidedness of the subject with findings from a study of how textbooks for middle school present language variation in Norway and use these results as starting point for a discussion of possible solutions to the dilemma indicated by the title of the paper.

SOCIAL CAPITAL AS A RESOURCE FOR IMMIGRANT YOUTH IN THEIR ADAPTATION TO SCHOOL
Lauglo, Jon, NIFU STEP
What resources can immigrant youth draw upon in their social networks, for a constructive engagement with school? Drawing upon the 1996 Oslo Youth survey, this paper examines the role of family, peer groups, and involvement in religion for positive attitudes and constructive efforts to cope with school. It concludes that the intensity of these social relations is of much more decisive importance than conventional social class and cultural capital measures. It is suggested that Social Capital theory is a useful departure for “The sociology of effort” in education.

NORWEGIAN AS A SECOND LANGUAGE - A DOUBLE EDGED SWORD
Lødding, Berit, NIFU STEP
Norwegian as a second language (NSL) provides an alternative curriculum to that of the regular subject Norwegian, designed for pupils with language minority backgrounds who may benefit from special support in order to make a successful transfer to the curriculum of the regular Norwegian subject – this being one explicit goal for the NSL teaching.

This paper will discuss findings from a survey of young people in their first year of upper secondary school. Experiences and attitudes towards NSL among students with minority backgrounds are examined. Among those who had been educated in Norway up through the lower secondary level, 20 per cent had received NSL tuition all the time without being transferred to the regular curriculum. Students who had taken NSL generally had a positive view of it, but more than half of them thought the subject is too easy or stated that they felt socially excluded. Students whose father was unemployed were more likely than other minority students to receive NSL tuition. NSL may have served as a useful stepping stone for some of the minority students, but the findings suggest that the NSL functions as a mechanism for segregation by keeping apart the low performing students of non-Western origin. The funding structure as well as the lack of a unified system of evaluation of the individual pupil’s needs, may contribute to a situation where the curriculum of the regular subject of Norwegian language and literature, remains unaffected by the challenges of a multicultural society.
RECONTEXTUALISING OF MINORITY-MAJORITY RELATIONS IN THE SWEDISH AND DANISH YOUTH EDUCATION – A COMPARATIVE PERSPECTIVE

Moldenhawer, Bolette, University of Copenhagen, Division of Education

The aim of the paper is to investigate how this changing pattern of the youth education’ recruitment profile and strategies is influencing the majority-minority relations and the positioning of the students. The question then is how power relations between ethnic minorities and majorities are transformed and recontextualised in the field of youth education, and how and why the minority-majority relations in classrooms actually make a difference in the struggle for position. Temporary analysis of the data materials based on classrooms observations and official school documents indicates a stronger emphasis on the significance of the complex cultural realities in the Danish schools while the tendency in the Swedish schools rather is treating all students equally with no reference to cultural differences. How can we explain this pattern and how is it connected to the official integration policy? The official Swedish integration policy, on one side, based on taking account of and showing respect for students with different cultural backgrounds (with reference to Swedish idea of multiculturalism). On the other side, the official Danish integration policy, is based on an assimilatory approach where students from ethnic minorities are dealt with as individuals.

YOUNG IMMIGRANT WOMEN AND DEMOCRACY

Nyberg, Eva, Göteborg University, Institute of pedagogy

The dissertation deals with questions about democracy and society, viewed from young immigrant women’s perspective. I am going to interview girls/women who take part in 3 different local development projects in Gothenburg, about their thinking and acting around questions that deal with democracy and rights. The aims of the projects are to develop some kind of Empowerment and give the young women opportunities to influence their own life situation and become more actively involved in society. According to the latest year’s debate on democracy, integration politics and the need for a more active citizenship, I found it highly interesting to push forward a perspective from this group in society. Do these young women feel that they are given an honest chance of making their voice heard and thereby a possibility for influence and improve their life conditions? Heavy aspects in my study are women’s rights and equality, democracy perspectives and integration. The theoretical background of my work builds on democracy-theory (deliberative democracy and communication-democracy) and theories about socialisation and integration.

The main question is how these young women develop their thinking/acting around democracy through taking part in the projects mentioned, and how they look on their future and place in society. Another important thing to ask in the study is what happens after this kind of projects are finished, what becomes the effects for the members and how is the new “power” they are given carried on further to develop more possibilities and active membership in society? This particular part of my study is built on interviews with four young women and their experiences of being part of a project for development (the project was started within the frames of a national program for integration and development in the most needing areas in for big cities in Sweden).

SUCCESS OR DROPOUT?

Sand, Sigrun, Hedmark University College, Department of Education

In this paper I will discuss some findings from a research project concerning various aspects of the second language development and progress of some children with a minority background in Norway. I have followed the progress of eight children from they started in pre-school at the age of four until they finished second grade in primary school. Each year I carried out a language test
with the children in order to chart their progress in learning the Norwegian language. I will discuss the findings in relation to the research results of Thomas & Collier. Two questions that I want to discuss are 1: How do the results of my research correspond with some of the Educational Programs of Thomas & Collier? 2: Is it possible to predict something about the future academic progress of these children at higher school levels?

BOOK READING, CONVERSATIONS AND ASSESSMENT IN BILINGUAL CLASSROOMS

Sandvik, Margareth and Spurkland, Marit, Oslo University College

This paper presents some results from an extensive project on language stimulation and language assessment in bilingual kindergartens and primary schools in Norway (2001-2005). The main focus of the paper is how book reading situations can be prepared, carried out and evaluated having in mind that they should introduce children to the vast field of discourses, literacy and the pleasure of reading books. The paper restricts itself to answer the following questions:

1. What kind of criteria should be established for selecting literature for bilingual children?
2. By what means can book reading facilitate and stimulate language acquisition?
3. Is it possible to decide a potential effect of language stimulation activities, and if so, what kind of assessment procedure is the most reliable?

The project draws on insight from socio cultural learning theory, children and fiction theory, reception theory and discourse analysis. The data consists of videotaped situations and transcribed sequences from these, and observation data collected by preschool teachers and teachers in the primary school. Children’s written material (drawings and investigation of alphabets) are included in the data.

MONOLINGUAL OR BILINGUAL EDUCATION PROGRAM IN KINDERGARTEN – WHICH IS GIVEN PRIORITY ON LOCAL LEVEL BASED ON THE NEW GRANT SYSTEM IN NORWAY?

Skoug, Tove, Hedmark University College, Department of Education

This is the main question in my ongoing project, theoretical based on the research of Thomas & Collier and Colin Baker’s typology. Since August 2004 a new system of Government grant support to minority children is implemented. This system gives the local authorities great freedom to decide how to use their annual grant. In the former system the grant was earmarked giving bilingual assistance to minority children in Kindergarten.

The project focuses the question if (and how) the learning situation of the minority children will be through implementation of the new grant system in four different municipalities in Norway. Through interview the project has made a survey of how the local authorities and the kindergarten made use of the former grant system. The investigation is to be followed up this year so se if there will be any changes in practice. So far it is clearly that the new system gives the local authorities quite different economic framework in order to strengthen the learning situation of the minority children. There are great differences among the municipalities both before and after the new grant system. An interesting question is then – given more freedom to decide themselves, what will the local authorities give priority to? Will they choose to strengthen the monolingual Norwegian speaking staff in the Kindergarten or will they give priority to ensure children bilingual assistance in Kindergarten?
BELONGING, IDENTITY AND COPING. CHILDREN LIVING IN AND BETWEEN TWO CULTURES IN NORWAY

Steen-Olsen, Tove, University College of South-Trøndelag, Faculty of Teacher Education and Deaf studies
Alves, Daniele, NTNU, Department of Psychology

The aim is to study the importance of classroom climate, learning environments and social support regarding learning experiences and inclusion for children with immigrant background. The study focuses on how these children maintain and develop their cultural identity, and their sense of belonging in the school and local community. Another aim is to study how these factors as well as family background factors are related to the children's experience of mastery, learning motivation and academic goals. The sample consists of eight focus group interviews with children with immigrant background in public elementary schools. 25 children from 7th grade, and 25 children from 10th grade were interviewed autumn 2004. Preliminary findings show that the classroom climate and social support are important factors regarding learning experiences and the experience of belonging, inclusion and acceptation. The teacher is a key factor here, and the teachers are aware of their responsibilities to prevent hostile attitudes towards immigrants. A teacher who is sensitive for multicultural values, and who enables to make the pupils appreciate cultural differences inside the classroom, seems to a certain point to avoid antisocial behaviour related to cultural differences in the learning environments. Nonetheless, hostile attitudes and racial discrimination were observed. Such attitudes were stronger among 7th grade pupils than among the 10th grade pupils. 10th grade pupils seemed to be more responsible, and to reflect more upon the consequences of their actions than 7th grade pupils did.

RELIGIONS, RELIGIOUS IDENTITIES AND EDUCATION

Brömssen, Kerstin von, Göteborgs Universitet, Institutionen för religionsvetenskap

This paper will discuss the changing cultural and religious landscape of Sweden which includes a vast representation of different religious identities. Two trends are mentioned that has been especially important during the last two decades, when specialising in the field of contemporary religious studies. Until quite recently most studies in the field of migration and globalisation have not been interested, or have neglected to take religion and religious factors into account when trying to understand migrants living in diaspora or in transnational settings. The concepts of diaspora and transnationalism will be discussed in connection to religious identities, as well as issues connected to education in a multireligious/ multicultural environment.

METHODOLOGICAL CHALLENGES IN FIELDS OF POLITICAL UNREST

Westrheim, Kari Anne and Lillejord, Solvi, University of Bergen, Department of Education and Health Promotion

The recent years there has been an increasing interest in and controversy around politically motivated research also within education research, questioning the meaning of ‘objectivity’ and “elimination of bias”. Major research positions within politically motivated research are advocacy research, empowering research and research ‘on, for and with’, grouped together and generally termed emancipatory research (Humphries et. al., 2000:3). In emancipatory research, the researcher is normally interacting with people who are marginalized in one way or another. Conducting research with somebody has an undeniable qualitative aspect, pointing to the dialogical relation between the researcher and the informants. This point is also underlined by Fielding (2004:251) when he says that field research is never something one does to research subjects but something one does with them. When interviewer and informants represent different cultural and political contexts, the challenge is to establish a foundation of mutual understanding. When mutual understanding entails constructing inter-cultural meaning, there will always be a
A SHARED AND TREASURED PAST – REALITY, MYTH AND/OR CONSTRUCTION? A PRESENTATION AND ANALYSIS OF HOW THE PAST IS USED IN ONE CONTEMPORARY SCHOOL DEBATE IN NORWAY

Wingård, Guri Jørstad, University of Oslo, Institute for Educational Research

The past is extensively used in political debates in Norway, so also in school debates. This paper analyses the construction of the past in one particular school debate in Norway in the last decade, namely the debate about religious and life stance education in schools. The past is here a very central premise for the discussion. It is remarkable how the most outstanding trait of this construction of the past is its unity. This applies both to the general agreement in the present – “everybody” shares this construction, despite other differences and disputes in the debate - and to how a common and shared past is dealt with as an undeniable reality, a premise for the debate that cannot be discussed. I present examples of how the past is used in this debate and analyse certain aspects of it, such as its position in a “depoliticised zone”, its position as a highly valued element, and how the relationship between minority and majority voices in the debate actually strengthens the position of a common past. The relationship between such a construction of a past without ambivalence or differences on one hand and a society that is often regarded as and named as a multicultural society is of great interest.
NETWORK 13:

HEALTH CARE PEDAGOGICS

HEALTH ADVOCATE COMPETENCE IN HIGHER SPECIALIST TRAINING – AN INQUIRY INTO THE FIELD OF POSSIBILITIES BETWEEN STRUCTURE AND PRACTICE

Aabye Munck, Sille, Danish University of Education, Curriculum Research

In January 2004 a new reform of the postgraduate medical education was implemented in Denmark. Within the last decade, similar reforms has taken place in other western countries, and the Danish reform is to a high degree inspired by these reforms, especially those implemented in Canada and USA. The implementation of the reform in Denmark is being assessed by The Danish University of Education in cooperation with the National Board of Health. Data are being collected between 2002 and 2005 by means of a questionnaire, field observations and interviews. An interesting and significant feature about the reform is the emphasis that is put on 7 new roles: Medical Expert, Communicator, Collaborator, Manager, Professional, Health Advocate and Scholar. These roles widens the former more strict focus on sole medical issues in the Higher Specialist Training, with a focus on more general competencies, that the Specialist has to require during his or her training.

Starting from the role Health Advocate, this paper examines how or in which degree Senior House Officers (SHO’s) understanding of health promotion and health promoting practices is influenced by structural conditions that reaches out of the clinic as a learning space. To mention a few, these structural conditions could be those set by current political health programmes, the fact that the training of the SHO’s is taking place in a workplace environment where varieties of different perceptions of health promotion, and different health-promoting practices within different professional groups or medical specialities entwine.

MEDICAL CONSTRUCTIONS OF THE PATIENT IN THE MEDICAL PROFESSION

Bach, Bettina, Danish University of Education, Department of Curriculum Research

In my project “Medical constructions of the patient in the medical profession” I am – inspired by previous studies in postgraduate medical education – comparing the two specialities, orthopaedic surgery and nephrology. In this study I follow (observe and interview) Senior House Officers from both specialities in order to explore how they construct, produce and reproduce the patients through their daily practices at the clinics. In doing so I do not look at learning processes as such, but rather the learning environment and the learning conditions at the clinics. One of my working theses is that the specialities differ from each other, not only with respect to medical competencies but also with respect to social ones, which means that patients are constructed and positioned differently within these specialities. My theoretical inspiration is primarily drawn from Pierre Bourdieu and Basil Bernstein. In this paper I will present preliminary results from my first analysis of the qualitative data.
DILEMMAS OF CARE AND EXPERIENCE. A LIFE HISTORICAL ANALYTICAL APPROACH TO EDUCATIONAL RESEARCH ON THE INTERSECTIONS OF THE PERSONAL AND PROFESSIONAL, PRIVATE AND PUBLIC IN CARE

Dybbroe, Betina, Roskilde University, Department of Educational Studies

The aim of the paper is to explore the complex and ambiguous processes involved in learning care, creating knowledge about care, and establishing professional identity amongst semi-professional groups in the health sector. This will be discussed and illuminated through findings from an ongoing research concerning nurses' identities, nursing work and the nursing community in Denmark. Methodologically the focus is on how an “experiential” perspective in life history research about care, will provide knowledge about the discrepancies and interrelatedness between the subjective sensing and dynamics in care work, experiences of care work and caring, and the professional and bureaucratic constructions about care work, as they present themselves subjectively in the told life histories- and their relation to societal contradictions and dilemmas present in care work.

The learning process in care between the personal and professional, and private and public in this perspective seems to be changing. As a short example from the investigation: Nurses articulate and reconstruct professional stories in relation to the public space of ward nursing and the institution/hospital, but they tell personal stories in relation to the intimate spaces with patients. The lifehistorical approach is in dialogue with a historical, social and political contextualisation, that enables an analysis of subjective learning in relation to historical changes of rationalities, values and knowledge paradigms.

THE STRUGGLE BETWEEN SCIENTIFIC AND PEDAGOGICAL QUALIFICATIONS IN HIRING ACADEMIC TEACHERS IN NURSING EDUCATION

Grönbladh, Ingegerd Gunvik, Uppsala University, Department of Education

This project questions the last step in recruitment in an educational system. When somebody applies for a position at a university, experts and members of appointment boards use the notions excellence in teaching and of research when judging applicants's CVs and publications. I study how and why different participants view teaching and research differently. What do they really build their judgement on? Recruitment of senior lectures in medicine, social science and caring science will be analysed. The research question is: are these recent initiatives in the hiring process of senior lectures proportional to incorporating semi-professional programs (nursing education) in university programs? The struggle will be searched for through documents from appointment procedures including interviews with applicants and experts in these procedures.

CLINICAL STUDIES IN NURSING - AN ACUTE HOSPITAL WARD DENSELY POPULATED WITH STUDENTS

Halse, Kirsten, Oslo University College, Faculty of Nursing

The aim of this developmental project was to implement a model for clinical studies with many students on the same ward in the students third year. Five groups of students have completed their clinical studies after this model. The main content of the model was: 12 students did have their clinical study period on the same ward. The students were divided into four teams and the staff on each team together with the lecturer had the responsibility for the guidance of the students. The students took responsibility for half the ward during two weeks at the end of the 12 week clinical study period. The results show that most of the students were satisfied with the clinical study period and that many would have chosen this model for clinical studies again. The part of the model the students appreciated mostly was their two weeks of responsibility for half the patients. Many of the students felt that this developed their independence and their ability
to take responsibility. Another part students appreciated was the possibility to collaborate with fellow students. This collaboration helped them in their process of learning.

THE NURSING EDUCATION IN DENMARK
Halskov, Gerd, Uppsala Universitet, Pedagogiska Institutionen

The focus of this paper is the nursing education in Denmark. The nursing education has lately undergone a change of structure that can be seen from three different angles: First of all, nursing as a semi-profession is in a phase of professionalisation aspiring to reinforce and consolidate a position as a profession in the traditional sense of the word. Secondly nursing is undergoing a phase of reconstruction concerning changes in the working organization and the relations to the clients. And thirdly, the recruitment to the nursing education has become an important issue in connection with professionalisation and reconstruction. It can be supposed, that we will see a corresponding tendency with regard to other semi-professions, although in connection with tasks that are characteristic for these semi-professions. But we will also most likely see the same tendency, not only because different semi-professions are supposed to be working together in interdisciplinary groups, but also because similar reconstruction processes are taking place in other sectors and organizations.

This research project will partly focus upon the recruitment to the nursing education and partly upon the nursing tasks in today’s working life. In our opinion we have to become more aware of the possible differences concerning the recruitment to the nursing education (including a historical comparative view) and the importance of trajectories and experiences of life. We also think that it is extremely important to understand in which way the nursing students comply with and handle the changes concerning working organization and the new demands of qualification connected with that. Empirically the project is based upon a questionnaire including 361 nursing students from five different nursing-schools in Denmark.

CHANGES IN NURSING EDUCATION
Kvangarsnes, Marit, Høgskolen i Ålesund, Avdeling for helsefag

The paper will focus on recent trends in the development of a national curriculum in nursing education in Norway. Norsk Sykepleierforbund - The Norwegian Nurses’ Association had from its start a strong influence on the curriculum. In the course of the 1990s various educational reforms led to a decrease in the internal professional power of the educators. New frames of steering and governance created new arenas with new agents for the development of a national curriculum. The paper will outline the process of change with a special focus on the administrative strategies of steering and the relations between these discourses and the text for a national curriculum, that was the result of this dialogue. By analysing the administrative discourse in nursing education more general characteristics in recent educational politics become evident. The paper may in this way shed some light on recent developments in professional education and policies of education.

WHAT’S UP DOC? AN EVALUATION OF THE INTEGRATION OF FOREIGN DOCTORS WITHIN A SWEDISH COUNTY
Nylander, Elisabeth Mueller, University of Jönköping, HLK

Over the last few years, medical professionals have come from abroad to meet the growing need for doctors in Sweden. This paper examines the attempts by one Swedish county council to improve the integration process of the “imported” medical practitioners so as to guarantee the employers’ investment, i.e., ensure that the doctors stay on in Sweden after the initial contracts expire. An evaluation was performed in 2003 of the efforts made toward this end by
Qulturum, a department for development within the county council, and includes a look at their EU-funded project known as: Integration and diversity as a possibility. When 1+1 makes 3. Four clinics within the county, representing different medical branches and municipality size, were represented through open interviews in focus groups and one on one.

The evaluation showed that the project was generally successful, but also suggested the following points for further discussion and development: continued concentration on language education, clarity in division of responsibility, and common definitions for concepts (such as integration or multicultural vs. intercultural). During 2005, a follow-up interview was conducted with the project leader to gain new knowledge concerning the sustainability of the project and its influence on the continuing education and development of the medical staff. These results are also presented yet through a socio-cultural perspective.

REKRYTERING TIL OMVÅRDNADSUTBILDNINGAR I SVERIGE 1993-2003
Petersen, Karin Anna and Lundin, Sverker, Uppsala Universitet, Pedagogiska Institutionen
This presentation will be in English.


NURSING STUDENTS’ CONTEXTUALIZATION AND MEANING-MAKEING OF A COURSE CONTENT IN RELATION TO THEIR FUTURE PROFESSION.
Petersson, Gunilla, Karolinska Institute, Learning, Informatics, Management and Ethics (LIME)
The objective of this paper is to describe and understand how nursing students contextualize and make meaning of a course in pedagogics, informatics and leadership in relation to their future profession. To learn in formal education courses is a complex and ongoing process in which the students are expected to compare and check their own understanding with the ideas being introduced in the teaching. In this process of meaning-making the teacher must make the ideas of the topic accessible to the student, then assist them to make sense of and internalize those ideas and, lastly, support the students in their efforts to apply the ideas. In formal educational settings this is done by the teacher providing the students with tasks and instruc-
tions for the purpose of helping them to master the content of a particular topic or of the whole course. Meaning-making in educational settings is also influenced by affective and emotional aspects of the teacher-student relationship. The data were analysed using an intentional model of action as a framework for interpreting the data. The data were obtained partly from a questionnaire distributed to the nursing students who had taken the course in question, and partly from semi-structured interviews with some of them.

HOW TO CARE – NORMS AND IDEALS IN A HISTORICAL PERSPECTIVE
Rehn, Helena, Stockholms institute of Education, Institutionen för samhälle, kultur och lärande

The focus of this paper is the normative ideals that have characterized the caring practice in a given social and historical context. By the caring practice I mean a practice maintained by nurses and nursing assistants who are responsible for the care of hospital patients. The paper is based on a historical study using different text sources from Swedish governmental official reports, textbooks and trade union periodicals for nurses and nursing assistants. The theoretical perspective is inspired by Norman Fairclough's critical discourse analysis and aims to analyse predominant ways of talking about specific aspects of the caring practice over time: its contents, relations, identities, system of knowledge and gender norms. In the paper I show how different actors has used different discourses to give the practice a content and a meaning, at the same time negotiating about identities and relations. The time period is the first three decades of the twentieth century. A supplementary focus of interest is how different actors challenge existing conventions within the practice by using discourses in new ways, as well as who has the interest to challenge and who wants to reproduce the existing conventions.

HOW DO NURSING STUDENTS REGARD THEIR FUTURE CAREER? CAREER PREFERENCES IN THE POST-MODERN SOCIETY
Rognstad, May-Karin, Oslo University College, Faculty of Nursing
Aasland, Olaf, University of Oslo, Department of Health Management and Health Economics

How do nursing students regard their future career? This abstract presents findings from a study of 301 nursing students' opinions of their future career. The initial survey took place 7 months after the commencement of nursing training in 1998/99 with a follow-up after 2 1/2 years. Data was collated using a questionnaire with closed questions and supplemented by semi-structured in-depth, audio taped interviews concerning the students' professional socialisation.

The findings from the initial survey indicate that motives like human contact and to help others and job security (i.e. low risk of being laid off) were important. Plans for further education after finishing the bachelor programme in nursing were abundant. Analysis of the second data-set will show whether there is a change in the students' plans for their future education and career. For nearly 80% of the students it was very important that the bachelor degree could serve as a basis for further education. Multiple regression analysis showed that nursing students who emphasise this importance are less interested in giving care and help to others, and this attitude is confirmed in the interviews. Career preferences were often midwifery, public health or practice in high tech areas like anaesthesiology, and not care for chronically ill or elderly patients; areas where there is a shortage of nurses.
A NORDIC DIMENSION IN EDUCATION FOR CHRONIC ILL STUDENTS? A COMPARISON BETWEEN SOME EUROPEAN COUNTRIES

Øgrim, Leikny, Oslo University College, Faculty of Education
Bjørklund, Anne, Oslo kommune, Sykehusskolen i Oslo

TIMSIS (Teacher inservice training material on seriously ill students in hospital and ordinary schools) is a European Comenius-project aiming at developing materials on chronic ill students and their needs for education. The TIMSIS project is conducting a study on the situation concerning education for chronic ill students in six European countries. Included in the study are two Nordic countries: Norway and Finland, one additional Western European country: Germany, and three Eastern European countries: Hungary, Check Republic, and Russia. Sick children suffer from physical and psychic stresses arising from the illness itself. In addition they experience removal from and reintegration in the school class at their home school, and reduced periods of instruction. Family and financial worries are also frequent. These disadvantages affecting sick children and adolescents lead to a considerable impairment of their education. Since this basic situation cannot be avoided all steps should be undertaken to ensure a minimum of friction and conflict on reintegration in the home school. This paper will present the results from the study, and discuss them according to the theme of the conference. The study will show if the Nordic countries in this field differ from the others, and eventually in what way.
DIFFERENT FUNCTIONS OF CURRICULUM IN A PERSPECTIVE OF SYSTEM THEORY

Afsar, Azita, University of Oslo, Institute for Educational Research

In this paper I want to present a new model to sustain observation of educational system in the perspective of Niklas Luhmanns theory of Social systems. We are now facing a more sophisticated development of global assessment systems, conducted by international organisations like OECD, IEA and also EU, which are based on system theory in different ways. Models applied through evaluation systems, contain distinctions and theoretical perspectives that can be revealed through a second order observation.

The main question I would like to address in the paper is: Do the models applied in global assessment systems distinguish between social systems which constitute different communication context of the curriculum? Curriculum is understood as the main program to present expectations to regulate schooling as interactions- and organizations systems, e.g. curriculum as societal structures specifying the code of valuation in the educational system. A model is apparently the main analytical tool for reducing complexity, and at the same time reflecting a description of the world of education. Models should therefore be analyzed carefully, because descriptions might develop into identities constructed through assessment systems and thereby sustain either self-fulfilling or -defeating prophecies.

A SILENT MESSAGE IS ALSO A MESSAGE

Alerby, Eva, Luleå University of Technology, Educational Sciences
Kostenius-Foster, Catrine, Luleå University of Technology, Health Science

“Damned taxi cab!” A twelve year old student wrote these words in the margins of a questionnaire in school concerning psychosocial well-being. Within this paper they will serve as a point of departure for the discussion. Can the messages found on the sides of the squares intended for an X in a questionnaire be considered non-messages? Or are these expressions indeed messages that are made silent and therefore can be considered silent messages? Then one might wonder what the meanings of the silent messages are that often occurs in questionnaires? Can, or maybe should, we take notice of these silent messages? According to Polanyi every human being has silent and unexpressed dimensions within themselves, which acknowledge situations where we recognise that we know more than we can explain. This is also stressed by Merleau-Ponty, who argued that something exists beyond what is said, and Bateson emphasised that a non-message is also a message – the silence tells us something. Within this paper we will highlight and discuss the significance of silent messages of communication in general, and especially in questionnaires.

ELLEN KEY

Bohlin, Annelie, Högskolan Dalarna, Pedagogik
Fernström, Mona and Kvarnbrant, Kerstin, Högskolan Dalarna

In Italy they had Maria Montessori, in Germany Rudolf Steiner, and in Sweden we had Ellen Key (1849-1926), the writer, educator and women’s-rights ideologist who is regarded as the Swedish person who belongs to the pioneers of reform education. Ellen Key has reached this position
above all through her book The Century of the Child which in Europe was one of the most spread
and debated educational texts of the early 20th century. Ellen Key pleaded for a child-centred
education and speaks about the “new school” in pretty much the same terms as Dewey. The
book The Century of the Child which is imprinted by a great optimism for the future was suitably
published in the year of 1900. The book was translated into thirteen languages, and it became a
great success, above all in Germany.

Many of today’s thoughts in the educational debate and school activities were
pronounced by Ellen Key more than a century ago, for example the idea of mentors, outdoor
training, coherent work hours, project work and liberty under responsibility for the pupil. Last
summer the three of us had the privilege of visiting Strand, Ellen Key’s home on Lake Vetter,
as stipendiaries. The question that developed during that summer week was “Why did Ellen
Key never become acknowledged in Sweden, when she is famous in Japan and China to this
very day?” At the prospect of this conference, we wonder: “Is Ellen Key known in our Nordic
neighbour countries?”

FRÅN BILDNING TILL DEKONSTRUKTION. EN DEKONSTRUKTIV LÄSNING
AV ETT DANSKT OCH ETT SVENSKT BILDNINGSBEGREPP.

Bergstedt, Bosse, Lunds universitet, Pedagogiska institutionen

This presentation will be in English.

Bildningsbegreppet har de senare åren blivit allt mer aktuellt inom såväl pedagogisk forskning
som pedagogisk praktik. Bakgrunden till detta går att finna inom den filosofiska och pedagogiska
historien. Där har bildningsbegreppet länge setts som en möjlighet för att skapa samspel
melan individ och samhälle. Idag är detta inte längre en given utgångspunkt, en påtaglig
dualitet har blivit allt mer tydlig mellan individ och samhälle. I detta paper analyseras två
bildningsbegrepp, ett svenskt och ett danskt. Med hjälp av en dekonstruktiv läsning, inspirerad
av Jacques Derrida, visas på sprickor och ofullständigheter hos båda det svenska och det
danska bildningsbegreppet. De är båda bundna till ett nationellt enhetstänkande och får därmed
svårt att belysa dagens kunskapsprocesser. På liknande sätt kritiseras den hermeneutikiska
kunskapstraditionen som bristfällig när det gäller att förstå menings- och kunskapsbildning i vår
postmoderna samtid. Avslutningsvis beskriver dekonstruktionen som ett möjligt alternativ.

ETHICAL ASPECTS OF EDUCATION IN A CHANGE TO A TRANS-NATIONAL
CITIZENSHIP

Björk, Göran, Åbo Akademi, Enheten för pedagogik och vuxenpedagogik

This abstract will share the question of education in the post-modern society. The ethical aspects
focus on the question of man and the participation in the common. Historically have the question
of man, the participation in the common and education been linked together. In a society with
a high degree of individualisation the learning processes are moving from the area of fostering
to the field of self-evolving. The consequences are that the independence will become a self
constructive act of a person that lacks independence. A self-constructive act in this way has
much in common with self-assertion. In self-assertion moves the focus from participation in the
common to the limited interests and needs of individuals. In this tension grows the problem
between the private and the common. In the modernity the national states tried to form a people
build on participation in the common social context, society. Education has been a strong
forming force of the in-dividual man to become parts of the people. In the post modernity marked
by globalisation and individualisation the idea of people limited to the national states has become
problematic. Education in the post-modern society is challenged to handle the tensions between
the private and the common in a societal change from the idea of people to an idea of a trans-
national citizenship.
FROM PLANNING TO STRUCTURE
Claesson, Silwa, Göteborg University, Department of Education
Throughout the history of teaching planning has had a central role. Most teachers associate planning with how to sequence the subject or with cognition “teacher thinking”. But from a life-world perspective planning has not only to do with what teachers do or think before they go into the classroom, it is a lived experience as well. In our lived experience life and world are intertwined. In the present empirical life-world study teachers were interviewed and observed as well. The analysis resulted in three different themes, one of them were called “structure”. This theme has to do with what teachers and pupils take for granted in their daily lives, where the physical environment is an intertwined unit and body language plays an important roll.

In this paper I will discuss the connection between planning and structure. Planning is mostly described as something teachers can do in order to organise teaching, while structure is a sustainable pattern which often will remain even if the teacher plan or not. I will also discuss life-world ontology and structure and give some examples from the empirical study of what is meant by structure. Finally I will argue for the usefulness of the term structure in relation to teachers’ praxis.

TEACHER ETHICS - A MODERN PROJECT IN A POSTMODERNS TIME
Colnerud, Gunnel, Linköping University, Education
Teachers have lately started to collectively and explicit express their mission in terms of ethical responsibilities for students’ benefit of school. The development of an ethical language to cover events and phenomenon in teachers’ interaction with students, as well as in teaching, includes codifying common and desirable norms of professional ethics. An ethical code also includes restrictions, which teachers impose on themselves – the lowest limit agreed upon for acting in relation to students. Codes of professional ethics might be seen as a modern project, which can be criticised according to the post modern ethics of Bauman. The discussion in this paper focuses on what can be seen as consistent or inconsistent in the relation between postmodern ethics and the ethical code of Swedish teachers.

THE CONTROL MATRIX AND REFLECTION-IN-ACTION
Erlandson, Peter, Göteborg University, Department of Education
The matters of mind are not easily solved. Even if most philosophers and educationalists of today are convinced of the wrongness of the dualistic theory articulated by Descartes (following a line with ontogenesis from Plato, it continues to infect discussions of learning and teaching, often in a subtle manner. The questions involved are multiple. For instance, questions concerning the relation between consciousness and control, the relation between desire and control, but also the question how the categories “body” and “soul” function in language and in society? In this text I will use the theoretical framework of Merleau-Ponty (1962) to discuss the “Cartesian ghost” (Ryle, 1949) in the form it is revealed in Newman’s analysis (1999) of Schön’s reasoning and exemplifications of reflection-in-action (1983, 1987).

FREEDOM AND FACTICITY
Frisch, Tove, Lärarhögskolan, SKL
The aim of my study is to survey, analyse, and interpret essays about the outlook on life, written by adult students in a multicultural suburb. My method is called existential hermeneutics and the theoretical framework includes “pedagogues”, philosophers and hermeneutists. The body of information is a great number of essays (175) written on the theme ”My Philosophy of Life".
The all-prevading motifs are: God, Meaning of Life and Death. The limit- or escape-points of my analysis are on a horizontal level, Existentialisms and Determinism, and, on the vertical axis, Rationality and Emotion. Hardly any statement can be nailed down to any such point of course, most are intermingling, contradictory texts, desperately longing for answers. How to bring order amongst the aspects of Culture, Religion, Identity and Language – impossible to escape – in these texts? Views upon the world order can seem to be staked out before the author was born, but also open to change and an overwhelmingly present reflection. To illuminate the relations between individual, society and researcher, (the constant intertwining of punishment and freedom, fear and bravery, rigidness and flexibility), I try to see the texts through the eyes of Jean-Paul Sartre, using mainly – but not only – two of his books, L’être et le néant and Questions de méthode. How freely do we create or live by our outlook on life? How important are such facticités” as, for instance, time - past or future - or culture?

THE APPLICATION OF PHRONESIS IN EDUCATION AND RESEARCH
Gustavsson, Bernt, Örebro universitet, Pedagogiska institutionen

This paper deals with how phronesis, practical wisdom, has been applied in education and research in recent decades. The origin of phronesis is in Aristotle’s ethics where he divide between, episteme, scientific knowledge, techne, technical or instrumental knowledge, and phronesis, valuebased knowledge. The concept has been interpreted and used in different ways, in ethics, politics, education and research. We can find one tradition directly connected to Aristotile and one hermeneutic interpretation. Flyvbjerg (2001) places phronesis as a central concept in social research, as valuebased and empowered by Foucault’s concept of power. He recommend cases and examples, the particular and concrete, in a critical view of discourseethics, considered to be “top-down and idealistic”. Nussbaum try to relate Aristotelian ethics to a wider understanding of the Enlightenment. In hermeneutics both Gadamer and Ricoeur in different ways tries to establish a connection between the particular and the universal.

The problem focused in this paper is the relation between the universal, expressed in terms of human rights and social justice, and the particular interpretations made in different contexts. Is it possible to combine a good life, expressed in terms of narrative, with a conception of what is universally just and right? What is the relation between knowledge, action and ethics, and how can it be treated in education and research? These are questions penetrated in this paper, which tries to relate different understanding of phronesis and how the concept is used in different fields.

THE FIGHT OF THE SOCIAL EDUCATORS FOR RECOGNITION
Hansbøl, Gorm, Danish University of Education, Philosophy of Education

The presentation will be performed in Danish.

The paper takes it point of departure in the fight of the social educators* to be social recognized as a profession. Therefore the paper takes up the question, how to understand recognition and what recognition means to the development of the identity of the professional social educator. The question is raised, whether the social recognition can be archived through the new bachelor-education of 2001 in Denmark. The new education takes it point of departure in a communicative rationality, which end is to educate (allgemeine Bildung) the student. The paper concludes that even if the student develops a communicative rationality about education that does not mean that the professional social educator reaches a social recognition in society.

*The majority of social educators (pædagoger) in Denmark work in preschool institutions.
THE LIFEWORLD OF VOLUNTARY LEADERS - A POSSIBLE WAY OF UNDERSTANDING THE MEANING OF SPORT LEADERSHIP FOR CHILDREN

Hertting, Krister, Luleå University of Technology, Educational Sciences

The aim of this paper is to describe, discuss and problemize a theoretical framework inspired by Alfred Schütz and the phenomenology of the life world and how this can be adopted in the field of sports. The theoretical framework is the base in a doctoral thesis dealing with the voluntary leadership for children in football. How can the leadership for children in this context be understood? The competitive sport is often built-up on an assumption of the ideal type. The ideal type created in the competitive sport is big, strong, fast and lithe with a strong inner motivation to become the best. The competition is a challenge for the ideal type and a chance to demonstrate ones strength for others. The ideal type is based on a grown up (male) athlete and very little of the children’s circumstances in their own lived world is taken in consideration. The person being in the world around the children in the sport is the voluntary leader. The task for the leader is to create a meaningful context for the children in the competitive sport deriving from the picture of the ideal type. In this case Schütz’s phenomenology of the life world can be a useful point of departure to shed a light on this subject.

TEACHING – THE SIGNIFICANCE OF IMPROVISATION AND SPONTANEITY

Karlsen, Geir, The Norwegian University of Science and Technology (NTNU), Programme for Teachers Education

Teaching has traditionally been strongly linked to different kind of didactic models. Implicitly these models have emphasized the necessity of the teacher’s different preparation, mastering what I somewhat ironic would call the art of prediction. In this contribution I will discuss the problematic effects of such a prediction ideal for teaching from a philosophical point of view. Here I will draw on works from different thinkers as Buber, Derrida and Bauman. I will then introduce a model inspired of dramaturgical traditions, and will with some examples from an ongoing action research project; show the possibility of using other concepts and language, with the aim to give space for spontaneity, a spontaneity that nevertheless has frames and structures. In this dramaturgical attempt I have been particularly inspired of various forms of performance art. I will show how the ideals of performance art could give new energy to teaching, but without reducing the pupil merely to a spectator or object for the purposeful thoughts of the teacher’s well directing plan.

FROM PEOPLE TO MULTITUDE?

Korsgaard, Ove, Danish University of Education, Philosophy of Education

Michael Hardt and Anthony Negri argue in their world famous best-seller Empire from 2000 that a historical shift is taking place, from the nation-state to an empire without a well-defined territory nor a fixed centre of power - a network state. With the empire, “popular representation” is deeply undermined. Such a development has severe consequences for the notion of democracy, where the fundamental principle is the sovereignty of the people. According to Hardt and Negri democracy will free itself from the nation and the people and tie itself to the empire where the ‘multitude’ will replace the people as the heart of democracy. This view has great implications for pedagogical philosophy - and not least for citizenship education. The paper will discuss some of these implications. A core question is if the concept of people should be replaced by multitude in citizenship education; or if the concept of people should be retained as an essential notion, because democracy needs a demos - a people.
TAKING ON A CHILD’S PERSPECTIVE
Kostenius-Foster, Catrine, Luleå University of Technology, Health Science

When conducting research taking on different perspectives is a common way of reduction, concentrating the illumination of a phenomenon from a specific direction. It’s the teacher’s, the parent’s, the school nurse’s or the children’s perspective that is in focus at different times. What does it really mean to take on a perspective in general and specifically a child’s perspective? What insures that one has taken on a child’s perspective? One aspect of taking on a perspective can be understood based on Max van Manen’s and Maurice Merleau-Ponty’s thoughts as understanding the world through somebody else’s experiences. In addition Alfred Schutz points out that it is in the “world of directly experienced social reality” where meetings take place that changes in perspectives are based on. Their thoughts and ideas will be discussed as well as questions like; What kind of consequences does taking on a child’s perspective have on the research method? What are the limitations with taking on a child’s perspective? How are these limitations handled?

BEING A PROFESSIONAL WITHIN A POST-SIGNIFYING REGIME
Krejsler, John, Danish University of Education, Department of Educational Anthropology

Professionals such as teachers and nurses must increasingly commit themselves to technologies whereby one learns to lead and manage oneself in accordance with the vision of one’s organisation or corporation. Technologies like CVs, (self-)evaluations, the employee development dialogues, 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. Working as a professional within a public organisation is increasingly orchestrated through the language of commitment, love and enthusiasm. In my paper I shall investigate the strategic conditions of possibility for manoeuvring within such technologies designed to mould the self – or rather designed to help the self to remould himself. The paper is inspired by Deleuze & Guattari, Foucault, Åkertrøm Andersen among others.
ARE EDUCATIONAL THEORIES TRUE?
Kvernbekk, Tone, University of Oslo, Institute for Educational Research

In this paper I discuss the (possible) truth value of normative educational theories. By ‘normative’ I shall mean goal-directed; a theory that advocates a certain goal (or ideal) and provides some guidelines as to how to reach the goal. In what sense, if any, are such theories empirically true? My tentative conclusion is that it does make sense to speak of the truth value of normative theories, and that is does so even using the correspondence theory of truth, which is my truth theory of choice in this paper. This conclusion will be based on an analysis of the correspondence relation, the problem of reference and isomorphic mapping.

