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(1994-2023)

1. Educational measurement and assessment

Developing summative assessment literacy: A longitudinal case study of three novice teachers

1. Educational measurement and assessment

Anne Dragemark Oscarson[1] , **Maria Proitsaki Stjernkvist**[1], *Ali Yildirim*[1], *Raili Hilden*[2]

[1] University of Gothenburg

[2] University of Helsinki

Research topic/aim

There has been increased focus on teacher assessment literacy, but little has been done on teacher education and how pre-service teachers develop this ability over time. In our study, we examine three language teachers' perceptions of their conceptual, praxeological and socio-emotional development of summative assessment.

Theoretical framework

We trace these teachers' summative assessment literacy development using teacher assessment literacy and teacher knowledge development as a conceptual framework, and a longitudinal comparative case study approach. Summative assessment, that is to sum up pupil achievement or assessment of learning, is often understood in terms of grades in one form or another, and thus includes an understanding of grading systems, grading practice, consequences of grading but also encompasses testing and portfolios where the aim is to give a holistic picture of skills and knowledge which a pupil has attained at a certain point in time.

Methodological design

We examine the development that takes place from the end of TE through to these teachers' first years of active teaching through a longitudinal comparative case study involving interviews and open end surveys. The impact of formal teacher training, informal professional development opportunities, collaboration with colleagues and practical experience in the classroom is also taken into account.

Expected conclusions/findings

The findings reveal that the three novice teachers had a basic knowledge of SA at the end of TE and their understanding deepened during their first years of teaching mainly due to collaboration with their co-workers and their experiences with real-life teaching. On the other hand, a lack of practice directed towards SA during TE and an unclear focus on SA in relation to formative assessment had an impact on the novice teachers' own perception of their professional ability to make summative assessments. As novice teachers, their attitude towards SA also became more positive towards making summative judgements of their pupils' results than during TE.

Relevance to Nordic educational research

Recommendations offered for TE are to give all pre-service teachers more focus on the summative aspects of assessment including test construction as well as compulsory practice in making summative assessments and grade setting in their own subject area during school practice periods.

DIF equating in Rasch models

1. Educational measurement and assessment
Tine Nielsen[1,2] , *Svend Kreiner*[3]
[1] UCL University College [UCL Erhvervsakademi og Professionshøjskole]
[2] University of Southern Denmark
[3] University of Copenhagen

Research topic/aim
How to adjust the sum score for Differential Item Funtioning in educational measurement.

Theoretical framework
Differential Item Functioning (DIF) is a common source of item bias in educational measurement scales. DIF occurs when responses to an item not only reflects the measured construct, but also non-construct characteristics, e.g. sex or age, or put differently, when an item is not conditionally independent of background variables given the latent construct. If not accounted for, DIF can lead to differences in scores for subgroups that do not reflect true differences, and in some cases this can lead to Type I or Type II errors in the results. DIF is most often dealt with by the classical approach of eliminating any items functioning differentially (Holland & Wainer, 1993) in order to adhere to this requirement for validity (Meredith, 1993). This is only practical if you have items to lose and this is often not the case in non-ability, diagnostic or screening tests.

Methodological design
For Rasch models with evidence of uniform DIF (Hanson, 1998), the results indicate that item responses fit a Rasch model for each of the subgroups for which one or more items function differentially. It is thus possible to "split for DIF", which effectively means that person parameter estimates are estimated for each of these subgroups separately, and since these estimates are on the same logit scale (theta), they are still comparable and can be used in subsequent statistical analyses and for individual assessment, and essential validity is maintained (Kreiner & Christensen, 2007). However, many practitioners prefer to work with the sum scores and not the person parameter estimates resulting from the Rasch models. However on of the properties of the Rasch model, and only the Rasch model is that the sum scores are sufficient for the person parameter estimates, and there is a one-to-one relationship between these (Rasch, 1960). This we utilize to equate the sum scores for DIF (Kreiner & Nielsen, 2013).

Expected conclusions/findings
The presentation will briefly describe how DIF equating is done using real data from a well-being survey among Danish school children to illustrate the effect of equating for DIF/not equating for DIF both at the individual person level and the group level. Data is curtesy of the non-profit organization "Børns Vilkår".

Relevance to Nordic educational research
Adjusting for DIF is relevant for all measurement in education.

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Feeling Well, Doing Well? Examining Psychological Well-Being and Academic Resilience

1. Educational measurement and assessment

Deborah Siebecke[1]

[1] University of Gothenburg, Sweden

Research topic/aim

The Swedish context is currently marked by issues of decreasing student well-being (Public Health Agency of Sweden, 2018) and increasing educational inequity, particularly regarding the impact of socioeconomic backgrounds on students' achievement (Yang Hansen & Gustafsson, 2019). However, research on academic resilience yields hope for a more equitable future as it shows that some students achieve high despite socioeconomic disadvantages that place them at risk for low achievement. Previous studies indicate that these so-called resilient students report positive well-being and higher life satisfaction than non-resilient students in some countries (OECD, 2019). As life satisfaction is one important subdimension of psychological well-being, a possible link between academic resilience and psychological well-being can be hypothesized. Yet, further research is required. Therefore, the present study aims at investigating the relationship between the two constructs.

Theoretical framework

Resilient students are defined as those who demonstrate positive adaptation despite adversity. In the case of the present study, positive adaptation is defined using measures of academic achievement while adversity is related to the socioeconomic background of the student. Based on a well-being framework by Borgonovi (2020), psychological well-being is measured using indicators of eudaimonia (i.e., student-reported meaning and purpose in life), hedonia (i.e., experience of certain positive and negative emotions), and overall life satisfaction.

Methodological design

Using Swedish data from the Programme for International Student Assessment from 2018, resilient students are defined as those who fall within the bottom 25 percentile of Sweden's distribution of the index of Economic, Social, and Cultural Status and achieve at or above Level 3 in the PISA domains mathematics, reading, and science (Agasisti et al., 2018). Confirmatory factor analysis is conducted to test the measurement properties of the well-being constructs. Then structural equation models are created to link academic resilience with well-being. Further analyses may include multilevel modeling.

Expected conclusions/findings

Preliminary results indicate an overall good model fit for measurement models and a complex interplay between psychological well-being and academic resilience. However, additional analyses are required.

Relevance to Nordic educational research

Educational equity and student well-being concerns are relevant across all Nordic countries. Despite similar conditions, Sweden's SES performance gap is wider than in Norway, Denmark, and Finland (OECD, 2019), emphasizing the significance of studying the Swedish case. In doing so, this study may offer valuable insights to move closer to educational equity, both in Sweden and beyond.

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Linking formative and summative assessment in school

1. Educational measurement and assessment
Jens Dolin[1] , *Jan Sølberg*[1]
[1] University of Copenhagen

We have strong research evidence for the positive learning effects of formative use of assessment. We also know how the summative use of assessments washes back on taught content, teacher priorities and students' (lack of) well-being and deep learning.

This contradictory relationship between the formative and the summative use of assessment is probably one of the most pressing problems needed to be solved in our educational systems.

We will discuss the possibilities for enhancing the formative aspects of assessment in school and at the same time reduce the negative effects of the summative use of assessments by using data from formative assessment for summative purposes.

As a starting point, we will present and discuss the problems that we have encountered during the implementation of a newly started research project 'Coherent assessment of science competences'. The project shall give knowledge about how to build an assessment culture that promotes students' science competences through formative assessment processes and at the same time provides a valid and reliable overview of the students' academic development – data that can also be used summatively.

The project is a teacher and school development project, carried out in two Danish municipalities. It involves teacher professional development in assessment literacy as well as engagement of school leadership and municipal school administration in building a culture of coherent assessment across schools.

In addition to known problems when implementing new teaching methods at class level, the project also faces challenges involving active buy in at other levels such as in the teacher teams, school management, and municipal administration.

We would like to open up dialogues about research possibilities into this complex field and to initiate research collaborations with colleagues from other Nordic countries involved in similar projects or dealing with corresponding research interests in development of assessment practices across key actors.

School performances and emotions: a study of children's stories about assessment in Swedish schools.

1. Educational measurement and assessment

Effrosyni Terzoglou[1]

[1] PhD Candidate, Department of Thematic Studies – Child Studies, Linköping University

Research topic/aim

Departing from the importance of recognizing young students' voices and their perspectives, **this paper explores middle school students' stories about their emotions in connection to assessment practices in Sweden. More specifically: What emotions emerge with middle school students' assessments and how do these emotions emerge?** To perform and to be assessed is a central part of student life: preparing for assignments, writing tests, doing presentations in the classroom, and receiving grades and feedback. Nevertheless, students spend most of their childhood in school and besides their obligations, they obtain the fundamental right to develop their unique talents and skills too. School life is therefore tied not only to children's learning and future aspirations but also to their emotional, social, and personal growth.

Theoretical framework

In autumn 2022, revised curricula and study plans were introduced in Swedish compulsory schools, with changes, among other areas, in student feedback and grading (Skolverket, 2023). Knowledge requirements are now more flexible, and teachers can assess their students based on their overall school performances. Nevertheless, there is an ongoing global tension towards a strong testing culture, which is also met in Sweden, with an impact on students' overall well-being (see Lunneblad & Carlsson, 2012). Previous studies focus predominantly on cognitive aspects of emotions and a large number depart from a quantitative perspective (see Pekrun & Linnenbrink-Garcia, 2014). Also, a large number focuses on grades and unpleasant emotions as well as on teachers' emotions and less on young children's experiences, social interactions, and feelings of enjoyment. In Sweden, there is growing qualitative research on emotions in learning processes (see Blennow, 2021), on children's emotions and affective responses in the classroom (see Cekaite & Bergnehr, 2018) as well as in closer relation to assessment processes and overall school performances from a student perspective (see Löfgren *et al.*, 2021; Löfgren & Löfgren, 2016; Ljung Egeland, 2022).

Methodological design

This paper is part of a research project where data from individual- and group semi-structured interviews with approximately 80 middle school students (10-12 years old) and 3-5 schools in different areas in Sweden are collected. Interviews are then analyzed, and a narrative analytical approach is employed, to highlight the importance of children's experiences in different stages of research.

Expected conclusions/findings

The expected findings of this project, a part of which will be presented in this paper, aim to bring up a variety of middle school students' experiences, emotions and views of themselves and their performances from their point of view and during interactions with others. The interview findings will highlight also different moments and types of assessments as well as the role of the social environment in those.

Relevance to Nordic educational research

In line with NERA 2024, this paper brings up discussions about ways of rethinking what we already know about children's learning and ways of reapproaching children's emotions in learning processes. Furthermore, this paper aims to open a dialogue among teachers, educational researchers and educators as well as students, both from a Nordic and an international perspective.

Self-Concept and Tracking in Compulsory School: Consequences for Income in Adulthood

1. Educational measurement and assessment
Thea Klapp[1]
[1] University of Gothenburg, Department of Education and Special Education

Research topic/aim
From the 1960s to the 90s in Sweden, alternative courses were implemented in the subjects of English and mathematics in lower secondary schools (Grades 7-9). Because these subjects were considered extra challenging at the time, the idea was that students would benefit from attending different tracks in each subject, where instructions and assessments were more adapted to their achievement levels. With recommendations from teachers, students were to choose between an advanced and a general track in the two subjects (Marklund, 1985). The general tracks were easier and given at a slower pace than the advanced tracks, and they tended to have lower class-average achievement.

The overall purpose of the study is to investigate the relationship between sixth-grade self-concept and track-belonging in lower secondary school. Another purpose is to investigate the long-term effects of self-concept and track-belonging in compulsory school.

Theoretical framework
Academic self-concept (ASC) has been found to relate to cognitive and non-cognitive outcomes such as academic achievement and engagement, goal-setting, task choice, persistence, and intrinsic motivation, but also to more long-term outcomes such as future career selection (Marsh et al., 2019). When students perceive that they are capable in school, it is an advantage that goes beyond immediate academic success. Studies investigating the reciprocal effects model (REM) have found that prior ASC affects achievement positively, and vice versa (e.g., Preckel et al., 2017). Although few studies have investigated the long-term effects of ASC beyond the REM, it is sometimes assumed to be related to long-term life outcomes. Besides, studies have found that students form their ASCs in relation to group average achievement levels (contrast and assimilation effects) and it may be that the relation between compulsory school ASC and later outcomes differ depending on the context students experienced in compulsory school.

Methodological design
Questionnaire and test data were retrieved from the Swedish longitudinal project Evaluation through Follow-up (UGU: Härnqvist, 2000). Additionally, register data from Gothenburg Educational Longitudinal Database (GOLD) will be added to the UGU data for the same individuals, with information on income at age 35. In the present study, we followed a sample of birth cohort 1972 (N = 9,037) from their third and sixth year of schooling through lower secondary school up to adulthood. Questionnaire data are available from third and sixth grade, and cognitive test data from sixth grade. First, measurement models of ASC were constructed with confirmatory factor analysis (CFA) and second, structural equation models (SEM) were specified. We will control for gender, parental education level, and sixth-grade cognitive ability.