WALDORFSCHOOLS - EDUCATION ACCORDING TO ROMANTIC NATURPHILOSOPHIE?
Mansikka, Jan-Erik, University of Helsinki, Education

Waldorf- or Steinerschools are, both from a sociological and philosophical point of view, a somewhat strange but nevertheless interesting phenomenon in our present educational culture. By examining the early writings of Rudolf Steiner (1861-1925) we are able to gain a picture of some of the philosophical starting points that lay the basis for this particular educational movement. Steiner was at an early stage of his life working with editing Goethe's writings on natural science. At the same time he was developing a philosophical stance that was a kind of rehabilitation of the main premises of the so called Romantic Naturphilosophie. This romantic philosophy, especially developed by Schelling, had a significant influence on the way natural science was suggested to be carried out. The romantic science is therefore not, as sometimes has been suggested, totally alien to empirical scientific approaches. The presentation will focus on some of the presuppositions of Romantic science and how they are defended by Steiner in his early writings. In addition to this, we will also discuss how Steiner’s epistemological position is reflected in the practice of Waldorfschools today.

TOWARDS AN EDUCATIONAL THEORY OF EVIL?
Mansson, Niclas, Uppsala University, Department of Teacher Education

Considering the wide ranges of studies about “the good school”, “the good teacher”, and “the becoming of the good citizen” within educational studies, there is call for an educational theory of evil. Since education is not only an including praxis, but also an excluding praxis that makes the world inhospitable for certain individuals and groups, social marginalisation or cultural exclusion does not stem from an isolated and arbitrary adventure; it is a part of an institutional cultivating praxis. In this paper I discuss different approaches of evil, from theological a philosophical considerations about the nature of evil to sociological and psychological studies on evil in order to find an approach, from which it is possible to develop an educational theory of evil. Rendering education as a phenomena where the individual meets the social world, and as an institutional source of exclusion I draw the conclusion that the kind of evil that is transmitted through and works within the ethics of a given social institution, such as education, ought to be considered as a social-psychological phenomenon.

TO BE IN DIFFICULTIES
Nielsen, Cecilia, Högskolan i Trollhättan/Uddevalla, Department for individual and society

Whose problem is the problem, and what is the problem? I want to discuss what we mean by difficulties and overcoming difficulties. In an empirical study I have followed nine individuals with reading and writing difficulties during 1½ years, to understand how they experience and
handle their situation. From this starting point I want to elaborate some questions on a dilemma: overcoming difficulties – what difficulties, and whose? The discussion is carried on from a phenomenological life-world perspective, where mind and body, individual and society, subject and world, are conceived as an inseparable entirety, which can’t be understood as just the sum of its parts. Depending on what aspect of the entirety we highlight, the meaning of difficulties change, and so does the responsibility to strive to overcome.

ON TRUST IN LATE MODERN SCHOOL
Nordström-Lytz, Rita, Åbo Akademi Vasa, Institutionen för pedagogik och specialpedagogik
According to among others Thomas Ziehe technocraziness and weakening of traditions are two strongly influencing development trends in the late modern society. Working groups and working areas are diverging and the human being has no knowledge of the technology that controls her everyday life. Patterns of acting and interpreting are more rare today. The patterns which were valid earlier are not so today. People’s life situations are varying, unpredictable and new, and the human being is forced to adapt to an endless flexibility. Childhood is colonized by market, capital, technology and media, and it can be claimed that children nowadays grow up in an epoch when the destructive consequences of the “grown up humanity” (expressed in terms of autonomy and selfresponsibility) can be experienced in an overexplicit way. According to Zygmunt Bauman the fleeting in late modern world has overcome the stability. Even human beings are seen as calculable and controllable, both in personal happiness as in efficiency of the society. In these circumstances the conception of trust in late modern school can be seen as a problem. What can trust be based on? How is it constituted? Bourdieu claims that unsafeness is everywhere today. What is trust in late modern society? Which are the conditions for trust in late modern school? Is trust anything badly needed - or can the necessity of trust be rejected in late modern school?

HOW DO TEACHERS UTTER THEIR ETHICAL STATEMENTS AND REFLECTIONS BY PARTICIPATING IN FOCUS GROUPS?
Ohnstad, Frøydis Oma, Oslo University College, Faculty of Education
Using focus-groups with teachers – a way to develop teachers’ ethical consciousness? Norwegian teachers have no ethical code for their professional work, but in November 2004 the Teacher Union in Norway introduced “The Professional Ideal” by starting a process from the grassroots’ level. The process will carry on this way: first discussions among teachers at their own schools in addition to net discussions - and in 2006 a resolution at the national congress ending up with a national ethical code. In an ongoing research project of teachers’ professional ethics in Norway the focus is on teachers’ ethical consciousness, their considerations, justifications and solutions in ethical dilemmas. The method to generate data is by using focus groups in a modified way. The paper will discuss if participation in focus groups with ethical dilemmas will develop the teachers’ ethical consciousness. The discussion will include some comments to the ongoing process composing a teachers’ ethical code in Norway. My paper will be written in Norwegian, but the presentation will be in English

GOVERNANCE IN THE NAME OF COMMUNICATION
Olsson, Ulf, Stockholm Institute of Education, SKL
Petersson, Kenneth, University of Linköping
During the end of the 20th and the beginning of 21th century democracy as a way of govern citizens is on the agenda once again. In this context more and more institutions regard their
activities as relying on the pedagogical paradigm. Thus, nowadays educational thoughts are, in the name of life-long learning and life-wide learning, inscribed into political and institutional areas that were not previously conceived to be educational. One pedagogical technology being used in most political fields is communication or dialog. The aim of this paper is to problematize and compare the use of this technology in three different political fields; Education, Public Health and Criminal Justice from a governance point of view. The intellectual framework is Foucauldian in the broad sense of the word. That means that the paper is less concerned with following “the letters” of Foucault rather then being inspired by the ethos of his work. What is put forward in the paper is that in all three political fields communication – in the names of deliberative communication, health dialog or community mediation – becomes a cultural practice or technology fabricating and constructing who the citizens are and should be.

CHILDREN’S RIGHTS REVISITED
Opdal, Paul Martin, SV-fakultetet, IPE
My topic will be a seemingly paradox that is inherent in much talk about children’s rights, and that manifests itself even in the UN Convention on the Right of the Child. The paradox shows up when the child is said both to have a right to protection and to provision, rights which by necessity means putting another person (an adult) in the superior position, and the right to participation, and hence the right to have a say in personal matters. My question is if this double position makes sense - i.e. if such different rights can come together in one unified scheme.

POLANYI AND CONSERVATISM
Rømer, Thomas Aastrup, Peter Sabroe Seminariet
In recent years a prominent philosopher of learning in practice has been Michael Polanyi, due particularly to his concept of tacit knowledge. It seems to be a contradiction, however, that Polanyi on the one hand has been used most in theoretical environments committed to constructivism and progressivism, and on the other hand he has a firm rooting in british conservatist thinking, e.g. Edmund Burke and von Hayek. In this presentation this link is explored and some practical consequences are considered.

THE DEFORMED HUMANISM AND LIFELONG LEARNING
Saugstad, Tone, University of Copenhagen, Education
To day it is no longer sufficient to realise ourselves through china-painting in our spear time. We should also realise ourselves at work through lifelong learning. Current ideals of self-realisation are rooted in humanistic psychology but the ideal of self-realisation was also part of the Greek humanistic ideal of ‘Bildung’. Although central aspects of the Greek ideal of ‘Bildung’ are similar to the ideal of humanistic psychology, the Greek ideal was connected to the working-free sphere and based on the ‘social self’, compared to today’s ideal that is based on the ‘private self’ and is also connected to work-life. Furthermore the Greek were aware of the fact that destiny also had a part to play, where today’s ideal is that individuals are architects of their own lives.

In this presentation I will argue that today’s ideal of self-realisation in lifelong learning not only builds on an individualistic approach, but is also transformed into a deformed humanism in contemporary consumer-society. Already Marx argued, that the advertisement-industry keeps consumers in a situation of permanent needs. These are the needs that, according to the humanistic psychologist Maslow, have to be fulfilled before self-realisation is possible. Both in the consumer society and in lifelong learning the ideal of development is to develop for the sake of development. In a society without a clear vision of the future the ideal of lifelong development thus risks to turn into a narcissistic and restless ego-trip as endless variations of the present.
IS THE CULTURE AND LIFE THAT WE TEACH CHILDREN ARBITRARY?

Schaffar, Birgit, Åbo Akademi, Institution för pedagogik och specialpedagogik

Klaus Mollenhauer writes in „Vergessene Zusammenhänge“ that „every educational process enlarges and enriches, but also narrows and reduces what would have been possible“. This idea is connected with the widespread notion of a pluralistic and individualised society. The loss of strict tradition and values has led to increasing possibilities for free, individual development. But only one of these possibilities can finally be realised (cf. Luhmann’s theory of social systems). Confronted with this situation education tries to answers a) how to choose precisely what possibility is best for the child’s development? b) How to legitimise this -seemingly arbitrary- selection, since parents/teachers can only live their own life which limits the range of possibilities that can be presented to children.

In my paper I argue: 1. that describing society like above only makes sense from an observational perspective that is only partly interesting in education (cf. Gadamer’s critique of historicism). In concrete situations the teacher is an acting human being who tries to see his children/students. He is not observing them neutrally (cf. Buber’s I-Thou-relation). 2. The assumed plurality of values is also plausible only in part. We might accept variations in what can be understood as a family, without accepting variations of answers to the question whether we are allowed to kill other human beings or should always tell the truth. In central educational questions we cannot talk about an arbitrary selection that we present to children. The question of legitimacy does not make sense here.

NORMATIVITY IN EDUCATION FOR DEMOCRACY

Strumme, Ingerid, University of Oslo, Institute for Educational Research

Education for democracy is a normative project, with several layers of normativity. Legitimacy is the most obvious, yet weak form of normativity, which may be present even in non-democracies. Justice is a stronger form of normative ideal, which to a certain extent is guaranteed by the democratic institutions. Yet beneath these notions lies a deeper kind of normativity; the promise of democracy so to speak, namely the potentiality of human flourishing, excellence, humanité. «Democracy» is a concept that invokes the notion that something important for all of us is at stake. This sense of importance and deep normativity is, however, spilt milk, when education for democracy is reduced to talk of skills and “competency”. Gone is the notion that some things are valuable in themselves, regardless of discourse and opinion – the concept of intrinsic value – lost is the idea of cultivating certain character traits in individuals – the notion of virtues – which, in the case of democratic education, may include love of the truth, intellectual courage, a proper sense of shame and perseverance. The discourse(s) of poststructuralism and socioculturalism – so common today – are instrumental in this reductionist move: Not only are these perspectives sceptical towards notions of intrinsic value and virtues; they even negate and refute them, on grounds of essentialism – thereby aspiring for hegemony. Furthermore, poststructuralism and socioculturalism’s concepts of “literacy”, self-Bildung, “technocultural competency” etc., in effect means functionalism; management of complex and changing surroundings – in short, a perfect match for a social apparatus based on self-technologies and permanent reorganization.

REPRESENTING SOCIAL CONTRADICTIONS OR ANTAGONISMS WITHIN THE THIRD SPACE

Säfström, Carl Anders, Uppsala University, Department of Teacher Education

Drawing on the work of Homi Bhaba and Zygmunt Bauman I specifically discuss the dichotomy Swedes – immigrants as a categorization within Swedish language and culture, which seems to
function as a fixation from which racist practices can flow. This fixation is here understood in the double meaning of the word, that is, it both fixes social reality through a certain logic inscribed within the dichotomy and it also functions as an obsession from the vantage of those who uses the dichotomy as a relevant description of social reality. As an obsession it seems to be caught in an understanding of culture which is unable to represent hybridization in any other way than as a negation of, and thereby threat to, its privileged position of superiority, e.g. the rich north and the poor south; the good domestic culture and the bad foreign culture etc. In the paper I understand hybridity instead as a possibility that exists, within a third space of negotiation between fixed identifications, and as affirming difference without imposing hierarchy. Can education and educational research represent such a third space or is education doomed to be caught up in an alienating practice?

COMMUNICATION FROM A PRAGMATIC POINT OF VIEW
Thorgersen, Ketil, Luleå Tekniska Universitet, Utbildningsvetenskap
Communication helps defining our identity, acknowledges us and helps us situate ourself in the social space we live in. It is difficult to imagine being a human being and not being able to communicate in some way or another. Communication is the tool we have for exchanging thoughts and feelings, but what demarcates communication? Is communication always between communicating parties directed towards each other, reciprocally exchanging ideas, or is it still communication if one person talks and another one is in the same room not paying attention. A part of the same problem is if it is possible to communicate across time. Can Beethoven communicate something to me – or is it possible to imagine that Beethoven and I actually communicate interactively in some way or another. Does communication require reciprocal interaction or does one-way communication exist? Is both monologue and dialogue parts of communication? Other questions in this respect is whether communication can have different quality, and to what extent it is possible to transfer our intended meaning in communication. These questions will be elaborated on from a pragmatic point of view and discussed in the light of education and aesthetics.

AMBIGUITIES OF COSMOPOLITANISM: DIFFERENCE, GENDER AND THE RIGHT TO EDUCATION
Todd, Sharon, Stockholm Institute of Education, Social and Cultural Studies in Education
The historical call of modern justice, heard first, perhaps, through the words of égalité, fraternité, liberté, seems ineradicably etched on modern consciousness. Indeed, the voice of our modern inheritance, whose tenor of liberalism now resounds throughout the world, at times drowns out those who wish to sing something other than its praise. Such dissonant voices take issue with the colonizing and masculinist undertones of the liberal subject, upon which, not coincidentally, both projects of modern justice and modern education have been based. Both feminist and culturist challenges to the globalising tendencies of liberalism have opened up a considerable debate around the legitimacy of the universal application of freedom, equality and justice. Yet, it is not only the exportation of western-style universal values to non-western countries in which the tension is felt, for how universal principles work within western, cosmopolitan societies reveals an equally difficult dilemma. Nowhere is this perhaps most clearly evident than in the recent legislation in France compelling girls and women to refrain from wearing headscarves and other religious garb in educational settings; acts which disregard the particularities of religious and/or cultural practices.

Using the legislation in France as a case study, and building on feminist and cultural critiques, this paper draws on the work of Jacques Derrida and Emmanuel Levinas in order to consider the conditions under which we might uphold certain conditions of freedom, equality and justice within a framework of difference.
RELATIONS AND NORMS AS MEDIATING TOOLS IN MORAL EDUCATION

Vestøl, Jon Magne, University of Oslo

The paper presents the results of a research project focusing on the role of verbal tools in moral education. The research focus and analysis is inspired by a sociocultural perspective highlighting verbal concepts and phrasings as mediational cultural tools, and is also indebted to the situated and relational approach to ethics developed by feminist philosopher Seyla Benhabib. 78 students from four Norwegian upper secondary school classes have produced textual data for the project, responding to moral challenges presented in simulated environments online. The paper focuses on relational as well as normative aspects of verbal tools in student texts and discusses whether textbooks of moral education meet the challenges raised by student texts.

The paper draws attention to a lack of correspondence between students’ approaches and the approaches chosen by most textbooks. This lack of correspondence concerns interaction between relational and norm-oriented moral tools, gender differences in use of moral tools, and apparent conflicts between student’s use of tools and the norm basis of public educational moral discourse. The paper also shortly addresses the relevance of a sociocultural approach to moral education.

THE PHILOSOPHY OF EDUCATION IN NORWAY IN THE 1990S: CONTINUITY OR DEPARTURE FROM THE SOCIAL DEMOCRATIC PROJECT?

Volckmar, Nina, The Norwegian University of Science and Technology NTNU, Pedagogisk institutt

In Norway the Labour Party has been in charge of the educational reforms from the end of Second World War up to the millennium change. The educational reforms were central in the Labour Party’s development of the social democratic model. The social democratic model had its golden age in the 1950s and 1960s, while the model in the 1970s lost some of its dynamic power. In the 1980s and 1990s the social democratic model was challenged by an increasing international neoliberal wave. The educational system in Norway has been subject of comprehensive reforms twice during this period, in the 1950s and 1960s and again in the 1990s. The main question in this paper is to what extent the educational reforms in the 1990s did represent somewhat qualitative new compared to the educational reforms in the 1950s and 1960s. The philosophy of education behind the reforms forms the basis for answering this question. Habermas’ theories about the social state project will serve as an analytical framework for answering the main question. To what extent were the educational reforms in the 1990s a continuity of or a departure from the educational reforms developed in the golden age of the social democratic project?
NETWORK 15:

RESEARCH ON HEALTH EDUCATION

PLANNING AND IMPLEMENTING AN EDUCATIONAL HEALTH INTERVENTION AT A WORKPLACE

Wijk, Katarina, University of Gävle, Department of Education
Halling, Bengt, Högskolan i Gävle, Department of Education and Psychology

This paper will be presented together with papers from network 13, Health Care Pedagogics. A case-study containing an educational health intervention with the purpose to promote health and prevent risk is described. Reflections on the planning phase and the implementation phase are presented. A health intervention targeting 19 individual at a workplace are described as a formative process where the empirical material guided the methodological strategies that were undertaken in the project. Stress, healthy leadership, physical activities and food habits are examples of areas that were involved in the project. This paper does not provide a summative evaluation but a formative.


Eriksen, Tine Rask, University of Copenhagen, Department of Education, Philosophy and Rhetoric

This paper will be presented together with papers from network 13, Health Care Pedagogics. The nursing education in Denmark has in 2001 been transformed into a bachelor’s education common to teachers, pedagogues, nurses, welfare officers, physiotherapists, and others. In this presentation, the nursing students’ qualifications for inclusion into the new project of rendering academic as well as the types of knowledge that are on the agenda in the “new” academic spaces will be discussed. The empirical material is compared to my study from 1987, when the nursing education was based on apprenticeship.

The framework for the study is a cultural theoretical approach to human behaviour, as well as theories of learning and theories concerning women and their position in academia. The results show that the students’ social and educational qualifications are lower today. The students still originate from families with a traditional division of labour, and in many ways they have the same ways of life as the students did 15 years ago. The content thematically treated in the classroom is the same as earlier, although the form is more “academic” today. Therefore the contrasts between the qualifications of the female students and the barriers in the academic spaces have expanded in connection to the recent rendering academic of the practical professions.
NETWORK 16:
RESEARCH ON TEACHER EDUCATION

NEWLY QUALIFIED TEACHERS’ REFLECTIONS ON WORK PLACE SOCIALIZATION
Andersson, Ingrid, Linköping University, Department of Educational Science
The focus of interest in the present paper is newly qualified teachers’ socialisation during their first year of teaching. What expectations do they have as newcomers? How are they received at their work place and what do they experience which is unexpected? This qualitative study draws upon data from newly qualified teachers’ questionnaires, group discussions, and interviews. Theories of socialisation and teacher culture have been used to analyse the data. Major findings show that newly qualified teachers claim to enjoy their work although recognizing that it is tough. Many newly qualified teachers, as well as their colleagues, are open to discussions about teaching, learning and school development. They want to be acknowledged and respected as professionals, at the same time as they want to learn from their colleagues. They are active and critical in their way of looking at their work and at the school as a whole. Although they are newly qualified, they do not have to be viewed as “novices” but can also be “experts” on certain issues.

Without suggesting that the newly qualified teachers are “ready” teachers, I am, from the school cultural variation which can be seen in this study, critical to the stage which describes how teachers move from being novices to becoming experts. I also question mentoring as a new structure and suggest that newly qualified teachers’ participation in extended inquiring cultures would be beneficial, both for them and their more experienced colleagues.

FACING THE CHALLENGES OF PEDAGOGICAL ETHICS IN TEACHER EDUCATION
Atjonen, Paivi, University of Joensuu, Department of Education
The aim of this study is to describe the essence of pedagogical ethics by analysing definitions of it. The data were gathered from the student teachers of the Master’s Program at the University of Joensuu, Finland. Altogether, 106 prospective subject, class and special teachers wrote their answers to the open question “What is pedagogical ethics?”. The richly written material was primarily analysed from a qualitative perspective. The definitions of pedagogical ethics that were put forward were usually analytical, deontological, concerned with wisdom and honesty, or emphasizing fairness and truth. They approached the topic almost exclusively from the viewpoint of the teacher, and not one definition described ethics purely from the pupil’s perspective. In qualitative terms, the descriptions made mention of values and norms, the theme of good and evil, the evaluative thought (pedagogical or reflective) required of a teacher, the educational process, rights and responsibilities, human interactions and the teacher’s own professional development. The results indicated that novice teachers were able to perceive the richness of pedagogical ethics. Almost all the classical ethical and moral issues described in the core literature of pedagogical ethics emerged. The results indicate many important implications for the teaching of ethics in teacher education. Key words: pedagogical ethics, professional ethics, education, teacher education.
SCHOOL ENTRY, COOPERATION AND PROFESSIONALISM IN THE INTERACTION BETWEEN TEACHER EDUCATION AND SOCIAL EDUCATOR EDUCATION IN DENMARK
Bak, Dina and Falk, Anette, University College of West Jutland, Research and Development

Working title: Closer contact between student teachers and student social educators. In Denmark, separate institutes offer bachelor courses leading to teacher or social educator degrees. How should these institutes work in the future to create a better mutual understanding and a deeper connection between these two professional degrees? Our development project is in the initial stages. The project will be based on a body of theory drawn from systems theory, the psychology of the self and recent theories of learning. In Denmark, there is a sharp distinction between lessons and after-school play or club periods. Teachers are responsible for the first, social educators for the second. The two groups are often deeply sceptical about each other's work – a scepticism which on the face of it could be put down to ignorance, but is in fact rooted in ingrained prejudice and myths or misconceptions related to the other group's work and professional qualifications.

The project concentrates on cooperation between institutes of teacher education and social educator education regarding school entry. The aim is to work towards a more transprofessional approach, with a view to common curriculum development projects within relevant transprofessional areas of degree courses. Using observation of student's placement practice, the project will seek to create a common field of investigation for student teachers and student social educators. The aim is to enhance reflection on the content of the two degree courses – and of course in the long run to improve the prospects for children's lives and learning at school.

LEARNING BY MEANS OF A THESIS IN TEACHER EDUCATION
Bergqvist, Kerstin and Ahlstrand, Elisabeth, Linköpings universitet, Department of Behavioural Sciences

The aim of this paper is to discuss a fairly new element in teacher education in Sweden. Earlier, critical inquiry and reflection have been less outstanding elements in teacher education. Now, writing a thesis is seen as a vital instrument for relating teacher education to research as well as for developing competence in the teaching profession. What ideas about the thesis are common among the students by the end of their education when they begin to work with the thesis? The data that will be discussed in this paper are collected by means of a questionnaire distributed to three groups of students. All together 266 students answered the questionnaire. Some results from this study will be presented. Questions that will be dealt with are: What do the students think that they can learn by writing a thesis? What are their ideas about what it means in their profession as teachers? Is writing a thesis of use to a teacher? Finally, what has the introduction of a thesis meant to educators and to teacher education?

MUST KNOW, GOOD TO KNOW, NICE TO KNOW. A CORE-CONTENT ANALYSIS OF PEDAGOGY IN TEACHER EDUCATION
Eklund-Myrskog, Gunilla, Åbo Akademi
Hansén, Sven-Erik, Åbo Akademi
Sjöberg, Jan

Finnish Universities are at present engaged in the so called Bologna reform. This reform requires an identification and an analysis of a core-content of teacher education. In the discussion about the basis for the selection of the content categories must know, good to know, and nice to know have been used in order to point out the need for a more distinct differentiation of the content.
The aim of this article is to discuss and analyse what perspectives the university based teacher education could be anchored on. Four analytical perspectives have been identified, the society, the individual, the research, and the didactics. These perspectives are regarded as fundamental points of departure for identifying and specifying the core-content. Implications are made concerning the content of the three categories, must know, good to know and nice to know, in order to educate professional teachers with a broad competence for their occupation.

IN THE PROCESS OF WRITING A FINAL EXAMINATION PAPER
Emsheimer, Peter, Lärarhögskolan i Stockholm, SKL
This study is based on a previous evaluation of 30 final research papers written by students who worked as teachers for a number of years and participated in a continuing education course during the spring of 2004. The papers consisted of isolated parts: “other theories”; “own findings”; “methodology”, etc. These different parts were not linked together, and it was, for example, not possible to see how methods or other theories were used together to develop an understanding of their data. The objective of this study is to understand what happens in the students thinking while working on their research papers. Ten interviews have been conducted and the main findings are:
1) Although the students participated in a course on scientific methods, they have very sketchy ideas about how to work methodologically with their material.
2) When asked about the meaning of “methodology” they merely refer to the task of gathering data.
3) When asked about how they intend to work with their data they as best talk about systematizing the data –without ideas about what to do after the systematization.
4) When asked about the concept of scholarly research they express ideas about finding “a truth” or finding “the truth”. The idea is to continue this study (which is not yet finished) in order to find a deeper understanding of student perceptions of scholarly research and what might be the cause of their confusion over the different concepts and different skills required in scientific work.

FROM “THEORY AND PRACTICE” TO “PRACTICAL EXPERIENCE AND THEORETICAL KNOWLEDGE”
Eriksson, Anita, Högskolan i Borås, Institutionen för pedagogik
Recently there have been changes in the way of talking about and looking at “theory and practice” in Teacher Education. Earlier the concept “theory and practice” were used when talking about Teacher Education on an organisational level, where university studies were seen as theory and the studies at preschools or schools as practice. According to texts about Teacher Education today, the concepts “activity/field- and university based (SW: verksamhets- respektive högskoleförlagda) studies” is used instead of “theory and practice”. This shift corresponds to the Swedish Government Proposition: En förnyad lärarutbildning (SOU 1999/2000:135) where the concepts “practical experience and theoretical knowledge” are used as a way to get away from the dualistic approach and raise the value of the “activity/field studies”. The proposition also emphasises that Teacher Education shall be organised in a way that gives the students possibilities to create knowledge and meaning through interaction between “practical experience and theoretical knowledge”. The purpose of the paper is to illuminate, problemise and discuss the concepts “theory and practice” and “theoretical knowledge and practical experience” in relation to an ongoing study of a Teacher Education program. This will be done both at a macro and micro level, from different theoretical perspectives.
THE MEANING OF METHOD IN EDUCATIONAL RESEARCH, IN EDUCATING TEACHERS AND IN TEACHING STUDENTS
Hoveid, Halvor, Finnmark University College, Educational studies

This is an attempt to make a construction that relates three different levels in education to the concept of method. These three levels are interrelated in the system of education. In these internal relations there are already embedded meanings and functions with reference to the historicity of the system. In focusing on the meaning of method I relate to the actions on each level; the actions of educational research, the actions of educating teachers and the actions of teaching students. I hope to contrast what is consistent in those actions that constitute these different levels in the system of education with the horizons of the expectations and the room of experience in learning. If a set of actions compose a work, method is both a self-designation of this work and it is a strategy for the expression of this work itself. Conceptualizing method this way makes it influence both inwards and outwards from the work. The most fascinating perspective with method is that it is constructed. Every professing to a known method prescribes the acts in a known event. Method is the part of human activity that makes it predictable. Method is what opposes the spontaneity in human activity. Therefore it is necessary to discuss the meaning of method in educating acts in relation to the initiative that is the core of that which imposes itself as learning. I will discuss this related to the work in teacher education.

DISTANCE STUDENT TEACHERS AS PARTICIPATORS IN MULTIPLE COMMUNITIES OF PRACTICE
Johannsdottir, Thuridur, Iceland University of Education, Research Centre

The paper will explore learning from the perspective of students in the distance education programme for initial teacher training at the Iceland University of Education. Notions of transfer, concepts of learning and the act of crossing boundaries between activity systems are under consideration. The study builds on field visits and interviews that have been taken with students living in remote rural communities in the Westfjords of Iceland. Cultural Historical Activity Theory (CHAT) will be used to analyze the participation of these students in multiple activity systems. In the local schools they are engaged in different communities of practice such as classroom teaching, professional development with the teacher staff etc. In the distance education programme they are exposed to participation in the on-line environment, in on-campus session and in the teaching practice. It will be explored what enhances student teachers’ transfer between systems, and the possibilities that the boundary-crossing invites for development of individuals as well as the communities of practice they are engaged in. The meaning and importance of the socio-cultural context in the Westfjords of Iceland will be considered.

GOVERNANCE OF TEACHER EDUCATION IN A GLOBALIZED WORLD - A TEACHER STUDENT PERSPECTIVE
Karlsen, Gustav E., Sør-Trøndelag University College, Faculty of Teacher Education

Teacher education is traditionally regarded as a national issue. National compulsory school and teacher education and training are usually interlinked. The purpose of schooling is to provide a nation with a qualified workforce, but also to bring to new generations the cultural heritage, language and to strengthen national identity. Increasing global competition intensifies the tension between the dual aims of education. This makes teacher education and teacher education reforms ideologically and politically more important than before. This paper will focus on the governance of teacher education in a global perspective. To some degree the presentation will use data from the ongoing longitudinal empirical study from Norway, StudData. The project started in 2000 and will continue till the year 2009. The purpose of the project is to highlight the professional qualification process of students and the relations to the later practice as teachers.
Data about students’ motivation, values, political consciousness and their views on teacher education and their future occupation will be presented and interpreted in a global, governance perspective.

GENDER DISCOURSES IN PHYSICAL EDUCATION TEACHER EDUCATION - DISCOURSES IN SYLLABUSES AND TEACHING
Kårhus, Svein, Norges idrettshøgskole, Seksjon for lærerutdanning
My paper is drawn from data from part of a project with the title “Teacher Education and Gender Discourses – technical or moral projects” (Dowling, 2003) in which the aim is to explore what discourses are constructed within PE teacher education (PETE) about gender equality. What discourses do actors in Norwegian PETE construct about gender equality and equity, and in what way are they constructed in relation to discourses about change? In this context discourse is referred to as “Regularities in what is said (discourse) and done (practice)… based on shared beliefs and values ranging across tasks accomplished, problems addressed, values articulated and research undertaken” (Cherryholmes, 1988:1) The paper will question what gender discourses PE teacher educators in pedagogy and PE-related subjects construct in their local syllabuses and teaching, and how discourse-practice is contextualised in relation to national curricula in schools, PETE, and local strategies for promoting gender equality in teacher education.

NO LONGER A NOVICE – NEITHER A PROFESSIONAL
Lindgren, Ulla, Umeå University, Swedish and social sciences
For a novice teacher there are many new situations to handle, which are not always possible to foresee during the teacher education. Through own experiences and with support from more experienced colleagues most of the teachers over time develop different strategies to plan the teaching and to handle various school situations in daily life. After working for two years as teachers, seven teachers were interviewed about their experiences as teachers. Even if the teachers felt they had developed professionally during their time as teachers some of them still felt uncertainty for some parts in teachers work especially with pupils with special needs and cooperation with parents. All of them had felt stress symptoms such as frustration or sleeping problems. Everybody wanted to give advises to new colleagues as for example to be flexible and to have realistically demands on themselves.

WHAT DOES A GOOD TEACHER IN NURSING DO?
Lundström, Margun, Lärarhögskolan, SKL Avdelning för Vårdpedagogik
To get closer to an answer to the question on what a good teacher in nursing is and does – except what we already know – we started a project together with a school with a program for nursing studies. Our goal was to discuss and give meaning to the curriculum of the special courses, which gives profile to the teacher in nursing. The curriculum contains 60 ECTS regarding the profile courses. The students have there subject with a minimum of 180 ECTS (Swedish nurses) before entering the teacher training education. The whole Teacher training in Nursing contains 90 ECTS.

The goal of the project was to connect the theoretical studies to the practical ones at the school with nursing studies, in order to better the teacher training in nursing – to get a good Teacher in Nursing. During the project we worked with making sense to the teacher’s ethos, making an even better connection between theory and praxis and to try to see into the needs of the future in order to increase the relevance of content. We have organised discussions once a month together with the teachers in the nursing school and the teachers in campus. The main issues in these discussions have been ethos, gender and to how connect praxis with theory.
PASSION AND PURPOSE. TEACHERS' PERSONAL AND PROFESSIONAL
COMPETENCES IN A POST-MODERN ERA

Löfgren, Horst and Malm, Gitte, Malmö University, School of Teacher Education

The overall aim of this study has been to define teacher competence and its different components in relation to new demands on professionalism in today's schools. Professional teacher development is an important field for national and international research. One assumption has been that professional competence develops through reflective practice, another that teacher education needs to adapt to the changing demands of society. This project has focussed on how different groups within teacher education and in schools relate to the concept of teacher competence. To this end, interviews, questionnaires and different kinds of measurements have been used. The three main research questions have been:

• How do teacher trainers, student teachers, school leaders, teachers and students (at the secondary level) describe/define teacher competence?
• How (through aims, content and implementation) are courses in teacher education directed towards the development of personal and professional competence?
• How does teacher competence relate to students' self-confidence, motivation, school attitudes and school achievements? Results from this study should be able to contribute to the theoretical development of what it means to be a teacher and, in practical terms, lead to direct improvements within teacher education.

GENUINE ENCOUNTERS THROUGH NARRATIVE AND DIALOGUE. SOME THOUGHTS ON AUTHENTICITY

Malm, Gitte, Malmö University, School of Teacher Education

Authenticity is a term not easily defined, pertaining as it does to notions such as values, virtues and qualities of different kinds. Viewed as a contemporary moral ideal, the fundamental philosophical framework of authenticity is discussed in relation to formations and the continuity of the self (self-definition through narrative and dialogue, self-discovery through artistic creation). The definition of authenticity adopted here involves creation, construction, discovery, originality and frequent opposition to the rules of society. At the same time, it requires openness to horizons of significance and self-definition in dialogue. Authenticity in teachers' lives and work has been related to meaningful contexts, realistic intentions, feelings of genuine respect and motivations towards life-long learning. Developing teachers' personal and professional competences requires, among other things, exploration and construction, awareness and the ability to connect personal and social change through reflexive processes. If authenticity is understood as a goal in itself can the “competences” of authentic teachers be considered both as a means (through positive relations to others) as well as a goal in itself (individual self-fulfilment)?

REFLECTION IN TEACHER EDUCATION: BEYOND THE PRACTICAL ACCOUNTS

Ottesen, Eli, University of Oslo, Department of Teacher Education and School Development

The concepts ‘reflection’ or ‘reflective practice’ are entrenched in the literature and discourses of teacher education and teachers’ professional development. The concept is rather fuzzy, although Schön’s notion of the reflective practitioner seems to be at the core several understandings. In the socio cultural approach taken in this paper, reflection is seen as activities where accounts of practice are reproduced in ways that transform the commonsense understandings attached to the events. Based on analyses of discussions between teacher students and their mentors during internship, it is argued that knowledge (practical and theoretical) is transformed and made significant by the participants when everyday understandings connects with the theoretical
discourses of the domain. Commonly in the discussions, the “givens”, such as the teacher, the students, the material to be worked on, the school’s conventions, are not explained, but simply described in commonsense terms. This is contrasted to instances where educational theory is used as tools for re-contextualising the discussed events. It is argued that reflection in teacher education could be understood as the development of new ways of talking scaffolding a synthesis between the knowledge of principles implicit in present practices and discourses of academic knowledge.

HOME ECONOMIC TEACHERS AS MEMBERS OF THEIR WORKING COMMUNITY

Palojoki, Päivi, University of Helsinki, Department of Home Economics and Craft Science

This study is a part of a Nordic research project (Cullbrand & Palojoki) focusing on home economics (HE) teachers’ conceptions on teaching and learning practices. This presentation is focused on Finnish HE-teachers’ conceptions on the advantages and disadvantages of the profession. I describe the role of HE-teachers as members of their working community. The data was collected as a web-based questionnaire (N=239). The open question ‘Name three disadvantages of being a HE-teacher’ was answered by 174 (73%) teachers, and the other pole, disadvantages, was answered by 180 teachers (75%). The data consists of different arguments (399=disadvantages, 500=advantages). The arguments were analyzed with qualitative content analysis. As a result, the advantages came most often from the level of students (42,4%) and from the work (34,6%). Disadvantages were experienced from the work (54,6%) and from the working community level (31,8%). The top three contents of advantages were: 1. natural relation with students during the lessons, 2. lessons help students with practical and concrete problems of everyday life and 3. the students experience home economics lessons as useful and interesting. The top three contents of disadvantages were: 1. the other members of school staff do not respect the work of HE-teachers, 2. a lot of extra work in organizing coffee and servings in school meetings and 3. a lot of work in ordering food items and study materials to HE-classrooms. These results draw a summary of student-oriented and dutiful teacher group who suffers from old stereotypic conceptions of the profession.

INTERACTIVE DOCUMENTATION IN FOCUS GROUP DESIGNED RESEARCH

Pelz-Wall, Tanja, Lärarhögskolan i Stockholm, Curriculum Studies and Communication

My proposals state questions concerning methodological decisions in meaning making of empirical research, while combining interactive documentation in focus group designed research in educational setting. The aim of the study is to analyze the outcome of Teacher Team Competence at an Upper Secondary School Development Project both reflecting the in-service training of teacher students and at the same time reflecting the development in the teacher group at the very school. Data will consist of several systematic feedback sequences recalling the teachers watching earlier recordings in order to make them metareflect, what, how and why building up for next recording. When teachers try to interpret and concretesize common objectives, they go trough a long and difficult process. This process comprise of negotiation and renegotiation concerning abstract objectives and specific content of topics, work environment, position and questions of identity. This design will be analyzed from a semiotic point of view.

The design of the study reflects the researcher’s dilemma concerning access to data in interactive documentation in focus group discussions, combined with action research models of development of competence in interdisciplinary discussions over a period of two years. Data will consist of videotapes, interviews and focus group interviews. Early results show that over time the participants gain access to the unspoken dimension of their competence also by processing discussions in writing. The interactive communicative media of videorecording recalls dimensions of spontaneous feelings of the participants from well known situations and make them re-request the given thoughts about the objectives.
A CASE STUDY EXAMINATION IN TEACHER TRAINING - STUDENTS’ REFLECTIONS

Persson, Ulla-Britt, Gustavsson, Anna Lena and Jonsson, Marie, Linköping University, Department of Behavioural Sciences

Teacher students at Linköping University are expected to develop scientific knowledge as well as subject knowledge and didactic competence during their teacher training. In a one-year course of studies teacher students who plan to teach the lower primary grades in Sweden have carried through a case study. It focused on literacy and numeracy development and learning of two pupils in grade 1.

The aim of the study was to connect research-based and experienced-based knowledge. A second purpose was to strengthen and deepen subject knowledge and didactic competence, as the students worked and taught in the class where the case study was conducted. The case study was reported after 30 weeks. In the study presented here teacher students who conducted and reported the case study and who are in their final term of studies reflect on experiences in regard to the case study. Four students have been interviewed about the ways in which the case study has contributed to their professional development and learning. How has the case study influenced other parts of their training? How can experiences from the case study be used in their future work as teachers?

DIDACTIC TEACHER CONVERSATIONS

Pettersson, Charlotta, Örebro University, Department of Education

In my research I have analyzed didactic conversations in teacher teams where the teachers plan the forthcoming trimester by taking the curriculum as point of departure for their didactic plans. My analysis is carried out in a pragmatic perspective and I take an intersubjective stance when understanding the concepts of meaning and conversation. An important question is what implications can bee drawn from my research when related to teacher education. In this paper I discuss how, and about what teachers create meaning in their didactic conversations. How do the teachers conceive of the curriculum? What do they agree upon? These conversations are regarded as communicative and everlasting dynamic processes where meaning cannot once and for all be fixed or determined. In my analysis I therefore focus on how certain issues are negotiated and altered during the conversations.

MULTICULTURAL LITERATURE IN NORWEGIAN PRESCHOOL TEACHER TRAINING: A RECEPTION STUDY

Skaret, Anne, Hedmark University College, Faculty of Teacher Education

In this paper I wish to present an ongoing ph.d.-project with the title "Multicultural literature in Norwegian Preschool Teacher Training: a reception study". The project belongs under an interdisciplinary project named "Teacher Education as Part of Multicultural Nation Building: An Interdisciplinary Approach", which started up 1.8.2004, at Hedmark University College, Faculty of Teacher Education. In this ph.d.-project I will study preschool teacher training students reading of multicultural literature in the mother tongue subject in Norwegian Preschool Teacher Training. I ask two primary questions in my project: 1) What is multicultural literature? and 2) How does the students’ reading of and work with multicultural literature affect their multicultural awareness? I will use theory on multicultural literature and reader-response theory and reception theory in my study. The method will be a qualitative study of some preschool teacher training students reading of a curriculum consisting of multicultural literature, primary for children, but also some literature for adults. In this paper I wish to present this project as it appears so far and some of its theoretical perspectives, its design and method. I my presentation I will focus specially on the concept ‘multicultural literature’.
THE INFLUENCE OF FEELINGS ON THE SELF-IMAGE OF STUDENT TEACHERS

Wesén, Bodil, Malmö University, Teacher Education

When student teachers reflect on their feelings during their practical teacher training what is the content of these reflections? What is the meaning of these feelings? The aim of this paper is to report on some of the results from a study that focuses the emotional aspects of how student teachers experience their working day during their practical teacher training. The data in the study consists of self-reports and interviews with a number of pre-school-, leisure-time- and early-years-school student teachers. The presentation will report of the content of the feelings surrounding the self-image of the student teachers with special emphasis on how feelings of vulnerability influence their experience.

TEACHER EDUCATION AS LIVED EXPERIENCE - A NARRATIVE INQUIRY

Öberg Tuleus, Marianne, Örebro University, Department of Education

In this paper I introduce my ongoing study on teacher education as lived experience. My study is conducted in school and at the university. It is based on participation and interviews. My main research question is: What stories about teacher education are constituted in the encounters of teacher students, teachers in school and teachers at the university? My first preliminary results indicate that teacher students experience their education as a whole. What they experience as differences is not primarily related to where the education takes place. Teachers, on the other hand, make a point in stressing where they teach and teacher education emerges in a school perspective or a university perspective.

THE INSTITUTIONAL SETTINGS OF TEACHER EDUCATION – IMPACT ON LEARNING TO TEACH

Rubinstein Reich, Lena, Malmö Hogskola, Teacher Education

There is a need to explore new aspects in understanding how student teachers learn and develop professionally. The institutional setting is one such aspect. Institutions like schools and universities are physically enclosed places and they have their own logic that influences relations between students and teachers. Student teachers participate in two different institutional settings: higher education and the school setting where teaching placement is made. In the former they have to act as students. In the latter they have to act as teachers-to-be, but also to be prepared to be assessed. They need to cope with the tension of simultaneous engagement within the two institutions where they to some extent have reverse positions. The impact of institutionalised settings on learning to teach will be discussed in this paper through the results of an evaluative study of student teachers mentoring school children on a personal one-to-one basis. Contrary to the institutionalised settings of teacher education, the relationship between child and mentor-student teacher can be defined as taking place in an institutional “free-zone”. Being involved in a mentoring project seems to provide student teachers with special experiences and understandings, which according to themselves are difficult to attain in regular teacher education.
APPRAISAL OF POTENTIAL OF TEACHING IN THE NORTH
Kristoffersson, Margaretha, Umeå University, Department of Education
Johansson, Gunilla, Luleå tekniska universitet, Utbildningsvetenskap

This paper will be presented in the mixed session.

Teacher education, the in-service training are areas of development and research. The role of university of the Arctic could be to strengthen the teacher education concerning knowledge of the multicultural conditions and parents involvement in the North. University of the Arctic mounts programs of higher education, and can take an active role in teacher education as well as in in-service teacher training and stimulate research networks. Teacher education courses on both graduate and postgraduate levels would be of importance. Following areas are in focus in this study: Curricula for Compulsory Schooling and also the requirements for “En skola för alla”:
- What possibilities do the pupils have to strengthen their knowledge about their own culture due to the curricula?
- What impact does the recognition of national minority groups and minority languages have in the work at school?
- What do we know about the intercultural learning processes in the minority or the majority population combined and widened with class, gender and ethnicity?
- What possibilities does Teacher Education have to work with the above issues?
NETWORK 18:

SCHOOL DEVELOPMENT

WHAT TEACHERS DO IN THEIR TEACHING FREE TIME, IN A PERSPECTIVE OF QUALIFIED, SEMI QUALIFIED AND UNQUALIFIED WORK

Aili, Carola, Högskolan Kristianstad, Betendevetenskapliga institutionen
Brante, Göran, University of Kristianstad, Department of Behavioural Sciences

Apart from teaching, teachers are supposed to contribute to school-development among other work-tasks. It is also claimed that well developed and knowledge-based problem management by teachers will be of significance for pupils’ learning. So how could teacher work in teaching free time be characterized, is there any room for school-developing work? Based on some data collected with an Organization Sampling Method, we describe what teachers do in their teaching free working-hours. The material consists of 1166 reports from Swedish teachers’ daily work situations in school year one to twelve. It is possible to apply different perspectives on teachers’ work related to their special knowledge.

In this paper we are drawing from Andrew Abbot’s work about problem solving in a theoretical perspective of a profession. We show in what parts of teacher-work that teachers can use their specific professional knowledge. One of the results is that in 29 percent of the studied situations such professional knowledge can be used, which corresponds with 22 percent or 7.5 hours of the Swedish teachers’ weekly working-hours. In the paper we give an account of how the different categories of work are related to the teachers’ gender, age, years of work experience and type of school.

UNDERSTANDING LEARNING STRATEGIES AND PROBLEM SOLVING

Hopfenbeck, Therese Nerheim, University of Oslo, Department of Teacher Education and School Development

The present paper deals with what we can learn from the self-report inventory in PISA 2003 regarding pupils learning strategies, and claims that findings in seven particular countries should be of particular interest for Norway. The paper discusses learning strategies in general, how they are operationalized in PISA and they correlate with pupils’ learning outcomes and problem solving ability. It is suggested that a greater awareness of the processes involved in the development of problem solving abilities might add new insight to our understanding of teaching and learning strategies and their relationship to pupils’ motivation for learning. This might lead to new implications for assessing pupils work in school, based upon the idea that learning strategies and problem solving are to be understood as integral parts of thinking skills, self efficacy and motivation.

THINKING, DOING AND DISCUSSING - CHALLENGING THE LEARNING ENVIRONMENT IN HOME ECONOMICS EDUCATION

Kivilehto, Sari; Pöntinen, Silpa Maria and Malin, Anne, University of Helsinki, Home Economics and Craft Science

Three distinct perspectives – cognitive, physical and virtual – are put forward to adequately convey the depth of the phenomenon of learning environment. First perspective is the promotion of the thinking skills and the learning situations where pupils train their scientific reasoning. Second is an analysis of how to plan and design a physical learning environment that provides
opportunities for diversified teaching-learning methods. And the third aspect investigates innovative strategies for creating and maintaining a web-based network of teachers and students within the context of home economics. The methodological strategy is multifold in nature. First, critical “developmental tasks” were created and observed in home economics lessons. Second, new models of classrooms have been developed and evaluated according to pedagogical applicability. Third, web-based network discussions of the shared learning processes are collected and analyzed. From the first investigation the notion is strongly supported that developmental tasks serve as a gateway to the development of thinking and cognitive learning environments. In the second aspect of the study, models of flexible classrooms implement new visions of physical learning environment. In the final aspect of the study web-based collaborative learning networks are formed to potentiate teachers to create innovative learning environments.

WHAT POSSIBILITIES TO UNDERSTAND SCHOOL DEVELOPMENT, PEDAGOGICAL PROCESSES AND SO ON DO THE PARTICIPANT OBSERVER ROLE GIVE?

Lundgren, Mats and Schantz, Inger von, Högskolan i Dalarna, Pedagogiskt Utvecklingscentrum

International studies that compare school-systems in different countries often try to measure the pupils’ “knowledge-level”. The same thing also happens in national investigations, sometimes with focus on how marks in different subject develop during time. However, what does this tell us about the situation on the local level, in the single school and in the single classroom? Would, for example, participant observation be a better way to understand what happens in the school-system compared to traditional quantitative methods?

This paper takes its departure from a reflection on field experiences in a three-year school development project in a Swedish upper secondary school. Participant observation has; however, to face problems similar to what insiders meet. The insider has an interest to do research in a, more or less, familiar environment. There is an obvious risk to be “prisoner” in your own conceptions. At the same time, this gives a possibility to create a deep understanding of the studied phenomena, an understanding of the study object that may be hard to create for a person who is unfamiliar with the environment. Our reflection is also build up on some theoretical assumptions about how to use participations observations to understand pedagogical processes that take place in schools. From these points of view, we will discuss some aspects of the following question: What possibilities and limitations do participant observation has in order to describe, interpret and understand complex processes in school development?

A SYSTEMATIC APPROACH TO INNOVATION IN TEACHING METHODS IN UPPER SECONDARY EDUCATION IN OPPLAND COUNTY

Monsen, Lars, Høgskolen i Lillehammer, Avdeling for samfunnsvitenskap
Jansen, Karin Elisabeth, Tranberg videregående skole, Oppland Fylkeskommune
Lillehaug, Vidar, Gjøvik tekniske fagskole, Oppland fylkeskommune
Meyrick, John, FOS veiledergruppe, Oppland fylkeskommune

In the paper we will give an account of how Oppland County has invested in a follow-up to Reform 94 lasting over several years. This began with the introduction of co-operative learning to school leaders and teachers. A group of facilitators was selected from the entire county and each upper secondary school had a core support group. General introductory and subject-specific courses were held by the county. The facilitators and core groups tried out the methods and held internal courses for colleagues. In this way a network of interested teachers was built up and co-operative learning spread as a teaching method. Recently the mandate of the facilitatory group has been extended to include multiple intelligences, individual learning styles,
portfolio assessment and the new model for oral exams. In other words the emphasis has been shifted to a more learner-centred pedagogy. We shall also present a survey and reports in order to document the impact of this long term commitment to more active learning.

PISTA IN THE MEDIA
Pettersson, Daniel, Uppsala universitets, Pedagogiska institutionen
In December 2001 OECD presents the international knowledge assessment PISA – Programme for International Student Assessment. It leads to a lot of debate in the press during the end of 2001 and the beginning of 2002. In this article are these debates investigated in the countries Sweden, Norway, Denmark, Finland, Island, Holland and Germany. In this I have found that an international knowledge assessment like PISA does much for the politicians as a way of legitimating or dislegitimating the school politics in the specific countries. But what does it make for the schools and the students?

ENTERPRISE LEARNING - A CHALLENGE TO EDUCATION?
Svedberg, Gudrun and Leffler, Eva, Umeå University, Department of Teacher Education, Swedish and Social Sciences
The northern part of Sweden is characterized by depopulation and relatively high levels of unemployment among young people. As a consequence, a number of projects have been established to strengthen young people’s creativity and spirit of enterprise. The purpose of this article is to problematize the concept of “enterprise education” as understood in Swedish schools and to test the explanatory power of the socio-cultural theory and above all the apprenticeship theory of the enterprise training that takes place in Enterprise in Schools. Enterprise learning is interpreted as students learning to benefit from a range of working and teaching methods that stimulate their self-confidence, creativity, power to act and co-operation.

Our research involves classroom observations and interviews with teachers and students from different schools. Findings indicate that most apparent changes in teaching and learning as a result of enterprise learning have been cosmetic, with a tendency towards the development of a product orientation in schools. We also argue that even if enterprise education is about a guided participation in social activities and adoption to a culture, the apprenticeship theory can’t fully be used in an explanatory way. Enterprise education is more about encouraging teachers and students to go beyond this culture and renew it.

THE LEARNING CLIMATE IN NORDIC SCHOOLS: RESULTS FROM THE PISA 2003 STUDY
Turmo, Are, University of Oslo, Department of Teacher Education and School Development
The second cycle of the OECD Programme for International Student Assessment (PISA) was implemented in April 2003, and the first results were published in December 2004. The study measures students’ competency in mathematics, reading and science, and these results tend to receive most public attention. However, PISA also collects extensive data regarding students’ and principals’ views on the learning climate at school. The paper compares and discusses these results in the five Nordic countries. The empirical relationships between different aspects of the learning climate and mathematics achievement at school level will also be addressed.
NETWORK 19:

SCHOOL-HOME COOPERATION (NORNAPE)

VISIONS AND REALITY FOR THE COLLABORATION BETWEEN HOME, SCHOOL AND LOCAL COMMUNITY IN A MINORITY LANGUAGE CONTEXT

Kjølaas, Jorun Høier, Tromsø University College, Faculty of Education

This project is based on Phase I in a research project focusing on bilingual children’s competence in the minority language, which is also the language in which the children are taught. The results from this stage showed that the pupils were good technical readers. However, they had a weaker understanding when reading texts in the minority language than when reading similar texts in the majority language.

This paper discusses the results of preparatory work for Phase II of the project, where the intention is a common effort by the home, school and local community to stimulate the minority language as the first language in school. The research question for the work discussed here was: What perspectives, roles and attitudes have the participants to collaboration between school and home? The investigation is defined as a case study of a small group of parents and their children’s teachers. The fieldwork consists of semi-structured interviews with all members of the group. The results show that the parents and teachers have different perspectives on the school-home relationship, and that this has consequences for their understanding of their own and their collaboration partners’ role. The parents are thinking primarily from a separation model, but some of them are close to a consumer-partaker model. The school are thinking in a partnership model, however their practice is more close to a separation model. The differences between the parents’ and teachers’ thinking about their collaboration, is a challenge for the continuing research.

PARENTS IN EDUCATION

Kristoffersson, Margaretha, Umeå University, Department of Education
Johansson, Gunilla, Luleå tekniska universitet, Utbildningsvetenskap

In the Nordic countries a lot of changes have taken place and new possibilities for collaboration between home and school have become more obvious. Teacher training programs have gone through changes concerning structure and content. Families are finding new forms in the society. Policymakers stress the needs and interests of the society defined at macro level also the educational sphere. Decentralization with both responsibility and authority in purpose to increase involvement and participation in decision-making at micro level for pupils, parents and teachers are considered relevant. Important questions still are: Why is it difficult to communicate with parents? What is an open and equal dialog? Cultural sensitivity as well as increased interest in the use of information and communication technology in open networks between pupils, parents and teachers have an impact in home school collaboration.

These quite new forms for information and collaboration between different involved actors are to be investigated. One of the purposes in this project was to get an insight about what kind of research and research networks are conducted concerning home and school. We particularly made efforts to involve the teacher training area to this field of research. What options could we find in a Nordic project involving doctoral students and well established researchers? Five Nordic countries, students and researchers have participated in this course. Research networks have been built between doctoral students and researchers in this area in the Nordic countries.
TALKS FOR DEVELOPMENT? A STUDY OF THE TALKS FOR DEVELOPMENT IN SCHOOL YEAR 6

Lindh, Gunnel and Lindh-Munther, Agneta, Uppsala University, Department of Teacher Education

In the Swedish school there is a prescribed link between home and school, the talk for development. In this appointment the pupil and her/his parents and teacher meet to discuss the pupil's academic and social development. The paper will introduce a research project within this field. The aim of the research project is to shed light on the pupils’ and parents' opportunities to make themselves heard and involved in this meeting. What happens during this meeting? What do the participants talk about? Whose voices are heard or not heard? What projects – intentions in action – do the different participants develop? What are the mechanisms that influence on the conversations? Do gender and social background matter? Does this meeting become the instrument for the pupils' development and learning process as described in the Swedish National Curriculum? We are now in the middle of a three year long project and have recently finished our data collection. Background, research perspectives, empirical strategy and some preliminary findings will be presented in the paper.

NEW PERSPECTIVES ON THE RESEARCH FIELD OF SCHOOL-HOME-COOPERATION

Midtsundstad, Jorunn, Agder University College, Faculty of Education

My paper is built upon an argumentation about how Luhmann's theory can provide new perspectives on the research field of school-home cooperation. I try to distinguish clearly between the established way to observe the school-home cooperation and the results that the new perspective may give. My argumentation concerns three discussions: The research field traditionally focuses on causality, but with Luhmann one has to focus on the system's possibility as a system. The research field normally emphasizes solutions, whereas Luhmann provides irritating questions. Where the research field focuses on and believe in the dialogue between parents and teachers, Luhmann is critical to this possibility and focuses on the possibilities of communication in the chosen system. I look forward to discussing how to understand the research field and to discuss the possibility to open up new perspectives provided by the theory of Niklas Luhmann.
TRADITIONS OF A CRITICAL, POLITICAL PEDAGOGY/ SCIENCE OF EDUCATION

Feldmann, Britt-Kristin, Universität Flensburg, Institut für Allgemeine Pädagogik

Understanding the prevailing German kritische Erziehungswissenschaft differentiated out into pluralistic concepts of knowledge is to look back to different and divers sources of reception. The goal is to offer a thoroughgoing social-critical and political-critical view of science of education over almost 100 years. Maybe Keckeisen was right, when he already 1984 thought it possible that Kritische Erziehungswissenschaft had a distinct identity. Yet even if a critical and scientific paradigm of educational theory has never been achieved, today one common aspect still exists in kritischer Erziehungswissenschaft: the perspective seen from a social and ideological-critical viewpoint of processes of education and Bildung. So the term Kritische Erziehungswissenschaft at least now constitutes a common description for various approaches that have more or less identified themselves with the thinking and the motives behind the Frankfurter Schule and its successors. There are also other interesting lines of traditions concerning the historical development of political, critical thinking in pedagogy/ science of education. In The Weimarer Republik f.ex. studies were introduced which are describing and criticizing the conditions of education and sozialization of working class-children. Those authors were reputed to be representatives of the Sozialistische Pädagogik. In the light of the current processes of transformation in society, the neo-liberal face of social democracy, and the pressures to modernize and rationalize to which educational institutions are exposed, it seems that a debate on the recognition of Erziehungswissenschaft as a social-political science seems to be required in order to prevent political conservatism and a backsliding to an aims-means-model in science of education.

WHAT IS EDUCATION IN ENTREPRENEURSHIP EDUCATION?

From, Jörgen; Olofsson, Anders; Holmgren, Carina and Snyder, Kristen, Mid Sweden University, Department of Education

The question discussed in this paper is: What is education in entrepreneurship education? The paper is based on literature from the expanding field of research on entrepreneurship education, and the discussion stems from critical perspectives within the science of education. During the latest decades, orientation towards a free market economy with decreasing public sector and increasing private ownership has been on the European agenda. At the same time, research on entrepreneurship and entrepreneurship education has exploded. The research, as well as the policy of the European Union, promotes entrepreneurship education. This reflects an ideological conviction of entrepreneurship as a source of employment, innovation, growth and global competitiveness, and of entrepreneurship education as a mean for securing the desired development. Entrepreneurship education is described as perhaps the most important economic development mechanism, it is supposed to foster the concepts, skills and mentality individuals’ use during start-ups and development of growth-oriented ventures. But, the importance of entrepreneurship education is also said to go beyond pure economic relevance – it is supposed to provide individuals with such things as creativity, insight, self-esteem, and to bring forth an entrepreneurial culture and a future with a lot of possibilities. The writings in favour of entrepreneurship education focus on its promising potential. This leads us back to the question above - What is education in entrepreneurship education?
THE LADDER OF SUCCESS: A SYNTHESIS OF THE PATTERN OF SOCIAL MOBILITY IN CHINA
Huang, Lihong, Stockholm University, Institute of International Education

The paper presents findings of an empirical research on students in the Chinese higher education. With a data set of 1156 students from six public universities in Southwest China, the study has investigated the factors of students’ socio-economic background, the cost and finances of their studies, and their future career aspirations. The statistical results present a social pattern of mobility in the present-day Chinese society. The pattern shows that a good family economy is important on the ladder of success but homing at the right location is more effective. The pattern also shows that private costs and different financial methods of their studies in the universities have direct impacts on the students’ future career aspirations. Upon the interpretation of the statistical results, the paper makes a synthesis of the pattern of social mobility in present-day China with the one from the ancient times.

PRIVATE SCHOOLS IN NORWAY IN A HISTORICAL AND COMPARATIVE PERSPECTIVE
Karlsen, Gustav E., Sør-Trøndelag University College, Faculty of Teacher Education

Private schools, particularly within the compulsory school system, have been one of the most controversial issues in Norwegian educational policy lately. The increase of private schools in the last years has lead to new political tension and more public interest. Even though privatization in the field of education is a hot topic in many countries, there is no common understanding of what private schools and privatization really means. The focus in this presentation is on the process where private enterprises completely or partly take over public services and ownership. The paper distinguishes between two main motives for privatization, in a broad sense described as ideological privatization or economic privatization. These are described in a historical context. Current data for the situation in Norway with regards to the level of private schools will be presented. Why has privatization of schools been politically controversial in Norway? What is the current situation in Norway compared with the situation in Denmark and Sweden? What can explain the increase of private school the last twenty years and in particular the last two and three years?

“I’VE JUST BEEN SHANGHAIED”: COMING OUT AS IMPORTANT IN DISCOURSE
Nilsson, Lars-Erik, Kristianstad University, Department of Inservice Training

Several attempts have been made to explain the results of implementation of technology into the school-system. To some extent such results may be explained by decisions about the construction of hardware made in design mode (Orlikowski). It is also suggested that assessment and construction of technology is a part of everyday life and that a substantial part of the decisions are made in user mode (Söderlund). The rights and obligations to influence decisions about technology are not evenly distributed in an organisation. In this paper I argue that there are different modes of enunciation (Foucault) which imply different entitlements (Sachs, Potter). These entitlements may be tied to positions they hold in the organisation. Entitlements however also seem to be rhetorically constructed in conversations. It is the purpose of this paper to illustrate how rights and obligations are built up as actors rhetorically position themselves as important. I bring positioning theory (Harré & Langenhove) to bear on the construction of entitlements. I show how storylines about positions are organised rhetorically to “do importance”. Storylines about being chosen, about access to formal and informal networks, about access to privileged information and about competence and technological insight all contribute to the constitution of importance.
FOURTH SPACE – SEARCHING A POSSIBLE HIDDEN GENERATING SPACE OF MEANING IN SCIENTIFIC LANGUAGE

Paldanius, Sam, Linköpings universitet, VuFo IBV

This presentation will be in English.

I föreliggande paper beskrivs och analyseras begreppet det tredje rummet (third space) i olika teoretiska kontexter med syftet att försöka få en uppfattning om möjligheten respektive relevansen i förekomsten av ett fjärde rum. Som en första idé finns tanken om att det tredje rummet i användning inom olika vetenskapliga discipliner hjälper till att sätta perspektiv på s.k. tvingande dikotomier. En tvingande dikotomi är en tankefigur som strukturerar människors tolkning. Ett exempel på ett område där relationen mellan dikotomier och det tredje rummet problematiseras är begreppet den andre. Det tredje rummet beskrivs av Homi F Babha som ett tillstånd av obstämbarnhet, en form av kaos. Det tredje rummet konstitueras som ett meningsgenererande centrum (kaotiskt utmanande) i relation till ordning t.ex. begriplighet, motsatslogik och dikotomisering. Obstämbarnheten är kanske den främsta egenskap/kraft som hindrar den tolkande individerna från att falla in i eller använda ”rigida” mönster. På så sätt kan vi se att det tredje rummets existens har bidragit till att sätta begriplighetens och motsatslogikens hegemoni i perspektiv och öppnat för nya perspektiv på relationen mellan det tredje rummet och t.ex. tänka och tala om synbart motsatslogiska par. Med det tredje rummets värde i åtanke ställs frågan om det finns något som nu eller i framtiden kan tänkas ställa det tredje rummet i perspektiv på ett liknande sätt, ett möjligt fjärde rum?

THE AGEING GENERATIONS AND THE WORLD OF LIFE LONG LEARNING

Rinne, Risto and Jauhiainen, Arto, Turku University, Department of Education

In the “learning society” the demands and possibilities for education and learning are increasingly concerning also ageing people. The purpose of the study is to analyze the experiences, views and meanings that middle-aged and ageing people have attached and attach to education and learning in general, in their life and work histories and in the future. By exploiting the generation model of Roos (1987) and the educational generations division created by the research group of Joensuu University we distinguished three hypothetic educational generations:

1) “The generation of war, dearth and lack of education” (1919-1925)
2) “The generation of war and scant education” (1926-1939)
3) “The generation of increasing educational opportunities”(1940-1955)

The empirical material consists of a half-structured questionnaire which was sent to 3 447 people aged 48-85 and living in Turku. Our main research questions are:

1) How do the different generations experience education and learning in their life course?
2) How are the risks and the insecurity distributed among the generations?
3) How do the ideals of “life long learning” and “learning society” come true in different generations?

In the second phase (2005) of the study qualitative material (interviews) will be collected on the basis of the questionnaire results.
SCHOOL SUBJECTS AS SOCIAL REPRESENTATIONS
Räty, Hannu and Kasanen, Kati, University of Joensuu, Department of Psychology

School subjects can be seen as a system of social and symbolic categorizations providing a frame for action. The present study set out to examine the social-psychological stratification of school subjects in the light of parents’ assessments of their children’s strong and weak subjects. A group of academically and vocationally educated parents (N=420) with a child in the third grade of comprehensive school were asked to indicate their child’s strong and weak school subject (that is, one of each) and give reasons for their choices. The parents’ most frequent choices for both the strong and the weak subject turned out to be mathematics and Finnish, which substantiates the pivotal role of these two subjects in defining the child’s educability. We also found that the choice of strong and weak school subjects depended on the child’s gender and that the reasons given for the choices were structured according to the parent’s education. Educational implications of these findings will be discussed.

THE CONSTRUCTION OF A MODE 2 LEARNING ORGANIZATION
Thorslund, Jørgen, Research and Development, CVU Storkøbenhavn

Based on the concept of Mode 2 (Nowotny, Scott & Gibbons) and OECD work on Knowledge Management (OECD 2004) the presentation will focus on the construction of a University College as a learning organisation. An organisation aiming at knowledge production and –sharing, moving from linear to non-linear processes with feedback loops between applied research, on the one hand, and policy and practise, on the other. The Danish tradition of Colleges of Education has its strengths and weaknesses. On this basis a new University College type of institution is constructed aiming at the establishment of a close linkage between three core tasks: pre-service, in-service/further education and educational research and development.

The presentation will introduce the knowledge management theory and practise of this new organisation including development of linkages between knowledge production among practitioners, actions-researchers and theoretical focused educational research. How can such an organisation learn more effectively to the benefit of both professionals and students in school, kindergarten and adult education? Finally the presentation will open for a discussion as whether University Colleges in Denmark are part of a Nordic tradition or representing a new mode 2 organisation supporting lifelong learning among professionals in a welfare society.


APPLICABILITY OF BOURDIEU’S CONCEPTS HABITUS AND FIELD IN TEACHERS’ RELATIONS AS COLLEAGUES
Österlund, Inger, Åbo Akademi University, Faculty of Education

Mutual history, language and traditions are embedded in the culture and reproduced to next generations. Schools as institutions produce and reproduce the cultural capital that is delivered by teachers in their social practices. Cooperation among teachers increases the flow of information, provides the work place with energy and, opens the environment to activities in the society. Teachers’ meetings offer an arena where the work is planned, assessed and renewed. Do teachers’ habitus that can be derived from their teaching subject affect their cooperation?
YOUTH ATTITUDES OF PREVENTION PROGRAMMES IN ICELAND

Arnardottir, Johanna Rosa, Hugheimar Research Company in Social Science
Karlsdóttir, Elisabet

It is important in all societies to prevent children and adolescent from risk-behavior. But does it work? The discussion will be based on a national telephone survey which was conducted in October 2004. The sample was a random sample of 1200 individuals' age 18-20 years old. The respond rate is 69 %. One of the aim of the research is to evaluate the number of young people who have received formal education about alcohol consumption and substance use, in school and outside of school. Results indicate that most of the youth in Iceland have received formal drug education in school or outside of school but fewer have received formal education about alcohol consumption. About 13% had used drugs during the last 12 months and about 91% had drunk alcohol. The youth seems to have easy access to drugs, where about 62 % had been offered drugs in their lifetime. Youth in school are less likely to be offered drugs than youth that have drop-out. More men than women are offered drug among youth that are in school.

YOUTH AND EDUCATION – IDENTITY CONSTRUCTION IN LATE MODERNITY

Solhaug, Trond; Elstad, Eyvind and Hovdenak, Sylvi Stenersen, University of Oslo, Department of Teacher Education and School Development

Increasing cultural diversity and political fragmentation in a post-industrial society is a societal context for the present school reform and educational development in present late modern Norwegian society. The educational system is both challenged by the changes in late modern society, as well as being a driving force in future development. At the same time it is an arena for students’ identity construction and a transmitter of societal values and governmental educational policies. In this context identity development and construction is a multifaceted, dialectic process between societal structures and individual choice. In this process of identity formation a special attention is given to the development of students’ roles as citizens in civil and political Norwegian society. Recent research has uncovered a mismatch between macro level educational politics expressed in the Norwegian national curriculum on one side, and the students’ needs and wishes concerning their identity construction on the other. In this respect the need for development of conceptual tools is pointed out clearly.

The focus in this paper is to outline a sketch for a conceptual framework which aim is to discuss the tension described above. A special focus is given to the concepts of citizen-identities and future orientation expressed at the macro level and experienced at the micro level. A key question is: what is the role of education?

HOW TO CHANGE PATTERNS AND RELATIONSHIPS WITH KIDS WHO HATE SCHOOL

Ulleberg, Inger, Høgskolen i Oslo, Avdeling for lærerutdanning

At the age of 14-15, many kids find themselves in opposition to authorities, hating school, being bored, wanting to drop out, almost falling asleep in class, quarrelling with teachers (and parents). Some of them have for many years been evaluated by the school in a way that can give them the understanding that they are “failures”. The problem is often individualized, and the kids are seen...
as the problem. Sollerudstranda school in Oslo have through the last decades been a successful alternative for some of these kids. Through having talked with the teachers, and interviewed some students and one mother I have tried to identify what the school does to succeed in changing the patterns. Their answers can be categorized as change of the curriculum, change of the structure and of the culture of the school. The presentation will include the different projects at Sollerudstranda and the results from the interviews. It will contain video-clips from the interviews.

**THE YOUNG OUTSIDERS: THE LATER LIFE-COURSES OF DROP-OUT YOUTHS**

Vanttaja, Markku and Järvinen, Tero, University of Turku, Department of Education

The aim of this article is to examine what consequences exclusion from education and work has on the later life of young people. The target group consists of a 50 per cent sample of all Finnish youths aged 16-18 (except those who were in military service) who were unemployed and had not continued schooling after compulsory school in 1985 (n = 6 983). The life-courses of these youths were followed up to and including the year 2000. Information concerning the target group was gathered from different registers based on census-data. The information concerning target group was compared to information about the entire age cohort. The information concerning comparison group was gathered from official statistics.

According to our empirical analysis, dropping out of education and working life after the compulsory school quite strongly predicted ending up in a weak educational and labour market position. Also the average income level was much lower in the target group than in the comparison group. However, there also were many persons in the target group, who – despite their weak “societal prediction” – had continued their education at a later age, and succeeded in finding their place in working life. About half of those belonging to the target group had managed quite well later on. Every tenth of them had even completed a higher education degree and managed to become a well-paid white-collar worker.
CARETAKERS’ EXPERIENCES OF VALIDATION
Andersson, Per, Linköping University, Department of Behavioural Sciences

Validation is a phenomenon that has been discussed frequently recent years in relation to adult learning. Different concepts are used – validation, accreditation, assessment or recognition of prior (experiential) learning or real competence are the most common concepts. It is an idea of “making learning visible”, i.e. to value knowledge irrespective of how, when and where it is learnt. This idea could be problematised in different ways. This paper presents an analysis of how a group of Swedish caretakers experience the participation in a validation initiative focusing on their vocational competence in areas like gardening and cleaning. Caretaker is a vocation where there is no single vocational training. Caretakers rather have different backgrounds, some have learnt the vocation informally on the job, others have combined this informal learning with some sort of vocational training.

This background of informal learning is a main reason for validation of their competence, and in the paper the background is also related to their varying experiences. The analysis is based on interviews with eleven caretakers, and in addition to this written and oral information about the initiative itself is used to understand the context of their experiences. The results show, among other things, how the process of validation is experienced as an opportunity for personal development, as a matter of assessment and control, or as ‘only scratching the surface’.

PROFESSIONAL IDENTITY AND LEARNING IN ORGANISATIONAL CHANGES
Elmholdt, Claus, Århus Universitet, Psykologisk Institut
Tanggaard, Lene, Faculty of Humanity, Aalborg University

This paper conveys findings from an ongoing research project on work and learning in the Danish municipal pedagogical psychological counselling (Pædagogisk Psykologisk Rådgivning), in daily terms called PPR. The PPR is a politically governed institution doing legal works in relation to early childcare, primary and secondary school. Until now, little research has been done on the work and learning of psychologists in PPR. The few Danish studies takes an explicit user perspective, focussing on children, parents and teachers’ experiences of pedagogical psychological counselling and consultancy work (Rasmussen & Højholt, 1993; Højholt, 2001).

This research project describes and analyses the consequences of the current pressure from politico-economic and scientific discourses towards expanding the traditional work practice of individual testing, assessment, and visitation to special pedagogical arrangements and including more consultative and preventive methods that aims at widening the ‘spaciousness’ of the normal classroom. The research sets focus on the following aspects of the present and expected future changes:
1) How is psychologists’ work practice shaped in relation to political, societal, and professional discursive expectations?
2) How is psychologists’ work practice shaped in relation to actual cases and collaboration partners?
3) What demands, possibilities and challenges pose a continually changing work practice to the psychologists’ concurrent learning and identity development? Does the change solve the intended problems, and what new problems and dilemmas are created?
EVALUATION IN PRACTICE
Kvale, Steinar, Aarhus University, Department of Psychology

I shall here describe forms of assessment by apprenticeship learning at the workplace, drawing upon an investigation of apprenticeship learning in Danish vocational education. Then I will relate these traditional forms of assessment to findings from the modern psychology of learning. Thereafter I shall address school assessment from the perspective of workplace assessment. Inspired by situated learning theory, the workplace is described as a landscape of learning, and in the presentation the rich evaluation researches furthering learning in the workplace environment are depicted. The following forms of informal formative evaluation went forth from interviews, questionnaires and field observations with apprentice bakers, carpenters, electricians, information workers, sales assistants, social workers and nurses: evaluation by feedback, evaluation in relation to models, evaluation by use, evaluation by users, evaluation by colleagues, evaluation without words, straight talk, evaluation through increased responsibility. These forms of informal formative evaluation from a medieval crafts apprenticeship are argued to be well in line with principles from modern learning psychology for furthering learning; such as the importance of feedback, of goal transparency, intrinsic motivation and programmed learning principles. When regarded from the perspective of the abundance of formative assessment resources of apprenticeship learning in the workplace, as well as from modern learning psychology, the traditional school setting appears as a feedback-impoverished learning environment, where grading dominates and with little qualitative feedback. In conclusion, more systematic comparisons of workplace and school evaluation may contribute to promote learning enhancing forms of evaluation in school settings.

ENTREPRENEURSHIP IN VOCATIONAL EDUCATION - FROM TRAINING SKILLS TO DEVELOPMENT OF PERSONAL CAPACITIES
Olofsson, Anders; Snyder, Kristen; Karlsson, Håkan; From, Jörgen and Holmgren, Carina, Mittuniversitetet, Education

Within the European Union entrepreneurship has become an important part of the shared value system. At the political level we can find many arguments. One important argument for the local politicians is the positive effect entrepreneurship supposes to have on unemployment. In this paper, we will present an analysis of entrepreneurship education, as an outgrowth of the integration between vocational training and academic knowledge in an upper secondary vocational school. The empirical results will be discussed in relation to different meanings of entrepreneurship in the international research on entrepreneurship education. The students and teachers in the vocational school were interviewed with regards to how they experienced the vocational training. All lessons in vocational and academic contents were observed during an appropriate period of four weeks. The school is located in the north of Sweden. In the programs, one Hair Care program and the other a technical program, we can see that entrepreneurship is integrated into the vocational contents, with a stronger orientation found in the Hair Care program and a weaker connection found in the technical program. Interestingly, new models for entrepreneurship education are oriented towards individual development of personal capacities, not on the integration of vocational skills and running enterprises. However, entrepreneurship training is historically not the result of the contemporary curriculum change on the European level but of local branch influence on the local vocational education. How this local tradition of creating an entrepreneurial approach meets the new forms of entrepreneurial education is of great interest.
MIXED SESSION / OTHERS

BREAKS FOR STRESS AND BREAKS FOR REST
Aili, Carola, Högskolan Kristianstad, Beteendevetenskapliga institutionen

This study builds on 1166 reports from teachers at work. At random signals from a special watch, teachers have filled in a form with questions on what activities they were engaged in and how they felt. We make a distinction between work-break and break from work. Work-break is what teachers often talk about as breaks: “in the break I shall copy and call the habilitation center and change the scheduled time”. A break for teachers is often seen as time to carry out different necessary tasks. Break from work is when teachers express that they take a pause from work. The teachers also answered the question of what they intended to do when they had finished what they were doing when the watch signalled. If we relate this to experiences of stress, we can see that teachers’ stress proportion is at its highest point just before a work-break. The teachers reported stress in 29 percent of the 1166 investigated work situations. Before work-break the proportion of teachers reporting stress increased to 36 percent, during break from work the proportion of teachers reporting stress decreased to 16 percent. The investigated situations of work show that breaks from work occur to a lesser extent than what you could expect. The teachers of school year 1-6 take the least amount of pauses the way we define it. In the paper we also give an account of pause in proportion to for example the teachers’ gender and years of work experience.

PEER BULLYING
Forsman, Arne, Luleå University of Technology, Department of Educational Sciences

Peer bullying is considered to be a great problem worldwide. In Sweden severe omissions have been noticed in politicians’, school leaders’ and schools’ measures against harassment among students. The aim of my study by a hermeneutic approach was to describe, analyze and interpret what is expressed in the comprehensive school texts against peer bullying. How are conventions, legislation, research and the opportunity to use organizations implemented in municipality, school district and local school action plans against peer bullying? The investigated documents vary great in quality and quantity and just a few could be considered to be useful tools in the work to prevent and act against peer bullying. Conventions, legislation and the value ground of school are frequently reproduced. The connections to research in the field are almost absent. Established programs against peer bullying could be found, often instrumentally taken out of its context. The opportunity to use organizations against bullying is rarely represented. My conclusions are that the Swedish Board of Education must have better control and evaluation of the anti-harassment work in schools. Institutions for teacher training must expand its education concerning conflicts and communication. The staff in school must organize competence education in the field of peer bullying.

STUDENTS APPROACHES TO STUDYING IN RELATION TO MOTIVES TO STUDY THEOLOGY
Hirsto, Laura, University of Helsinki, Faculty of Theology

In this paper I will explore the relationship between motivational approaches to studying and motives for starting to study theology at the university level. In this preliminary study, 137 first year students of theology completed a questionnaire in which motives for starting to study in the Faculty of Theology and motivational approaches to studying were surveyed. The questionnaire
was developed on the basis of earlier Finnish studies on motives to study theology (Niemelä 1999, Vermasvuori 1997) and motivational approaches to studying (e.g. Nurmi et al. 1995, Nevgi 1998). The relationships between measures of approaches to studying and measures of motives to study theology were analysed on the basis of means of sums on each factor. Sums were further categorised into low, medium and high evaluations. Results suggest that students, who evaluated spiritual calling higher as their motive to start to study theology, more often reported that they planned their studies and tried to carry out their plans. Further, students, who more strongly tried to assure themselves a place to study, less often planned their studies and tried to carry out their plans. Results also suggest that students, whose motives to start to study theology were more instrumental, more often sought to compare their success in studies with other students. These students also less often had a motive of assuring a place to study behind their theological studies.

APPRAISAL OF POTENTIAL OF TEACHING IN THE NORTH
Kristoffersson, Margaretha, Umeå University, Department of Education
Johansson, Gunilla, Luleå tekniska universitet, Utbildningsvetenskap

Teacher education, the in-service training are areas of development and research. The role of university of the Arctic could be to strengthen the teacher education concerning knowledge of the multicultural conditions and parents involvement in the North. University of the Arctic mounts programs of higher education, and can take an active role in teacher education as well as in in-service teacher training and stimulate research networks. Teacher education courses on both graduate and postgraduate levels would be of importance. Following areas are in focus in this study: Curricula for Compulsory Schooling and also the requirements for “En skola för alla”.
- What possibilities do the pupils have to strengthen their knowledge about their own culture due to the curricula?
- What impact does the recognition of national minority groups and minority languages have in the work at school?
- What do we know about the intercultural learning processes in the minority or the majority population combined and widened with class, gender and ethnicity?
- What possibilities does Teacher Education have to work with the above issues?

CONFRONTING THE ETHICS OF QUALITATIVE RESEARCH
Kvale, Steinar and Brinkmann, Svend, Aarhus University, Department of Psychology

In this presentation we question the “ethicism” that often permeates the discourse on qualitative research, i.e., the implicit idea that qualitative research is ethically good in itself, or at least ethically superior to the “uncaring” quantitative approaches. In order to throw light on the ethics of qualitative interviews in contemporary consumer society – what has also been called “the interview society” – we draw in micro ethics as well as macro ethics, i.e., the relationships within the interview situation, as well as the relations to society and culture at large. We argue that prevailing forms of warm, empathic interviews are ethically questionable, and often serve to reinforce soft forms of power and self-disclosure in consumer society. As an antidote, various forms of actively confronting interviews are proposed inspired by Socratic dialectics, psychoanalytic interviews, and the “active interviews” found in the work of Robert Bellah and co-workers (1985). In line with a phenomenological approach we argue that ethics is a real and inescapable domain of the human world. We argue that the search for accountable ethical research in education should be relocated away from the construction of ethical principles and procedures, to the question of how the researcher can be enabled to skillfully
confront ethical reality, e.g. through mastering the art of concrete “thick ethical description”. Finally, we raise the question if the good qualitative educational researcher must necessarily be a good human being?

**PHYSICAL ACTIVITY AND SHORT TERM MEMORY: A PILOT STUDY**

Mamen, Asgeir, Sogn and Fjordane University College, Faculty of Teacher Education and Sport Science

Physical activity has been found to enhance academic achievement in studies spanning 14 months to three years (Shephard, 1997). The proposed explanations for this have been a better cerebral blood flow, release of attention stimulating hormones, better nutrient intake and increased self esteem. Some of these factors are acute, and having effect only in a limited time span. We wanted to see if we could detect any immediate effects of physical activity on learning. Twenty three 5th grade pupils served as subjects. The class was divided in half and one part had 20 min physical activity being out playing, the other half sat in the class room listening to the teacher reading a story. The class then gathered again and they were presented an English word test of 30 words, of which 10 were new to them. They got 10 min to learn the words and then they had to answer the test by either stating the Norwegian word (15 words) or the English word (15 words). The second day the groups changed the activity plan, and had an equivalent word test. Both average scores and analysis of z-scores indicated that the physical activity did not affect the short term memory. It might be that enhanced learning through physical activity is more related to the long term process of building self esteem and good study habits than of acute biological changes in the blood.