Expected conclusions/findings
The tracking system enables a quasi-experimental research design, making it possible to investigate the relative long-term importance of ASC for students in different group contexts. The hypotheses are that (1) students benefit from having higher self-concepts when they select tracks in mathematics and English, i.e., they choose the higher track, and (2) having higher self-concepts and attending higher tracks in compulsory school leads to higher income as adults.

Relevance to Nordic educational research
This research is relevant for countries with similar education systems to assess whether and how tracking impacts students' future educational opportunities.

2. Arts Culture and Education

Aesthetic Approaches to Learning in the Transition from Kindergarten to School (nor)

2. Arts Culture and Education
Ingrid Rotli[1]
[1] Ingrid Torgersen Rotli

Research topic/aim
The research area of this poster presentation is learning/learning activities in the transition from kindergarten to elementary school. Research concerning the transition to elementary school emphasizes the value of children's perspectives. (Peters, 2010; Einarsdottir, 2011). An aesthetic approach to learning, with an emphasis on the importance of meaningful learning and pedagogical documentation as a means of understanding children's learning processes, is central in this picture.

Theoretical framework
These perspectives on learning are underpinned by pedagogical and philosophical theories that prioritize student engagement at the core of a holistic approach to learning, encompassing the body, cognition, sensations, and emotions (Dewey, 1934; Eisner, 2009; Rinaldi, 2006). The aesthetic perspective (Dewey, 1934) can contribute to an understanding of how form and content are interwoven in various subject areas and in learning processes in general. The theoretical framework is further inspired by the Reggio Emilia philosophy (Rinaldi, 2006) and understandings of children's learning, learning activities, and pedagogical facilitation with a broad and process-oriented pedagogical perspective.

Methodological design
The research method in the project is qualitative, and the empirical data in the study consists of observations, conversations with children and teachers, as well as children's visual expressions.
Preliminary Research Questions:

- How can aesthetic approaches to learning, inspired by the Reggio Emilia philosophy, enrich our understanding of children's learning processes in the transition from kindergarten to school?
- How can pedagogical documentation and the teacher's role as an observer, listener, and participant promote meaningful learning in this pedagogical context?

Expected conclusions/findings

Preliminary findings suggest that teachers' in-depth exploration of essential concepts, such as learning, their perspectives on children, and their views on knowledge, emerge as pivotal aspects. This research recognizes the diversity and complexity of pedagogy inspired by Reggio Emilia, emphasizing the importance of viewing children as competent and active participants in their learning processes Furthermore, there is an acknowledgment of the necessity for additional research, particularly with an emphasis on the child's viewpoint and the enduring impacts of this pedagogical approach, both within kindergarten and elementary school.

Relevance to Nordic educational research
The findings can contribute to the innovation of practices related to perspectives on learning and learning activities as part of the transition from kindergarten to school, with knowledge that can have an impact at a national level and in the other Nordic countries.

Aesthetic experience: practise and embodied learning

2. Arts Culture and Education

Lise-Kari Berg[1] , *Øyvind Førland Standal*[1, 2]

[1] OsloMet - Oslo Metropolitan university

[2] The University of South-Eastern Norway (USN)

Research topic/aim

Keywords: practise, aesthetic experience, soma aesthetics, embodied learning, deep learning, Arts, Culture and Education

In this ongoing project, we aim to explore the role of practise ('øving') in the Norwegian school subject of Arts and Crafts. Through qualitative interviews we seek to gain insight into how teachers of Arts and Crafts experience practise in connection with the development of aesthetic experience.

Theoretical framework

We use somaesthetics as a theoretical framework for aesthetic experience. Somaesthetics (soma = body) is an extension of traditional aesthetics and understands aesthetics as an embodied discipline and as an 'art of life'. The emphasis is on the sensuous (aesthesis) with the aim of improved embodied knowledge and experiences (Shusterman, 2018; Shusterman & Tomlin, 2008). Traditionally, practise is linked to the repetition of technical skills, but we base ourselves within the concept of deep learning; as connected to embodied, relational, creative and affective forms of learning (Bollnow, 1976; Dahl et al., 2019).

Methodological design

The project has a phenomenological approach, as we, through qualitative interviews, seek insight into primary school teachers' personal teaching experiences (Gill, 2020). In the autumn of 2021, interviews were conducted with a total of 9 teachers who teach Arts and Crafts at various primary and secondary schools in Norway. The overall data is analyzed and discussed in the theoretical perspective shown above.

Expected conclusions/findings

Through our analysis we explore how practising is connected to the development of aesthetic experience. For example, the teachers are concerned with aesthetic experience as an important supplement to a curriculum chiefly concerned with theory, and for the students' lives in general. At the same time, they find that there is little time for aesthetic processes, and that the students have little stamina for such processes.

Relevance to Nordic educational research

Somaesthetics has established itself as an open field for interdisciplinary cooperation, and we believe this is particularly interesting for interdisciplinary teaching and research in teacher education programmes in the Nordic contries (Shusterman, 2021). The project contributes to the further development of practical didactics.

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Art education and equivalence- Boys´ responses in the visual arts classroom. (swe)

2. Arts Culture and Education
Lova Palmér[1]

[1] University of Gothenburg, doctoral student, FoBoS graduate school

Research topic/aim
The aim of the licentiate study in Arts Education is to explore how equivalence in visual art education can be improved considering gender differences, highlighted by the *National Evaluation in Arts Education* (The Swedish Agency for Education, 2015, report 426). In earlier research the subject visual arts is considered to be coded as feminine (Wikberg, 2014) which evoked an interest to examine masculinities and subject positionings (Hellman, 2014) in the visual arts classroom. Further, the aim is to examine participation in visual art education through analysis of students' work with multimodality in the visual arts classroom.

Theoretical framework
Theories used in the analysis is Butler's theory on performativity (Butler, 2007), Connell's theory of hegemonic masculinity (Connell & Messerschmidt, 2005) and also Kress and van Leeuwen's theories about multimodality and social semiotics (Kress & van Leeuwen, 2001). The theories are used to elaborate the subject positionings of both students and the role of teacher from an autoethnographic perspective (Denzin, 2003).

Methodological design
The research is practice-based and conducted as an ethnographic study (Kullberg, 2014). The research is conducted as a small-scale classroom study in my own 8th and 9th grade Visual Arts classes, where I position myself as both researcher and teacher. I use visual ethnography (Rose, 2016) and autoethnography (Denzin, 2003) with participatory observation, fieldnotes, sketches from my teaching in the classroom and photo documentation of students' work. Students' videos/film were analysed using concepts from social semiotics, like affordance and multimodality. Classroom situations is analysed using an autoethnographic approach.