References Shephard, R.J.: Curricular Physical Activity and Academic Performance. Pediatric Exercise Sciences, 9; 113-126, 1997

**INSPIRERS, INNOVATORS AND CENTRES FOR SCHOOL DEVELOPMENT OR POWERLESS EXECUTORS OF POLITICAL DECISIONS. A STUDY OF THE SWEDISH LOCAL SCHOOL BOARDS**

Myrlund, Håkan, Umeå University, Centre for Principal Development

The study is a mapping of the Swedish local school boards. The background is the decision taken by the Parliament in 1991 to transfer the main responsibility for the school system to the municipalities. The paper is the first part of a study on how and to what extent the local school boards governs the schools as it is said in steering national documents. Four concepts are of importance for the study: democracy, decentralization, governance and political leadership. This first part of the study is based upon a questionnaire to the chairs of all boards in the 290 Swedish municipalities, which are responsible for some type of educational activities. The percentage of answers is 72 %. SPSS is used for the analysis of the questionnaires. The second part will consist of interviews in 25 municipalities with board members, chairs of executive committees, superintendents, students and parents.

The findings demonstrate that the chair of the board is closely connected to both the decision-making and executive political functions in the community. Few of the chairs have the possibility to lead the board on a full-time engagement. The most frequent items on the agenda are financial matters and organizational changes. Hearings, educational policy, evaluations and measures taken after evaluation play a minor role. The superintendent is a very influential person in the board.
EDUCATIONAL RESTRUCTURING - RECONSTRUCTING THE TEACHER IN NORWAY AND THE US, REPRESENTED BY CALIFORNIA?
Ramberg, Lene, University of Oslo, Institute for Educational Research

Both Norway and the US have experienced extensive educational reforms in the last two decades. Educational reforms have an influence on governing / steering strategies, schooling and what it means to be a teacher. Reforms in the 1990s have placed new demands on the teacher in both countries. Restructuring efforts such as curriculum reforms, new forms of governance, new forms of accountability and extended obligations affect the role of the teacher on both sides of the Atlantic. In the 1990s it seemed as restructuring could be recognized as sort of world rhetoric. However, I argue that filtered through different national contexts the outcome may display distinct features, affecting the role of the teacher differently. Within the framework of restructuring it is proposed that the teacher can hold different positions, which I will pursue further. The paper presentation will focus on a comparative analysis of interviews with teachers in the US, represented by California and Norway, seeking understanding about how the teacher perceives and conveys own role, in the 1990s. The empirical data is from teacher interviews at the primary and lower secondary school level in California and the compulsory school level in Norway. At this paper presentation I will pursue teachers’ tasks outside the classroom, where preliminary findings show a tension between increased demands and extended responsibilities, and possibilities for teacher empowerment.

THE CONSTRUCTION OF TEACHER IDENTITY IN PUBLIC POLICY DOCUMENTS
Søreide, Gunn Elisabeth, University of Bergen, Department of Education

The main focus for this paper is to give a description of how the identity of the Norwegian elementary school teacher is constructed in public school policy documents. In The Norwegian national curriculum and in other public school policy documents the Norwegian elementary school teachers are confronted with a wide range of more or less explicit descriptions of functions and expectations towards their job. The aim for the study is not to define what identity Norwegian teachers as a group or individuals possess, but to illuminate how teacher identity can be constructed and understood in public policy texts. The study is part of a larger PhD project where the aim is to illuminate the discursive construction and production of teacher identity within the Norwegian elementary school. The policy documents are analysed within a theoretical framework based on poststructuralist and discourse theory combined with theories of narrative identity (Brockmeier and Carbaugh 2001, Calhoun 1994, Foucault 2002, Holstein and Gubrium 2000, Howarth 2000, Ricouer 1992, Torfing 1999, Weedon 1997, Wetherell, Taylor and Yates 2001) This theoretical framework offers a fruitful framework to look for, analyse and understand the construction of job identity as a textual, narrative and discursive process within institutions.

TO WHAT DEGREE ARE ASSOCIATIONS BETWEEN PERCEIVED LEARNING ENVIRONMENT AND EMOTIONAL AND BEHAVIOURAL PROBLEMS (EPB) INFLUENCED BY STUDENTS’ COPING STYLES.
Thuen, Elin and Bru, Edvin, Stavanger University College, Centre for Behavioural Research
Ogden, Terje, University of Oslo

The main aim of the study was to explore to what degree associations between learning environment factors and emotional and behavioural problems (EBP) could be accounted for by individual students’ coping styles. The study was conducted as a survey among a representative sample of 2006 Norwegian 9th grade students. Results showed moderate associations between students’ coping styles and learning environment factors, indicating that associations between
learning environment factors and EBP to some degree could be reflections of students’ coping styles. However, the main conclusion was that the learning environment factors accounted for a substantial amount of variance in EBP, after controlling for students’ coping styles. The unique effect of these factors on variances in off-task-orientation, externalising problems and emotional problems was 22%, 13% and 4%, respectively. Off-task-orientation was most strongly associated with the meaningfulness of schoolwork and emotional support from teacher, with weaker associations to academic support from teacher and teacher monitoring. Externalising problems were most strongly related to emotional support from teacher, academic support from teacher and the meaningfulness of schoolwork. Finally, relationships between classmates were the main predictor of emotional problems.
PRESENTATIONS IN SCANDINAVIAN LANGUAGES

NETWORK 1: ADULT LEARNING

FOLKBILDNING OCH NÅGRA ORGANISATIONSDIDAKTISKA ÖVERVÅGANDEN

Gustavsson, Kjell, Örebro University, Pedagogiska institutionen


NETWORK 4: CURRICULUM RESEARCH

CITIZENCHIP AND PRIMARY AND LOWER-SECONDARY EDUCATION (DEN DANSKE FOLKESKOLE)

Hansen, Niels Buur and von Oettingen, Alexander, CVU Sønderjylland, Udvikling og forskning

The focus of this paper is an attempt to deliver a more precise characterization of the role of the school as regards the development of citizenship in a post-modern society than we are used to in our educational debate. By way of introduction the paper follows two lines: the history of education and the sociology of education. Through a historical and sociological analysis the special mediating position of the school between the state and the private sphere is stressed. Inspired by the Danish psychologist Arne Poulsen we characterize school as a special environment for development. The advantage of this description is that you can deal with the bildung of the children's citizenship without mingling together the contributions of school, private and public spheres in the process. The private sphere contributes to the bildung of citizenship though democratic upbringing. Raising the child is the core activity, and psychology is the basic science. The school contributes to the democratic bildung of the child through teaching as the core activity, and pedagogic as the basic science. The contribution of the public sphere is political Bildung, which has political participation as its core activity, and political science as its basic science.
DEMOKRATIFORSTÅELSEN I DEN NORSKE LÆREPLANEN

Stray, Janicke Heldal, University of Oslo, Institute for Educational research

I forbindelsen med utvikling av ny læreplan (L06) for den norske skolen er betoning av kunnskaper og ferdigheter styrket. I L06 fremheves den målbare kunnskapen gjennom fokus på grunnleggende ferdigheter og kompetansemål. St.meld. 30 (Kunnskap for læring) legger opp til et "systemskifte" i skolen som skal føre til at skoleelever presterer bedre, og at Norge blir mer konkurranseedyktig internasjonalt. Norge skåret høyt på den internasjonale CIVIC undersøkelsen (2001) og det demokratiske perspektivet i skolen videreføres gjennom å beholde Generell del av L97. Her blir det demokratiske dannelsesaspektet ved norsk skole beskrevet som en av skolenes hovedmålsetninger, uten at man har definert eksplicitte føringer for å nå denne målsetningen. Demokratisering knyttes opp mot sosialisering, og forstyringen av den demokratiske borger kan forstås som et forventet utfall av skolegangen. L06 har sterke kunnskapsmessige ambisjoner og skolens dannelsesaspekt knyttes til grunnleggende ferdigheter. Spørsmålet blir hva det er i den nye læreplanen som tilsier at man kan forvente at borgerne blir demokratiske, og hvilken forståelse av demokratisk dannelsel som ligger til grunn for denne forventningen. I denne paperpresentasjonen vil fokus være på en teoretisk vinkling av demokratibegrepet, for å diskutere i hvilken grad medborgeraspektet ivaretas i en skole som har grunnleggende ferdigheter og kompetansemål som hovedbegreper. Sentralt er spørsmålet om demokrati i skolen kan kategoriseres som enten sosialt eller kunnskapsmessig betinget, slik norske læreplaner tendenser mot å gjøre.

NETWORK 6: EDUCATIONAL LEADERSHIP

SCHOOL LEADERS UNDERSTANDING OF REFLECTION

Dahlgren, Gösta, Göteborgs Universitet, IPD/LIV
Aurell, Justus, Malmö University, Skolutveckling och Ledarskap, Teacher Education, Kessman, Agneta, Växjö universitet, Rektorsutbildningen
Rådegård, Christina, IBC, Rektorsutbildningen

The presentation of this paper will be in Scandinavian. The use of reflection in education has been intensively discussed in Sweden during the last decades. This study will describe how school leaders in Sweden understand the concept of reflection. The theoretical point of departure will be the work of Dewey, Schön, Piaget and Kolb.

The study has been accomplished within a phenomenographical framework. The following three questions were presented for 184 school leaders during an in-service course.

What is reflection? Describe a situation that is good for reflection. Describe what you think is a good result of reflection. The school leaders had about 20 minutes to answer the questions. We also collected data for sex and in which school form they worked. The empirical results show that the school leaders understanding of reflection can be described in three categories. A: To put things in order, to sort out something that has happened or will happen (n=85). B: To open up and give space for new thoughts (n=44). C: Firstly to open up and then to put things in order and sort (n=40). The "good result of a reflection situation" was categorized in six categories: Understanding (n=62), get knowledge (n=32), emotion/feel easy in one’s mind (n=46), self knowledge (n=40), enhancing your thinking tools (n=27) and problem solving (n=51). The results also indicate that in a good reflection situation you first need to “open up” and then “sort and put in order” to get a deeper understanding of the reflection object or event, to get self knowledge and to feel at ease and comforted.
PEDAGOGY AS A DISCIPLINE
Sellbjer, Stefan, Pedagogiska institutionen, Allmänpedagogik

The increasing interest in the identity of pedagogy as a discipline has heightened the need for research in order to understand its development during the late twentieth century. The discipline can, in accordance with the starting-point of this project, be determined by a study of the activities which together constitutes the same. One such activity is teaching on courses in level A-C at the university, and the literature used on such courses. The primary focus of this paper is to discuss methods to determine literature listed on curriculum’s in A-C courses 1975-2000 in six Swedish universities. The aim is also to evaluate how to analyse the collected material. The first part describes how literature is categorized from what could be called deductive and inductive methods. Categorization in relation to Dahllövs “pedagogikens hus” as well as a model outlined in “An evolution of Swedish research in education” is examples of more deductive methods. Analyse of titles of the books used is an example of an inductive method. In the second part examples of analyse will be showed as well as how to illustrate the results of the investigation.

LÄRARYRKET UTANFÖR SKOLAN - EN STUDIE AV IDENTITET
Rhöse Martinsson, Eva, Karlstad University, Department of Education


LIV OCH LÄRANDE PÅ FJELLSTEDTSKA SKOLAN – FORMERING PÅ ETT MANLIGT PRIVAT INTERNATLÄROVERK
Falk, Else-Maj Eineborg, Utbildningsenheten, Svenska kyrkan

WHAT IS ‘CULTURAL DIVERSITY’ AND HOW TO WORK WITH IT?
Lunneblad, Johannes, Göteborgs universitet, Institutionen för pedagogik och didaktik

The aim of this paper is to discuss how the staff dealt and talked about the cultural diversity in the peer group. The data is from an ethnographic inquiry situated in a pre-school with a multiethnic group of children, in a suburban area in Sweden. The main purpose of this study is to analyse the socialisation processes. The basis for the study is that the pre-school is not only an official institution for learning and socialisation, but also a social institution that mediates implicit notions about the world. The interaction in everyday life between staff, children and parents at the pre-school is an important part of the mediation of these implicit notions: ethnic identities, cultural norms and values. The study shows how images of ethnicity are created and mediated and how these images influence the pre-school activities.

PROGRESSIVE PÆDAGOGIK-FORMER I INKLUSIONS- OG EKSKLUSIONSPERSPEKTIV
Øland, Trine, Københavns Universitet, Institut for Medier, Erkendelse og Formidling, Afdeling for Pædagogik

NETWORK 13: HEALTH CARE PEDAGOGICS

TO WORK IN CLOSE RELATION TO DEATH: A STUDY OF NURSES WORK AND KNOWLEDGE IN PALLIATIVE CARE

Engström, Lizbeth, Uppsala University, Department of Education

This study focuses on how nurses handle the process where death inevitably is coming. This is a state where medicine and care is no longer possible and all treatments are without response. The questions made are: Which strategies, techniques and knowledge does nurses use to handle care in the end-of-life situation? The intention of this study is to visualize and analyze the experience and knowledge residing with the nurses and how they transfer this to new colleagues and students. The study will be conducted in the area of advanced home-care and focused on the area of palliative care, which have been more deinstitutionalized and moved to the patients homes during the 1990:ies.

NETWORK 16: RESEARCH ON TEACHER EDUCATION

TEACHER STUDENTS DEVELOPING IDENTITY

Tobiassen, Roald, Høgskolen i Østfold, Avdeling for lærerutdanning

The narrative inquiry from which this paper comes, examined the experiences of four student teachers as they negotiated the transition from student to teacher. The study is a case study focusing on teacher students developing identity during teacher training program and one year after they left teacher education as a first-year-teacher. Data is gathered through five interviews over a period of two years. The researcher was interested in looking at the ways in which student teachers beliefs about teaching and knowledge of teaching evolved during the teacher education program “Praktisk pedagogisk utdanning” (PPU). PPU is a pre-service teacher education program over 1 year, and the student teachers are recruited after finishing a university graduation). Issues of identity, practical knowledge and voice are dominant storylines in the stories of all the participants involved. The purpose of this study is to examine how identity development in the student teacher participants manifested as they sought to construct their own identity as teachers. This paper specifically explores the tensions and challenges associated with issues of identity, teaching knowledge and voice that characterize the teacher students’ stories. The paper reports preliminary findings and is particularly focused on one participant. The paper raises questions about the teacher student experiences of teaching in schools and challenges teacher educators to organize field experiences, pedagogy, and program curriculum in ways that will enable pre-service teachers developing their teaching selves.
SYMPOSIUM 1 A

IMAGINARIES OF INCLUSION AND IMPLICATIONS FOR EXCLUSION IN EDUCATIONAL RHETORIC AND PRACTICE • A

Organiser:
Arnesen, Anne-Lise, Oslo University College, Faculty of Education, NAFO

Discussant:
Lindblad, Sverker, Göteborg University, Education
Borgnakke, Karen, Syddansk Universitet

Contributors:
Arnesen, Anne-Lise, Oslo University College, Faculty of Education, NAFO
Berg, Kari, Høgskolen i Sør-Trøndelag
Haug, Peder, Volda University College, Faculty of Education
Nes, Kari, Hedmark University College, Department of Teacher Education
Strömstad, Marit, Hedmark University College

The symposium will focus on the conception of ‘inclusion in education’ from a variety of perspectives: as it is represented in educational policies and practices, presented in educational reforms in general and in special education, as well as in terms of everyday discourses. It seeks to explore the ways in which phenomena (e.g. gender, race, culture, disabilities) and processes and discourses associated with ‘inclusion’ and ‘exclusion’ are manifested in policy documents and in school practice, and to examine the imaginaries and principles and reason underpinning these policies and practices.

One set of papers focuses on ‘reality’ in micro studies of particular groups and individuals, others are primarily involved in studies of macro processes and structures that by definition obstruct the possibility of ‘inclusion’ of particular groups and individuals. Others again tries to examine the reason that underpin our thinking and produce or construct ‘imaginaries’ of standards and norms for what may count as normal and the borders between what may be included and not. The papers encompass a variety of theoretical perspectives, research approaches and methodologies; e.g. theoretical/analytic, discourse studies, ethnography, classroom analyses, use of video analyses, case studies. They also look at diverse aspects of education, ranging from general rhetoric and ideology in policy to specific areas of empirical evidence of an inclusive environment and the ways in which subjects experience their position in their learning community.

NATIONAL IMAGINARIES: THE NEW COMPETENT CHILD OF THE ‘INCLUSIVE SCHOOL’

Arnesen, Anne-Lise, Oslo University College, Faculty of Education, NAFO

The term “competence” is presently used to describe desirable traits both in education and in working life. In fact, it has come to permeate educational rhetoric about the individual learner and the professional teacher articulated in recent educational reforms in Norway. My paper is related to the way theory and practice interacts to construct a particular understanding of
who the young child is imagined to be, as a learner within the framework of what is termed “the inclusive school”. “The competent child” has become the new inscription of the child suggesting that competence entails some essential sort of basis for succeeding in school as in life, and determines the extent to which people can fully take advantage of their democratic rights as citizens. I suggest that the notion of ‘the competent child’ has particular implications and consequences for who is included/excluded.

INCLUSION AS RHETORIC, IDEOLOGY AND PRACTICE. BALANCE AND BOUNDARIES BETWEEN THE RIGHT TO BELONG TO THE SOCIAL COMMUNITY OF THE SCHOOL AND RIGHTS TO GET SPECIAL PROVISIONS ADJUSTED TO INDIVIDUAL QUALIFICATIONS AND NEEDS

Berg, Kari, Høgskolen i Sør-Trøndelag

This paper examines some of the dilemmas that emerge in combining rights to belong to social community in mainstream schooling, with the individual's right to get special provision adjusted to individual needs and qualifications. These dilemmas represent central perspectives in my ongoing study of four marginalized youngsters living in childcare (residential) institutions, attending mainstream school. I will highlight some of the risks and boundaries that appear to influence their school career. I will demonstrate that when special needs are focused, the pupils seem to be marginalized and segregated from the classmates, and when focus is on social community, there is less focus on even serious individual needs of support.

APPROACHES TO EMPIRICAL RESEARCH ABOUT INCLUSIVE EDUCATION

Haug, Peder, Volda University College, Faculty of Education

Very often, when inclusion is referred to and discussed, it is as ideology and policy, and not as experience. Empirical studies are few, and they have several characteristics reflecting several different understandings of inclusion as a concept and phenomenon. The empirical studies mainly offer two options: Inclusion is seen in a macro-perspective as a characteristic of the whole school. These studies use structural and formal aspects of the school system as indicators of inclusion. The other is a micro perspective, with detailed studies of education in single schools and classrooms. In this approach research goes into classrooms to look at the organisation of teaching, the teaching processes, how the students experience the teaching etc., and from there conclude about the extent of inclusion. From this it must be clear that the comprehension of inclusion associated with these two approaches is different. In the first case the criteria are simple, objective and formal, in the other case they must be much more subjective, and a matter of individual appraisal and experience. In this presentation these different approaches to research about inclusion are presented and the consequences for how to understand inclusion is discussed in further detail.

IS SPECIAL EDUCATION A BARRIER TO INCLUSION?

Nes, Kari and Strömstad, Marit, Hedmark University College, Department of Teacher Education

In Norwegian Official Report 2003: 16 the effect of special education is questioned. The report concludes that ordinary teaching is not sufficiently well adapted in Norwegian school, and this generates a need for special education. Inclusion is sliding into the background and is primarily regarded as related to students with special needs only. The report therefore proposed to abandon § 5 in the Education Act and to strengthen the right to adapted education for all students. Most of the hearings opposed this proposition, and it was
dismissed in Stortinget. In this paper we will analyse and discuss the resistance to this proposal.
IMAGINARIES OF INCLUSION AND IMPLICATIONS FOR EXCLUSION IN EDUCATIONAL RHETORIC AND PRACTICE • B

Organiser and chair:
Arnesen, Anne-Lise, Oslo University College, Faculty of Education, NAFO

Discussant:
Lindblad, Sverker, Göteborg University, Education
Borgnakke, Karen, Syddansk Universitet

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Michelet, Simon, Oslo University College, Faculty of Education
Mietola, Reetta, Helsinki University
Rajander, Silja, University of Helsinki

The symposium will focus on the conception of ‘inclusion in education’ from a variety of perspectives; as it is represented in educational policies and practices, presented in educational reforms in general and in special education, as well as in terms of everyday discourses. It seeks to explore the ways in which phenomena (e.g. gender, race, culture, disabilities) and processes and discourses associated with ‘inclusion’ and ‘exclusion’ are manifested in policy documents and in school practice, and to examine the imaginaries and principles and reason underpinning these policies and practices.

One set of papers focuses on ‘reality’ in micro studies of particular groups and individuals, others are primarily involved in studies of macro processes and structures that by definition obstruct the possibility of ‘inclusion’ of particular groups and individuals. Others again tries to examine the reason that underpin our thinking and produce or construct ‘imaginaries’ of standards and norms for what may count as normal and the borders between what may be included and not. The papers encompass a variety of theoretical perspectives, research approaches and methodologies; e.g. theoretical/analytic, discourse studies, ethnography, classroom analyses, use of video analyses, case studies. They also look at diverse aspects of education, ranging from general rhetoric and ideology in policy to specific areas of empirical evidence of an inclusive environment and the ways in which subjects experience their position in their learning community.

INCLUSIVE EDUCATION IN NORWAY: TROUBLING ACCOMMODATED EDUCATION, DIFFERENTIATION AND INDIVIDUALISATION

Germeten, Sidsel, Oslo University College, Teacher Education

In political formulations and in National Curriculum, inclusion in education is closely connected to the term or expression "tilpasset opplæring". I will translate this expression here into
accommodated education, similar to the movement that make the eye focus by the lense in different lights. In this paper I present, deconstruct (Derrida, Lenz-Taguchi) and discuss the term “tilpasset opplæring” in the context of how it is described in National Curriculum, how it is observed in classrooms and described by teachers in interviews. The empirical data comes from eight schools in Oslo, linked to an evaluation project about starting school in mixed age groups. The teachers were asked how they would describe “tilpasset opplæring” for schoolstarters, and they were observed while teaching in classroom. The “troubling” is discussing how the teachers use and practice the terms of individualisation on one hand and differentiation on the other.

THE LANGUAGE OF INCLUSION AND DIVERSITY: CULTURAL REASONING IN POLICY DOCUMENTS AND SCHOOL REFORMS IN FINLAND AND NORWAY

Lahelma, Elina, University of Helsinki, Department of Education
Arnesen, Anne Lise Oslo University College
Mietola, Reetta, Helsinki University

In this paper we enter the terrain of inclusion studies from the perspective of policy discourses and teachers’ constructions on student diversity. We explore ways of cultural reasoning that underpin the formal rhetoric of national curricula, and discuss the practical implications of these ideas in the ways in which schools differentiate and divide students. We argue that global discourses about diversity and inclusion circulate, with the effect of homogenizing the notions of ‘school’ and ‘children’, ‘diversity’ and ‘inclusion’ across nations. The Finnish and Norwegian contexts are under scrutiny. We draw from ethnographic studies in Finnish and Norwegian schools; both from ordinary and from special classes.

EXPECTATIONS AND FUTURE PROSPECTS: THE LANGUAGE OF THE COSMOPOLITAN

Lappalainen, Sirpa and Rajander, Silja, University of Helsinki, Department of Education

This presentation explores constructions of cosmopolitan citizenship as apparent in the interplay of language and ethnicity in discursive constructions of ethnic otherness. Our presentation is based on ethnographic data generated in preschool and in bilingual primary school. We analyze curriculum documents and processes of categorization at work in children’s everyday lives to elaborate how different languages are organized into hierarchies that serve to include and exclude. We argue that the Finnish language is conceptualized as the base of national identity and education. Competence in foreign languages is conceptualized as a national capital, but the possibility to reach this competence is not equally available for all children.

UNDERSTANDING INCLUSION AMONG CHILDREN AND YOUNG PEOPLE IN VIEW OF THEORIES OF YOUTH CULTURE AND SCHOOL CULTURE

Michelet, Simon, Oslo University College, Faculty of Education

Youth culture and the school culture might both be used as a theoretical framework for empirical studies of how pupils interact, deal with and experience their life in school. From these two perspectives processes of inclusion and exclusion can be examined as interplay between the two spheres; between school activities and life as students and activities and influences from their life and identities outside school. In this presentation I want to discuss if and how these approaches and theoretical fields can be combined to enhance the understanding of inclusion in peer relations.
SYMPOSIUM 2 A

ICT AND LEARNING • A

Organiser and chair:
Bjarnø, Vibeke, Oslo University College, Department of ICT and media

Discussant:
Øgrim, Leikny, Oslo University College, Faculty of Education

Contributors:
Bjarnø, Vibeke, Oslo University College, Department of ICT and media
Bølgan, Nina, Oslo University College, Faculty of Education
Høivik, Helge, Oslo University College, Centre for Educational Research and Development
Klæbo, Kirsten, Oslo University College, Faculty of Fine Art and Drama
Sandvik, Margareth and Øgrim, Leikny, Oslo University College, Department of Education

The presentations will cover various aspects of ICT and learning, in higher education, in schools or in kindergardens. The primary focus of the symposium is the use of ICT as a pedagogical tool through Virtual Learning Environments, tailor-made/self-developed web applications and net-based teaching material. The main research questions deal with issues of the quality of learning and teaching in electronic environments, where new methods of teaching and learning need to be developed. Many applications are used for the purpose of supporting student learning through dialogue and of helping the teachers achieve their pedagogical goals in a structured and efficient manner, for example by providing new tools for the organisation of learning resources.

However, there is a need for a systematic investigation of the consequences of those applications on the quality of teaching and learning. In particular, we will look at new forms of teaching and learning (such as e-moderating) that cater for a new type of students and a new approach to learning (such as virtual groups). The symposium participants make use of a range of theories, including the cultural-historical theory initiated by Vygotsky, activity theory and socio-cultural learning theory. The empirical data presented by the participants is gathered from experience with a number of computer-supported activities, including process writing, weblogs, synchronous and asynchronous dialogues. The presentations will explore the consequences of such activities on the learning environment (e.g. how written contact may reinforce feelings of closeness), the learning process, and the development of professional expertise among students.

INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHER EDUCATION: ADAPTED LEARNING AS BLENDED LEARNING

Bjarnø, Vibeke, Oslo University College, Department of ICT and media

The Ministry of Education and Science developed in 1997 a new National Curriculum for primary and secondary school (L97) were ICT no longer was an individual subject, but a topic that should be integrated in the other subjects at all levels. Another paragraph establishes the pupils’ right for adapted learning. Since 1998 the student teachers at Oslo University College have got ICT courses as a part of their education. Student evaluation indicates that the lessons and supervisions increased the ICT competence of students with little computer experience, but was not a challenge for experienced students. National research shows that student teachers and educator teachers don’t know how to integrate ICT as a constructive tool in the subjects. Both the students and their teachers think that ICT is important, and it is not an individual choice to use ICT in practice. The lack of competence is not ICT skills, but first of all the need for some good examples to use ICT integrated in different school subjects. International research shows
a gap between teacher's ICT knowledge and their skills to use it to support pupil’s learning. It is my assertion that, what we are doing in teacher education will influence what future teachers are doing in school practice. My presentation will therefore deal with a discussion on how to close gap between ICT in teacher education and the demands in school practice. My advice is to adapt learning through what Thorne calls blended learning.

INFORMATION AND COMMUNICATION (ICT) IN EARLY CHILDHOOD EDUCATION: WHY DO TEACHER STUDENTS HAVE TO BECOME COMPUTERATE?

Bølgan, Nina, Oslo University College, Faculty of Education

The importance of digital tools as part of childhood environment are so far largely being ignored both in Early Childhood Education (ECE) and what is called Barnehage in Norway. Research into the use of information and communication technology (ICT) with 2-6 years old is only just beginning. Since 1999 students at Early Childhood Education at Oslo University College have been offered an introductory course on ICT to become familiar with the most common user programs. A new Curriculum for Early Childhood Education (2003) says that students from now on shall gain experience in using ICT together with children. However, educators in Early Childhood Education have little experience of how to work with computers together with children, so how can this be done appropriately and effectively? As work-in-progress this paper will focus on how digital equipment as new tools has become part of daily life activities in some Norwegian Barnehager where children investigate and develop ideas, fantasy and understanding. The presentation will be illustrated by examples of how staff in Barnehagen can support children’s playful ICT knowledge and why staff must create a community of learning to help each other support the children. It will also show why staff in ECE and in Barnehagen needs to reflect more deeply on the processes that a traditional education enables, and on those that are supported and nurtured by the digital world. The findings will be discussed according to activity theory.

EXPERIENCES WITH END-USER DEVELOPMENT IN AN ACADEMIC SETTING

Høivik, Helge, Oslo University College, Centre for Educational Research and Development

Although ICT has been progressively deployed in academic education, computers are still predominantly used as advanced typewriters and a number of obstacles must be overcome. Examples are a scarcity of ICT competence, a lack of high-quality ICT-based teaching materials, the absence of comprehensive management and resistance to change in university cultures. Of particular importance, in our view, is the need for persuasive prototypes. By this we have in mind examples that are technically and socially reproducible across various institutional landscapes. They must also be perceived as relevant by relevant opinion leaders. For this to happen, developments must conform to the domain expertise of teachers and students as regards subject area and pedagogical aspiration. One must therefore either educate ICT personnel, e.g. system analysts, programmers and interface designers in the details of academic or classroom life or develop sufficient competencies with faculty members. Here we present experiences from a 6-year effort to educate end user developers (EUD) in the fundamentals of methodology, technological infrastructure and the nitty-gritty of practical production. With this foundation they have built static and dynamic (interactive) e-learning components according to their own pedagogical ideas. The presentation gives an overview and exemplifies:

- state-of-the-art technical components that constituted the learning and development environment
- teaching and learning strategies that was used to familiarize a group of teachers with these artifacts
- the ontology and architecture that was built to support development of context-specific e-learning functionalities
THE USES OF E-LEARNING IN THE FACULTY OF FINE ART AND DRAMA

Klæbo, Kirsten, Oslo University College, Faculty of Fine Art and Drama

ICT (Information and communication technology) has been used as a creative tool for some years in the Faculty of Fine Art and Drama. But in the last three years I have focused on using ICT as a pedagogical tool. I have been doing research on implementing e-learning in the Faculty of Fine Art and Drama and tried out the systems in two classes. We started in 2001 with LUVIT. In 2003 I introduced a tailor-made application together with LUVIT, which was made together with colleges at HiO. This e-learning application was specially developed for storing, presenting and organising digital pictures. In 2003 I tried out an alternative LMS called ClassFronter. In 2004, I used a new version of the interactive e-learning application, which was now improved so we could communicate around pictures. The aim of the research is to see how we can benefit from using e-learning in connection with aesthetical practical work. An outcome of the research has been the importance of written communication around aesthetical processes. Part of the research is comparative. Research activities are based on continues classroom trials, introducing different applications and improving the pedagogical uses together with students and teachers. My work has been connected to the e-learning group at the 1lectorprogram at HiO. An important aspect has been to work together with teachers at EST, so we together could develop the best ways in using e-learning in our educational work.

LEARNING ABOUT EGYPT IN AN ELECTRONIC ENVIRONMENT

Sandvik, Margareth and Øgrim, Leikny, Oslo University College, Department of Education

Associate Professors Margareth Sandvik and Leikny Øgrim The starting point of this paper is a school class of ten years old children doing a project on Egypt. The children have been working with the learning resource within a period of time of one month. The learning material is a newly published web based learning resource called Norskverkstedet: www.norskverkstedet.no The present paper has a dual perspective: It will present an analysis of selected aspects of the learning resource, and it will focus on learning processes evolving around the use of this learning resource when working with Egypt. Following questions will be raised:
1. Being restricted to the topic Egypt, the question of implicit readership will be raised: Who is the implicit reader of the digital learning resource?
2. Can the implicit reader be characterised in terms of gender and ethnicity?
3. How can the learning process be characterised? Can it be described in terms of co-operation, conflict, fascination, frustration – or what kind of interactional and conversational behaviour do the students display, and how can it be understood?
4. A web based learning resource represents a new experience to the young students. How are technical difficulties and problems with navigation administered? How do teachers, researchers and co-students explain and solve problems?
The theoretical fundament is socio-cultural learning theory, conversation analysis, and critical discourse analysis. The data consists of interviews, videotapes, and transcriptions. The data is drawn from the project “Knowledge, education and learning: Effects of multifunctional learning resources on interaction, learning, and teaching approaches”.
See http://home.hib.no/mediesenter/kul
ICT AND LEARNING • B

Organiser and chair:
Bjørno, Vibeke, Oslo University College, Department of ICT and media

Discussant:
Øgrim, Leikny, Oslo University College, Department of Education

 Contributors:
Bjørke, Gerd, Oslo University College, Centre for Staff and Learning Development
Habib, Laurence, Oslo University College, Centre for Educational Research and Development
Haug, Kristin Holte, Oslo University College, Faculty of Education
Hermansen, Kathryn, Høgskolen i Oslo, Avdeling for lærerutdanning

The presentations will cover various aspects of ICT and learning, in higher education, in schools or in barnehager. The primary focus of the symposium is the use of ICT as a pedagogical tool through Virtual Learning Environments, tailor-made/self-developed web applications and net-based teaching material. The main research questions deal with issues of the quality of learning and teaching in electronic environments, where new methods of teaching and learning need to be developed. Many applications are used for the purpose of supporting student learning through dialogue and of helping the teachers achieve their pedagogical goals in a structured and efficient manner, for example by providing new tools for the organisation of learning resources. However, there is a need for a systematic investigation of the consequences of those applications on the quality of teaching and learning. In particular, we will look at new forms of teaching and learning (such as e-moderating) that cater for a new type of students and a new approach to learning (such as virtual groups).

The symposium participants make use of a range of theories, including the cultural-historical theory initiated by Vygotsky, activity theory and socio-cultural learning theory. The empirical data presented by the participants is gathered from experience with a number of computer-supported activities, including process writing, weblogs, synchronous and asynchronous dialogues. The presentations will explore the consequences of such activities on the learning environment (e.g. how written contact may reinforce feelings of closeness), the learning process, and the development of professional expertise among students.

TUTORING GROUP WORK ON THE INTERNET

Bjørke, Gerd, Oslo University College, Centre for Staff and Learning Development

This study discusses the specific role of a tutor within a structured group work on the internet. The empirical basis for the study is a part-time study programme for health professionals on counselling and tutoring skills, at the Faculty of Health Sciences, Oslo University College. The teaching and learning concept is that of problem-based learning. As part of their study tasks students meet in virtual groups on the internet to discuss cases. The methodology for the group work is a structured way of analyzing a case as an example of an important theoretical issue. The aim of the group discussion is to help achieve a learning goal, which each one of the students is going to explore within their individual studies. In this presentation some of the conditions needed for group work in a virtual meeting place – a chat-room – are pointed out, as it has been experienced. The empirical material is the printed group discussions, from which the tutors’ interventions are isolated and analyzed. As a result of these analyzes the characteristic features
of an online tutor role is described.

FEELING “AT HOME” WITH VIRTUAL LEARNING ENVIRONMENTS: ISSUES OF DOMESTICATION
Habib, Laurence, Oslo University College, Centre for Educational Research and Development

Virtual learning environments (VLE) are being increasingly used at all levels of the educational system in Norway. Although they are marketed as tools to enhance student learning and improve the efficiency of administrative and academic work, their implementation often meets a considerable amount of resistance. My presentation will look at the phenomenon of VLE implementation from a “domestication of technology” perspective. The original “domestication model” focuses on consumption of domestic technologies, and presents the adoption of technologies as a multi-faceted negotiated process. I would suggest that it may also be used to shed light on issues of adoption of VLEs, which are used both in the domestic sphere and in an institutional setting. I will present a series of dimensions of domestication and discuss how those dimensions might be relevant to the study of VLE implementations. In particular, I will attempt to examine how the way VLEs are imagined, talked about, customized, mastered, appropriated, given a place and a space within the organisation, incorporated into personal and organisational routines, may influence their reception both at the individual and at the institutional level. Issues of domestication of technology are closely related to issues of identity, and I will therefore look at the role of VLEs in the forming and development of the identity of their users. I will also explore how those identities are debated, negotiated, integrated and displayed materially and symbolically. Throughout my presentation, I will refer to examples from the use of VLEs at Oslo University College.

USE OF WRITING GROUPS IN A VIRTUAL LEARNING ENVIRONMENT (VLE): A TOOL FOR LEARNING?
Haug, Kristin Holte, Oslo University College, Faculty of Education

The Writing Group Project (WGP) started in 2002 and was carried out for 2 years among undergraduate students at the Faculty of Early Childhood Education, Oslo University College. A writing group, which consists of 4-6 students, use writing to learn the subject social science by writing texts and by giving written responses to each other texts. The texts were published in a VLE and an asynchronous discussion forum was used to give the responses. The aim of the WGP was to enhance the students learning activities, to improve their knowledge and reflection in social studies and thereby increase the students’ consciousness of their learning strategies. The project’s theoretical framework is cultural-historical theory initiated by Vygotsky who emphasizes the influences of cultural and social contexts in learning and supports a discovery model of learning. Following the work of the Norwegian researcher Olga Dysthe, the students writing is seen as an instrument for learning. Data from the WGP was collected over a two year period, and involves in all 120 students. In an evaluation study 80 % of the students declared that participation in the WGP had a positive impact on their learning potential. In the paper I will display the student’s statements concerning their participation in the WGP, and I will analyze those statements by focusing on the method’s impact on the students learning potential.
THE ROLE OF DIALOGUE IN NET-BASED LEARNING

Hermansen, Kathryn, Høgskolen i Oslo, Avdeling for lærerutdanning

Experience from net-based courses to qualify teachers of English in SOFF projects 2001–2003 and from a campus-based course in 2004 forms the basis for an ongoing research project about the role of dialogue in net-based learning and the development of professional expertise. Dialogue is provisionally defined as communication between online materials which activate the learner to do tasks, between moderator and learner, and between learner(s) and learner(s) in which the student and moderator are active partners in a process. Online dialogue may be synchronous, asynchronous, spoken or written. Experience with all types is exemplified and discussed. The main focus of the paper is on asynchronous dialogue and on-line writing as a tool for developing individual thinking, collaborative thinking and collaborative writing, and for reflection and tutoring. Types of online writing which have been tried out are e-mail dialogues, “reflective dialogue journals”, forums, collaborative writing online, all three involving moderating, process writing in a forum, and blogging. Features of using these types of online writing seem to be that regular written contact creates closeness with students and better knowledge and understanding of the students’ progress and learning process. A preliminary conclusion is that on-line dialogue is not a poor substitute for face-to-face teaching, but a different way of learning and a powerful tool which develops knowledge, thinking and language through interaction and increases individual contact with students.
SYMPOSIUM 3

A NORDIC DIMENSION IN TEACHER EDUCATION, MYTH OR REALITY?

Organiser:
Brante, Göran, University of Kristianstad, Department of Behavioural Sciences

Discussant:
Carlgren, Ingrid, Stockholm Institute of Education, SKL

Contributors:
Laursen, Per Fibæk, Danish University of Education, Programme on Professional Development
Jakku-Sihvonen, Ritva, University of Helsinki, Faculty of Behavioural Sciences
Stafseng, Ola, University of Oslo, Institute for Educational Research
Wenestam, Claes-Göran, University of Kristianstad, Department of Behavioural Sciences

NERA’s-conference theme this year concerns a possible Nordic dimension regarding education and research. The Nordic countries have a long joint history in many ways and in many domains. We even sometimes talk about a common spirit. We often introduce our four countries as a unit, with mutual interests in different domains and in some ways distinguished from the rest of Europe. But when it comes down to teacher education there seems to be some differences between the four countries. Finland has an academic teacher education; Norway and Sweden are taking steps towards an academization of teacher education; Denmark is on the brink of changes, but is still principally in the college tradition. Finland is mostly top-ranked in PISA comparisons. A considerably part of teacher education in Norway is the same for different types of teachers. Sweden has a similar system. Danish elementary school teachers are qualified for teaching the first ten school years. So is it possible to talk about a Nordic dimension in teacher education? Four professors of Education from Denmark, Finland, Norway and Sweden will discuss this question.

A NORDIC DIMENSION IN TEACHER EDUCATION? MYTH!
Laursen, Per Fibæk, Danish University of Education, Programme on Professional Development

Modern teacher educations in most developed countries consist of three parts: subject matter, pedagogy and practice. Generally the intentions are that the three aspects of teacher competence should become an integrated unity of professional competence. What makes teacher education differ from one country to another are primarily the order in which the three aspects are learned and the relative weight given to each aspect, and whether teacher education is a separate course of study or not. The answers of the Nordic countries to these questions are quite diversified. No special Nordic quality or dimension can be identified!

A HIDDEN PRE-HISTORY OF NORDIC TEACHERS’ SELF-EDUCATION 1870-1940.
Stafseng, Ola, University of Oslo, Institute for Educational Research

Before the time of formalised and institutionalised Nordic cooperation, Nordic teachers and teacher educators used to meet regularly at the “Nordic School Meetings” (“Nordiska skol-
mötten”), from 1870 to the World War II (they lasted till 1972). These meetings were very successful, and could have up to 6500 participants for a week’s professional exchange and discussions. The paper will sketch on an overview of what these meetings emphasized, who participated, and what kind of pedagogical orientations we can read out of the protocols. A more sincere discussion will be raised on these meetings’ wider international integration in the the time of Reform Pedagogy before World War II, and on the positions of Nordic teachers in a time of growing tensions and political (military) conflicts in Europe.

A NORDIC DIMENSION IN TEACHER EDUCATION, MYTH OR REALITY? THE SWEDISH VERSION

Wenestam, Claes-Göran, University of Kristianstad, Department of Behavioural Sciences

The educational systems of Nordic countries are in many respects very similar. Among the structural similarities is an ideological and political nearness between three levels of the society, which I label: 1 An ideological or political level, 2. A rhetoric and directive level and 3. An implemental level. Each level is directly responsible for the performances of the level below. In Sweden the combined effects of these three levels on the teacher education have resulted in several peculiarities or unwanted consequences. The paper presents a selection of such incoherent or inconsistent outcomes being the effects of three levels on the construction and implementation of the new teacher education in Sweden.

THIRTY YEARS RESEARCH-BASED TEACHER EDUCATION - A FINNISH CASE

Jakku-Sihvonen, Ritva and Niemi, Hannele, University of Helsinki, Faculty of Behavioural Sciences

The Finnish teacher education will move to a two-tier degree system from 1.8.2005. The 3 years Bachelor and 2 years Master degrees together provide a teacher’s basic qualification to primary and secondary schools. The grounds for Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s. Typical features of Finnish academic teacher education were established in the late 70’s.
SYMPOSIUM 4 A

DIDACTIC PERSPECTIVES ON TEACHING VISUAL CULTURE AND ARTS IN ART TEACHER EDUCATION • A

Organiser:
Buhl, Mie, Danish University of Education, Educational Anthropology

Contributors:
Flensborg, Ingelise, Danish University of Education, Educational Anthropology
Halvorsen, Else M., Telemark University College

How does teacher education prepare becoming teachers to teach visual culture and arts? This question calls for a special approach to didactics in teacher education: "to prepare student teachers to teach students in school". Issues of didactics in the symposium are reflected in a broad sense of education and include a broad approach to learning and teaching processes. The special focus of the symposium concerns the fact that student teachers both have to develop skills to produce pictorial work, achieve theoretical skills to reflect art and visual culture and gain theoretical skills to transform skills into didactic reflections. The symposium addresses questions like:
- What are the relations between the student teachers’ own production and didactic reflections?
- How can teaching and learning processes be organised in order to enhance student teachers’ reflections?

The symposium aims to reflect teacher education in the field of visual arts and visual culture specifically in relation to the professionalization of becoming teacher.

DIDACTIC SPACE
Flensborg, Ingelise, Danish University of Education, Educational Anthropology

Visual studies are concerned with visual space in the environment as well as other kinds of visuality. I will discuss methods of dealing with visual space, inspired by geography, architectural theory and social constructivism. How can the visual environment and the interactions between the objects and the subjects contribute to an exchange of meaning, a construction of individuality and a development of community? What kind of practice and didactic reflections in relation to space and place are necessary for the student teachers to participate in and to develop a ‘tool’ for enhancing visual culture studies in schools?

STUDENTS’ EXPERIENCES AND DIDACTIC REFLECTIONS
Halvorsen, Else M., Telemark University College

In the discussion of the relationship between the students’ experiences and didactic reflections I use a socio-cultural approach, with special reference to Vygotskij. Moreover, I relate my discussion to the double concept of culture, developed by the Danish professor in literature Johan Fjord Jensen. In my conclusion, I present a critical perspective upon a practice of automatically transference of experiences from students in selected studies to pupils in compulsory schools.
SYMPOSIUM 4 B

DIDACTIC PERSPECTIVES ON TEACHING VISUAL CULTURE AND ARTS IN ART TEACHER EDUCATION • B

Organiser:
Buhl, Mie, The Danish University of Education, Educational Anthropology

Chair and discussant:
Flensborg, Ingelise, The Danish University of Education, Educational Anthropology

Contributors:
Arvedsen, Karsten, KDAS, CVU-STORK
Buhl, Mie, Danish University of Education, Educational Anthropology
Gulliksen, Marte, Telemark University College, Faculty of Arts, Folk Culture and Teacher Education
Illeris, Helene, Danish University of Education, Educational Anthropology

How does teacher education prepare becoming teachers to teach visual culture and arts? This question calls for a special approach to didactics in teacher education: “to prepare student teachers to teach students in school”. Issues of didactics in the symposium are reflected in a broad sense of education and include a broad approach to learning and teaching processes. The special focus of the symposium concerns the fact that student teachers both have to develop skills to produce pictorial work, achieve theoretical skills to reflect art and visual culture and gain theoretical skills to transform skills into didactic reflections. The symposium addresses questions like:
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- How can teaching and learning processes be organised in order to enhance student teachers’ reflections?

The symposium aims to reflect teacher education in the field of visual arts and visual culture specifically in relation to the professionalization of becoming teacher.

VISUAL CULTURE AND THE ART TEACHER’S PROFESSIONAL ROLE - A RESEARCH-BASED DEVELOPMENT PROJECT AT THE COPENHAGEN TEACHER-EDUCATION COLLEGE

Arvedsen, Karsten, KDAS, CVU-STORK
Illeris, Helene, Danish University of Education, Educational Anthropology

In this paper, we will present some considerations and possibly some preliminary results from a research-based development project, which will be carried out at the Copenhagen Teacher-education College during the spring of 2005. The aim of the project is to study how the “visual culture discourse” can contribute in the training of becoming art teachers, and to try to provide them with a meaningful and argued openness in the involvement in visual events with pupils. Through design, implementation, and observation of experimental courses we will try to strengthen “cultural awareness” among student teachers without falling into total relativism at one side or, at the other side, the adoption of fixed and authoritative views and methods.
BECOMING A PROFESSIONAL ART TEACHER

Buhl, Mie, Danish University of Education, Educational Anthroplogy

Pictorial production is one part of Danish teacher education in visual arts education; theories of arts and culture are another part; theories of didactic are a third part. I assume that the ability to relate both productive skills and theoretical knowledge to educational theories are requested for being a professional art teacher. The colleges of education are challenged on how to facilitate that the processes of professionalization. In my discussion of the three parts, I use system theory and Erling Lars Dale’s educational theory of teachers’ professionalism.

PRIDE AND PREJUDICE – SOME CONSIDERATIONS OVER CONCEPT CONFLICTS IN NORWEGIAN ART AND CRAFT EDUCATION

Gulliksen, Marte, Telemark University College, Faculty of Arts, Folk Culture and Teacher Education

Lending its title from Jane Austen, this paper focuses on prejudices (and pride) in the Norwegian school subject Art and Craft. To understand what a concept means, we first off all must understand how we ascribe meaning to it. Some of this ascribed meaning is rooted in our prejudices. Foucault, Althusser and Kahnemann (psychological decision theory) are drawn upon to explain some aspects of this. A discourse analysis of a definition of “design” exemplifies concept conflicts, discursive battles, and prejudices’ influence on discourse-analytic practice. The problem of acknowledging one’s own prejudices is linked to pride. The consequences prejudices have on teacher trainers’ practice and self-reflection is then discussed.
RESEARCH ON MORAL VALUES AND PARTICIPATION IN SCHOOL PRACTICE AND POLICY DOCUMENTS • A

Organiser and chair:
Colnerud, Gunnel, Linköping University, Education

Discussant:
Hägglund, Solveig, Karlstad University, Division for Educational Sciences

Contributors:
Elvstrand Helene, Linköping University, Department of Behavioural sciences
Karlson, Ingrid, Linköping University, Department of Behavioural sciences
Thornberg, Robert, Linköping University, Department of Behavioural Sciences

The educational utopias may be dismantled. However, the value, moral and citizenship education and mediation is still present in the classrooms whether the teachers and students are aware of it or not and whether the educational research is paying attention to it or not. Following a tradition from Dewey, Jackson and Hansen the researchers in this symposium are involved in projects, where they try to uncover the moral and democratic experiences, which students can get in their daily practice and – as in one case- democratic values as they can be understood in policy documents. The contributors focus on students’ experiences of participation (Elvstrand) and their experiences of contradictory gender messages (Karlsson). One paper reports interviews with teachers about their mediation of moral values (Thornberg). Immigrant students’ options in school are discussed as an example of democratic experiences (Wigg). Three dimensions of democratic citizenship as they can be detected in national school policy documents are presented (Olson). Finally one paper discusses the consequences for research following from the assumption that values and norms are regarded as social constructions (Arabi).

STUDENTS’ EXPERIENCES OF DEMOCRACY IN SCHOOL
Elvstrand Helene, IBV, Department of Behavioural science

The Swedish school is supposed to be a democratic arena where students may learn about and practice democratic values. The aim of this paper is to describe some issues of how these democratic experiences may be understood from a child perspective. In addition to democracy, another central concept is participation. This is understood in a dual sense; as children’s’ ability to make their voices heard in the school environment and their access to participation in the student community. The empirical data presented are generated from an one year ethnographic fieldwork in a Swedish primary school with ten year old children.

CONTRADICTORY GENDER MESSAGES IN EVERYDAY SCHOOL WORK
Karlson, Ingrid, Linköping University, Institution of Behavioural sciences

Gender and equality between men and woman are important goals in the Swedish education in different levels. In what ways do the goals concerning equality and gender set tracks in schools and universities? In this paper I will give empirical examples from two different educational
settings; Swedish school and the university context. The empirical examples are based on an ethnographic study of primary school, and university students' opinions of integration of a gender and equality perspective in a study program. The discussion focuses on what the findings might mean for pupils' and students' possibilities to participate in a democratic society.

VALUES EDUCATION ACCORDING TO TEACHERS

Thornberg, Robert, Linköpings universitet, Department of Behavioural Sciences

The purpose of this paper is to investigate how teachers describe their practice of values education. Thirteen teachers have been interviewed. According to these the values teachers mediate to pupils are personal values, based on informal approaches, e.g. to be a role model, to intervene in conflicts, to uphold school and classroom rules. Furthermore, they report that their practice of values education is difficult, and a part of it is more or less unconscious or unreflected. This indicates that values education is embedded in the daily life of school, and this influence partly seems to be an implicit values education.
RESEARCH ON MORAL VALUES AND PARTICIPATION IN SCHOOL PRACTICE AND POLICY DOCUMENTS • B

Organiser and chair:
Colinerud, Gunnel, Linköping University, Education

Discussant:
Hägglund, Solveig, Karlstad University, Division for Educational Sciences

Contributors:
Arabi, Mehdi, Linköpings Universitet, Department of Behavioural sciences
Olson, Maria, IUV, Department of Educational Science
Wigg, Ulrika, Linköping University, Department of Behavioural Sciences

The educational utopias may be dismantled. However, the value, moral and citizenship education and mediation is still present in the classrooms whether the teachers and students are aware of it or not and whether the educational research is paying attention to it or not. Following a tradition from Dewey, Jackson and Hansen the researchers in this symposium are involved in projects, where they try to uncover the moral and democratic experiences, which students can get in their daily practice and as in one case- democratic values as they can be understood in policy documents. The contributors focus on students experiences of participation (Elvstrand) and their experiences of contradictory gender messages (Karlsson). One paper reports interviews with teachers about their mediation of moral values (Thornberg). Immigrant student’s options in school are discussed as an example of democratic experiences (Wigg). Three dimensions of democratic citizenship as they can be detected in national school policy documents are presented (Olson). Finally one paper discusses the consequences for research following from the assumption that values and norms are regarded as social constructions (Arabi).

VALUES AND NORMS STUDIED AS SOCIAL CONSTRUCTIONS
Arabi, Mehdi, Linköpings Universitet, Department of Behavioural Sciences

The following study takes its starting point in the contemporary debate concerning the theoretical and philosophical roots of social constructivism and aims to discuss some of the central aspects of this perspective in relation to school research. For a more specific discussion, the focus is delimited to the empirical study of norm-and value systems in school settings and the possibilities and problems linked to the field within the paradigm of social constructivism. Empirical results, collected from studies with ethnographic approach, will be presented to exemplify the research process seen from a social constructivist horizon.

DIMENSIONS OF DEMOCRATIC CITIZENSHIP IN NATIONAL SCHOOL DOCUMENTS
Olson, Maria, IUV, Department of Educational Science

The Swedish compulsory schools are commissioned to bring up democratic citizens. This assignment is articulated in prevalent national policy documents of education. In this text the aim
is to highlight the descriptions of the schools’ upbringing in terms of what citizenship dimensions and ideals that can be considered to appear in a specific societal and historical situation. In the beginning of the 1990ies, three dimensions can be outlined as central in the political educational understanding of the students as future democratic citizens: an economical, a political and a cultural citizenship dimension, where the economic dimension appears to be dominant.

IDENTITY AND LIFE CHANCES - THE EXPERIENCES OF IMMIGRANT TEENAGERS IN SCHOOL

Wigg, Ulrika, Linköping University, Department of Behavioural Sciences

An increasing number of children leave their home countries during their school years, fleeing from war or persecution or moving to a new country for work or other reasons. In this paper, I present life history interviews with teenagers who have arrived in Sweden and now attend Swedish school, and discuss issues concerning life chances and identity. Life histories provide an empirical material, which enables a discussion about the individual in relation to a specific context. The aim is to gain some understanding of how young persons experience their life situation in school under the conditions of migration and relocation.
SYMPOSIUM 6

NORDIC PERSPECTIVES ON ICT AND SCHOOL DEVELOPMENT

Organiser:
Erstad, Ola, University of Oslo, ITU

Discussant:
Buhl, Mie, Danish University of Education, Educational Anthropology

Contributors:
Almås, Aslaug Grov, Stord/Haugesund University College, Department of Teacher Education
Krumsvik, Rune, Universitetet i Bergen, Institutt for Utdanning og Helse
Lund, Torbjørn, University of Tromsø, Department of Learning and Teacher education

There are some key features common among the Nordic countries. First, all the Nordic countries have for many years had similar national educational policies focusing on education for all. One consequence is that Norway, for example, has a long experience of including new media in education for delivering education across distance. Second, within the education system many schools have experience on project-based learning. Third, in all the countries citizens and schools have relatively good access to technology. The question is to what extent these similarities gives us some common framework for ICT and school development compared to other countries. To discuss these issues this Symposium will bring together researchers working on ICT in education. Three different perspectives on ICT and school development will be discussed. One is on organizational frameworks. Another is the role of teachers. The third is on project-based activities using ICT. The Norwegian researchers in the Symposium all relate to the national PILOT-project (Project: Innovation in Learning, Organization and Technology). The project included 120 schools in 9 regions of Norway for four years. The main focus was on ICT and whole school development. In addition one Danish and one Swedish researcher will take part in the Symposium.

PREPARING TEACHERS FOR A DIGITAL CLASSROOM

Almås, Aslaug Grov, Stord/Haugesund University College, Department of Teacher Education

The objective of the national PILOT-project has been to use ICT in learning. It is hard to find how ICT can improve learning. One of the most distinctive findings in PILOT however, is the importance of the teacher. The teacher is already aware of this, but she is working hard to find her new position in classroom. If there really is a new position? There is relatively good access to technology in Norwegian classrooms. For the teacher, this contributes to increasing the flexibility in orchestrating the learning environment. Seen from the teacher-educators point of view, we need to discuss the relation between professional skills and didactics.
FOLK PEDAGOGY AND ICT
Krumsvik, Rune, Universitetet i Bergen, Institutt for Utdanning & Helse

How teachers use and utilize ICT in technology-dense communities of practise is still a relatively new field within school and education. From a Nordic perspective it seems as if we have struggled with the same implementing problems. Even if our national curriculums intend to implement ICT, the infrastructure is rather good and the digital competence among teachers is increasing, we fail to integrate and utilize ICT in the teachers’ daily practice in school. In this paper, a spotlight is aimed at teachers “folk pedagogy” as a “lence” to understand how some PILOT-teachers seeks to implement and utilize ICT in their daily practise. This focuses on how teachers intend to create content for their ICT-use through their local curriculum work and which processes one can reveal in such initiatives.

TEACHING, TECHNOLOGY AND LEARNING IN SMALLER SCHOOLS
Lund, Torbjørn, University of Tromsø, Department of Learning and Teacher education

New technology in school challenges the ideas about how pupils and teachers can cooperate and collaborate with other schools. To smaller schools in rural areas this might give both supplementary and more stimulating learning environments for the pupils and at the same time contribute to developing teacher cooperation. Research shows that it is not the technology that decides whether to succeed or not. The teachers’ personal opinion, the construction of meaningful learning situations and the use of local knowledge seems to be of importance.
SYMPOSIUM 7

DYNAMICS OF EVERYDAY LIFE IN THE CLASSROOM

Organiser and chair:
Granström, Kjell, Linköping University, Department of Behavioural Sciences

Discussant:
Lander, Rolf, Göteborg University, Department of Education

Contributors:
Frykedal, Karin Forslund, Linköping University, Department of Behavioural Sciences
Granström, Kjell, Linköping University, Department of Behavioural Sciences
Jedestog, Gunilla, Linköping University, Department of Behavioural Sciences
Samuelsson, Marcus, Linköping University, Department of Behavioural Sciences

The interaction between teachers and students as well as between students can fairly well be described as interactional dynamics. The daily work in the classroom can be described and understood in different ways. In this symposium some specific aspects of everyday life in the classroom will be discussed and exemplified by use of observational data from a number of classrooms. Focus will be on the learning situation as well as activities and conditions framing the learning situation, such as the physical and temporal space, pupils’ chatter and teachers’ correction of perceived troublesome behaviour.

PEER INTERACTION AND LEARNING
Frykedal, Karin Forslund, Linköpings Universitet, Department of Behavioural Sciences

This presentation will be in swedish.
This paper describes preliminary results from a study in a classroom setting carried out by observation as a main data collection method. The purpose of the investigation is to study pupils’ interaction and the dynamics of learning in groups. The observation is done in a period of one semester in two classes year 7. The pupils are divided into “pupil working groups” sitting together around tables with the intention that learning takes place within a social context. The study has a grounded theory approach and so far some core categories have arrived and will be presented.

STUDENTS’ CHATTER IN THE CLASSROOM
Granström, Kjell, Linköpings Universitet, Department of Behavioral Sciences

The informal interaction between the students constitutes a very important part of the educational context that a classroom situation offers. However, as the interaction normally is not very loud, most teachers are unaware of the huge amount of interaction that is going on. An interesting finding is that the individual children’s amount of interaction seems to be independent of class size. This means that the sum of chatter will increase linearly, not exponentially, with the number of children in the class. Chattering is an inevitable expression of human needs, i.e., the students’ need for nearness, support, confirmation, curiosity and knowledge.
**DISSOLUTIONS OF BOUNDARIES**

Jedeskog, Gunilla, Linköping University, Department of Behavioural Sciences

Traditionally, teaching and learning take place in a classroom. The pupils’ desks are often arranged in rows. In front of them the teacher’s desk. Teachers mostly have sufficient possibilities to control the pupil. Room and time are limited. However, there is a current trend towards dissolution of boundaries in terms of time and space. Pupils often work outside the classroom, in study rooms, in the library or at home. That calls for new roles for teachers and pupils. The aim of this paper is to discuss how the arrangement of the teaching and learning environment influences the interaction between teachers and pupils.

**PUPIL REACTIONS AND RESISTANCE TO TEACHER CORRECTIONS IN THE CLASSROOM**

Samuelsson, Marcus, Linköpings Universitet, Department of Behavioural Sciences

This paper discusses aspects of classroom interaction as pupils’ reactions and resistance towards teachers’ corrections in case of perceived troublesome behaviour among the pupils. What happens when teachers address pupils as a collective instead of by individual statements, and in what way do pupils react against being treated as a collective?
SYMPOSIUM 8

ELEMENTARY TEACHING AND ADAPTED LEARNING

Organiser and chair:
Haug, Peder, Volda University College, Faculty of Education

Discussant:
Klette, Kirsti, University of Oslo, Institute of Educational Research

Contributors:
Aske, Jorunn, Volda University College, Faculty of Humanities
Flemmen, Randi Lothe, Volda University College, English
Myklebust, Randi, Volda University College, Faculty of Education
Skorpen, Leif Bjørn, Høgskulen i Volda, Faculty of Education
Vatne, Bente, Volda University College, Faculty of Education

This symposium is about adapted learning during the first four school years in Norwegian compulsory school, meaning how learning and development of each student is taken care of within class. In primary education we can find strong opinions about how teaching should be done to be of high quality. The knowledge about what really goes on in the elementary teaching is however, weak. The symposium deals with what goes on in elementary classes, based on systematic observations in totally 10 classes, grades 1 through 4 during a three-year period. The classrooms have been studied with a general interest in elementary teaching. In addition there is a specific focus on reading and writing, English as a foreign language, mathematics, the use and function of play and what are the conditions for students with minority background. Data from the classroom observations are used as a basis for discussing what goes on in the elementary teaching, how this teaching is regulated and decided, what are the relations between the different elements and subjects taught, and how this part of school could be understood. In this symposium we plan seven short presentations: “Introduction”, “Reading and writing”, “English”, “Mathematics”, “Use of play”, “Conditions for minority students” and “Conclusion”.

ADAPTED LITERACY LEARNING DURING THE FIRST SCHOOL YEARS: ILLUSION OR REALITY?
Aske, Jorunn, Volda University College, Faculty of Humanities

The main problem discussed in this paper, is particularly beginning literacy learning during the first school years in Norway, and to what extent the teachers arrange adapted teaching in reading and writing. The discussion about reading methods is between the traditional method with learning rules for the correct decoding/encoding of written language (Phonics) and the method based on learning by engaging in real or simulated activities involving the reading and writing of “real” texts in “real” contexts (Whole language). I find that many teachers use both Phonics and Whole language. In the last three- four years there has been a reaction against the Whole language method. The opponents mean that this method does not focus enough the training in reading proficiency, and many teachers have been influenced by this view. Some teachers create a play environment for literacy others do not. The textbooks seem to be an important part of the teaching in reading and writing. Usually the children work with the same letter, the same page in the textbook, and with same homework. Some teachers try to adapt the teaching...
in reading: Good readers get a bigger set of exercises and they must read more than the other children. What level or how advanced the text is, becomes less important. In my opinion some of these exercises are too simple for good readers. Some of those pupils use a lot of time in school doing nothing: They are bored.

ENGLISH FROM THE AGE OF SIX – A SUCCESS OR JUST WISHFUL THINKING?
Flemmen, Randi Lothe, Volda University College, English
Pupils in Norway are supposed to learn English from grade 1, at the age of 6. The 1997 curriculum is quite ambitious; in tune with modern language learning theories, the plan frequently uses phrases like “discover and experience”, “try out”, “explore”, “experiment with”, “create” and “play with”. In other words, we get a notion of the curious and active language learner. The paper examines among other factors a) how the time resource is being used, b) to what degree the pupils are active language users and c) what areas of language are being practised. The teaching of English at this level seems to be heavily dependent on the class teacher’s professional qualifications and enthusiasm. We have seen a wide variety both in the amount of as well as the quality of English at all four class levels. This fact naturally brings up many essential questions, e.g.: Why is there such a gap between the curriculum worked out centrally and reality in the classroom? Is it time for a teacher training reform? Should recent classroom experiences affect the coming school reform? Will the pupils’ ultimate results improve when English in upper secondary school is reduced and part of the time resource is being used to strengthen English at the lowest level, when so many schools seem unable to utilize the resources they administer today?

BEGINNERS’ EDUCATION WITH NORWEGIAN AS SECOND LANGUAGE
Myklebust, Randi, Volda University College, Faculty of Education
The project studies the school’s work for adaptation of learning environment for pupils with another first language than Norwegian. Adapting to this need makes it appealing to evaluate first language’s role in teaching as well as the content in the formal support for second language. In our project in the north-western parts of Norway no pupils follow the plan for Norwegian as second language for language minorities. The schools differ in their work with and argumentation of organisation and content in Norwegian studies. A common denominator is nevertheless that the pupils mainly are taught in classes with Norwegian pupils. First language, when not Norwegian, is seldom part of the subjects offered. Some head teachers have not received information about whether pupils have lessons in their own language or not. In those few cases where bilingual teachers were observed in classrooms, first language was seldom used as teaching language. Pupils themselves speak Norwegian in classes. The paper tries to explain the field of practice as it appears to us. Organising a learning environment where pupils shall acquire knowledge, skills and attitudes in a language they are learning is perhaps the biggest challenge in the multicultural classroom. The paper discusses how projects of cooperation between pupils with different language backgrounds can be established and how learning that is both related to subject and language development at beginners education for everybody can be undertaken.

KINDS OF WORKING METHODS AND AREAS OF KNOWLEDGE IN MATHEMATICS
Skorpen, Leif Bjørn, Høgskulen i Volda, Faculty of Education
My sub-project in mathematics is called: “Individually adapted learning with special focus on the aspect of language in mathematics”. The main question discussed is: “Which areas of knowledge
are emphasized, and how are these being used in mathematics in grades 1 - 4?” Through observations, I examine how the work in mathematics is adapted to the individual pupil’s abilities, and which kinds of working methods that are used. I study which areas of knowledge that are stimulated, for example: facts, skills, conceptions, structures of conceptions, strategies, processes or attitudes. Is the teaching prepared for wondering, exploration and experimenting? Are the pupils encouraged to express their thoughts and meanings through different modes of expression? Are they invited or challenged to explain their way of thinking? So far, the results from the quantitative data show that there are differences between the mathematics lessons and the other lessons. This concerns kinds of exercises (standard/differentiated), ways of working and interaction between teacher and pupils. From the qualitative observation data, I find for example that “silent work with exercises” is a frequently used way of working in mathematics lessons, and that “curiosity and experimenting” has low occurrence.

TEACHERS AND PUPILS - PARTICIPANTS IN A JOINT REALITY OR VIEWERS OF EACH OTHERS WORLDS?
Vatne, Bente, Volda University College, Faculty of Education

Some fear the play in school is too purposeful. Others think it is too purposeless. And what about the teachers? Are they participants or viewers of children’s play activities in the first project shows that most teachers are sleeping partners, or distant viewers, in pupils play activities. Is it possible to use children’s interests as basic for teaching if teachers and children are just viewers of each other’s worlds? How can teachers understand what is going on amongst the pupils if the teachers do not participate in the pupil’s reality? In this paper I raise the issue inspired by Skjervheim’s thinking in the essay Participant and viewer (Deltakar og Tilskodar). Do we consider the relations between teachers and pupils in play activities as instrumental actions or human interactions? Or is it a network of approaches, adapted to the special child and the special situation, where the teachers may be both participants and viewers?
SYMPOSIUM 9 A

CHILDREN UNDER THREE AND EARLY CHILDHOOD EDUCATION • A

Organiser and chair:
Johansson, Jan-Erik, Oslo University College, Department for Teacher Education

Discussants:
Greve, Anne, Oslo University College and Johansson, Eva, Göteborg University

Contributors:
Lundkvist, Marina, Åbo Akademi University, Department of Early Childhood Education
Still, Johanna, Åbo Akademi University, Department of Early Childhood Education

Child care for children under three is expanding in most Nordic countries, it is no longer only Denmark that has a great number of very young children in Early Childhood Education. Hence it is important to focus the ongoing research in the field, especially since this has been limited so far.

EQUALITY AND EQUIVALENCY IN TODDLER GROUPS
Lundkvist, Marina, Åbo Akademi University, Department of Early Childhood Education

The educational environment for children and adults should be of good quality in order to promote and challenge children’s learning and development. Good quality is considered to be a rich and challenging educational environment, which offers children the time, possibility, and physical space to experiment and investigate, where pre-school teachers treat children with respect while heeding children’s competency and abilities. A child’s right to a good-quality learning environment is dependent upon official documents such as the UN’s convention on the Rights of the Child or national/school curriculums, but to a greater extent on how laws, curriculums, etc. are realized. In interaction with others children should learn what their societal rights and obligations are. 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 centers and preschools constitute important places where fundamental thoughts and values are created and recreated for both children and adults. The purpose is to illuminate how the nurturance of equality and equivalency is realized in five different Swedish-speaking Finnish daycare environments and how those expressions are identified in child-child and child-pre-school teacher interaction. The empirical material consists of videotaped situations where children interact with one another and with pre-school teachers. The results focus on the expressions and strategies for equality and equivalency that were identified in the actions of the youngest children, aged 0-3.
A STUDY OF HOW TODDLERS SPONTANEOUSLY EXPRESS MUSIC

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

Music education is starting to change throughout the Nordic countries and beyond, moving from a traditional approach, where education foremost focuses on those children deemed musically gifted, to a new approach, where musical education is seen as a fundamental right. This new approach to music education emanates from the everyday world where children experience, "taste", and categorize sounds. Why is it important that children's musical perspectives develop and that pre-school teachers understand how children express and experience music in everyday surroundings? Marton (1992) writes that experience as consciousness is fundamental to children's learning. In other words, how children experience an activity molds their understanding of the significance of that activity.

This study addresses how toddlers, all between the ages of one and three, spontaneously express themselves during musical activities at daycare. The collection of data occurs through videography, a new method that lends itself well to qualitative studies of both young children's non-verbal and verbal expressions. This study focuses on three primary research questions:

1. How do toddlers express music during supervised song and music activities?
2. How do toddlers express music while listening to music?
3. How do toddlers express music in environments which contain different types of musical instruments?
CHILDREN UNDER THREE AND EARLY CHILDHOOD EDUCATION • B

Organiser and chair:
Johansson, Jan-Erik, Oslo University College, Department for Teacher Education

Discussants:
Lindahl, Marita, Åbo Akademi University, Department of Early Education
Bae, Berit, Oslo University College, Department of Teacher Education

Contributors:
Johansson, Eva, Göteborg University, Department of Education
Samuelsson, Ingrid Pramling, Göteborg University, Department of Education
Sheridan, Sonja, Göteborg University, Department of Education

Child care for children under three is expanding in most Nordic countries, it is no longer only Denmark that has great number of very young children in Early Childhood Education. Hence it is important to focus the ongoing research in the field, especially since this has been limited so far.

TEACHERS’ APPROACHES TO PLAY AND LEARNING IN EARLY CHILDHOOD EDUCATION
Johansson, Eva and Samuelsson, Ingrid Pramling, Göteborg University, Department of Education

This study concerns teachers’ approaches to play and learning in educational contexts. The aim is to find out if and how teachers integrate between play and learning in their educational practice. What kind of learning processes do teachers support in play and how can teachers stimulate playfulness in learning activities? The analyses are based on interactions between teachers and children in preschool, school and leisure time centres selected within a research project called: "Can play and learning be integrated in a goal-orientated preschool?" The results show that teachers’ approaches to play and learning depend on their dominating intentions for the interactions they create with children. On the one hand, if teachers intend to create a learning-activity, play is often in the background and serves as a mean for learning. On the other hand, if play is the main focus for the activity, learning may follow as a result of the interaction. Moreover, when teachers create a more open-ended activity with no explicit and dominating focus – neither on learning nor on play, both these dimensions seem to be supported in the interaction.

YOUNG CHILDREN INVITE THEIR TEACHERS TO PLAY
Samuelsson, Ingrid Pramling and Johansson, Eva, Göteborg University, Department of Education

This paper focuses on toddler’s intentions of involving teachers in their play. The data consists of video-observations, all part of a larger research project called: "Can play and learning be integrated in a goal-orientated preschool". The main questions of the analyses presented here are as follows: What may be the reasons for children to invite teachers in their play? What kind of support do the children expect from their teachers? The situations have been chosen because
they exemplify the children’s own control of the play-activity. This means that the analyses are based on interactions in which children are free to choose activities themselves. The children in the project as a whole are from seven preschools and one primary school, which gives a variation in age; from 1 to 9 years. Children have many different reasons to contact teachers (see Pramling Samuelsson and Johansson, manuscript), but one category is specific for the youngest children – they invite their teacher to play. An analysis and a discussion about this category will be presented in this paper.

YOUNG CHILDREN’S PLAY AND LEARNING IN EARLY CHILDHOOD EDUCATION

Samuelsson, Ingrid Pramling and Sheridan, Sonja, Göteborg University, Department of Education

Within OMEP:s (Organizacion Mundial para la Educacion Preescolar) network there is a comparative study of children’s opportunities to play and learn in Early Childhood Education. Participating countries are: Japan, Chile, Peru, New Zealand, Australia, USA, Norway and Sweden. From each country 5 children from 5 different early childhood settings participate. Each country provides general information about cultural, political and educational backgrounds and a description of the five early childhood contexts selected for the data gathering. The theoretical perspectives are socio-cultural experience orientated. The aim is to study what children in different cultures create meaning about in early childhood settings: What is the meaning of play for children from birth to the age of three? How do professionals who work with children arrange the day and themselves to support children’s expressions of play? What are the families’ views on play? The data consists of interviews with professionals and families about their perspectives of education in relation to play. The children are videorecorded as they participate in the activities of early childhood setting. Rogoff’s (1998, 2003) three planes of analysis will be used as well as theories of Tobin, Wu and Davidson (1989). Presented here is the first analysis of the Swedish part of the study, which in the next step will be compared to the analysis from the other participating countries. Expected results are general similarities and cultural variations in the process of young children’s meaning making in different cultures.
SYMPOSIUM 9 C

CHILDREN UNDER THREE AND EARLY CHILDHOOD EDUCATION • C

Organiser and chair:
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Johansson, Jan Erik, Oslo University College, Department for Teacher Education
Ødegaard, Elin Eriksen, Høgskolen i Bergen /Universitetet i Göteborg, Avdeling for Lærerutdanning/Utdanningsvitenskapelig Fakultet

Child care for children under three is expanding in most Nordic countries, it is no longer only Denmark that has a great number of very young children in Early Childhood Education. Hence it is important to focus the ongoing research in the field, especially since this has been limited so far.

OBSERVATION AS AN EMOTIONAL LEARNING PROCESS
Abrahamsen, Gerd, Stavanger University College, Education

This paper draws on my work in adapting the English observation method “Infant Observation” to Norwegian preschool education at Stavanger University College over the last 9 years. The observation method focuses on the interaction between children under 3 and adults in everyday situations in preschools, allowing each observer into a particular young child’s world at a particular point of time over a period of 8 weeks. The emphasis in this method of observation is on what is seen and felt during the observation. The students are encouraged and helped to see what there is to be seen and not to look for what they might think should be there. The observers do not make notes during the observations, but try to contain what they observe and also their own reflections until the observation is over (one hour). After each observation, the observers make a written observation report to be presented at a weekly observation seminar. The seminar leader’s role is to create an environment that promotes the discovery and exploration of new experiences. The aim is to develop an emotional learning process for the observers. Each observation can be looked upon as a small research study in its own right; challenging the observer emotionally, and also intellectually. This method of observation is based upon Object Relations Theory.

TODDLERS AND POWER STRUCTURE
Alvestad, Torgeir, Göteborg University, Faculty of Education

If we think of children’s play as reflecting the power structure among them, we will get a lot of interesting questions. One of the questions is about the conception of power. What is power in human relations? Is it good or bad? Is this power a personal or a relational quality? In what sense are small children capable to understand that they can deal with this structure
of power? And how important is this understanding for their personally and social learning. The focus of my research will be how small children in play and social gathering challenge them selves and each other in the question of power.

My research will have a focus on the structure of power in the culture of play and in relationship among toddlers. My research will be a phenomenological study, where the basic thinking is that your acting always has a meaning for your self, a meaning for today and for tomorrow. How are children dealing with the structure of power? I want to observe with video camera to catch these different pictures of meaning, and follow three toddler groups’ in different pre-schools. I will follow the groups for one year. I plan to do video recordings of children playing and dealing in groups. The video recording will be the basic of dialogue and reflection between the staff of the groups and me. I want to use the dialogue with the teachers to understand the meaning of the children’s activity.

**NORDIC CHILD CARE FOR THE UNDER THREE**

Johansson, Jan-Erik, Høgskolen i Oslo, Avdeling for lærerutdanning

The paper consists of a bibliographic overview of documents concerning child care for children under three in the Nordic countries, and an analysis of the ideologies. So far Denmark and Sweden have expanded their early childhood education system for the very young. Norway is developing first during the last years. Different material which has been determining child care for children under three is presented. The text will cover fields like family, care, early childhood education and children under three. The sources will be research, plans and political documents, textbooks and other literature. Until recently Child care has been in conflict with the school, the churches and the state in many countries. Child care in the Nordic region has it roots in the German radical bourgeois feminist movement (Allen, 1991), with a heavy influence of psychology since the 1930's. There are still many different ideas concerning the role of child care in relation to family, school, church, state and society. Traditionally there has been a focus on the medical hygienic pole, and behavioral modification has sometimes been important. The traditional focus is on care however, partly in the way Noddings (1984) discusses it. The point of the departure of the analyses is Tully’s (1988) perspective on Quentin Skinner’s work on political ideology, with a certain focus on less important texts, not only the big thinkers, trying to depict the fundamental conventions, a concept like Kuhn’s paradigm.

**THE DANCE OF A PIRATE – MEANING MAKING AND CULTURAL LEARNING**

Ødegaard, Elin Eriksen, Høgskolen i Bergen /Universitetet i Göteborg, Avdeling for Lærerutdanning/Utdanningsvitenskapelig Fakultet

Some children find great inspiration from commercial culture and artefacts in their meaning making and cultural learning. Some preschool teachers find this difficult, while others don’t. The “Norwegian Frameworkplan for Day Care Institutions” marginalizes this discussion. Andreas is a two-year old boy fascinated by the pirate “Kaptein Sabeltann”. He brings his CD and books in preschool and introduces Terje Formoes popular pirate story to his toddler mates. They play, listen and dances pirate themes day after day. His preschool teacher is tired of the pirate play and is more fascinated by The Norwegian writer and icon, Alf Prøysen’s stories and lyrics. She introduces the story of “The goat that could count to ten”, but she also meets the boy’s pirate interest in play and in letting him be the expert while organizing a piratparty. Andreas introduces themes that are not written in any pedagogical plan in this preschool. Nevertheless pirates, sable dances and play fights are often the themes in meaning making. In this preschools local plans Alf Prøysen’s name is dominant, still his work does not seem to materialize as a theme in meaning making neither in the toddlers play nor in the toddler initiated co-narrations in conversation. This scenario came
forward in an ethnographic case study in a preschool group for toddlers. Video cameras were used over a nine-month period. The paper discuss children as users of commercialized culture and their meaning making and preschool teachers dilemmas and challenges in their work.
LEARNING TRAJECTORIES IN PROFESSIONAL EDUCATION AND WORK: DIFFERENT THEORETICAL AND METHODOLOGICAL APPROACHES

Organiser:
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The concept of “learning trajectory” has made its way into studies of professional identity formation and learning and is fuelled by the turn in learning theory – from the acquisition metaphor to the participation metaphor (Sfard, 1999). In this symposium we will make a short visit to approaches that in different ways relate to research on professional expertise (Dreyfus & Dreyfus, Sternberg, Schön and Eraut). In their methodological strategy these researchers zoom in on task performance and critical incidents in the careers of practitioners. Representing a more “decentered” eye on expert communities Wenger introduces the issue of identity formation as axial in his theoretical framework. His empirical evidence could be labelled as “organizational socialization”, whereas Beach, from the standpoint of activity theory, is including macrolevel forces. The subjective side of professional development has been addressed by Danish researchers like Dreier and Salling Olesen. Their studies are influenced by life history analysis – and theoretically affiliated with German critical psychology and socialization theory. We will explore frameworks that could be characterized as object-oriented (Knorr-Cetina, Nespor and others) and discuss their relevance for understanding professional identity formation and learning. Also the methodological implications of studying intersecting trajectories that we call “epistemic” will be addressed.

CULTIVATION FEELINGS AND AUTHENTIC CONCERN – AN EDUCATIONAL CHALLENGE

Christiansen, Bjørg, Oslo University College, Faculty of Nursing
Jensen, Karen, University of Oslo, Institute for Educational research

Emotional and expressive qualities play an important role within all fields of working life. In the recent years there has however been a shift in expectations, placing a greater value on authenticity and the display of genuine emotion (Hochschild 1983, Rafaeli & Sutton, 1990).
Within nursing as well as other professional fields, what is called for today are more personalised and authentic forms of behaviour. Educational attempts have been made to ensure high standards of ethical behaviour within various fields of professional education, for example empathy training amongst social work students and milieu-therapists (Nerdrum, 2000). Questions concerning how to teach professionals to use themselves in ways that encourage genuine and spontaneous forms of expression, has led to a growing acknowledgment of the need to evolve a pedagogy for the cultivation of emotions. In nursing education this is reflected in the development of a new national curriculum which state qualities related to the capacity “to care”, “to feel empathy” and to the ability to become “emotionally involved” as learning goals (National Curriculum for Nursing, 2000). A study, placed within the field of classroom-studies (Gudmundsdottir, 1998), was carried out focusing on learning processes concerning professional communication. Viewing learning not only as an individual, but also a socio-cultural process, makes it interesting to investigate how social processes between nursing students look like in a specific learning situation: How do the students help each other to handle emotionally challenging situations concerning patients in a professional way?

PROFESSIONAL LEARNING AS EPISTEMIC TRAJECTORIES
Lahn, Leif Christian and Jensen, Karen, University of Oslo, Institute for Educational Research

In this paper we will discuss the concept of “learning trajectories” and trace it from the community approach of Wenger to object oriented positions represented by for example Nespor (1994, pp 11) who defines them as an organisation of knowledge within a range of space-times and distributions that constitutes the disciplines - an area that attract students and practitioners in the professions. Knorr Cetina (1999) introduces the object-related character of knowledge in post-social cultures and describes how expert groups tie their learning trajectories to epistemic objects. In line with the later positions we will use the concept of “epistemic trajectories” when studying professional learning. Thus we emphasis the object-related rather than the social and life-related. Also knowledge is seen as an unfolding process (Knorr Cetina and Bruegger, 2002) that is intrinsically motivating – despite the growing evidence that emotional investments in professional work are increasing (Salling Olesen, 2001). In addition we want to include the fascination of experts towards a universe of knowledge constituting the discipline and being taken as “objective” in a Durkheimian sense (Young, 2002). The framework outlined here has been guiding our development of research instruments that is sensitive to both time-space compression and distanciation of learning processes. We follow students in nursing, teaching, engineering and accounting in their time of graduation and in their first years at work.