Expected conclusions/findings
Expected findings are related to teaching and the curriculum in visual arts and related to the broader concept of the research field of visual arts as described in the curriculum as visual culture (The National Agency for Education, 2021).

Relevance to Nordic educational research
My findings condribute to subject didactics in visaul art through classroom studies on equivalence.

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Art teacher's professional freedom in enacting a new art syllabus

2. Arts Culture and Education
Hanna Ahrenby[1]
[1] Umeå University

Research topic/aim
This presentation explores changes in professional freedom among art teachers in the context of the Swedish 9-year compulsory school. The aim is to investigate the extent of art teachers' professional freedom in interpreting and enacting a new art syllabus.

Through this process, content is recontextualization, and the visual arts subject is renegotiated. The level of professional freedom partly decides room for diversity and the direction of subject development.

Theoretical framework
The results presented and discussed at this conference are produced with the framework of policy enactment (Ball et al., 2012) and insights from prior research on governmentality and performativity (Ball, 2003; Ball, 2013).

Methodological design
Empirical data was collected over ten months in 2022 as art teachers began to familiarize themselves with and analyze the new art syllabus. The empirical data consists of interviews with ten art teachers and two Swedish National Agency for Education (NAfE) officials. Also, the three most recent syllabi for the art subject and implementation material published by NAfE were analyzed.

Expected conclusions/findings
The analysis highlights a tension between the curriculum´s normative function and art teachers' latitude in interpreting the syllabus. This tension is further exacerbated by the inherent contradictions between the goals and outcomes prioritized by the school governance system and the didactic tradition that historically upheld the professional autonomy of art teachers in the Nordic countries.

In light of these findings, I observe a notable shift as art teachers increasingly adapt to performance-driven, goal-oriented management practices, often necessitating relinquishing aspects of their professional freedom. Consequently, this transformation has significant implications for the diversity of art education, as it narrows the space for the unexpected and novel within the subject.

Relevance to Nordic educational research
The research is relevant for all Nordic countries as they have moved towards goal- and result-based management, which can be expected to affect art teachers' professional freedom despite different focuses on art education.

At the interface of research and teaching practice - Arts education encounters Sexuality education

2. Arts Culture and Education

Elisabeth Lisa Öhman[1]

[1] Stockholm University

Research topic/aim

The presentation is based on the experiences from an ongoing four-year (2020-2023) practice-based Swedish study. The research project explores how sexuality education is taught and can be taught in different school subjects from a subject didactic perspective. It is a research project where transdisciplinary promotes an ontological and methodological turn in pedagogical and artistic practices. The purpose of the presentation is to examine events and actions in the co-creation of Arts education and the knowledge area Sexual Education. Sexuality education is an integral part of different subjects in Swedish school and referred to as a special knowledge content. The curriculum for Arts education highlights the importance of working with images who deals with identity, norms and sexuality and critical examine how these images are created.

Theoretical framework

In this presentation, research practice and teaching are explored with a framework of feminist materialisms. This approach is useful for examining the complex aspects of a co-created research practice. Through the theoretical starting point, the presentation examines the didactics of the subjects as an ongoing process of intra-relations, a series of material and relational entanglements through visual material, governing documents and knowledge transformations. Barad's concept of intra-action is implemented as a concept for the practice being explored (Barad, 2007). Barad uses the concept of intra-action to emphasize that the knowledge producer is always part of knowledge production. With concepts from Atkinson's (2015) pedagogy of the "not known", the material is explored and an attempt to reconfigure spaces and events of becoming are created.

Methodological design

The empirical material is part of the larger the practice-based research project on sexuality education. Five researchers have collaborated with teachers in diverse subjects at five secondary schools. We have conducted research circles with teachers, participated in teaching planning and observed implementations. Working with research circles is motivated by its possibility to make subject didactic processes visible and as a meeting place between researchers and teachers. The material that is analysed in the presentation is based on the collaboration with me as a former art teacher/researcher and two art teachers from two different secondary schools. The material includes transcribed audio data from meetings at the schools, student's images from the assignment as well as field notes from the classroom.

Expected conclusions/findings

The analysis shows a diversity in encountering what sexuality education consists of and can become in Arts education. Through the collaborative research processes a careful negotiation of subject-specific and interdisciplinary understandings of what teaching can be-come are created. But it also created tensions both between subject areas, materials, between colleagues, teachers and researchers. Nevertheless, like artistic processes, the research process is to embark on an adventure, to lose oneself in an experience of change.

Relevance to Nordic educational research

In the Nordic countries' sexuality education has long been mandatory. This presentation is a contribution to this unexplored knowledge area concerning subject didactics and practice-based studies, especially in the field of Arts education.

Beyond Teaching. Aesthetic Education for the World's Future

2. Arts Culture and Education

Paul Moerman[1, 2]

[1] University of Jyväskylä
[2] Södertörn University

Research topic/aim
This paper is a call for an educational turn, subjectifying the world of things and beings, accessible primarily through the dialogical work of the senses, 'beyond' what teaching as controlled instruction and learning as appropriation can 'grasp'. Following Biesta (2021, 2017a, 2017b), Marion (2016–1998) and Herbart (2016/1897), the paper discusses the phenomenal world viewed as subject offering its 'gifts' to the human 'I', superposed by a discussion on the human subject becoming through intersubjective interplay with and ethical response to the Other, following Arendt (1954) and Levinas (2003, 1987/1992). The appeal for an aesthetic education is a response to a world calling upon us for natural and social survival.

The paper looks at teaching as hands-on practice and at educational theory through the arts, notably the gaze of the dancer and the dance educator. Bringing an art mode like dance into education suggests dance comes with something perceivable as 'educational'. Inquiring into the relevance of dance as artistic activity 'in' education, the paper explores dance 'as' education – what dance can 'teach' us, not least about education and teaching.

Field study findings indicate teaching dance touches upon clearly existential aspects of both dance and education, bringing to the fore education's often overlooked existential 'remit', in Biesta's words, to provide space for the young individual to act upon their freedom and 'break into the world' as subjects of their own lives. The teacher's task is to 'stage' dialogical encounters of the 'I', looking for knowledge and meaning, with the world and its 'gifts' and own needs.

Teaching dance offers spaces for encounters through kinaesthetic awareness – the capacity to be moved by movement, a blend of agency and vulnerability, prompting a willingness to be permeated by the aesthetic, opening up for the unpredictable and the non-cognitive, the not-yet-known and the unknowable, for new perspectives on the world, the Other and the other, opening for existential encounters.

The argumentations hold a reaction to an instrumentalization of the arts in education and a marketization of school and the classroom, objectifying the 'learner', teacher and education altogether, ultimately also objectifying the world as a store. In contrast, dance is advanced as transforming dialogue, stripped from any technical or other utility, down to the 'naked' human body-subject moving and becoming in aesthetic and ethical interplay with the world of things and beings.