THE CONSTRUCTION OF A NEW PROFESSIONAL SELF: AN ANALYSIS OF THE CURRICULA FOR NURSES AND ENGINEERS IN NORWAY
Nerland, Monika and Jensen, Karen, University of Oslo, Institute for Educational Research

To be a professional has changed profoundly in last decades. Previously, professionals were expected to appropriate the shared knowledge of the trade and to enter clearly defined roles in a traditional professional culture. Today, we are facing an era where the professional “self” is constituted as an autonomous, innovative and overriding self, expected to bear the brunt of producing new knowledge as well as creating new relationships of trust and commitment in a global knowledge economy. The shift in image and focus this represents reflects what Lash describes as an overall trend in society towards “insourcing”, where a growing amount of activities and responsibilities are allocated from the collective to the individual level. In this paper we discuss how this changing professional self is articulated in newer reforms in the Norwegian professional education. We do this by way of a two step procedure. First we analyse
policy documents within the field of higher education in general. We thereafter single out two core groups, nurses and engineers – and under through the curriculum developed for these groups a more in-depth analysis. Recently a new curriculum has been passed for both these groups making them an interesting site for studying emerging visions of the professional self. Using concepts and ideas introduced by Foucault and his followers as a lens for our analysis, we discuss how the formulation of goals, activities and evaluation procedures in the curricula take the form of endless demands on the learning self; constructing the students as creators of new knowledge, boundary crossers, and innovators of self and ethics.
SYMPOSIUM 11 A

SCHOOL KNOWLEDGE IN KNOWLEDGE SOCIETY • A

Organiser:
Klette, Kirsti, University of Oslo, Institute for Educational Research

Chair:
Ingrid Carlgren

Discussant:
Will be announced

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Chaiklin, Seth
Porath, Elisabeth
Szybek, Piotr

A concern for content issues within educational research issue seems to fall between the cracks of present-day department structures in Universities and Schools of Education. People associated with Departments of Curriculum and Instruction or Didactics tend to focus primarily on the problems of selecting and teaching specific topics within established subject matter traditions, while people interested in educational policy generally do not pay attention to matters of content. There are few opportunities to engage in more general reflections about the content of school teaching in relation to the goals of schooling or the goals for specific subject matter areas, especially when reflections are grounded in historical and contemporary anthropological analyses of present-day society. Although issues of societal change and a need for life-long learning are mentioned, there is a lack of analysis and conclusions about the mission of schooling in relation to knowledge and knowledge formation. Our present-day societies are distinguished by demands for certain kinds of skills and competencies that are distinctly different from those required of most persons who lived in industrial societies. Even if, to a certain extent, curricular aims have been reformulated in relation to these changes the consequences for organization and content of school knowledge have not been elaborated. The aim of this symposium is to discuss and elaborate on these issues. How can we frame, analyse and talk about the content of knowledge and knowledge formation in school today?

WORKING IN THE SCHOOL SCIENCE LABORATORY – AN ACTIVITY
THEORETICAL ANALYSIS OF EDUCATIONAL CONTENT

Andrée, Maria, Stockholm Institute of Education, Department of social and cultural studies

Teaching science in a school laboratory has long been strived for in the science educator community. Students’ learning is most often taken for granted and the superiority of laboratory
work is rarely questioned. Joan Solomon once wrote, “Science teaching must take place in a laboratory, about that at least there is no controversy.” (1980, p 13). However, later educational research has criticized ideas of inductive learning as argument for laboratory work in school based upon empirical material indicating e.g. that students have difficulties drawing conclusions based on observation. Is laboratory work thus outdated as educational practice? The aim of this paper is to analyze the role of laboratory practice in school science: What educational content is constituted in student work in school science laboratory practice. Educational content is understood from an activity theoretical perspective in terms of motives realized through student work. Relations between educational content and subject matter are elaborated on. Ethnographic classroom data from two science classes during one school year are analyzed.

KNOWLEDGE AND MEANING IN MATHEMATICS, SCIENCE AND READING
Anmarkrud, Øystein; Arnesen, Nina; Bergem, Ole Kristian; Ødegaard, Marianne; Roe, Astrid, University of Oslo, Department of Teacher Education and School Development
Our project, gives an interesting opportunity to study meaning making in Norwegian classrooms, especially according to mathematics, science and reading. Usually activities, organization and content knowledge are studied separately, but in this study we attempt to bring together the three aspects by videotaping lessons from six classes in science, mathematics and Norwegian. Teachers and students will also be interviewed and given the opportunity to comment on the videotaped lessons. Meaning making occurs in various ways in a school classroom. It may involve learning and making meaning of new subject knowledge, like learning a scientific concept. Meaning making may also implicate that knowledge is situated in a larger context. How does meaning making take place in science and mathematics? What do the students experience? What are the teachers’ intentions? The study will also focus on the knowledge teachers possess about reading comprehension and reading strategies, how this knowledge influences the planning of instruction and classroom practice, and gender differences amongst students in reading.

THE PRODUCTION PROCESSES IN SCIENCE AND MATHEMATICS LESSONS
Chaiklin, Seth; Szybek, Piotr and Porath, Elisabeth
The purpose of this presentation is to elucidate the emergence of academic concepts and the way of acting with them. As examples laboratory activities in science and mathematics lessons are presented. We theorize them from the perspective of activity theory (Leontiev). This shows laboratory activities as production processes. The character of teaching is exposed and its relation to the motive of science and math curriculum is unveiled.
SYMPOSIUM 11 B

SCHOOL KNOWLEDGE IN KNOWLEDGE SOCIETY • B

Organiser:
Klette, Kirsti, University of Oslo, Institute for Educational Research

Chair:
Ingrid Carlgren

Discussant:
will be announced

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Lindberg, Viveca, Stockholm Institute of Education, SKL Carlgren, Ingrid, Stockholm Institute of Education, SKL

A concern for content issues within educational research issue seems to fall between the cracks of present-day department structures in Universities and Schools of Education. People associated with Departments of Curriculum and Instruction or Didactics tend to focus primarily on the problems of selecting and teaching specific topics within established subject matter traditions, while people interested in educational policy generally do not pay attention to matters of content. There are few opportunities to engage in more general reflections about the content of school teaching in relation to the goals of schooling or the goals for specific subject matter areas, especially when reflections are grounded in historical and contemporary anthropological analyses of present-day society. Although issues of societal change and a need for life-long learning are mentioned, there is a lack of analysis and conclusions about the mission of schooling in relation to knowledge and knowledge formation. Our present-day societies are distinguished by demands for certain kinds of skills and competencies that are distinctly different from those required of most persons who lived in industrial societies. Even if, to a certain extent, curricular aims have been reformulated in relation to these changes the consequences for organization and content of school knowledge have not been elaborated. The aim of this symposium is to discuss and elaborate on these issues. How can we frame, analyse and talk about the content of knowledge and knowledge formation in school today?

TRADITION AND THE CONTENT OF EDUCATION
Berthén, Diana, University of Karlstad, Division for Educational Sciences
Lindberg, Viveca, Stockholm Institute of Education, SKL

In two separate reforms concerning different parts within the Swedish educational system, the steering documents initiate a change of the conditions and aims for teachers’ work. The issue of this paper is to describe what the consequences are in regard to the content offered to the students. The results are discussed in relation to one aspect of cultural historical activity theory – tradition and its impact on how the activity is formed. Results from two separate studies are presented as examples of the intended change and the actual content. The first study
concerns a changing focus for special education for children diagnosed as mentally retarded.
The second study concerns the introduction of core subjects with syllabuses common for academic and vocational programmes within upper secondary school.

SUBJECT SPECIFIC COMPETENCIES

Carlgren, Ingrid, Stockholm Institute of Education, SKL  
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Eriksson, Inger, Stockholm Institute of Education, SKL

What is the effect of schooling and how is it related to literacy? In new literacy research different ways of understanding literacy has been discussed. On the one hand literacy has been seen as something in and by itself – by acquiring the written language certain cognitive abilities and ways of reasoning develop. On the other hand, the focus is on different kinds of literacies. What is learnt in connection with acquiring written language depends on the processes whereby one learns to write and to read. Thus, the framing and practices of literacy is focused on. This difference can be taken as a point of departure for discussing school subjects and the content of school knowledge. The content of the school subjects can be seen as decontextualized and neutral in relation to different ways of working with it. But the content of a school subject can also be seen as including the knowledge formation processes as part of the practices. The latter is the main argument in our contribution, which also contains a discussion of differences between school subjects in terms of specific knowledge formation processes. Three cases of teaching in different school subjects will be described and analysed. Each case is discussed in terms of the direct as well as the indirect content of knowledge. While the former means the concrete facts, the concepts and the assertions learnt the latter points to the qualities of knowing one must acquire in order to master the subject knowledge practice.
SYMPOSIUM 12

THE CHANGING NATURE OF CITIZENSHIP AND CITIZENSHIP EDUCATION

Organiser and chair:
Korsgaard, Ove, Danmarks Pædagogiske Universitet, Philosophy of education

Discussant:
Uljens, Michael, Åbo Akademi University, Faculty of Education

Contributors:
Huggler, Jørgen, Danmarks Pædagogiske Universitet, Institut for pædagogisk filosofi
Kemp, Peter, Danmarks Pædagogiske Universitet, Institut for pædagogisk filosofi

According to Zygmunt Bauman the world of today is fluid and undergoing constant change; therefore constant learning has been a necessity. But how to combine the ability to cope with change and the ability to live in a society, which has to build on certain values that are not (total) fluid, but (relative) stable? In other worlds: How to keep a society together in a world undergoing constant change? His own answer is citizenship education. The link between citizenship and learning has always been a close one. For instance, the introduction of mass public education in the 19th century was certainly a key element in the emergence of national citizenship. However, for a variety of reasons the concept of citizenship has become contested and new concepts like regional citizenship, European citizenship, global citizenship and world citizenship are used. Therefore, we can no longer take for granted what we mean by citizenship education. The symposium is about the changing nature of citizenship and of citizenship education.

LAWS AND CONSCIENCE. PHILOSOPHICAL REFLECTIONS ON STATE AND RELIGION

Huggler, Jørgen, Danmarks Pædagogiske Universitet, Institut for pædagogisk filosofi

The educational role of good laws in a well-organized state is a commonplace in philosophy. But in less successful states religion often appears not only as an expression of conscience, but as an incarnation of a divine law more legitimate than the laws made by men. The tolerance made possible by the uncontested superiority of a state elevated above the particular interests of its inhabitants and being above the competition of religious sects now turns into a conflict of legitimation, which in principle questions the possibility of any man-made political order. Philosophers should regard the possible conflict of state and religion as a conflict between two forms of conscience where the state on account of the multitude of particular religions and owing to the intelligibility of the laws beforehand should be recognized as the superior. But confronted with the problem of maintaining the state through the spirit of living and thinking people the philosopher should recognize the weakness of the state as well. Perhaps we can learn from the philosophical debate that classes in religion in community schools should not go against the faith held by the believers. But certainly, it should be taught in a spirit of critical distance made possible by hermeneutical questions and attempts to conceptualize and contextualize the topic.
COSMOPOLITISM AND INTERNATIONAL LAW

Kemp, Peter, Danmarks Pædagogiske Universitet, Institut for pædagogisk filosofi

If Ulrich Beck is right in saying that cosmopolitism is the next great idea which appears after the past finished ideas of nationalism, communism, socialism and neoliberalism, then we must try to think how a new world order or a new international law can be established as ideal of politics and education according to this new idea. International law was for long time only an agreement between states, but cosmopolitanism means recognition of great problems common for the whole humanity, protection of every member of Humankind irrespective of his or her national citizenship and thereby universal peace. The cosmopolitan has always two memberships: as citizen of state and as citizen of the world. And a citizen in our age must recognize at least three main problems that cross all national frontiers: the problem of financial globalization, the problem of intercultural coexistence, and the problem of the physical sustainability of the Earth. An international world order creating and preserving world peace cannot be created from above by lawyers or deduced from abstract ideas of human rights, but must grow up from below, as result of our involvement as citizen in such world problems that cannot be solved without collaboration in peace. It is on the basis of such problems we all share together that international law must be constructed, if it shall have validity and authority for moral and legal decisions and form part of a catechism for cosmopolitan education and citizenship in the 21st century.
SYMPOSIUM 13

ROBOTIC LEARNING

Organiser and chair:
Kroksmark, Tomas, University of Jönköping, HLK

Discussant:
Kroksmark, Tomas, University of Jönköping, HLK

Contributors:
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Kilbrink, Nina, University of Karlstad, Informationsteknologi
Segolsson, Mikael, University of Karlstad, Informationsteknologi
Otterborg, Annica, University of Jönköping, HLK

This symposium includes results from the Swedish project Lärande och programmerbart konstruktionsmaterial (LPK), where robotic learning is studied. The studies are in the area of pedagogic work, and more specific in the area of technology and IT in school. Both the teachers’ and the learners’ perspectives are discussed.

LEARNING AND TEACHING IN THE CONTEXT OF COMPUTERS AND ROBOTS

Carlsson, Sten, Karlstad University, Information Systems

Using computers in the context of learning and teaching is an ongoing question of study in research and pedagogical papers. A common question is: do the pupils or the students learn more by means of using computers? Sometimes the answer is yes and sometimes no. The only thing we can be sure of is that the computer itself is not like a fairy queen which swings the magic wand for us in order to give us the answers. We have to understand by ourselves what to do and how to do it. In this paper I will put focus on some prerequisites and conditions when you can assume that the computer can be used to support learning. These prerequisites and conditions are discussed from others research and from empirical basis in a context of using programmable robots.

PUPILS’ LEARNING AND EXPERIENCES OF PROGRAMMING LEGO ROBOTS

Kilbrink, Nina, University of Karlstad, Informationsteknologi
Segolsson, Mikael, University of Karlstad, Informationsteknologi

To use programmable Lego robotics is one way of using IT at school. For the purpose of this research, pupils in the 4th to 5th and 8th to 9th grade in the Swedish compulsory school have been interviewed about their work with Lego robotics. This study is a part of the Swedish project Lärande och programmerbart konstruktionsmaterial (LPK), where robotic learning is the major focus. The aim of this article is to present pupils’ experiences of learning with Lego robotics and how learners experience programming robots. The first part of this article has the focus on the pupils learning and the second part has the focus on intentionality when the pupils are describing their programs. The result shows that some pupils are object oriented in their work, and their knowledge is restricted to the context where the learning takes place. Others can transform their knowledge to other contexts. Pupils’ programming experiences are also different. Most of the pupils focus on the robot, or on the task, and just a few focus on the programming itself.
LEGO AND TECHNOLOGY AMONG YOUNG PUPILS
Otterborg, Annica, University of Jönköping, HLK

The research aims at describing how pupils in compulsory school, boys and girls ages six to twelve, apprehend how they form and develop concepts in technology. Too few pupils, particularly girls’, choose technical programmes within higher education despite the fact that industry wants engineers. In the Swedish curriculum from 1994 for the compulsory school, technology has received its own syllabus in the curriculum because it is now a compulsory subject. Many teachers lack the requirements/education to teach technical subjects, especially teachers who teach younger pupils though they now have the responsibility for the subject. Therefore it is of particular interest for me to gain knowledge of how teachers imagine what pupils think of how to form concepts in technology and how teachers form the classroom environment in order to present activities that motivate the pupils to get technical. In the ongoing technical project, which is a longitudinal study, LEGO material is the tool. They start with large LEGO-pieces, then technique LEGO and finally the pupils build LEGO robots which they programme in the computer. Based on interviews, observations and diaries and analysis shows that the first year’s goal was that the pupils learnt collaboration through problem solving with LEGO and that the LEGO-material became an artefact for collaboration. The following year I could see more of technology in the teachers’ education and how the pupils made links between LEGO and technology. The theoretical framework is based upon phenomenological theory.
SYMPOSIUM 14 A

NEW TOOLS FOR PARTNERSHIP BUILDING BETWEEN WORK, EDUCATION, AND RESEARCH • A

Organiser and chair:
Lahn, Leif Christian, University of Oslo, Institute for Educational Research

Discussant:
Havnes, Anton, Oslo University College, Centre for staff and learning development

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Wärvik, Gun-Britt, Göteborg University, Department of Education

The distinctions between education, work and private life are becoming more and more blurred. Also researchers are increasingly asked to engage with practitioners in joint problem solving (Nowotny, Scott & Gibbons, 2003). Still we have a poor understanding of the learning that takes place in „the field of tension“ between school and work (Bottrup and Helms Jørgensen, 2004). These relationships could be studied at different levels – intersectorial cooperation, local networks between schools and companies, individual or groupbased projects. In this symposium we will concentrate on the microlevel changes – with some tentacles upwards to the institutional level. We also start from the sociocultural premise that transfer of knowledge and skills from the locus of learning to the locus of application is a social process mediated by new intellectual and practical tools (Tuomi-Gröhn and Engeström, 2003).

The symposium will present different cases addressing the development of boundary crossing models and instruments in work place settings (boundary crossing cooperation, web based learning portal for work process understanding) and in partnerships between schools, work organisations and local communities (concept formation through construction of theoretical programmes in education, portfolio assessment as boundary structure between education and work, writing as hybrid genre, story writing).

REPRESENTING NEW WORK SKILLS: THE RISE AND FALL OF A LEARNING PORTAL IN GRAPHIC INDUSTRY

Lahn, Leif Christian, University of Oslo, Institute for Educational Research

E-learning in the workplace has come to play a prominent role in the “dedifferentiation” between school, work and private life. In this paper I will review and discuss a case from graphic industry where the guiding idea was to develop a “learning arena” that combined the school-like and the work based approach. It is an excerpt from a larger Norwegian research project, NEMLIG. The research also addressed issues of participative design and was inspired by social constructivist approaches to human learning. The paper describes how a work group of skilled workers, employers, providers of adult and continuous education and researchers designed a web based “learning portal” in colour management for printed material. An important input to the design was a shared understanding of the new curriculum in graphical work - that the mastering of network technologies requires an understanding of work processes. Thus the portal represented
the different tasks in colour management of printed material - and their interrelationship. Each task and work station could be activated and give the learners access to the relevant courses material, expert groups, FAQs, discussion groups and so on. The concept was applauded in the work group and implemented in a network of smaller graphic companies. Contrary to the expectations of the designers the learning portal was resisted, by passed or ignored. The dilemmas encountered in the process and its outcome is discussed in relation to the concept of “boundary object/crossing zones”.

WRITING AS OBJECT-ORIENTED ACTIVITY. DEVELOPMENT A NEW WRITING GENRE IN FINNISH POLYTECHNICS

Lambert, Pirjo, and Vanhanen-Nuutinen, Liisa, University of Helsinki, School of Teacher Education and Helia Business Polytechnic

In higher-educational institutes writing has an essential meaning. This has become actual in Finland, in new higher educational institutes, polytechnics, which are transforming themselves at a high speed into more research-based organizations. Polytechnics are searching their own research identity and writing is a crucial part of it. Polytechnics do not have, however, the tradition of publishing. Thus far teachers have tried to follow academic traditions. Cultural-historical activity approaches to writing turns the attention from the language of the text or even the creative process of the authors to the cultural-historical activities that text mediate. Researchers or students do not learn to write or improve their writing in a general way outside the activity systems. Rather, one acquires the genres used by some activity field, as one interacts with people involved in the activity field and the tools, e.g. texts those people use. Hybrid genres emerge from the unification of two or more disparate activities. In this research we examine writing as an object-oriented and collective activity. Our research focus is in examining the potential of the development of new writing genre for polytechnics.

AMBITIONS TO CHANGE AND THE WORKINGS OF ARTEFACTS. BOUNDARY WORK AND STABILISING PRACTICES ON THE PRODUCTION FLOOR

Wärvik, Gun-Britt, Göteborg University, Department of Education

This paper focuses on how a powerful discourse of globalisation and economic competition, requiring “competent” and “flexible” workers, is made concrete on the production floor. More specifically, the paper is about tools created by management with the aim of bringing about change and about the workings of these tools on the production floor. One conclusion from the study is a contradictory situation with heavy tension between management demands for central control, e.g. by means of quality assurance systems and simultaneously, management demands on the individual’s ability to take initiatives and find creative solutions when handling different situations that come up during the working day. The tools are e.g. changed work organisation, formal meetings, administrative procedures related to production planning systems and a competence ladder. Of particular interest are the special positions among the workers with responsibility for production planning parallel with their normal work on the production floor, and their encounters with management and white-collar workers. The analysis focuses on the anticipated normal flow of events, on dilemmas and disturbances that appear in relation to this, and on how the dilemmas and disturbances are handled. Activity theory has been a theoretical inspiration. In their use on the production floor and during production planning meetings, the tools presuppose an infrastructure related to mass production and a division of labour between the planning of work and its execution. This creates dilemmas and disturbances in relation to new demands from customers.
NEW TOOLS FOR PARTNERSHIP BUILDING BETWEEN WORK, EDUCATION, AND RESEARCH • B

Organiser and chair:
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The distinctions between education, work and private life are becoming more and more blurred. Also researchers are increasingly asked to engage with practitioners in joint problem solving (Nowotny, Scott & Gibbons, 2003). Still we have a poor understanding of the learning that takes place in the field of tension between school and work (Botrup & Helms Jørgensen, 2004). These relationships could be studied at different levels intersectorial cooperation, local networks between schools and companies, individual or groupbased projects. In this symposium we will concentrate on the microlevel changes with some tentacles upwards to the institutional level. We also start from the sociocultural premise that transfer of knowledge and skills from the locus of learning to the locus of application is a social process mediated by new intellectual and practical tools (Tuomi-Gröhn & Engeström, 2003). The symposium will present different cases addressing the development of boundary crossing models and instruments in work place settings (boundary crossing cooperation, web based learning portal for work process understanding) and in partnerships between schools, work organisations and local communities (concept formation through construction of theoretical programmes in education, portfolio assessment as boundary structure between education and work, writing as hybrid genre, story writing).

PORTFOLIO AS A TOOL FOR PARTNERSHIP BETWEEN PROFESSIONAL EDUCATION AND WORK-LIFE

Havnes, Anton, Oslo University College, Centre for Staff and Learning Development

Boud (2000) emphasises the “double duty” of assessment. Assessment needs both “to meet the specific and immediate goals of a course, as well as establishing a basis for students to undertake their own assessment activities in the future.” Assessment “needs to be seen as an indispensable accompaniment to lifelong learning” (ibid, p. 151). This paper addresses the issue of assessment as a boundary structure between education and work. While Boud’s approach focuses on how assessment impacts on student learning within the educational setting and in the perspective of lifelong learning, this paper has a more systemic perspective.

The focus is on the portfolio as intermediate between education and work in the perspective of these settings as learning environments. The primary question is: How can the relationship between professional education and work-life be structured in a way that serves a double function, which is to strengthening learning in both contexts, among students, teachers and practitioners? How do portfolios potentially mediate the relationship between professional
education and professional practice? The analysis is based on a conceptual analysis of assessment, learning and instruction and data from nursing education. It particularly discusses experiences from nurse education at Oslo University College, which has established their part-time nursing programme as an exploratory project. New relationships between education and work are tried out. A core dimension has been implementation of portfolio as a structure for learning and assessment.

**CONSTRUCTING TOOLS FOR PRACTICE-INSPIRED RESEARCH AND DEVELOPMENT IN FINNISH POLYTECHNICS**

*Konkola, Riitta, Helsinki Polytechnic, Administration and Finance*

The higher education system in Finland comprises two parallel sectors: Universities and polytechnics. Polytechnic degrees are Bachelor-level higher education degrees with a professional emphasis and take 3.5 to 4 years to complete. Closeness to working life is an integral aspect of development in polytechnics. The central concern of this paper is to analyze how and what kind of tools were developed for practice-inspired research and development (R&D). A case from Helsinki Polytechnic, where R&D is a new and growing part, will be used as an example. The ARENA project (2001-2003), was an attempt to meet the educational challenges caused by the national polytechnic reform launched at the beginning of the 1990s. ARENA project was based on the views of developmental transfer and was set up to promote teachers’ capacity to create such mutual collaboration between degree programmers and working life. Teachers were encouraged to develop tools for collaboration and R&D. In this research, I examine those tools as primary, secondary and tertiary artefacts (Wartofsky 1979), and as what artefacts, how artefacts and why artefacts (Engeström 1990). Those tools found by means of the preliminary analysis of the ARENA project can be categorized: Tools for identifying developmental needs of a workplace (what artefacts), Tools for analyzing the object of the developmental projects (why artefacts) and Tools for working with the object of developmental projects (how artefacts).

**SOAP AT WORK; NEW PARTNERSHIPS BETWEEN SCHOOLS AND TEACHER TRAINING INSTITUTES**

*Sanden, Johan van der, Eindhoven University of Technology, Teacher Training*

In the Netherlands both general and vocational education institutes are increasingly expected to act as autonomous organizations. As a consequence transformative leadership, management development and organizational (i.e school) development have become major issues. Dutch teachers are now expected to devise their own programs and play active roles in processes of school development. Especially in vocational education it is expected that teachers give credit to individual students’ school careers, take up responsibility for the development of their competencies and find new ways to customize educational arrangements. These developments have led to a renewed interest in teachers’ competencies and teachers’ professional identities and have brought schools to pay more attention to and get more involved in teachers’ professional development programs and initial teacher education. Teacher educators, teachers and student-teachers are currently involved in a number of small-scale and local research projects which are set up according to the SOAP-principle.

The focus is on establishing better relationships between activities in the fields of Schooling of teachers, Organizational development of schools (and teacher training institutes), Action- and development-oriented research and Professional development of teachers (both in schools and teacher training institutes). Central to this approach is the formation of knowledge-communities of researchers, students, teacher educators, teachers and employees of other work organizations which serve as networks for initiating and organizing expansive learning and collective concept formation processes. In this paper we present our findings with regard to three “SOAP” studies we are presently involved in.
CONTEXTUALISING EMOTIONS IN WORK-BASED TUTORING DIALOGUES

Sarja, Anneli, University of Jyvaskyla, Institute for Educational Research
Janhonen, Sirpa, University of Jyvaskyla, Institute for Educational Research

The starting point of work-related well-being is the individual’s self-perceived relationship with their social reality. According to research, human relations practitioners (nurses, social workers and teachers) are not prepared to change their own action culture; instead, their approach to problem-solving is individual-centred, based on situation-specific and ahistorical methods. No theoretical knowledge is accumulated while solving practical work-related problems. In customer work, dialogue is both an object of learning and a learning tool. Dialogue is an activity intended to improve the knowledge, insight or sensitivity of its participants (Burbules, 1993). Dialogue is also a process mediated by social relations, and therefore a constitutive dimension of the activity system that constructs and displays thinking (Engeström, 1987). However, there is not much research concerning emotions and dialogue. Some real-life problem situations may nonetheless trigger strong collective emotional engagement in the students and can be as a springboard for producing new object-oriented encounters. This study is focused on professional interaction and how it can be contextualised from the dialogical point of view. The research question is: How are the collective emotions and feelings (like responsibility, powerlessness, dependence) constructed during work practice of customer work? Empirical data will be collected e.g. in polytechnics in the field of social health care.
SYMPOSIUM 15

EDUCATION WITHOUT NATIONAL TIMETABLE

Organiser and chair:
Lander, Rolf, Göteborg University, Department of Education

Discussant:
Granström, Kjell, Linköpings Universitet, Behavioural Sciences

Contributors:
Alm, Fredrik, University of Linköping, LMV
Hansen, Michael, Göteborg University, Department of Education
Lander, Rolf, Göteborg University, Department of Education
Westlund, Ingrid, University of Linköping, Department of Behavioural Science

During 2005 the Swedish government will most likely get a recommendation to abolish the national time-frames for subjects in the comprehensive school and to assign decision-making about time to the local level. The recommendation is backed by a trial over five years in about 900 schools. This project, here called the time-frame project, has engaged a lot of evaluations and research studies, of which this symposium will present a sample.

WHAT CONTENT IS DEFENDED AND STIMULATED BY LESSON LABELS?
Alm, Fredrik, University of Linköping, LMV

The national curriculum of the Swedish comprehensive school mandates objectives for (at least) 12 subjects. Traditionally every subject controls its own part of the local time-table. Within the time-frame project schools invent new subjects and labels for time slots. A study of 326 time schedules from 33 schools shows that traditional subjects get new names, but also that names are connected to new activities or activities before hidden in the time-frames. This study investigates students’ experiences of what was going on in lessons labeled Mentor time, Team time and Profile.

SCHOOL INFLUENCE ON STUDENT SELF-EFFICACY
Hansen, Michael, Göteborg University, Department of Education

Students differ in their interest and capacity to control their own work and working situation in schools. Some causes of control capacity may be influenced by instruction in school, but others are more influenced by home and neighbourhood factors. The time-frame project claims that learning increases when schools control the time frames for instruction. By questionnaires to students in grade 5-6 and 8-9 in 14 schools it is investigated what impact the school has on students efficacy feelings in controlling their own work, and what impact the social background has.
DO TEACHERS TRUST EACH OTHERS’ ABILITY TO MANAGE GOALS AND TIME FOR INSTRUCTION?
Landen, Rolf, Göteborg University, Department of Education

After two years of trial in the time-frame project there were huge differences among schools in teachers’ collective feelings of efficiency concerning the management of goals and time. Not all project schools have better feelings of efficiency than control schools. After four years teachers at 120 schools answered a second questionnaire and the analysis will try to explain the causes of differing efficiency feelings.

TIME IN THE SERVICE OF OBJECTIVES
Westlund, Ingrid, University of Linköping, Department of Behavioural science

Pupils and teachers work is traditionally highly structured by the school-clock. The sequencing of learning, the pace of studies and other temporal choices are often out of their control. This “time-oriented” way of organizing work has its roots in the era of modernization following newtonian thinking and industrialization. In pre-industrialized society work was controlled by a “task-oriented” concept. Empirical findings show that there may be a shift going on in Swedish schools from time-orientation to task-orientation. A side-effect is that work becomes boundless for both students and teachers.
SYMPOSIUM 16 A

PHYSICAL EDUCATION AND SPORT • A

Organiser:
Larsson, Håkan, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsovetenskap

Discussant:
Engström, Lars-Magnus, Stockholm Institute of Education, Social and Cultural Studies in Education

Contributors:
Christensen, Mette Krogh, University of Aarhus, Department of Sport Science
Fagrell, Birgitta, Stockholm University College of Physical Education and Sports, Departement of Health and Sport Sciences
Larsson, Håkan, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsovetenskap
Meckbach, Jane, Stockholm University College of Physical Education and Sports, Department of Sports and Health Sciences
Redelius, Karin, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsovetenskap

The Physical Education and Sport symposium aims at presenting new educational research and work in progress within the field of: - sport - physical education - leisure culture - body and movement and more. The Nordic context is an important frame for understanding cultures in physical activities and movement in the symposium.

NARRATIVES IN PHYSICAL EDUCATION – A CASE STUDY CONCERNING 16-18 YEAR OLD HIGH SCHOOL GIRLS

Christensen, Mette Krogh, University of Aarhus, Department of Sport Science

This paper presents a case study concerning 16-18 year old high school girls, who participated in lessons in Physical Education (PE) with a specific focus on literary and personal narratives in sport and PE. Using observations and qualitative interviews with the teacher and the students, the purpose of the case study is to explore the relevance and potential of a narrative approach in learning and teaching in PE in high school/upper secondary school. The narrative approach in learning and teaching implies and develops the life story of the learner, i.e. explicit reflections on the learners’ primary experiences (Jarvis, 1992) in relation to specific practices and subject matter, in which the learner is engaged (Tinning, 2002). The case study is based on the view that the relationship between bodily practice and narrative reflection is characterized by the way narrative reflection puts practice and practical sense (not to say habitus) into perspective and thereby produces educative experiences (Dewey, 1938/1963). However, the narrative approach has rarely been used in Physical Education, presumably because PE often is regarded as a practical, bodily and, to some extent, non-verbal subject (Dowling, 1998; Christensen, 2001; Jespersen, 1997). It is suggested that narrative reflections can be used as an experience-oriented pedagogy in PE. The challenge for this approach to physical education is to develop the verbalisation of sensuous and physical experiences among the learners and thereby promote the narrative dimension of learning in PE.
DATA COLLECTION FOR THE KIS-PROJECT – SOME METHODOLOGICAL REMARKS
Fagrell, Birgitta, Stockholm University College of Physical Education and Sports, Department of Health and Sport Sciences

Data collection for the KIS project; the construction of gender and view of the body in physical education in school, has just been completed. Boys and girls in eighth and ninth grades along with their teachers were interviewed and a number of classes were videotaped. I will try to analyze and examine the data within a framework influenced by Toril Moi, Simone de Beauvoir and Maurice Merleau Ponty. The body has been given a central roll in public debate and researchers are returning to the material body in a quest to provide the body and bodily experience their deserved status in the research process. Sigmund Loland, in his article Kroppsyn, idrett og mosjon, offers three perspectives of mankind and the body. The subjective perspective is based in phenomenology, which according to Toril Moi in her book Hvad er en kvinde? can by way of a phenomenological body perspective eliminate the dualism of sex and gender. Moi turns to Beauvoir who insisted that the body is both situated and a situation. Most of us are ready to accept the body as situated, but the idea that it is also a situation leads to misunderstanding. When the body is perceived as both situated and as a situation one is able to focus on the importance of the living body in the meeting between the situation and the current project in which the body is involved (the body as a situation). Using this reasoning the context - the physical education class, the students experience and their bodily pictures- rises to new heights of importance in the interpretation of the interviews.

RESEARCH AS A MODE OF GOVERNING PHYSICAL EDUCATION
Larsson, Håkan, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsovetenskap

Research on the subject of physical education has for a long time been conspicuous by it’s absence. Just after the turn of the millennium, however, the picture has been radically changed. Two large survey studies, the S-I-H-project (Skola-Idrott-Hälsa; School-Physical Education-Health) and the National evaluation of the subject, and several smaller studies has been carried out. To that, we can add two recently published PhD-theses on the history of physical education. And there are more to come. Inspired by the works of the French philosopher Michel Foucault, I would like to put these studies into a context of power/knowledge relations in physical education. What function might the scientific study of physical education have in relation to the attempts to govern the subject? What research questions are at the forefront? What are the starting points for this research and how is the subject depicted in the reports? Whose interests does the research support? Which ways of performing the subject, its teachers and pupils as objects and subjects of thought and speech can be detected? The aim of this paper is to outline a research programme on the relation between research on physical education and the attempts to govern the subject. Using Foucauldian discourse analysis, the issue might be studied in governing documents on different levels, in the union bodies, in teacher education and in research on physical education. The presenter would like to have the symposium participant’s view on what would be suitable objects of study.

A STUDY OF PE TEACHERS FROM DIFFERENT ENVIRONMENT
Meckbach, Jane, Stockholm University College of Physical Education and Sports, Department of Sports and Health Sciences

The aim of this study is among other things to study the PE teachers, the schools, the environment and the living conditions in relation to the pupil’s physical status. This abstract will focus on the study of these PE teachers and the selection is based on the results of a previous
multi-disciplinary study called School-sport-health 2001. A main objective of the study was to determine who teaches physical education. What kinds of education do these teachers have and under what conditions are they working? Furthermore, the study aimed at investigating the content of the subject, as well as the teachers “goal-setting”. In total 17 teachers (10 women and 7 men) have been interviewed, 9 from schools with very active students and 8 from schools with very inactive students. The study showed that 88 % of the teachers who teach these classes have completed an examination in teacher training. More than 35 % of the teachers had less than 30 ECTS of education in PE. There are no differences in representations of teachers in the two groups with high active or low active pupils. From the results we can see that if the educational level of physical education teachers is set at 90 ECTS (the lowest level for a physical education teaching degree in Sweden) then pupils from these schools encounter physical education teachers (35 %) with an inadequate education.

TEACHERS VIEW ON GRADING PUPILS IN PHYSICAL EDUCATION

Redelius, Karin, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsosvetenskap

In just about all subjects in secondary school in Sweden today, girls have higher grades than boys. Physical Education is an exception, since boys get better grades than girls (Skolverket, 2004). Other studies have shown that this situation first occurred when co-education was implemented in Swedish schools (Carli, 1991). This paper focuses on teacher s view on grading pupils in Physical Education: What does the teachers value? What criteria are they guided by and how do they motivate their way of grading pupils? How is the relation between performance and behaviour when grading pupils? This study is part of a larger study, called the Gender-Physical-Education-School project. Four classes and five PE teachers were followed during one semester each. Six to eight lectures (around 30 over all) were video tape-recorded and the teachers were interviewed about their views on grading pupils. The analyses were made from a gender perspective and the results indicate that the new criterion referenced grading system does not seem to work in satisfactory way.
SYMPOSIUM 16 B

PHYSICAL EDUCATION AND SPORT • B

Organiser:
Larsson, Håkan, Idrottshögskolan i Stockholm, Institutionen för idrotts- och hälsosvetenskap

Contributors:
Agergaard, Sine, Aarhus University, Department of Sports Science
Jakobsson, Britta Thedin, Stockholm University Collage of physical Education, Department of Sport and Health Science
Lundvall, Suzanne, Stockholm University College of PE and Sports, Department of Sport- and Health sciences
Noethlichs, Marc, Norwegian University of Sport and Physical Education, Sportpedagogy
Ohlsson, Per, Jonkoping University, HLK

The Physical Education and Sport symposium aims at presenting new educational research and work in progress within the field of: - sport - physical education - leisure culture - body and movement and more. The Nordic context is an important frame for understanding cultures in physical activities and movement in the symposium.

SPORT AS SOCIAL FORMATION AND SPECIALIST EDUCATION
Agergaard, Sine, Aarhus University, Department of Sports Science

The starting point of this presentation is an ethnographic comparative analysis of two Danish sports colleges that aim to educate voluntary leaders and elite coaches, respectively. Based on the studies of Robert Wuthnow, the written, spoken and ritual aspects of discourses at the two colleges are described. The analysis of the stated purposes of the two colleges and the words used in their teaching shows two different orders of discourse about sport as social formation and sport as specialist education. Furthermore, the way in which the ritual aspect of education at the two colleges can be described is also discussed. Following the work of Victor Turner, the courses can be characterized by a duality that is similar to rituals. The courses not only contribute to a reproduction of different ideals for future leaders and coaches, they also contribute to the students’ development of social relations and experiences that go beyond the reproductive aim. In other words, there is a transformative aspect of both courses. This makes it relevant to develop concepts such as ‘formative education’ and ‘educational formation’ to describe the simultaneous different and overlapping traditions, which are reproduced through the physical education of educators in Danish sports.

FAVOURABLE ENVIRONMENTS FOR PHYSICAL ACTIVITIES – DO THEY EXIST?
Jakobsson, Britta Thedin, Stockholm University Collage of Physical Education, Department of Sport and Health Science

The aim of this study is to get more knowledge about what factors stimulates young people to physical activities. What environment stimulate respectively enclose physical activity in school? Are there differences between schools, the local environment and the living conditions in relation to schools with pupils who are very physical active and pupil that have a low physical activity? Can the differences depend on what the pupils do during PE classes, what education the teachers have, what the headmasters’ attitudes are towards physical activity and education? This
abstract will focus on a follow up study of School-Sport-Health 2003 where headmasters and PE teachers were interviewed, pupils had answered questioners and the environment of the schools were investigated. The selection of the schools is based on the results of a previous multi-disciplinary study called School-Sport-Health 2001. From the results of the first study (SIH 2001) 8 schools with pupils with high scores and 9 schools with pupils with low scores where found, in other words the pupils were very physical active and had high marks on the physical tests respectively inactive pupils with low scores on the tests. The analysis in this paper is based on the interviews with the teachers, the headmasters and the observation scanning of the schools physical environment.

ETHNICITY AND PHYSICAL ACTIVITY – YOUNG PEOPLES ENGAGEMENT IN PHYSICAL ACTIVITY, PHYSICAL EDUCATION, HEALTH, AND LIFESTYLE ISSUES

Lundvall, Suzanne, Stockholm University College of PE and Sports, Department of Sport- and Health sciences

In Sweden there is good knowledge about children’s and adolescents’ physical status, grade of activity and conceptions of the subject physical education and health. Less is known about the determinants for participating. Nothing is known about young people with another background than Swedish and their involvement on a qualitative basis. The aim of this pre study has been to investigate young people with another ethnicity than Swedish and their engagement in physical activity, health and lifestyle issues. Interviews with 24 students with another background than Swedish, aged from 12-18 years, have been made, together with 10 interviews with PE teachers. What meaning do the students put into physical activity in relation to other things in their lives? Who are the significant others affecting their conceptions of and involvement in physical activity? What are their conceptions of the school subject Physical Education and Health? What kinds of sport and movement cultures do they/ do they not come in contact with? What kind of milieu do they prefer for physical activity, and how and when do they like to practise? Results from this newly made study will be presented from a social cultural perspective.