Dance, it is propounded, 'teaches' us a way of moving through and with the world, in sensuous, receptive dialogue between subjects becoming again and again. Letting dance teach may thus show us a tentative model for an aesthetic education for democracy and the survival of the planet.

Keywords: Arts and education, dance education, aesthetic education, existential education, subjectification.

Theoretical framework
Biesta (2024, 2021, 2017), Marion (2016–1998), Roth (2011), Herbart (2016/1897), Arendt (1954), Levinas (2003, 1987/1992), Stinson (2016, 2009, 1998).

Methodological design
Referred qualitative study on creative dance in teacher education. Semi-structured group discussions, participants defining dance, describing their dance work, formulating the educational relevance of dance. Transcripts discursively analyzed with Wetherell and Potter's interpretative repertoire tool.

Expected conclusions/findings
(see above)

Relevance to Nordic educational research
(id.)

Bildung and aesthetic expressions - cultivating professional judgement among becoming teachers in the arts

2. Arts Culture and Education

Cecilia Ferm Almqvist[1]

[1] Södertörn University, SWEDEN

Research topic/aim

The aim of the presentation is to contribute with a perspective on cultivating of student teachers' professional judgment aiming to prepare them for handling the complex school reality of the 21st century.

Theoretical framework

The starting point is a holistic view of *bildung* where essential and existential dimensions constitute intertwined parts of a relational field of action. Human beings are here seen as sensuous beings who use the whole of themselves in experiencing the world through actions, thoughts, and relations. *Bildung* both deepens already internalized experiences and throws humans out in the unknown. In both cases, inner as well as outer reflection is needed. Independent of what subject a student teacher is to be teaching, or what kind of school the program is directed towards, the student teacher is expected to be responsible for a whole commitment, in turn to contribute to their future students' growth, that include essential as well as existential dimensions. Academic tradition, strengthened by neo-liberal winds, have although, contributed to that essential dimensions gradually dominate both teacher education and schools.

Methodological design

To connect to practice, I have asked five actors in the field to write a letter with reflections upon the philosophical base presented above. The material has been analysed in a hermeneutical phenomenological manner. In the presentation I will be in dialogue with the actors in the field and relate aspects of *bildung* to cultivating professional judgment among becoming teachers in visual art, crafts, dance, music, and theatre.

Expected conclusions/findings

In this presentation, I will focus upon teacher education specialized in arts subjects, which makes it relevant to define *bildung* in relation to aesthetic expressions. In *bildung* processes, that include aesthetic expressions, student teachers internalize intertwined existential and essential dimensions of artistic forms of expression through action, reflection and being. Hence, in cultivating future teachers, it becomes important to encourage openness towards the unknown and non-expected perspectives, as well as re-valuation of own values and imaginations, which in turn demands inner conversations, thinking or judgment. It concerns seeing, relating to and challenge established norms related to arts expressions.

Relevance to Nordic educational research

The theme of the paper is relevant for the Nordic countries as the same political winds are blowing and influence challenges that teacher education in arts subjects must handle.

Challenging the familiar – using artistic methods in teaching

2. Arts Culture and Education
Frida Marklund[1]
[1] Umea university

Research topic/aim

Based on the concept of defamiliarization, this paper examines how artistic methods can be used in teaching to explore and challenge different topics and working practices in educational contexts. This is especially relevant in relation to the complex and changing world that schools need to equip students to face. The paper aims to answer the following questions: In what way can defamiliarization be understood as a pedagogical method? And how can defamiliarization be used as a critical perspective in education?

The paper is mainly based on an article about using artistic methods in compulsory school as a way to problematize an anthropocentric perspective (Marklund, 2022), with examples from visual arts in a lower secondary school in Sweden. The paper also includes an example of using art assignments in higher education to explore conceptual themes in visual arts, as well as unconventional methods for teaching.

Theoretical framework

The term *defamiliarization* derives from Russian formalism and describes when the artistic form, the embodiment or shape of something, is used to make us stop and be surprised, breaking our routines and habitual ways of seeing (Sklovskij, 1971). Here the concept is utilized to test its bearing on concrete situations when using artistic methods in teaching.

Methodological design

The data consists of observation notes, interviews and students' pictures from an art assignment in lower secondary school on the theme of human rights. The assignment concerned aspects of social sustainability with an aim to foster democratic values and ran over an entire semester. The pictures were exhibited in a library at the end of the semester.

Expected conclusions/findings

As a pedagogical method, defamiliarization can be used as an artistic device in production or when experiencing art. Artistic methods can also defamiliarize the forms of teaching in school. The degree of defamiliarization in students' pictures vary, and using artistic methods does not necessarily mean that the theme or topic of the assignment becomes defamiliarized. In order to use defamiliarization as a critical perspective in education, students need support and guidance in order to ensure a problematization of the subject content. However, students experience defamiliarization in a different way than the teacher. The result show that a strong formalized and goal-oriented school discourse can hamper defamiliarization, thus changing environment or simply providing a different work method can offer a possible change of perspective.

Relevance to Nordic educational research

The result is interesting in relation to several educational contexts, since it highlights the challenges of working in a goal-oriented school, while encouraging students to dare to go beyond the expected and think outside the box.

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Clothing-without-humans

2. Arts Culture and Education

Hanna Hofverberg[1] , *Stefan Bengtsson*[2]

[1] Malmö University

[2] Uppsala University

Research topic/aim

Clothes are something that we all need and wear. Clothing production and clothing consumerism have, however, become major environmental problems (Brooks et al, 2017; Fletcher 2016; Clean Clothes, 2018). In this context, the discourses around clothing consumerism and textile waste are constituted as unsustainable and as something that needs to change. To resolve these unsustainable patterns, different actors in different sectors are trying to raise awareness and change people's unsustainable behaviours. In Environmental and Sustainability Education (ESE) research, the issues of behaviour change and sustainable development has been much debated. In 1992, in response to the Our Common Future report (UNESCO, 1987), Jickling (1992) argued that it is impossible to educate for sustainable development because there is no consensus about what sustainable development really means and what it aims for (p. 8). Instead, he emphasised that education needs to show and address the different sustainability stances, placing the uncertainties and the contradictions at the core of education. Following this line of thought, pluralistic perspectives have been highlighted as a crucial element in education (Öhman, 2008), as has education as a way to help students to develop action competencies (Jensen & Snack, 1997; Van Poeck *et al.*, 2023) and develop learner's agency (Stevenson et al., 2013).