INTERCULTURAL LEARNING IN AND THROUGH SPORTS AND THE SENSITIVITY TOWARDS STRANGENESS (STS)

Noethlichs, Marc, Norwegian University of Sport and Physical Education, Sportpedagogy

The main goal of intercultural education in the realm of physical activities is to improve mutual understanding between different individuals and social groups. Another important goal is to achieve a more rational conflict management strategy between natives and strangers. Movement, games and sports determine, in comparison to other school subjects, the character of Physical Education. In sports, little modifications of the tasks and sensible pedagogical treatment within the situations offer special possibilities for intercultural learning processes. Situations can easily be arranged in ways that demonstrate how it feels to be a stranger. Subsequent discussions and reflections are expected to lead to a better mutual understanding. In addition, essential feedback does not depend primarily on the mediation of another person. The STS is a key-indicator for intervention programs. Experiencing strangeness and learning how to deal with it constructively is an essential skill for both natives and immigrants. However, to feel strange is a result of noticing a person or situation as different to the individuals’ own perception. Furthermore, conceived distinctions in languages, appearance or behaviour will provoke patterns and reactions that might lead to devaluation. Consequently, the focus of attention will be upon the term ‘difference’. By attributing a meaning, differences becomes of specific importance to the individual. Thus, “the sensitivity towards strange-ness” can be defined as the individual qualitative classification of subjective perceived differences. The idea of this project is to develop a theory guided measuring instrument – in order to evaluate relevant intervention programs.
THE MATCH AS VERIFICATION. UNDERSTANDING PERCEPTIONS AS EXEMPLIFIED BY LEADING FOOTBALL COACHES

Ohlsson, Per, Jonkoping University, HLK

The seminar presents a thesis in which the focus is on how leading football coaches seek confirmation that a player has understood the essence of the coach’s instructions. During a match lasting 90 minutes a player is in contact with the ball for an average of one minute. The rest of the time is taken up with moving and positioning. Instructing in the art of moving also involves the art of training vision – the player’s capacity to interpret the positions of fellow players and opposing players and the movement of the ball. Instructing players in what should be done and how it should be done is a skill the majority of coaches possess. Training vision, i.e. creating an understanding of and giving a meaning to movement/position changes off the ball, is more challenging, particularly when these movements take place far away from the centre of events. It requires a clear understanding of cause and effect. Explaining the underlying reasons thus involves providing the person being instructed with content-oriented clarification. This creates an understanding of how the parts interact with the totality and the significance of doing things “on the quiet” to promote the outcome of match sequences and the final result. How can coaches be confident that the player actually understands why and where he should move during the eighty-nine minutes he is not in contact with the ball? The thesis has been analysed using a phenomenographic approach.
WIDEN ADMISSION WITH OBSTACLES – A MEETING BETWEEN DIFFERENT EDUCATIONAL TRADITIONS

Organiser:
Lundgren, Mats, Högskolen i Dalarne, Pedagogisk Utvecklingscentrum

Chair:
Olsson, Bertil, Högskolen Dalarna

Discussants:
Ericson, Björn, Fornby folkhögskolan
Lundgren, Mats, Högskolen Dalarna
Andersson, Margareta, Brunnsvik folkhögskola
Svärdhagen, Janne, Dalarna University, ICT Center
Öberg, Marita, Fornby folkhögskola
Zetterlund, Gunvor, Sjöviks folkhögskola

This anthology will be presented in Swedish

The university is in many aspects the most important actor in the Swedish education system. It has developed to a huge “education factory”. The aim is to reach 50 percent of every age group that leave the upper secondary school. The questions are many and we present in an anthology seven different contributions to discuss some of those questions. We would like share our experiences from a row of meetings between educationalists from Folk high schools in Dalarna and the Dalarna University collage. The anthology starts with an overview of how the Swedish university system almost has “exploded” and changed the university from an elite education into a “mass university”. In order to reach more students one aim is to deliver more of distant courses. We describe how the Folk high school and the university have developed different pedagogic traditions. On a concrete level, we compare the two educational systems, for example, how new students are sup-posed to manage. We interview Folk high school pupils about how they experience the differences and what conceptions they have about university studies. This is compared with how “occupational teachers”, with a strong profession identity, experience their studies. We discuss and criticise the university pedagogic. In the end, we present a case study on how the time in a Folk high school influence the pupils. The over all aim of the anthology is to sum up the question: - Are universities really interested to adapt to newcomers and give them entrance to higher education?

EN ANTOLOGI OM NÄR FOLKBILDNINGEN MÖTER AKADEMIN
Olsson, Bertil, Högskolen i Dalarna, Pedagogisk Utvecklingscentrum

Antologin inleds med en översikt av hur det svenska högskolesystemet närmast ”exploderat” förvandlat högskolan från en elitutbildning till en massutbildning. En ideologisk strävan från statsmakten att ge ytterligare fler tillträde till högskolan, har riktat uppmärksamheten på att utveckla utbildningar flexibelt och att kunna tillhandahålla dem på distans. (Lundgren & Svärdhagen) Här beskrivs också hur folkhögskolan utvecklats från dess födelse under andra
SYMPOSIUM 18 A

A SCANDINAVIAN PERSPECTIVE ON EDUCATIONAL LEADERSHIP IN AN ERA OF ACCOUNTABILITY • A

Organiser:
Møller, Jorunn, University of Oslo, Department of Teacher Education and School Development

Chair:
Johansson, Olof, Umeå University, Centre for Principal Development

Discussant: Swaffield, Sue, Cambridge University

Contributors:
Fuglestad, Otto Laurits, University of Bergen, Department of Education
Jensen, Bent Brandt, Danish University of Education, Department of Educational Anthropology
Krejsler, John, Danish University of Education, Department of Educational Anthropology
Kofod, Klaus Kasper, Danish University of Education, Pedagogical sociology
Moos, Lejf, Danish University of Education, Professional and Vocational development and Leadership
Møller, Jorunn, University of Oslo, Department of Teacher Education and School Development
Ärlestig, Helene, Umeå University, Department of Education

The symposium will set the context of democratic leadership in Scandinavian countries and aims at exploring how Scandinavian school leaders try to cope with pressures to transform the governing of the schools towards a more ‘rigorous’ form of New Public Management with models of management from the world of business while at the same time working for sustaining trust and loyalty in the school as an organization. The presentation will draw on data from a comparative research project in Denmark, Sweden and Norway. Multi-site case study methods have been chosen as a methodological approach. The research program in Scandinavia involves in-depth observations and interviews with formal and informal leaders, teachers and students. Leadership practice in each school is taken as the unit of analysis, and we are focusing on how leadership practice is distributed amongst both positional and informal leaders and how it is stretched over the school’s social and situational contexts. The research is also connected to a broader international project focusing on identifying successful school leadership across countries, but in this presentation we will particularly focus on and compare how leadership in the three Scandinavian countries is framed and how schools are sites of cultural and political struggles.
STRATEGIC THINKING AND COLLABORATIVE PRACTICES - A CASE STUDY OF LEADERSHIP, PHILOSOPHY AND PRACTICE AT LYNGHEI ELEMENTARY SCHOOL

Fuglestad, Otto Laurits, University of Bergen, Department of Education

This study is carried out within the context of the international Successful School Leadership Project. The Norwegian part of this project is operating as a national unit within the international project. There is a growing concern among researchers in the field of school leadership that an individualised and leader-centred conception may not be the best point of departure for understanding leadership processes in schools. Based on empirical studies and theoretical advancements a more collaborative approach is under development. In stead of studying what individual leaders do that might be termed leadership actions, the attention is directed towards interactions in collaborating pairs and groups, as well as towards institutionalised structures for collaboration, information exchange and problem-solving. In order to build a stronger empirical foundation for understanding leadership processes, case studies describing leadership practices are carried out. The analytical units in these studies are relationships, groups, structures and concerted actions of organisation members. In the study we focus on interaction and coordinated actions among members of the organisation, as well as organisational structures that might be part of the complex picture of leadership practices. We also seek to clarify the different actors’ leadership philosophy, their theoretical grounding of leadership behaviour. In the paper the empirical descriptions will be discussed in view of distributed leadership theory. An overarching idea is that continuous and expansive learning is part of this collaborative understanding of leadership in school. In the gathering of empirical data participant observation combined with qualitative interviews are employed.

A COMMUNICATIVE PERSPECTIVE ON LEADERSHIP IN SCHOOLS

Moos, Lejf, Danish University of Education, Professional and Vocational development and Leadership
Jensen, Bent Brandt, Danish University of Education, Department of Educational Anthropology
Krejsler, John, Danish University of Education, Department of Educational Anthropology
Kofod, Klaus Kasper, Danish University of Education, Pedagogical sociology

An important theoretical foundation for the study of leadership in Denmark is an understanding of school leadership being basically an act of communication. With inspiration from systems theories (Qvortrup 2001) we see educational leadership as: “The goal-directed and specialized communication and organization of communication and the precondition for communication that aims at stimulating learning and communication amongst students, staff as well as leaders.” (Moos 2003:19). We have been shadowing; the principal, a department leader, a teacher and a student on the same day followed up by interviews. On the basis of the observations and interviews we have written case stories of which we analyse and discuss levels of leadership from a communicative perspective. In using a case study approach we are getting in depth analyses of the micro politics of school leadership. The case stories gave detailed insight into the ways leadership is being practised at many levels that took part in school leadership and accepted responsibility for the school life and learning in different ways questioning managerial concepts of distributed leadership (Woods 2004).
RESEARCHING DISTRIBUTED LEADERSHIP IN UPPER SECONDARY EDUCATION

Møller, Jorunn, University of Oslo, Department of Teacher Education and School Development

The paper aims at presenting some of the findings from the Norwegian part of the Successful School Leadership Project. The Norwegian team has been investigating elementary as well as secondary, and I will for this presentation emphasize some general aspects, dilemmas and challenges in upper secondary education concerning leadership. In order to capture adequately the complicated and dynamic nature of school life, a distributed and micro-political perspective on leadership is chosen. Findings from three upper secondary schools will be presented. The three schools vary over a large register concerning communication pattern, relationship building, organization structure and mandated responsibility at different levels, to mention a few. In the paper attention is paid to how students have a voice in the decision-making process and their opportunities for open dialogues, and the role played out by the school principal and the leadership team. The findings indicate that the school principal probably is crucial in building the conditions for democratic participation in schools, but the success results from a continuous team effort within the school as well as close collaboration with the local community. In conclusion I highlight that democratic leadership is not simply another way of referring to distributed leadership, because one of the implications for school leaders is that they need to protect and promote the ideas and values of democracy in the language of education.

DOES PRINCIPALS’ COMMUNICATION ABOUT CHILDREN’S LEARNING AFFECT SCHOOL RESULTS?

Ärlestig, Helene, Umeå University, Department of Education

Communication and learning have increasingly become more important conceptions for schools as organizations. The internal school communication is dynamic, shifting from the general to individual feedback and from all personnel to individual persons and vice versa. The school’s communication structure and culture become prerequisites for the ability to communicate about goals and results. The principal’s role is to lead and unify her staff towards national and local goals. The children’s learning and results is a sign of school success. The purpose of this paper is to present findings about how principals use communication to focus children’s learning and results inside their own school and how that affects school outcomes. The paper reported here consists of a literature research around leadership and communication inside schools. The empirical data is from interviews conducted in three secondary schools with 3 principals and 6-9 teacher teams. Leaders communicate up to 80% of their working hours (Johansson, 2003). Leading a complex situation with contradictory expectations implies that communication must be used as a professional and conscious process and tool so the school’s main task doesn’t disappear in the flow of regular information. Leaders need to communicate high expectation, give concrete feedback and talk about pupils learning in planned conversations as a part of their daily work. Communications is also greatly influenced by the schools culture reflecting routines, norms and patterns of interaction that the principal has with staff and others.
SYMPOSIUM 18 B

A SCANDINAVIAN PERSPECTIVE ON EDUCATIONAL LEADERSHIP IN AN ERA OF ACCOUNTABILITY • B

Organiser:
Møller, Jorunn, University of Oslo, Department of Teacher Education and School Development

Chair: Johansson, Olof, Umeå University, Centre for Principal Development
Discussant: Swaffield, Sue, Cambridge University

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Stjernstrøm, Else, Tromsø University College, PLP
Törnsén, Monika, Umeå University, Department of Education

The symposium will set the context of democratic leadership in Scandinavian countries and aims at exploring how Scandinavian school leaders try to cope with pressures to transform the governing of the schools towards a more ‘rigorous’ form of New Public Management with models of management from the world of business while at the same time working for sustaining trust and loyalty in the school as an organization. The presentation will draw on data from a comparative research project in Denmark, Sweden and Norway. Multi-site case study methods have been chosen as a methodological approach. The research program in Scandinavia involves in-depth observations and interviews with formal and informal leaders, teachers and students. Leadership practice in each school is taken as the unit of analysis, and we are focusing on how leadership practice is distributed amongst both positional and informal leaders and how it is stretched over the school’s social and situational contexts. The research is also connected to a broader international project focusing on identifying successful school leadership across countries, but in this presentation we will particularly focus on and compare how leadership in the three Scandinavian countries is framed and how schools are sites of cultural and political struggles.

LEADERSHIP AND CAPACITY BUILDING FOR SCHOOL IMPROVEMENT – AN EXPLORATORY STUDY OF 10 SWEDISH SECONDARY SCHOOL PRINCIPALS AND THEIR EXPERIENCE OF CAPACITY BUILDING FOR SCHOOL IMPROVEMENT

Björkman, Conny, Mid Sweden University, Department of Educational Science

The purpose of this paper is to describe how principals in Swedish secondary schools (grade 7-9) experience their local school improvement context, which capacities they believe are important to build in order to make their schools improve according to both academic- and social goals in the national curriculum, and how they act themselves as principals in the process of building these capacities. The empirical data will be collected through a combination of structured and unstructured interviews with principals in five municipalities in northern Sweden. The municipalities were selected due to number of inhabitants, political majority, socio-
economical status, and geographical location. The selection of schools (principals), were based upon student results (marks) in grade 9. The empirical data will be analyzed towards research on the implementation of the 9 year compulsory school reform in Sweden, to capture the historical and traditional school improvement heritage of Swedish secondary schools, and also related to international research on educational change. Findings in the international literature review, indicates a number of capacities (personal, professional, organizational and glocal) for school improvement that schools need to build to move their change initiatives all the way from initiation to institutionalization.

PRINCIPALS’ RELATIONSHIP TO ‘COMMUNITIES OF PRACTICE’ WITHIN THEIR SCHOOLS

Prestrh, Anne Marie, Agder University College, Faculty of Education

This paper aims at investigating how three principals prepare for and participate in different ‘communities of practice’ in their schools. How is their relation to different ‘communities of practice’ in the schools? Can distributed leadership and different ‘communities of practice’ emerge from top-down initiatives as well as more bottom up or dispersed initiatives or influences? Earlier, I have analysed data from one of the schools, tracing leadership as ‘conservative actions’ in different forms and contexts. I then used mainly Peter Gronn’s conceptual description of ‘distributed leadership’, and the idea that ‘distributed leadership’ is more than the sum of its parts. I found that the more formal arenas in the school in combination with different strategies related to collaboration and teamwork did contribute to extensive distributed leadership. However, even in combination formal strategies themselves would have been insufficient to create this culture or as Wenger would have called these: ‘communities of practice’. The principal and those who joined the school with him created an inclusive community in which reciprocity of care, participation and involvement was a key ingredient. Whilst activity combines many of the elements in the concept of distributed leadership, it goes beyond these. Both Gronn and Wenger (1998) use activity as a core concept, and even Gronn and Wenger’s work have slightly different theoretical sources, it has been useful to add Wenger’s concept to the continuing work with the analyses in the three schools.

LEADERSHIP AND LEARNING – A STUDY ON THE LEARNING OF SCHOOL LEADERS, AND TRANSFER OF LEARNING INTO SCHOOL LEADER PRACTICE

Törnsén, Monika, Umeå University, Department of Education

The burden of external imperatives on school leaders in the western countries have increased over the past five to ten years. Under challenging circumstances due to a changing demographic landscape with increasing diversity, and often times with less resources school leaders are held accountable for student learning outcomes. To ensure the success of all students school leaders are largely dependent on the teachers. Teachers’ ability to teach for learning, and to give support for flexible adaptation of student learning to new problems and settings, is crucial for the success of students, and thereby for the school as a whole, and for the school leader. Therefore the role of the school leader nowadays includes (or should include) facilitating teacher learning, evaluating teacher performance, and supporting teachers’ efforts with enhancing student learning. To do this calls for deep understanding of learning processes, of teaching for deep understanding to enable transfer of learning, and of effective learning environments. The school leader relation to learning is of importance. The relation between learning and leadership will be focused in a study (a forthcoming thesis), which is part of a major, nationally funded research study on “Structure, culture, leadership- prerequisites for successful schools?” The focus will be on school leaders, their learning and transfer of learning into their leadership practice. In this paper the research questions and a theoretical framework are presented and discussed.
TENSIONS AS A SOURCE OF EXPANDED LEARNING: THE LEADERSHIP TEAM AS A FACILITATOR

Skrøvset, Siw, Tromsø University College
Stjernstrøm, Else, Tromsø University College, PLP

This paper addresses the school as an activity system where different people and cultures meet and where tensions are likely to come into existence. Tensions can be considered in different ways. Traditionally tensions in Norwegian schools have been swept under the carpet, suppressed or simply ignored due to the fact that the dominant culture in school has been a consensus-like culture (Starrat 2001). Harmony has been prevailing as leaders have no or limited knowledge in handling tensions as a source to innovation. If the leadership team does not handle these tensions properly, the unfortunate scenario is that they will end up as conflicts paralysing the whole innovative system in the school. In this paper we will show how tensions and contradictory views can form the basis of expanded learning by using activity theory as a frame of analysis (Engeström 1987). This framework will capture the dynamics within the activities in school and the dynamics between the different activity systems where power relations enter a role.
LEADERSHIP FOR LEARNING – THE CARPE VITAM PROJECT

Organiser:
Møller, Jorunn, University of Oslo, Department of Teacher Education and School Development

Discussant: Fuglestad, Otto Laurits, University of Bergen

Contributors:
Frost, David
Green, David, Centre for Evidence Based Practice, Princeton, New Jersey, USA
Moos, Leif, The Danish University of Education, Professional and Vocational development and Leadership
Møller, Jorunn, University of Oslo, Department of Teacher Education and School Development
Schoener, John, Centre for Evidence Based Practice, Princeton, New Jersey, USA
Skedsmo, Guri, University of Oslo, Department of Teacher Education and School Development
Swaffield, Sue, University of Cambridge, Faculty of Education
Waterhouse, Joanne, University of Cambridge, Faculty of Education

The Carpe Vitam project is an international research project focussed on ‘leadership for learning’. The project involves schools and universities in eight cities across the world - Athens, Brisbane, Copenhagen, Innsbruck, London, Oslo, Trenton, and Seattle. In each of these sites university research and development teams are working with a cluster of three schools over a three year period in order to identify the connection between leadership and learning in very different cultural contexts. The project combines strategies of traditional research, participant action research, and professional development for schools in order to identify practices that support democratic schooling and improved achievement for students. The project, entering its final year, collects data in both local and cross-case context. At the local level, each of the 21 schools forms a case-in-context. A common survey has been administered in all seven nations. In addition, case studies (formed from constituent group interviews, observational data, and documentary analysis) has allowed for the development of a “portrait” of each schools’ learning development and policy context. These case studies form a means for identifying many of the cross-cutting policy themes in the project.

TRANSFORMING LEADERSHIP FOR LEARNING: INQUIRY AS STRATEGY

Green, David, Center for Evidence-Based Education
Presenters: Green, David and Schoener, John, Centre for Evidence Based Practice, Princeton, New Jersey, USA

This contribution will focus on the inter-relationship between leadership, learning, and context, and the use of inquiry as strategy in developing a generation of leaders focused on transforming learning. It will explore how four schools (two elementary schools, one middle school, and one high school), each working in challenging contexts – socially, economically, systemically, policy-related, and professionally), are developing leadership cultures that promote significant improvements in learning on the part of all students, staff, the schools as organizations, and the
system of which they are part. In addition, it will explore the different ways in which this learning is underpinned and advanced by their participation in diverse networks. Particular attention will be paid to the contributions the schools make to each others learning, and to the development of a leadership culture across the system in which they are located. Both formal and non-formal adult leadership roles will be examined, as will the contributions of students, in the evolution of learning cultures, and professional learning communities.

FROM STILL PHOTO TOWARDS ANIMATED IMAGES
Moos, Lejf, The Danish University of Education, Professional and Vocational development and Leadership

In the project we have collaborated with participating schools in writing an initial portrait of each school. Based on official descriptions and interviews with stakeholders to the developmental processes we have constructed a narrative or a portrait of the school’s and stakeholders’ conceptions of learning and leadership and the relations between those phenomena. The portrait is being kept up to date through researchers’ fieldnotes and reflections and supplementary interviews with stakeholders. In this way the initial portrait transformed into ‘Animated Images’ and thus becoming a very important link between the schools and the researchers/critical friends. It provides an important narrative of the collaboration and the learning processes going on. At the same time it works as an ‘irritation’ to schools’ and researchers’ learning processes. While initial portraits tended to be largely descriptive, some schools, with support from their critical friend, opted for a more analytic view of their school, for example, a critique of their current practice with regard to leadership for learning. These more analytic and self-critical portraits are helping to model the form of reporting which we might expect to see from schools as they progress in their thinking.

LEADING LEARNING. COPING WITH TENSIONS AND DILEMMAS
Møller, Jorunn, and Skedsmo, Guri, University of Oslo, Department of Teacher Education and School Development

The paper aims at investigating what it means to develop a culture for learning, and how the relation between leadership and learning is framed within the Norwegian schools engaged in the study. The analysis is based on findings from a survey, interviews with school leaders and teachers and observations. In order to understand leadership in practice we have chosen a distributed leadership perspective as developed by Peter Gronn (2002, 2003) and James Spillane et al. (2001). This perspective offers a grounded framework for studying day-to-day leadership practice. It is grounded in activity rather than in position or role, and therefore the unit of analysis is leadership practice, rather than the individual leader. This means that a relational view dominates our approaches to understanding leadership.

LEADERSHIP FOR LEARNING: SOME METHODOLOGICAL ISSUES
Swaffield, Sue and Waterhouse, Joanne, Cambridge University, Faculty of Education
Frost, David

The paper describes the way the Carpe Vitam project methodology has evolved during the course of the project. It explores the complex pattern of international collaboration between university academics and schools, and examines the way the various traditions, strengths, and priorities of the various partners have helped shaped the project and its methodology. The paper explains how the project began with a shared set of values and common baseline research activities, and includes the deployment of critical friends to help schools develop their ‘leadership for learning’ practice. The variation in the emerging methodologies in each of the
eight sites across the world is described and discussed. The main focus of the paper is the rationale for the anticipated meta-analysis that draws from the research at the local centres to generate insights and materials in the final stage of the project. A number of strategies for ensuring comparability are explored and defended. These include the sharing and critiquing of our practice as researchers, the use of a common set of criteria for the assessment of the local research activities and the adoption of a common analytical framework expressed as a set of principles about leadership for learning.
SYMPOSIUM 20

KNOWLEDGE, TOOLS AND THE ROLE OF THE RESEARCHER IN ACTION RESEARCH – AN INTERACTIVE DISCUSSION • A

Organiser and chair:
Rönnerman, Karin, Göteborgs universitet, Institutionen för pedagogik och didaktik

Discussant:
Arktoft, Elisabeth Hesslefors, Institutionen för pedagogik och didaktik, Göteborgs universitet

Contributors:
Furu, Ei Moksnes, Universitetet i Tromsø, Program for læring og praktisk pedagogikk
Jakhelln, Rachel, University of Tromsø, Department of Learning and Teacher Education
Lund, Torbjørn, University of Tromsø, Department of learning and teacher education
Madsen, Janne, Universitetet i Tromsø, Program for læring og praktisk pedagogikk
Nylund, Jan, Göteborgs universitet, Rektorsutbildningen
Olín, Anette Göteborgs Universitet, Institutionen för Pedagogik och Didaktik
Rönnerman, Karin, Göteborgs universitet, Institutionen för pedagogik och didaktik
Salo, Petri, Åbo Akademi University, Education and special education
Stjernström, Else, University of Tromsø, SLP
Wennergren, Ann-Christine, Luleå University of Technology, School of Music

In this round table/symposia we will try to engage attendees through active discussion and promote deeper understanding by all (including presenters). A large portion of the session is devoted to activities such as discussion among presenters and discussants, questions and discussion among those present at the session, or small-group interaction. The session is divided into three parts, two parts in session A continuing with one part in session B, in which a specific topic is focused. Each topic will start off with a 3 x 10 minutes presentations. After that an interactive discussion will begin. The discussion will be held by a discussant. The presenters belong to a new Nordic network and come from different universities in Norway, Finland and Sweden. By action research both teachers and researchers are involved in action and research. This is today spread in the Nordic countries as part of teacher education and in-service training for teachers. The professional knowledge of schoolteachers is currently under scrutiny in the Nordic countries. Teachers, therefore, are expected to be involved in both action and research, taking up positions on both theory and practice. A consequent issue is how teachers can develop their practice from their own questions, experience and knowledge while, at the same time, developing their practice from research and theory. How does this dual task take shape? How can two fields of knowledge be joined? What knowledge can be generated from the intersection of theory and practice? In which way do scientific techniques contribute to the knowledge that is acquired in action research? Thus we focus on the following:
15.00-15.30: DEVELOPMENT OF KNOWLEDGE IN ACTION RESEARCH

Knowledge is commonly divided into two fields: scientific knowledge and everyday knowledge. Our daily lives are influenced by both these fields they are both sources of our knowledge. In this topic we will take a closer look at what kind of knowledge emerges from action research projects. We will problematise the relation between contextual knowledge and more general knowledge and the relation between knowledge interest of researchers and practitioners. The presenters will present the topic under the following headings:

**Nylund, Jan, Göteborg University:** Do researchers and practioners meet around the same interest of knowledge?

**Madsen, Janne, Tromsø University:** What practitioners did to increase the understanding of their own practise. Did we increase knowledge?

**Jakhelln, Rachel, Tromsø University:** From experience to knowledge - the long and winding road.

15.30-16.00: DISCUSSION

16.00-16.30: THE ROLE OF THE RESEARCHER IN ACTION RESEARCH

In action research the researcher usually is close to the practitioners, but this may cause some problems if the researcher and the practitioners are not sufficiently aware of their respectively roles. How close can a researcher be without interfering and influencing too much or even take over the field so the practitioners are left sidelined as passive spectators of what is going on? The possibility for success in the activity depends to a great extent on how the researcher navigates in the field and works together with the practitioners. The action researcher role in the meeting with practitioners has another meaning compared to a researcher who lean on established methodology and procedures.

The presenters will present the topic under the following headings:

**Lund, Torbjørn, Tromsø University:** Understanding the role of Action Researcher in dialogue conferences.

**Olin, Anette, Göteborg University:** How, as Action Researcher, handle a study in your own working place?

**Stjernstrom, Else, Tromsø University:** At a distance or close upon? The researchers position in Action Research.
KNOWLEDGE, TOOLS AND THE ROLE OF THE RESEARCHER IN ACTION RESEARCH – AN INTERACTIVE DISCUSSION • B

17.00-17.30: CONTINUING DISCUSSION FROM PART A

17.30-18.00: SCIENTIFIC TOOLS USED IN ACTION RESEARCH

Action research uses different techniques to render everyday life visible, to initiate action, to observe what happens, and to reflect over what has happened. Tools, such as journal writing, observation, interviews and supervision, derive from instruments originally developed in the social sciences. In action research different tools are used to visualise what happens in daily work as a way of coping with nearness and distance. Between the two fields of knowledge (theory and practice) the tools will be transformed for its specific use. In this process the used language plays an important role. The presenters will present the topic under the following headings:

Petri Salo, Åbo Akademi and Eli Furu, Tromsø University: The importance of language and teachers metaphors

Rönnerman, Karin, Göteborg University: The development of personal, collective and communicative knowledge by using different tools in Action Research.

Wennergren, Ann-Christin, Luleå University: Communicative support as part of the Action Research Process

18.00-18.30: DISCUSSION
SYMPOSIUM 21

ARCHITECTURE, BODY AND LEARNING

Organiser and chair:
Schrøder, Nina, University of Oslo/University of Aarhus, Section for Health Sciences/
Faculty of Medicine and Centre for Cultural Research

Chairs and discussants:
Larsen, Kristian, Danmarks Pædagogiske Universitet, Pædagogisk Sociologi and
Schrøder, Nina, University of Oslo/University of Aarhus, Section for Health Sciences/
Faculty of Medicine and Centre for Cultural Research

Contributors:
Højlund, Susanne, Århus Universitet, Antropologi og Etnografi
Larsen, Kristian, Danmarks Pædagogiske Universitet, Pædagogisk Sociologi
Saugstad, Tone, University of Copenhagen, Education

The seminar focuses on the complex and often un-recognized relations between architecture,
body and learning. The relation between material culture, artefacts, architecture and the body
is seldom significant within anthropology, sociology or in educational research. In this seminar
Nordic researchers will present and discuss theoretical based empirical research developed
within settings and institutions like the university, the school, the preschool, the hospital or the
family house. Relations of power that are built in the architecture, the stable and the stabilizing
architecture and the relations between the pedagogy of the teacher, the teacher, the student or
patient, and the space are discussed by use of theorists like M. Foucault, P. Bourdieu, N. Elias;
G. Bachelard; B. Latour, N. Elias, Jean-Francois Lyotard and space syntax-analyse.
THE PEDAGOGICAL POWER OF MATERIALITY
Højlund, Susanne, Århus Universitet, Antropologi og Etnografi

Danish children today spend their time in many different institutional surroundings, from schools to after-school- and sportclubs. In this paper it will be discussed how these public places can be object for analyses and how you with an anthropological perspective can interpret their meaning for the daily life of children. It is investigated how materiality contribute to the creation of social order and symbolic meaning, and it is discussed which status you can ascribe to materiality in relation to social processes of change. The argument is, that institutional places for children can be seen as a kind of pedagogical actor. The presentation builds on a chapter in the book: Space, architecture and learning written by Eva Gulløv and Susanne Højlund.

SOCIAL, MENTAL AND ARCHITECTURAL STRUCTURES IN A MEDICAL FIELD
Larsen, Kristian, Danmarks Pædagogiske Universitet, Pædagogisk Sociologi

In educational research in general there is a dominance of studies that focus on individual acting and reflection. The context is sometimes integrated but often as surroundings seen as “noice” or “supporting” the actual action. This presentation side-line the individual and reflexive perspectives and concentrate on the architecture and the body. Inspired by the sociological work of P. Bourdieu, I will outline a medical field (dominant and dominated positions and positions positioned close to the secular/economic and science/cultural poles) and as part of that, relate to architecture. The empirical background is qualitative (observation/interview) and quantitative (questionnaires) studies of doctors, nurses and patients practice in hospital, recruitment to the professions, income/life styles etc. The ambition is to relate social and mental structures to architectural structures in Danish hospitals as part of a medical field. Among the consultants there is a certain distribution of use of the rooms (physician/interns have relative high degree of ph.d. and they relate to conference rooms and orthopaedics have a relative high degree of income and they relate to the operating room) and also lower positioned the nurses, occupational therapists, physiotherapists and patients relate and feel attracted to certain rooms. The structure of dominance of rooms in the hospital seems to be close related to dominance of space and privileges in the social space in general. The higher positioned the more need for space and the dominated positions seem to appreciate the cosy and homely small rooms.

THE UNIVERSITY AS A POSTMODERN INSTITUTION
Saugstad, Tone, University of Copenhagen, Education

The old buildings of the University of Copenhagen and the University of Oslo are placed in the middle of the city. The buildings define the structure of the city and hereby reflect that the universities were central, important, independent and significant institutions. Like the old university buildings of Oslo and Copenhagen, the new university buildings of The Faculty of Humanity, University of Copenhagen, are placed inside the city; in the new city-district of Oerestad. Opposite the old university buildings that dominated and structured the city, the new buildings adapt to and interact with the surrounding city. Hereby the buildings reflect the new role of the university in the network society. According to the predictions of the French philospher Lyotard in 1979 universities in the postmodern area do no longer have a monopoly of knowledge production. Their main role will not be to produce knowledge but to teach and the ideals of ‘Bildung’ will be altered into competence. Analyses of the new university buildings confirm to a large extend these predictions.
A WOODLAND SPACE IN REHABILITATION – THE SIGNIFICANCE OF THE WOODS IN THE LEARNING OF MOVEMENT

Schriver, Nina, University of Oslo/University of Aarhus, Section for Health Sciences/Faculty of Medicine and Centre for Cultural Research

The theoretical and conceptual foundation of the field of physiotherapy is concerned with the significance of the environment in patients’ learning of movement. This presentation clarifies empirical and theoretical perspectives on the significance of a woodland space in the learning of movement, focusing on the relationship between the spatial and the social aspects and the significance of changed relations in the patients’ learning. The analysis takes into account the significance of the woods in the ways in which the patients use the physiotherapist, in the patients’ mutual relations, and in the patients’ sense of challenge, motivation and play. The significance of the woods in the patients’ learning paves the way for reflection on the possible invisible controlling circumstances in traditional hospital spaces and rehabilitation centres that may play a restrictive role with regard to the patients’ involvement, participation and independence when they are in contact with health services.
SYMPOSIUM 22

MASTER PROGRAMS IN EDUCATIONAL LEADERSHIP – EXPECTATIONS AND OUTCOMES

Organiser and chair:
Sivesind, Kirsten, University of Oslo, Department of School Development and Teacher Education

Discussant:
Johansson, Olof, Umeå University, Centre for Principal Development

Contributors:
Langfeldt, Gjert, Agder University College, Education
Roald, Knut, Sogn- og Fjordane University College, Faculty of Teacher Education
Sivesind, Kirsten, University of Oslo, Department of School Development and Teacher Education
Skedsmo, Guri, University of Oslo, Department of School Development and Teacher Education
Aas, Marit, University of Oslo, Department of Teacher Education and School Development

Norwegian educational leadership is in its casting ladle. It develops in step with a continuous reorganization process framed by initiatives and expectations from the state, regional authorities as well as local school communities. As a response to these expectations, Universities and University Colleges have developed Master Programs in Educational Leadership. Based on an evaluation study, the Symposium will present and discuss the outcomes of the cooperation between four institutions (University College of Agder, University College of Sogn and Fjordane, University of Oslo and University of Tromsø). It draws on different sources of evidences: documents, survey-data and written records formulated by students as well as organizers. Questionnaires, distributed to students in January 2005, cover their interests, experiences and achievements in the course of study, evaluating the relevance of theories as well as models of organization where ICT plays apart. Finally, the evaluation study focuses on ethics and socio-cultural challenges that school leaders are opposed to within a multicultural society. The results will be discussed in relation to experiences and similar evaluation efforts – represented by the National network of school leadership, involving universities, university colleges, central school authorities and professional interest organizations in Norway. We also want to discuss the findings with reference to equivalent school leadership programs.

SCHOOL LEADERSHIP – A MULTIDISCIPLINARY FIELD OF STUDY

Langfeldt, Gjert, Agder University College, Education

In an institutionalized environment, academic subjects’ identity is developed through the interplay with other knowledge bases and traditions. Academic subjects define each others borders. This is especially so when different academic disciplines discuss how they can translate themselves into professions, preparing for certain roles and occupations: What knowledge is needed to constitute a professional leadership program that responds to public and practical concerns as well as aims and principles set by academically based institutions? This argument is used in describing why school leadership should be established as a multidisciplinary field of study,
with particular emphasis on the approach chosen by the “North-south-alliance” of colleges and universities in Tromsø, Sogndal, Oslo and Agder. In this presentation this argument is pursued also in describing and evaluating the curriculum for this initiative, trying to establish some distinctions as to what a multidisciplinary approach might mean for the content and methods of study.

MASTER PROGRAMS IN EDUCATIONAL LEADERSHIP; FORMATION, CONTRIBUTION AND EVALUATION
Sivesind, Kirsten and Skedsmo, Guri, University of Oslo, Department of School Development and Teacher Education

Our paper, which draws on survey-data and written records from meetings with students, considers leadership programs as partly formed through formalized decisions. Master programs are hereby defined by aims, organizing principles, content and assessment procedures selected for the program - but not independent on the course itself and the way it is evaluated through the eyes of the attendants. Hence, we discuss how students, well-experienced from different administrative levels and contexts, understand what they have accomplished through their work with different disciplines and topics. Their responses, covering organizational, juridical, educational as well as economical matters in leadership education are analyzed according to their motivations for participating in the course, as well as to their roles and experiences from educational practices.

SCHOOLS AS LEARNING ORGANIZATIONS
Roald, Knut, Sogn and Fjordane University College, Faculty of Teacher Education
Aas, Marit, University of Oslo, The Department of Teacher Education and School Development

Master programs in Educational Leadership focus on topics and organizational principles for developing school environments. We will discuss different ways of understanding the concept of ‘organizations’, and ‘learning’ linked to ‘school development’ and the way these concepts can be reflected in courses which prepare for different contexts and settings. The paper discusses how learning environments are organized through seminars and student networks, on campus as well as in decentralized courses. Situated perspectives are reflected through the use of ICT, how students are supervised and the organization of formative assessment and group work. Based on survey-data and student essays, we discuss how theoretical perspectives contribute to students reflections on their school organization and leadership practices.
SYMPOSIUM 23

LANGUAGE EXPRESSIONS AND THEIR MEANING IN RELATION TO CONTENT OF LEARNING AND TEACHING

Organiser and chair:
Svensson, Lennart, Lunds universitet, Pedagogiska institutionen

Discussant:
Halldén, Ola, Stockholm University

Contributors:
Alvegård, Christer, Lund Universitet, Lärande Lund
Anderberg, Elsie, Lund University, Education
Dahlin, Bo, Karlstad University, Educational Science
Johansson, Thorsten, Uppsala University, Department of Philosophy

The aim of this symposium is to present some recent research about the use of language in the teaching and learning of subject matter. In education the use of language is mostly very central. However, when the aim is not mainly to learn a language, the use of language as a medium tends to be taken for granted. Language expressions and their meaning is a very important field for educational research, where little research has been carried out. It is a challenge to consider both individual cognitive and socio-cultural communicative aspects of language use in relation to the understanding of the content of learning and teaching. The research tradition of phenomenography has been focusing on and describing students’ experiences of and conceptions of parts of the world. In some studies conceptions of parts of the world have been seen as the context for understanding the use of language expressions. In research on learning it seems reasonable that the experience of parts of the world referred to is seen as the most central context in attempts to understand the use of language expressions. The research presented in this symposium is a contribution to this field.

RELATIONS BETWEEN EXPRESSION, MEANING AND CONCEPTION AS EXPRESSED BY STUDENTS WHEN DISCUSSING AN EVERYDAY MECHANICAL SITUATION

Alvegård, Christer, Lund Universitet, Lärande Lund

The results presented are drawn from semi-structured dialogues, where the relationship between expression and meaning is not taken for granted, with students at Chalmers University of Technology, Sweden. They were asked to explain what happens in an everyday physical situation, followed by their own reflection on expressions used. The character of the material made it natural to discern three components to analyze; expression, meaning and conception. In the paper we discuss these components and a categorization of the relationship between expression and meaning within well-defined restricted sequences and the relationship between these sequences and conceptions based on the whole dialogues.
THE INTENTIONAL-EXPRESSIVE VIEW ON LANGUAGE MEANING AND UNDERSTANDING
Anderberg, Elsie, Lund University, Education

In socio-cultural and cognitive theories on the role of language in learning, a linguistic concept of language meaning is inherent, developed in close relation to issues within sociology and psychology. In education this is problematic, since the interplay between utterances, meanings and conceptions is revealed to be more complex, dynamic and uncertain than they commonly appear from the linguistic standpoint. The aim of this paper is to outline an alternative view on the role of language in learning that captures students’ experiences of the interplay, the intentional-expressive view.

PHENOMENOGRAPHY, LANGUAGE AND SEMIOTICS - A NEO-PEIRCEAN PERSPECTIVE
Dahlin, Bo, Karlstad University, Educational Science

This paper argues for the relevance of the so-called semiotic triad of C.S. Peirce within phenomenography. According to Peirce, a triad of internal relations between the sign, the signified and the interpretant is the basic analytic tool for investigating human understanding. The relation between the interpretant and the signified is characterised as phenomenological, whereas that between the interpretant and the sign is seen as hermeneutical. Phenomenography and variation theory so far has not paid due attention to the fact that access to phenomena involves both of these relations. Human understanding develops on the basis of perceptual experience of phenomena as well as on participating in language-mediated discourse about the same phenomena.

FIRST PERSON PERSPECTIVE, OBJECTIVITY AND LANGUAGE
Johansson, Thorsten, Uppsala University, Department of Philosophy

The research project The interplay between language and thought in understanding problems from a student perspective is a phenomenographic investigation of students’ understanding of physics. In this study we are exploring how students comprehend theories of physics about ordinary everyday events, such as throwing a ball in the air. We are in this study interested in how student themselves explain their understanding of a physical occasion. That means that we explore a description given from first person or agent perspective using an intersubjective language. Investigations of descriptions in public contexts will thus give us objective knowledge about students understanding of physics.
STUDIES IN INTERSUBJECTIVITY AND DIFFERENCE IN EDUCATIONAL SETTINGS • A

Organiser and chair:
Säfström, Carl Anders, Uppsala university, Department of Teacher Education

Discussant:
Todd, Sharon, Stockholm Institute of Education, Social and Cultural Studies in Education

Contributors:
Björn, Ola, Uppsala University
Edling, Silvia, Institutionen för lärarutbildning ILU, Department of Education
Mansson, Niclas, Uppsala University, Department of Teacher Education
Mattl, Jörgen, Uppsala University, Department of Education

This symposium brings together studies focused around concepts such as ethics, politics, social justice and democracy within different educational settings. What is of particular importance for the collection of papers in this symposium is to study how cultural praxis, in the form of norms of conduct, structures the relation between individuals in different educational settings, such as, religious education, Swedish as a second language, Muslim independent schools, democratic education and teachers professional praxis, as well as how these individuals are being conceptualized as a response to those norms of conduct, as in the case of the exclusion of Gypsies from institutional forms of education. Finally, the papers ask what this structuring and identification of individuals could mean for their actual possibilities of self-creation in freedom within Swedish society. Theoretically, the symposium explores the tension between systemic aspects of education that which gives order to the cultural norms of a given society and the ways in which those norms systematically deny certain people from the right of being an ethical subject.

DEMOCRACY AS PRAXIS

Edling, Silvia, Uppsala University, Institutionen för lärarutbildning ILU, Department of Education, Uppsala University

Instead of treating the concept of democracy as a construction more or less absent from our everyday life, I would here like to stress the importance of handling democracy as a process only possible in a relationship with others. The aim is not to privatize democracy but rather to investigate in what means, we as private individuals, are integrated in a community of others. How can democracy – as a phenomena present in a relationship with others – be understood from a philosophical, political and ethical point of view? In what ways can we define and understand the Other?

DENYING THE OTHER THROUGH AN EDUCATIONAL PRAXIS

Mansson, Niclas, Uppsala University, Department of Teacher Education

Xenos is the Greek word for stranger, and “xenophobia” refers to the practise of separate
strangers apart from everybody else by denying them access to the society. Every society socialise the individual through an ethic based on social agreements, law and traditions. These rules of conduct might also be used in order to refuse individuals from the social sphere. In this paper, I render the institutional form of education as a source of exclusion by using Gypsies as an example of a strange group that are denied access by the ethics that is transmitted through and works within educational institutions.

**DISSONANCES IN RELIGIOUS EDUCATION**

Björlin, Ola, Uppsala University  
Religious education is a compulsory subject in the Swedish school system from primary and up to the upper secondary form. The national curriculum defines education as non-confessional and this includes the studies of RE. Points of departure in this paper are reflections from training RE teachers and from interviews with teachers of RE about values and faith in professional praxis. It explores some metaphors used in value education about “sameness” and “otherness” in connection with the value base paragraphs in the national curriculum. Finally it gives some perspectives on dissonances in the education of faith and value.

**IMAGES OF SWEDISHNESS**

Mattlar, Jörgen, Uppsala University, Department of Education  
This paper will explore images of Sweden, swedishness and the other in educational settings. My intention is to focus on some of the tensions and differences between aims of the syllabus and images of Swedish society, which pupils with immigrant background will meet in their daily life in Swedish schools, particularly through textbooks for the subject Swedish as a second language. This paper will in a wider perspective discuss education as an instrument for national integration politics in a post modern and multi cultural society.
SYMPHONUM 24 B

STUDIES IN INTERSUBJECTIVITY AND DIFFERENCE IN EDUCATIONAL SETTINGS • B

Organiser and chair:
Säfström, Carl Anders, Uppsala University, Department of Teacher Training

Discussant:
Todd, Sharon, Stockholm Institute of Education, Social and Cultural Studies in Education

Contributors:
Berglund, Jenny, Uppsala University, Department of Teacher Training
Frelin, Anneli, Uppsala University, Department of Teacher Training
Grannäs, Jan, Uppsala University, Department of Teacher Training

This symposium brings together studies focused around concepts such as ethics, politics, social justice and democracy within different educational settings. What is of particular importance for the collection of papers in this symposium is to study how cultural praxis, in the form of norms of conduct, structures the relation between individuals in different educational settings, such as, religious education, Swedish as a second language, Muslim independent schools, democratic education and teachers’ professional praxis, as well as how these individuals are being conceptualized as a response to those norms of conduct, as in the case of the exclusion of Gypsies from institutional forms of education. Finally, the papers ask what this structuring and identification of individuals could mean for their actual possibilities of self-creation in freedom within Swedish society. Theoretically, the symposium explores the tension between systemic aspects of education that which gives order to the cultural norms of a given society and the ways in which those norms systematically deny certain people from the right of being an ethical subject.

POSSIBILITIES OF PROFESSIONALISM

Berglund, Jenny, Uppsala University, Department of Teacher Training

Muslim independent schools are seen as a controversial part of the Swedish educational system. In these schools many teachers are engaged in the teaching in Islam. The teaching in Islam is not a part of the national syllabus and teaching is not discussed in any pedagogical fora. Moreover is the teaching not linked to any higher education in Sweden and it lacks a supporting professional organisation. This leads to the question of which conditions for professional praxis within the Swedish educational context among teachers in Islamic subjects

CONCEPTS FOR VISUALIZING PROFESSIONAL PRAXIS IN EDUCATION

Frelin, Anneli, Uppsala University, Department of Teacher Training

In what could be referred to as the post-modern condition, the act of teaching includes negotiation within a specific context. My interest lies in describing praxis in teaching, e.g. what teachers actually DO to promote the fostering of democratic members of society and what lies behind those actions. This paper explores concepts from philosophy/ethics, which may be used
for making visible the intentionality of activities teachers are involved in. The purpose is to find new ways of analysing and communicating teachers’ considerations for a professional praxis in an educational setting.

DEMOCRATIC EDUCATION IN DIFFERENT SETTINGS
Grannäs, Jan, Uppsala University, Department of Teacher Training

What kind of experiences of democratic education appears among young people and what kind of explicit and implicit conditions sets the framework in educational settings? A principal question is how different political values are assimilated and how different contexts prepare young people for democratic action? A starting point is that activity is crucial to learning, in other words, learning takes place in action and can be shown in action. This research project explores different settings, concerning underlying implicit cultural aspects and conditions, for young people to be democratic subjects with others.
READING AMONG STUDENTS IN SWEDEN: RECENT RESEARCH AND PRESENT TRENDS

Organiser:
Taube, Karin, Mid Sweden University, Department of Education

Discussant:
Roe, Astrid, University of Oslo, Department of Teacher Education and School Development

Contributors:
Eklund, Monica, Mid Sweden University, Department of Education
Fredriksson, Ulf, Mid Sweden University, Department of Education
Taube, Karin, Mid Sweden University, Department of Education

A number of studies have been organised in Sweden, in the Nordic countries and internationally on students' reading skills. IEA has organised the Reading Literacy Study in 1991 and PIRLS in 2001. The OECD has organised the PISA studies in 2000 and 2003. There have also been a number of studies undertaken only in Sweden. The reading skills of all students in grade 3 in Stockholm were tested during 1993 – 1999 while the reading comprehension of grade 8 students was tested 1997 – 2000. A number of other communities in Sweden have also participated in similar projects 1994 – 2004. The Swedish National Agency for Education has published evaluation reports, covering the years 1992, 1995 and 2003, in which reading skills have been included. All these data, some published and some not yet published, provide an opportunity to analyse questions related to students' reading. What can be observed concerning: reading skills among boys and girls, among students of Swedish origin and students with a non-Swedish language background and what kind of trends, if any, can be identified? How does Sweden compare with the other Nordic countries? What could be the explanations behind present results? The main contribution of this symposium is to gather together all available data and organise them as possible answers to the questions above as a point of departure for a discussion.

PATTERNS AND TRENDS

Fredriksson, Ulf and Eklund, Monica, Mid Sweden University, Department of Education

Some of the studies on reading allow comparisons over time. The studies organised within the framework of IEA make it possible to compare students' reading skills in 1970, 1991 and 2001. The national assessments published by the Swedish National Agency for Education compare reading skills in 1992, 1995 and 2003. The studies organised in Stockholm allows comparisons over the years 1993 to 1999 in grade 3 and 1997 to 2000 in grade 8. Some of the studies in other municipalities covers several years. Also the PISA study may contribute, but only with two assessments in 2000 and 2003. Taking all the data of reading research in Sweden, what kind of patterns may be distinguished? Is it possible at all to speak about general trends? What may be the directions of these trends? Have reading skills among children and young people improved or do they read worse now than they used to do? Have reading habits and attitudes towards reading changed? If so, in what direction? How may changes in reading skills relate to changes in education policy and general changes in society during these years? The development in Sweden will also be put into a Nordic as well as an international perspective.
THE IMPORTANCE OF LANGUAGE BACKGROUND

Fredriksson, Ulf and Eklund, Monica, Mid Sweden University, Department of Education

The percentage of students with a foreign background has increased in most industrialised countries during recent years. Many of these students are considered to be among the weakest performers in schools. Students who have to learn to read and develop readings skills in another language than their mother tongue often have less good results on reading tests than native students (Cummins, 2000). Collected data opens up an opportunity to look in to these issues more in-depth. Reading skills can be compared between native Swedish students and students with a foreign background. Different reading strategies can be compared between the two groups as well as the ability to read different types of texts. Reading skills can also be compared between students with immigrant background who have lived their whole life in Sweden and those who have immigrated themselves to Sweden. Another comparison is between students from different language/cultural backgrounds. However, immigration history and the language background are not the only explanations to these differences. Fredriksson (2002) e.g. has shown the importance of socio-economic background. When native students’ reading skills are compared to that of students, at the same age and socio-economic level, with another mother tongue than Swedish the differences in performance are less obvious. Finally, the data allows a comparison between the reading habits and attitudes towards reading of native Swedish students and students of foreign background.

GENDER DIFFERENCES IN READING

Taube, Karin, Mid Sweden University, Department of Education

That girls usually perform better than boys on reading tests is a well-known fact (Wagemaker, 1996). However, there is a need for a better understanding and more nuanced picture of this difference. Is this gender difference the same when reading of different kinds of texts? Furthermore, are some reading strategies less well developed among girls or boys? Finally, do all the available data concerning reading attitudes and voluntary reading among girls and boys give a consistent picture? The data covers a period of 14 years and concerns students in grades 3, 4, 8 and 9. At first, we will look at gender differences in reading in general in Sweden as compared to the other Nordic countries and internationally. Special attention will be paid to gender differences among younger as compared to older students. In a next step we will look at girls’ and boys’ abilities to read different kinds of texts and to use different kinds of reading strategies more or less efficiently. Another issue of interest is girls and boys’ reading attitudes and voluntary reading. Has the increased use of computers and Internet connection led to a different picture in terms of girls and boys’ reading attitudes and habits? If yes, have the different reading habits influenced both sexes in similar or different ways?

OVER ALL PERFORMANCES IN READING

Taube, Karin and Fredriksson, Ulf, Mid Sweden University, Department of Education

The data covers a period of 14 years and concerns students in grades 3, 4, 8 and 9. At first, we will try to give a general picture of all these findings concerning reading ability in Sweden as compared to the other Nordic countries and internationally. In a next step we will look at abilities to read different kinds of texts in the Reading Literacy study made by the International Association for the Evaluation of Educational Achievements (IEA) where reading comprehension of narratives, expository texts and documents were tested and compared. Furthermore, some of the studies give possibilities to look at different kinds of reading e.g. the Programme for International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS). In the former students’ abilities to retrieve information, interpreting and reflect are tested and compared while the latter shows students performances when reading for literary
purposes and in informational reading. Besides looking at reading ability another issue of great
importance is how often do students make voluntary use of their reading abilities in their leisure
time? And what do they choose to read? Books, magazines, cartoons, newspapers or websites?
The fifth, closely related and equally important issue is: What attitudes have the students
developed towards reading? Do they like to read, go to the library, to get a book as a present
etc? Data that elucidate the issues mentioned above are to be found in most of the reading
studies used.
ROUND TABLE PRESENTATIONS

NETWORK 2: ARTS, CULTURE AND EDUCATION

DALECARLIAN MINORITY LANGUAGE IN SCHOOL / DALMÅL I SKOLAN
Måsan, Silvia, Miranda Culture School

Dalecarlian Minority Language in School – project in Mora. A big study 1999 of the attitudes to the dalecarlian minority language (sw. “dalmål”) showed that a majority of the school children, their parents and teachers wanted the local language to survive, but very few children practise it. Then the local government wrote in the school plan that the pupils should meet the language in school - a victory for the organisations that had worked for a higher status for the minority language. Even the state government is now more aware of the significance of the minority languages (but has not yet accepted dalecarlian language as a minority language under the European Convention). But the school has not taken the words seriously and/or is lacking knowledge, will and/or school materials in the subject. The project “Dalmål i skolan” was then initiated by the culture committee in Mora in August 2004. My task as a project leader is to find methods for using the language in school, not as a school subject in itself, but within other subjects. The pupils may i.e sing dalmål-songs, make films, theatre or write exercises in the local language. I try to inspire, collect and spread information, be a contact link and helper. I have to find methods that suits both teachers and pupils, even if the teachers are not able to speak the local language themselves and/or have a big work load. I want to discuss the methods of bringing the minority language into school.

NETWORK 3: CLASSROOM RESEARCH AND ETHNOGRAPHIC STUDIES

HOW CREATE CONDITIONS THAT ENHANCE STUDENT’S INDEPENDENT LEARNING?
Söderling, Herbert and Abrahamson, Lennart, Målardalen University, Department of Social Science

How create conditions that enhance student’s independent learning? This study concentrates on life in classroom from a child’s point of view. The main question is to study the possibility to create a social environment in classrooms that supports a situation where students feel so confident in their interaction and learning that they can develop a more self-reliant and metacognitive attitude to learning. The students that have been studied so far are between 14 and 15 years old. In this special case we have followed a class in their daily work with a kind of storyline that is called history line. A number of lessons have been observed with field observations and video camera. There have also been a number of interviews with students to complete the picture. The study is a start of a three year long action research project that hopefully will reveal some suggestions how to develop teaching and learning to be more metacognitive. The following perspectives can therefore describe what we are looking for and want to discuss in this research: How to create social environments for the students to give them such confidence that they find ways of learning in a metacognitive perspective? How to create conditions that improves interaction between students so there will be a learning situation in this particular meeting? How to create conditions that minimize negative exposure of students in the classroom?
NETWORK 7: GENDER AND EDUCATION

GIRLS AND BOYS INTERACTION IN SCHOOL – HOW AND WHEN IS SEXUALISED LANGUAGE USED?
Öqvist, Anna, Luleå University of Technology, Department of Education

The purpose of this paper is to discuss the topic in my thesis: girls’ and boys’ interaction in school, focusing on their language use. An important starting point for the thesis is a pilot study, an interview with girls at an intermediate level. It shows that the girls interpret the boys to be setting up the agenda for their behaviour. My recent ethnographic study, however, reveals a different scenario. A participant observation study in three different classes over a period of six weeks, shows that both girls and boys use a sexualised language. Boys use it in public addressing both girls and boys, mostly in situations where performance and competition are central. Girls use it mostly when addressing others in private rooms. These observations even show that when girls are together, they set up an agenda for themselves for their behaviour as well as for what kind of clothes and make-up to wear.

NETWORK 8: HIGHER EDUCATION

STUDENT’S SKILLS AND LITERACY TRADITIONS WITHIN HIGHER EDUCATION
Eriksson, Inger and Lindberg, Viveca, Stockholm Institute of Education, SKL

With the demands on a greater proportion of people with a higher education in the Nordic countries, new groups of students enter the education. Not all of these new groups come from a literacy culture that matches the demands within the various academic traditions. Many of these students fail, which has been identified as an emerging problem. In the developmental projects presented within this round table session, the concept “literacy practices” has been a common basis for reframing the problems. This reframing challenges higher education, since both the literacy practices within the system and the students’ strategies for reading and writing must be analysed. On the one hand, each genre must be made explicit. On the other hand, the task is to identify the differences between actual and needed skills, in order to make it possible for the students to become competent readers and writers within the respective genre. Developmental projects drawing on these kinds of analyses have been carried through in various ways within the four higher education institutions represented here. The two institutions involved are: Stockholm Institute of Education and the Åland Polytechnic. From 2005 the collaboration will continue as a Nordic network. Project to be presented:

STOCKHOLM INSTITUTE OF EDUCATION
• Students encounter with the academic culture (Fia Andersson and Siv Asarnoj)
• In between the explicit and implicit in reading and writing (Siv Asarnoj and Helena Frisell)

THE ÅLAND POLYTECHNIC
• Literacy practices within higher education versus student’s personal literacy practices (Ulrica Back, Diana Berthén, Inger Eriksson, Erik Hemming and Viveca Lindberg).

IN WHAT WAY IS A SPECIFIC METHODOLOGY PARTICULARLY COMPATIBLE WITH A DEMOCRATIC RESEARCH APPROACH?
Krantz, Joakim and Gillberg, Claudia, Växjö University, Education

Our research treats questions which deal with recruitment and validation to and within Higher Education and discursive aspects on the pedagogical practice within the “new” teacher education. These two subjects can be looked upon and problemised in at least two overall contexts: In the light of goals, expressed in different contexts and by different groups that stress
the need of increased social mobility through more generous recruitment policies. In the light of
notions of what a professional teacher is within different kinds of contexts and student groups.
We like to discuss:
1) How, if at all, is it productive to attempt to separate or/and reduce this complexity? (Don’t we
have to deal with an “inevitable” link between political theories, pedagogical philosophy and
pedagogical research?)
2) How normative enthusiasm can be avoided by making certain methodological choices, yet
maintaining a critical, dialectical and hermeneutic approach?
3) How normative presuppositions in various contexts and at different levels can be handled in a
genuinely democratic spirit by researchers who are part of the context.
4) How a specific methodology can be a safeguard for well-balanced research, so that a certain
order of and in society, higher education and a varied knowledge borne by individuals, will not be
taken for granted.
From a democratic point of view, it may be perfectly reasonable to scrutinise the implications
which result from our own research questions, from what ankle we choose to look into a specific
problem and attach a certain meaning to it.

ENTHUSIASM IN TEACHING
Skodvin, Arne, University of Oslo, Institute for Educational Research

This presentation introduces a planned study on enthusiasm in teaching in higher education.
First step will be to investigate how this notion is perceived by university lecturers and students.
What does enthusiasm mean? What produces enthusiasm in teaching? How does enthusiasm
manifest itself? How do students conceive of enthusiastic teaching? Next step will be to
generate concepts to organize main tendencies and variations in the qualitative interview data.
This will serve as a basis for a questionnaire to be administered to a broader sample of university
teachers and students. These quantitative data may hopefully give some recommendations for
staff development programs. Quality work has a dual purpose; controlling functions to ensure
quality as well as developmental functions to enhance quality of teaching and learning. A Nordic
dimension may be to put less emphasis on control. Literature also suggests that professional
development that is discipline-specific and located in a community of practice is more likely to
be relevant and productive than a centralized and decontextualized approach. Enthusiasm in
teaching involves more than lucid imparting of content matter, and can probably be achieved
in a variety of ways. An important aspect may be to develop awareness of this variation among
teachers. To teach curiosity is inextricably intertwined with insight in subject matter. Thus a
challenge for staff development programs may be to identify factors that contribute to good
teaching, and yet find descriptions of such factors that can be meaningful and fit various
contexts.

FAILED DISSERTATIONS
Stigmar, Martin and Sandstedt, Thomas, Växjö University, University Center for
Educational Development

When the dissertation act in itself is over and the marking committee is assembled, there
are more often than not questions raised about the gravity of the situation. Do the marking
committees in connection to the actual dissertation act ever fail dissertations, or are there only
rumours around this sensitive issue? Are the marks set up in advance or is the dissertation for
real? How can we avoid future failures? What trouble spots can be identified in the process of
writing a dissertation? The spreading of rumours is immense in this field and thus we decided
to find out what was true. The aim of this survey is to discover whether dissertations are being
failed during the assembly of the marking committee. The survey is limited to dissertations within
the field of humanities and social sciences, where doctoral theses on a unified theme are most
common, during the period of 1984-2003. Six (6) universities - Gothenburg, Linköping, Lund, Stockholm, Umeå and Uppsala - in Sweden were requested to answer our inquiry about failed dissertations. The findings of the survey uncover twelve (12) failed dissertations. In the article commentary remarks by the marking committees are discussed and three (3) critical trouble spots are identified, namely: (a) reliable work of science, (b) methodology and (c) result and analysis.

| NETWORK 10: INCLUSIVE EDUCATION / SPECIAL EDUCATION |

EMPLOYMENT OF STUDENTS WITH SPECIAL NEEDS AS AN EDUCATIONAL CHALLENGE
Ilola, Hanna, Häme Polytechic, University of Applied Sciences / Vocational Teacher Education College

In common vocational institutes in Finland there are more than 10 % of students who need special support for education and employment. This means that schools have to have a wide selection of supporting practises both in learning and teaching, and in on-the-job -learning processes. Finnish vocational education system consists of at least 20 credits of on-the-job -learning out of 120 credits. In individual solutions the amount can be even more. In the Worth the Work -project we have developed supportive practises for on-the-job -learning periods with vocational teachers, special needs teachers and school counsellors. These practises contain themes like: training for on-the-job learning, guiding of couches at workplaces, materials for on-the-job learning, a training program for teachers, local co-operation with job coaches and staff in employment offices, teaching of academic skills at workplace. We have developed themes and practises both in our curriculum for special needs teachers and school counsellors and in several different in-service-trainings. In the round table discussion we want to share experiences about varied models of vocational education of students with special needs.

| NETWORK 11: IT AND EDUCATION |

ICT IN SCHOOL 1984-2004-THE SWEDISH CASE
Jedeskog, Gunilla, Linköping University, Department of Behavioural Sciences

Since the middle of the 80s’ there have been four great campaigns aimed to implement the use of ICT in the Swedish school. All campaigns have been evaluated. This paper takes its starting point in the evaluations. Intentions, conditions and activities during twenty years are analysed and discussed. The four campaigns have to different extent supported the implementation of ICT in school. A glance in the rear-view mirror will show development and changes of different kinds and sizes. Some of them connected to ICT:
- a shift from technological push to technological pull
- a shift from technology to pedagogy
- a shift from programming to the Internet a shift from innovative teachers to a majority of teachers.

| NETWORK 12: MULTICULTURAL EDUCATIONAL RESEARCH |

CULTURALLY RESPONSIVE TEACHING IN THE DANISH EDUCATION SYSTEM: CRITICAL MULTICULTURAL EDUCATION VERSUS ASSIMILATION
Brander, Birgitte, Washington State University, Teaching & Learning

Using critical Multicultural Education as a lens this presentation seeks to advance the
conversations around the Danish assimilation ideology by discussing the dichotomies of self/other and the ethnic and cultural identities of immigrants and refugees in the Danish educational system. In Denmark approximately seven percent of the population is of ‘foreign background’. Within the last ten years, Multicultural Education has emerged in Denmark as a progressive attempt to facilitate the assimilation process of ethnic minorities in the Danish school system. The goals of critical Multicultural Education are to draw on students’ strengths and address their needs by understanding how culture, class, ethnicity, and racism influence achievement dilemmas, thus legitimizing the voices, histories, and epistemologies of all students (Banks, 2000; McLaren, 2000; Ladson-Billings, 2001). The traditional Danish (Scandinavian) educational model is based on a vision of a homogenous society (Aasen, 2003) making cultural pluralism more difficult to achieve. Subsequently, many immigrants are not encouraged to maintain their ethnic and cultural identities, which affect their academic achievements (Jespersen, 2004). The critical question is then: How should teachers be equipped with culturally responsive pedagogical tools and methods (Gay, 2000) to effectively optimise teaching and learning for each individual student? Critical Multicultural Education will be used as a helpful tool to uncover some of the tensions and dichotomies of self/other between immigrant students and their Danish teachers, as they construct their own realities and identities, and as they situate themselves in Danish society and in the world.

**MULTICULTURAL DISCOURSES A: ‘MULTICULTURAL COMPETENCES’ IN TEACHER EDUCATION**

Fajersson, Karin Elise, Oslo University College, Faculty of Education

The possibility to talk about ‘multicultural competences’ is connected to specific discourses, which give meaning to both ‘multicultural’ and ‘competences. Different discourses mean different frameworks for social practices in Early Childhood Education. Different discourses produce different possibilities for subject positions both for children and adults. Discourses are connected to power/knowledge and specific historical/cultural contexts. My questions about ‘multicultural competences’ are connected to the usefulness of this term in further research about ‘multicultural themes’. Research produces knowledge and my questions are connected to ethical questions. Deconstructing the term ‘multicultural’ has been important in my research so far, at the same time as I have worked with courses in Teacher Education named ‘multicultural’. The term ‘multicultural’ has different meanings connected to different discourses; the common understandings in Norway are connected to ‘new immigration’. Teacher Education in Norway can in many ways still be called ‘mono-cultural’. The term ‘multicultural competences’ then can be understood as something teachers learn in ‘multicultural courses’. I want to discuss the usefulness of developing the term ‘multicultural competences’ in connection to ‘multicultural’ courses in Teacher Education. Through interviews with students in Copenhagen and Oslo I have started to examine different discourses about ‘multicultural competences’. The term ‘intercultural’ can be seen to replace ‘multicultural’ some places both in Denmark and in Norway. The two terms in use seem to have more or less the same meaning, but historically they can be connected to different discourses. What does this shift in naming indicate?

**MULTICULTURAL DISCOURSES B: MULTICULTURALISM IN NEW YORK CITY AND OSLO - DIFFERENCES OR SIMILARITIES? A STUDY OF THE RELATIONSHIP BETWEEN DIFFERENT FORMS OF MULTICULTURALISM AND EDUCATIONAL PRACTICE**

Van der Kooij, Kristin Skinstad, Oslo University College, Faculty of Education

Based on research conducted for my PhD dissertation in a public high school in New York City, I am developing a study in which I am looking at the relationship between models of multiculturalism and educational practice in New York City and Oslo. The aim of the study is to
highlight the content of different models of multiculturalism and to show how these discourses influence decisions made about school organization and educational practice. I argue that particular forms of multiculturalism lead to particular forms of educational practice, which in turn provide the framework for socialization and identity development for individual pupils. The data from New York City will be supplemented with data from a field study of a public school in Oslo. This is a work in progress and my aim for this presentation is to share my research so far and to use the network as a sounding wall to help me further develop the research project.

PRESENTATION OF THE PROJECT: A SUPPORT OF NEW TEACHERS IN THE NORTH AND THEIR LEARNING

Hoveid, Halvor, Finnmark University College
Berger, Anne-Harriet, Tromsø University College, Faculty of education
Jakheiln, Rachel, University of Tromsø, Department of Learning and Teacher Education
Bergstrøm, Grete

This is a project that is sponsored from the Directorate for Primary and Secondary Education. On the national level it is named guidance for new teachers. Our project is a regional project constructed as cooperation between the University College of Tromsø, the Saami University College, the University College of Finnmark and the University of Tromsø. Due to the history of our region which has a tradition for multiculturalism and a tradition of oppressing this multiculturalism, we have chosen to focus on multicultural understanding in the supervision of the new teachers. This construction of the support of the new teachers is supposed to underscore that the new teacher is a resource in their school. The new teachers and their supervisors are attending an educational program to reflect on their multicultural environment. During the first year we made a film showing some happenings and some participants in our project. We want to show this film and make a special attention to the local level; the new teacher in school and his reflections. Is this a structure of possible revitalization of oppressed cultures?

NETWORK 16: RESEARCH ON TEACHER EDUCATION

FROM TEACHER TRAINING COLLEGE TO UNIVERSITY EDUCATION - EDUCATION TOWARDS INCREASING PROFESSIONALISM?

Borg, Kajsa, Umeå University, Department of Creative Studies

The purpose of this paper is to discuss in what way the many reforms during last century has changed the teacher education, in particular that of educating teachers in Sloyd*. The questions I will highlight are whether the current teacher education provides the students with knowledge enough to work as professional teachers in contemporary society. I have chosen to focus on Sloyd teachers, but it is quite possible there are parallels to other types of teacher education. During the past 30 years many reforms has changed the conditions and the content of Swedish teacher education. An increase of the quality was supposed to take place when the teacher education was transferred into the university system (1977). During the same time the administration of higher education as well as the school system in general has been decentralized. The transitions aimed at adjusting the education to the requirements of schools in a modern society when teachers’ work has become more complex than before. The teacher education has been lengthened and studies of general teacher knowledge have increased on the expense of specific subject knowledge. The Sloyd subject content has also changed from earlier when most time was allocated to craft work to the current situation when more time is spend on writing papers and giving reflections on the processes of creating and learning.

“With Sloyd means compulsory Craft subject taught in elementary and high schools using mainly textile, wood and metal work materials.
INTRODUCTION TO TEACHING WITH HELP OF ETHNOGRAPHY

Niklasson, Laila, Stockholms Institute of Education, UKL

The research plan suggests an outline for studying how a group of students carry out their first cultural study, especially how they use observation as a method. In the academic year 2001/2002 the new Teacher Education programme started in Sweden. One of the principal ideas of the reform was that all teachers, whether they intend to work at pre-school, in compulsory school, upper secondary school or as physical education teachers, should have a common basis of knowledge and general teaching training. Therefore as much as 1.5 years will be common to all students. Whatever the choice of category of profession is, there is a fast entrance to the ‘field’, in terms of introduction to schools in the municipalities that are partner areas. The main aim with this fast entrance to the municipality is to introduce the students to their respective partner schools, but there are also other aims such as conducting a first cultural study and writing a scientific text about their findings. The students are encouraged to use observations through several steps. Both the steps and the result can be used for to problematise and analyse how ethnographic method, such as observation, is used in this introduction.

NETWORK 18: SCHOOL DEVELOPMENT

WHAT IS IDENTIFIED AS A PROBLEM IN PRESCHOOLS?

Tullgren, Charlotte, Högskolan Kristianstad, Institutionen för Beteendevetenskap
Alli, Carola, Högskolan Kristianstad, Institutionen för Beteendevetenskap
Ljung-Djärf, Agneta, Högskolan Kristianstad, Institutionen för Beteendevetenskap
Permer, Karin
Permer, Lars Göran

This paper deals with a project focusing on “problems” in preschool. The Swedish preschool has recently changed from being a social institution to become a part of the education system. Also the knowledge used in pre-schools is changing from, for example, developmental psychology to a socio-cultural knowledge of children and childhood. Accordingly perspective and discourses used in preschool settings are not given. Besides preschool teachers other profession groups also are working with preschool questions, for example primary school teachers and psychologists and school nurses. These different groups are all founded in different knowledge. In the light of these facts we have become interested in how problem in preschool are identified and handled with. Three perspectives will be used: theories about professional strategies and use of knowledge in work with lining up demarcations limits at workplaces, genealogical perspective and a positioning theoretical perspective. The aim of this paper is to present the project plan and to discuss the possibilities and limitations in the project.
POSTER PRESENTATIONS

NETWORK 2: ARTS, CULTURES AND EDUCATION

REFLECTIONS ON PUPILS‘ PICTURES ABOUT SCHOOL
Jönsson, Lena, Malmö Högskola

Reflections on Pupils‘ Pictures about School A basis in this study is the pupils‘ point of view of school. From several Swedish schools I have collected 450 pictures made by pupils and I have selected 65 of these pictures. 118 teachers and 60 teacher students have studied the pictures and made reflections on them, individually and in groups. The teachers‘ work are at preschools and compulsory schools. The teacher students are in their first term. The pictures have formed an answer to the following question: How is it to be a school pupil today? The topics that the pupils chose when they produced their pictures are others than teachers and grown ups usually connect to school. The aim of this collection of the pupils‘ pictures is to find out what possibilities there are to use pictures in the evaluation of school. What other forms of evaluation than traditional forms are suitable? The focus of the studies of the collection contents what the pictures tell, not in what way the pictures are produced. Often pupils‘ pictures are looked at as aesthetical means of expression only. The interpretations of the pupils‘ pictures have been a part of my studies. The reflections, the individual ones as well as those made in groups, have been studied through discourse analysis.

VISUAL CULTURE AND NARRATIVE STRATEGIES IN CHILDREN‘S LEARNING
Öhman-Gullberg, Lisa, Malmö University, KSM-Culture, Media and Language

The aim of my study is to examine how pupils use visual expressions in a learning process and as material in identity formation in a social and educational practice. What happens when pupils themselves become producers of visual culture in a school context? What kind of stories and resources will be liberated when the pupils choose perspectives and narrative forms? My data collection consists of nineteen video films one minute each, produced by two classes of sixth grade in secondary school. The work was an integration of school subjects in visual arts and social studies. The films were produced during the Swedish EMU-election campaign in 2003. All the movies are the pupils‘ standpoint for or against EMU. The design of the research is ethnographically inspired based on the pupil’s own video films, and interviews with the pupils about the conditions and contents of their work. An interdisciplinary perspective in both theory and method characterizes the study. The research will hopefully contribute to an increased understanding of aesthetics and creative learning processes.

NETWORK 5: EARLY CHILDHOOD EDUCATION / CHILD CARE RESEARCH

QUALITY IN DAYCAREHOMES
Sigsgaard, Erik, Center for Institutional Research, Højvangseminariet

We have asked key persons in 5 selected municipalities: Which family daycare would you like your child or grandchild to attend to and why? On that basis we have chosen 5, one in each municipality. The researchers make observations and interviews with involved persons, also parents and head of local department for family daycare. They return to “basecamp” on Friday. After one week or two with a lot of writing and discussions another of the selected
family day cares in another municipality is explored the same way and so on. We will try to
give answers to our key question: When we talk about good family daycare, what is meant
by ‘good’, what is so good about it and why? Our ambition is to make it possible to reach a
common understanding of ‘good’ so that the whole field might be developed along guidelines in
accordance with this common understanding.

A UNIVERSAL PRESCHOOL: CHILDREN AS CO-CONSTRUCTORS OF
DEMOCRATIC VALUES IN A PRESCHOOL SETTING
Karlsson, Rauni, Högskolan i Borås, Institutionen för pedagogik
The background for an ongoing study, of which parts are presented in this paper, is the new
universal pre-school for four and five year old children (Skolverket 1999). Data is obtained from
field observations during a two week period on an effort to elaborate and develop methods and
theoretical perspective. In this paper the intention is to bring forward and discuss how children
participate as co-constructors of democratic values in an every-day pedagogical content in a
preschool setting. A question to be answered is: How do teachers and children interact in the
construction of democratic values?

NETWORK 8: HIGHER EDUCATION

THE RELATIONSHIP BETWEEN JOB VALUES AND ACHIEVEMENT GOALS
AMONG NORWEGIAN POST-SECONDARY STUDENTS
Strømsøe, Helge and Bråten, Ivar, University of Oslo, Institute for Educational research
In the present study we examined relationships between students’ job values and their
achievement goals, and differences between student nurses and student teachers regarding
these values and goals. The term job value has been used to describe students’ ratings of
how important different characteristics of work are in a future job. Previous research has
normally differentiated between materialistic or instrumental values (e.g. salary, career) and
non-materialistic or expressive values (e.g. social relations, personal growth) (Gooderham et al.,
2004). Whereas job values refer to a future job, achievement goals refer to purposes for engaging
in achievement behaviour and standards to evaluate task performance while studying (Pintrich
and Schunk, 2002). Theories on achievement goals include two main categories of goals,
namely mastery goals (focus on learning and self-set standards) and performance goals (focus
on demonstrating competence and normative performance standards). Generally, the research
suggests that a mastery goal orientation leads to higher levels of cognitive engagement and
to more effort and persistence, while the results are more mixed regarding a performance goal
orientation. The distinction between mastery and performance goals seem to parallel, to some
extent, the distinction between non-materialistic and materialistic job values. In this study we
explored this possible relationship. As earlier research has indicated differences between student
nurses and student teachers on certain aspects of job values (Dæhlen, 2003), we also examined
differences between these two student groups on both job values and achievement goals.
UNDERSTANDING TEACHERS’ PROFESSIONAL DEVELOPMENT: A LIFE HISTORY APPROACH

Kjerulf, Anne-Charlotte and Backholm, Pamela, Åbo Akademi Vasa, Pedagogiska fakulteten

Understanding teacher’s professional development: a life history approach Educational investigations in general, have paid little attention to teachers voices. Considering teachers’ thoughts, perceptions, beliefs and experiences they are all aspects of teachers culture which we need to know about and be aware of as a key factor in education, especially in times of change (Cortazzi 2002). Teachers culture, considering these aspects above, is yet an unexamined field (Sikes, P. and Goodson, I. 2001; Fullan, M. and Hargreaves, A. 1992; Huberman, M. 1993). In this presentation we are going to give a brief presentation of two research projects. In both projects we are interested in how different events, that teachers regard as critical incidents, are related to teachers’ attitude towards their own profession and practical work. We have been interviewed Swedish-speaking primary and secondary school teachers in Finland. One of the projects is focusing on which factors or phenomena does teacher regard as crucial events, i.e. turning-points or epiphanies. The other research-project is focusing on how critical incidents in teachers’ life can be considered as a starting point on a positive professional development through individual counselling which aim is to strengthen the teachers’ self-confidence.

The approach of our studies is hermeneutic and the method used is mainly narrative.

WHAT IS EUROPEAN MASTERS IN INCLUSIVE EDUCATION (EUMIE)?

Nes, Kari, Hedmark University College, Department of Teacher Education

European Masters in Inclusive Education is developed by nine universities and colleges across Europe. From the Nordic countries the only participant so far is Hedmark University College, Norway, who would like to present the programme through a poster.

IS PEDAGOGY A POLITICAL SCIENCE? A DISSERTATION ABOUT THE POLITIZATION OF PEDAGOGY IN GERMAN AND NORWEGIAN DEBATES IN THE FIELD OF PHILOSOPHY OF EDUCATION

Feldmann, Britt-Kristin, Universität Flensburg, Institut für Allgemeine Pädagogik

The present state of the pedagogy in general is typified by its loss of its scientifically-based ability to criticise society and at the same time typified by its loss of social-political responsibility. In the light of the current processes of transformation of social democratic societies and the neoliberal pressures to which educational institutions are exposed, debates on the recognition of pedagogy as a political and critical science seems to be required in order to prevent political conservatism and a renewed positivism. This is not necessary solely in order to provide critical reflection of pedagogical processes and goals, but also to reinforce the disciplin itself and hence education as a critical corrective of the theory and practice, and as a critical point of reference against the background of the processes of social development. A critique of political conditions is the fundamental prerequisite for all considered educational practice, and hence no anachronism. 30 years ago the debates about the politicization of pedagogy were unfortunately not leading to a paradigm of a social-critical pedagogy - neither in Germany nor in Norway. The assumption must be made that critical pedagogy has become differentiated out into pluralistic concepts of knowledge, but yet the question remains of the meta-theoretical identity. One aim of the dissertation mentioned above is to take up the political implications and traditions of critical
pedagogy in order to help on the meta-theoretical paradigm in both social-democratic countries, and last, not least, to make a contribution to the reinforcement of the German-Norwegian scientific discourse.

NETWORK 16: RESEARCH ON TEACHER EDUCATION

TOWARDS BEST PRACTICES AMONG TEACHERS IN SERVICE – HOW TO TEACH, LEARN AND EVALUATE HOME ECONOMICS

Sulonen, Katriina, University of Helsinki, Department of Home Economics and Craft Science

This education program is focused on Home Economic (HE) teachers in service which are aiming longitudinal educational program instead of one day fast courses. The program will start on March 2005 and lasts till spring 2006. The program is organized co-operatively with the University of Helsinki and the Association for Home Economic teachers. One of the main purposes is to activate teachers from those parts of Finland where universities are far away or the community does not give enough resources for education for teachers in service. Some 30-40 teachers will invite to this co-operatively organized program. Content of the program will mainly consist those mentions on the title: new teaching habits, variety of learning habits, difficulties on pupil’s evaluation. And finally how to include new habits and thoughts to the national curriculum and school culture. Not forgetting teachers’ personal growth when aiming change. An important issue is also how to develop teachers’ ability to use internet in a more pedagogical way than use to. We also want to courage teachers to write about their experience during this program. Writing is a good tool to strengthen your experiences and thinking about teaching. It is also a good tool to spread your ideas among colleagues. When teacher’s personal growth begins it is a part of school development which is also a first step for a better learning environment for students.

MIXED SESSION / OTHERS

A NORDIC DIMENSION IN SCIENCE EDUCATION? AN EXPLORATORY STUDY BASED ON PISA 2003

Olsen, Rolf Vegar, University of Oslo, Department of Teacher Education and School Development

All Nordic countries participate in the OECD study Programme for International Student Assessment (PISA), implemented both in 2000 and 2003. The poster will present analyses beyond the main results published in December 2004. The data input for the analysis is a matrix consisting of all countries’ p-values (percentage correct response) for all science items. A p-value is a compound of several effects. First of all it is related to the countries’ overall achievement, and secondly, it is related to the global difficulty level of the item. This matrix is transformed to a matrix of the residuals after removing the effects of both the overall achievement of the country and the overall difficulty for each item. Each country’s vector or profile of residuals can be interpreted as “a fingerprint” carrying information about item-by-country interactions. Such item-by-country interactions are minimised in the test-development to avoid country bias. However, from a science education perspective this information is considered as highly relevant, enabling the study of country specific features of science achievement. In the poster the results of a cluster analysis of these residuals will be presented with a focus on discussing whether there exists a particular Nordic profile across the science items used in PISA. Prior studies of items from TIMSS and PISA 2000 have revealed that a Nordic profile is present in the data. If such a profile is still present analysis will be aimed at identifying the items mainly contributing to this profile.
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