By discussing the results from a research project named *Sustainable Fashion* (Hofverberg, Franzén and Maivorsdotter, accepted) the aim with this theoretical paper is to discuss a pluralistic approach that creates a space for ESE without black boxing clothing as a means to an end, with pre-defined (un)sustainability outcomes.

Theoretical framework

Inspired by Tim Morton's work on *hyperobjects, dark ecology*, and *ecological being* (2013, 2016, 2018), we borrow a vocabulary for thinking about the experience of the strange and uncanny in relation to clothing. From this stance, we are able to discuss clothing-without-humans and thus add to a pluralistic approach relevant for ESE.

Methodological design

Drawing on previous research (Hofverberg, Franzén and Maivorsdotter, accepted) that address sustainable fashion, three practices of clothing are discussed: (1) the everyday experiences of clothing, (2) clothing as a post-growth design and (3) clothing as wicked problem, to highlight the strangeness and uncannyness of clothing,

Expected conclusions/findings

By highlighting the strangeness and uncannyness of clothing, we will address three things that is relevant for ESE: to give voice to clothing as familiar yet strange and unsettling actor in the educative substance, to acknowledge the teacher in designing how clothing as an object of education might appear to a student and the key role of didactic intervention to let clothing as an object of education undermine its reduction to content by the student or the teacher (Bengtson, 2021).

Relevance to Nordic educational research

We hope that this pluralistic approach will be a fruitful contribution to the Nordic research community of Sloyd and other educational practices dealing with clothing and ESE.

Co-created play practices (nor)

Hanne Wiseth

Research topic/aim
This PhD-project aims to create new approaches for art pedagogical practices in kindergartens, by using strategies from devising theater to co-create fantasy worlds together with children. Research has shown how joint child-adult play interventions may contribute to a rich play practice, where the interaction between children and adults generates deeper play (Lindqvist, 1997).

Theoretical framework
The theoretical framework of this study draws upon current theories on children's fantasy play (Corsaro, 2003; Guss, 2017; Vygotskij, 1995), adult participation in play (Hoffmann et al., 2022; Løndal & Greve, 2015; Öhman, 2012) and co-creations (Hammershøj, 2023).

Methodological design
The study is rooted within arts based research (Leavy, 2018, 2020), where strategies from devising theater were used to retrieve the data. Devising theater (Heddon & Milling, 2006; Oddey, 1994) is a way of working within theatre where the scenic material is created from scratch, often in a group. The free and open starting point and the collaborative form makes devising theatre a fruitful method in art pedagogical practices in kindergartens. When using devising theatre as a strategy in art pedagogy it is not with a goal to make theatre together with the children, but to use this way of working to create fantasy play, a fantasy world based on this specific group of children's ideas. The data material was collected in conjunction with the research project *Living world of fantasy: Devising theatre as a method in art pedagogical processes in kindergartens.* Four exploratory workshops were carried out with a fixed group of children in a kindergarten in Norway. On behalf of their child, parents/guardians consented to the child's participation in the project. The children also consented to participate, including the workshops being recorded by film and photo. All participants were given the opportunity to withdraw from the study at any time. Participants are anonymized in both text and photos.

Expected conclusions/findings
In this paper, the results from narrative analysis (Polkinghorne, 1995) of three play sequences are presented and discussed within a phenomenological hermeneutical approach. The analysis shows the importance of different factors, including adult participation, child-child interaction, and how the child's individual exploration enhance participation in collective play, when co-creating fantasy worlds.

Relevance to Nordic educational research
These findings suggest implications for how kindergartens can make use of theater techniques to establish joint child-adult play practice and in the creation of co-crated fantasy worlds.

Contemporary art in education (swe)

2. Arts Culture and Education
Elin Låby[1]
[1] Anna Carlsson

Research topic/aim
Thoughts on expertise and conceptual art permissions for daily living

In this presentation we want to discuss opportunities for new adventures in teaching art both at university level as well as in primary and seconday school. Working as an art teacher you often find yourself educating art history but you often do not have the time or feel you lack knowledge to bring the contemporary art to the fore.

At HDK Valand we have tried to make a course were the contemporary art is used as a inspiration (adventure) for the students to start their own exploration. The idea is that students in this way can identify connections between society, art and pedagogy. In this way art becomes a useful tool both to connect different subjects within the school as well as to understand different phenomena outside of the school.

Introducing reading about conceptual art and relationality and then starting out with a visit to a museum or gallery where you can experience contemporary art, using the expertise of a museum guide can be a help to get a view of different meanings of contemporary art. If you live a long way from museum a film of contemporary art is also an opportunity. A good introduction is relevant for the students continuing work.

Starting with an idea from an artwork or a contemporary phenomena the students find a "reasearch question". From this question they find as much knowledge, information as possible, during two weeks, they then formulate a PM and show what they found out in a "performance lecture" that can be either in person in the classroom, or they can film it, or make cut outs. The art adventures can be made either in groups or by each student, depending on the groups.

We think contemporary art is relevant for exploring the uncertain, the relational as well as noticing adventures ahead of us. With the pedagogy from Biestas we see this as a possible way for students to be in the world as subjects and explore the possibility and necessity of relations. Like the conceptual artist Jorge Lucero we clam that we are all experts, in something – maybe making a sandwich, brushing our teeth? In this way conceptual art can give students a feeling of competence.

 What we would like is to discuss further at the conference is how we can develop the use of contemporary art in different ways. It is easy to get our art teachers interested – but how can we reach teenagers? Maybe a combination of music and art? Or social media? What questions are relevant today in different foras? And what different media or "making" is interesting to perform?

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Biesta Gert, (2021), *Konst som undervisning. Konstundervisning "efter" Joseph Beuys,* Arkeater, ISBN 9789151983479
Theoretical framework
Jorge Lucero Teacher as artist in residence (2022). https://www.jorgelucero.com/teacher-asartistinresidence

Biesta Gert, (2021), *Konst som undervisning. Konstundervisning "efter" Joseph Beuys,* Arkeater, ISBN 9789151983479
Methodological design
Classroom/school design, Performance
Expected conclusions/findings
Learning
Relevance to Nordic educational research
An area formerly not well used in educaition

Decomposing an architectural project in lower secondary education

Eva Lutnæs[1]

[1] OsloMet - Oslo Metropolitan University

Research topic/aim

For nine weeks, students aged 15 to 16 are challenged to take on the role of architects in Art and Crafts classes. The task is to imagine a shelter in nature for The Norwegian Trekking Association (DNT) that allows for shared living, flexible use, and minimum environmental damage. When designing built environments, students face the challenge of translating between visions, visual representations and full scale (Strand & Lutnæs, 2022), adapting the exterior and interior of a building to a specific location, and creating solutions that are both functional and beautiful. Does this sound like a desirable educational adventure?

I could have highlighted the architectural project's potential for critical reflection, green and social transitions (Green, 2014), and imaginative and creative thinking, but instead I will decompose the project and highlight its pitfalls. I will be teaching the architectural project every Monday during the 2023-24 school year. The decomposing strategy will accompany my post-class reflection notes. The strategy turns what I teach and think uncertain while I am in a continuous practice of learning to lead the architectural project.

Theoretical framework

The analysis of the pitfalls will draw upon a theoretical framework of spatial literacy (Lane et al., 2019; Bhatt & Schultz, 2017), post-anthropocentrism (Braidotti, 2017) and critical reflection (Brookfield, 2010).

Methodological design

I switch between different professional fields as I work both as a teacher in lower secondary education and as a professor at the university. My role as a teacher serves a 'mediating component' (Dunin-Woyseth & Nilsson, 2012, p. 3) between the academic sector and general education sectors. The study is situated as an empirical review from an insider's perspective and enables the documentation, analysis and dissemination of experiential and embodied knowledge (Riis & Groth, 2020, p.4).

Expected conclusions/findings

Two of the six student groups have completed the project. The results so far point to the pitfalls of 1) white middle class dominance of who feels at home in the task of designing a shelter for DNT, 2) too little time to empower students with the necessary spatial literacy, thus the teacher translates some students' visions into visual representations, 3) complexity, the project is too complicated and most students design a shelter without paying attention to shared living and flexible use.

Relevance to Nordic educational research

The decomposing strategy is relevant to Nordic educational research because it allows researchers and teachers to recognize and articulate pitfalls of educational adventures.

Demonstrating abilities and knowledge in practical work through video: the case of sloyd in the Swedish school

2. Arts Culture and Education

Hanna Skarelius[1]

[1] Kungliga tekniska högskolan i Stockholm

Research topic/aim

This project aims to understand what kind of abilities and knowledge students demonstrate in videos of their practical work. Several school subjects, such as science, home economics, and sloyd, emphasize practical work. Studying the format of reporting practical knowledge is essential because, as stated in Swedish law (Skollagen §4, SFS 2010:800), education must consider the different needs of students. Students should be supported and stimulated to develop as far as possible.

Theoretical framework

Practical knowledge is a dynamic process that involves experience, reflection, practical work, and active engagement with the environment. This perspective aligns with the ideas of Dewey (1904), who emphasized the experimental nature of learning, and more recent thinkers like Sveneus (2009), who underscored the context-dependent and situated nature of practical knowledge. Practical knowledge is the result of actively constructing understanding through experience and theory. However, practical actions are made visible less than theoretical ones. For example, in a study by Jeansson (2017), sloyd teachers describe the difficulty in assessing craft-skilled students who need help expressing themselves in words. Dewey (1904) is associated with the expression "learning by doing." Contrary to what Dewey meant, the expression has sometimes been misunderstood to mean that the doing would "only" be in the hands instead of a combination of both theory and practice.

Methodological design

A case study in Norwegian language teaching (Hontvedt et al., 2023) inspired the current study since it showed that video is suitable for capturing wordless abilities. In this study, students use their phones to film predefined steps in their practical work in Sloyd. The video's signs of abilities and knowledge will then be analyzed through content analysis (Hsieh & Shannon, 2005). The following research question guides the study:

- What abilities and knowledge are visible in students' videos of their practical work?

Expected conclusions/findings

Using video as a complement to the written word might extend opportunities for assessment where practical work is involved. The study contributes to an increased understanding of the benefits and limitations of using video for assessment in practical work.

Relevance to Nordic educational research

In particular, this research will contribute to developing assessment in sloyd education. Sloyd is a typically Nordic subject, and this study can serve as inspiration to teaching and contribute to the discussion about practical knowledge in any school subject. Providing alternatives to text-based assessment is a matter of equality, including every student.

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Desiring the future: Environmental learning with young persons as imaginative and real-world dimensions

2. Arts Culture and Education

Anette Gothlund[1] , *Miro Sazdic Löwstedt[1], Meike Schalk[2], Elizabeth Calderón Lüning[2]*

[1] Konstfack University of Arts, Crafts and Design, Department of visual arts and sloyd education

[2] KTH Royal Institute of Technology, ABE School

Research topic/aim

This presentation will share insights from an ongoing, collaborative research project focusing on young persons informal and out-of-school learning within the field of environmental learning. *Environmental* is addressed here from a broad perspective of learning with/for/from the environment. A central research question has been: *How would public spaces become more accessible to a broader section of society, especially children and youths, through environmental learning?*

Theoretical framework

Through the theoretical lenses of critical pedagogy and critical urban theories (or the right to the city) (Brenner 2009, Yap 2022) we have so far noticed the importance of trusting young persons' response-ability and agency. Using the concept civic imagination from Jenkins et al. (2020) we also insist on the importance of facilitating for young persons "to see oneself as a civic agent capable of making change", and to "join larger collective with shared interest and to bring imaginative dimensions to real-world spaces and places." (Ibid., s.5).

Methodological design

Built environment/architecture and public space being important arenas for subjectification and becoming citizen (Biesta 2006, Tschumi 1981), the project explores this, involving a group of six 15–17-year-old co-researchers.Through performative research in a series of collaborative workshops, a mobile laboratory in the form of a caravan has been activated in four different locations. The developing of the mobile site allows for interactions across different world views and experiential boundaries. Living in the million-program neighborhood Hovsjö in Södertälje, bringing the caravan to Gärdet and Tekniska Museet in Stockholm gave rise to a range of explorative activities among the co-researchers. Some of these were initiated by the "grown-up" researchers, others by the youths. All activities have been visually documented, and together with podcasts made by the co-researchers we re-visit and reflect together on what we learn.

Expected conclusions/findings

A topic for discussion and investigation has been the "Cultural right of public access" [sv. 'kulturell allemansrätt']: Who has the right to access and shape different public spaces, and in what ways? Experimenting with and reflecting on how to design inclusive living environments, through participatory arts, crafts and design practices and spatial education, proves to be a successfull strategy for engaging young persons to perceive themselves as civic agents and important members of future society.

Relevance to Nordic educational research

In terms of who builds our public spaces, it is evident that student cohorts of spatial practices (such as architecture, planning, art, craft, design), lack diversity and thus a plurality of experiences and viewpoints that are needed for building an inclusive society. The relevance of the project lies in its aim to create platforms for developing equality, plurality (diversity) and inclusion resources for educators in both arts education and in spatial practices.

Diffractions from a sensory-aesthetic learning space: an exploration of performative//Bildung-centered collaboration

2. Arts Culture and Education

Veslemøy Olsen[1] , *Marianne Nødtvedt Knudsen[1]*, **Alexander Elmies-Vestergren[1]**

[1] University of Agder

Research topic/aim

In this paper we explore the multidisciplinary collaborative process of developing new perspectives on aesthetic learning processes in Norwegian teacher education. The paper builds on a recent pilot with fifth year teacher students, where we transformed a classroom into a *sensory-aesthetic space*. Exploring this process, we seek to contribute to new perspectives addressing the Norwegian curriculum's emphasis on aesthetic learning processes (Minestry of Education and Research, 2017).

Theoretical framework

Our common outset for this project is our shared wish to follow the call of Alexander Baumgarten (1750) to take the aesthetic seriously. For us, this means viewing the aesthetic as a language available to all, offering possibilities to experience, process and communicate the personal, emotional, sensory, complex and diverse (Austring & Sørensen, 2019). The sensory-aesthetic space was created out of the *diffractions* occurring between the authors, our disciplinary and theoretical outsets, the room, the different materials and the overarching theme of the student's pedagogy subject, *school in a pluralistic society*. One theoretical impulse was the idea of *performativity* (Schechner, 2013) where learning is seen as «participation in art events which are constructed in situations of interaction» (Aure, 2013, our translation). It is a shared process of *being-knowing* (Lenz-Taguchi, 2012) *in* and *with* the world (Biesta, 2018, in Østern & Knudsen, 2019, p. 5) where all participants are «prepared to try out, stay open, participate, change direction» (Østern & Knudsen, 2019, p. 2). Another impulse was *Bildung-centered general didactics* (Willbergh, 2021), where education is viewed through *Didaktike teche*; the art of showing what cannot immediately show itself (Künzli, 2000). Thus, the educational situation is seen as a process of showing/representing the world, with the intention of opening both the world and the student to each other (Klafki, 2001). This is understood to require a reflective teacher (Westbury et al., 2000) who assumes responsibility for the world (Arendt, 1961/2006).

Methodological design

To explore our multidisciplinary collaborative process, we draw on the *diffractive analysis* of Karen Barad (2007; 2014) and *a/r/tography* (Irwin et al., 2008), seeing ourselves as artists, researchers and teachers intertwined with the work and material of the process. We stay open to both aesthetic and discursive languages (Austring & Sørensen, 2019) exploring different diffractions occurring as intra-actions (Barad, 2007; 2014) – as pictures, shapes, poetic texts and fragments. In this paper we draw attention to these diffractions, with a special interest in the 'new patterns' appearing in the space between the theoretical impulses brought into the project.

Expected conclusions/findings

We expect that our impulses, through diffraction, will create new patterns, challenging our conceptions and theoretical tensions and widening our perspectives on aesthetic learning processes. One preliminary result is the idea of teaching as *invitation*, both *showing* (representing) and *being in* the world together through the aesthetic.

Relevance to Nordic educational research

Seeking diffractions between our theoretical impulses in a sensory-aesthetic space, we aim to contribute to new perspectives in the field(s) of research addressing the Norwegian curriculum's emphasis on both aesthetic learning processes and "all-round development" (Bildung) of all pupils (Minestry of Education and Research, 2017).

Embodied knowledge through aesthetic learning processes

2. Arts Culture and Education
Björn Emmoth[1]

[1] Luleå University of Technology

Research topic/aim
Aesthetic learning processes (ALP) aims to form and transform fragmented pieces of content into personally shaped and expressed experiences. This paper aims to explore the role and importance of personally owned and embodied knowledge.

Theoretical framework
My research in the field of ALP is based on Ricoeur´s comprehensive hermeneutic philosophy. I choose to emphasize the refiguration act, where the interpretation and understanding process from pre-understanding to self-understanding is completed through appropriation. This is an embodied completion by making one´s own what was initially alien. The constitution of the self is contemporaneous with the constitution of meaning.

Methodological design
Ricoeur´s hermeneutical methodology is used for interpretation, refiguration and appropriation. The data from the school study is based on observations, written reflections/supervised self-completion questionarie, and obtained course grades. In total, approximately 100 students and 50 teachers participated in the study.

Expected conclusions/findings
The aesthetic is an essential foundation for the human created and communicated world, a prerequisite for experience and learning in general. The aesthetic connects to the formwork to embody the experience, i.e. a personal experience of and in the world. This experience weaves together new and previous experiences, thoughts and feelings, into a personal expression, where the form is central to the meaning-making process. ALP concerns the qualitative encounter between the human and the world, where senses, emotions and imagination are valuable in the formation and expression of embodied knowledge.

My research shows a significant correlation between a high aesthetic quality on the form-expression and a high course grade in school. This can be explained by the similarities between an aesthetically shaped and expressed experience, and the course criteria for the highest grade. A high course grade requires deep understanding, i.e. a personal conceptual embodied knowledge beyond simple reproduced surface knowledge. According to the students and teachers in the study, this can be advantageously achieved through ALP and its core elements.

Relevance to Nordic educational research
Aesthetic learning processes is a Scandinavian concept, produced and developed in this context, but of significance in all countries, also of importance for maintained development. The relevance of personal embodied knowledge can sadly be viewed as a challenging adventure in today´s neoliberal homogenized educational practices.

Generative AI and algorithmic culture in the visual arts classroom

2. Arts Culture and Education
Ingrid Forsler[1]
[1] Södertörn University

Research topic/aim
The rapid development of generative AI, along with the increased public access to these technologies, have raised concerns among educators about what impact this will have on teaching and learning as we know it. Hitherto, the debate has mainly revolved around on chatbots in relation to the essay as an examination form, while less emphasis has been put on image generative AI. This paper addresses the question of how AI image generators will reshape school arts education and how art educators can utilize these technologies to work with critical perspectives on visual culture in their classrooms.

Theoretical framework
Theoretically, the paper departs from the notion of algorithmic culture (Striphas 2015) to describe how contemporary visual culture is shaped by the inherent bias and logics of algorithms. These logics are often obscured but can be studied through hands-on interaction with data driven technologies, as well as through critical reflection on our everyday encounters with algorithms and what kind of culture they create and reproduce (Bucher 2016).

Methodological design
This framework for studying algorithms was used in a course at the teacher training program for art teachers at a Swedish university, where the students were asked to use an AI service to generate images of different occupations or social groups and reflect upon what social norms and visual conventions they reproduced, as well as how they themselves would address this topic in their future profession. The material consists of 78 images or image collections submitted by students including a written reflections, that have been analyzed to identify future challenges and opportunities for visual arts education in an algorithmic culture.

Expected conclusions/findings
The article suggests that the handling of image generating AI calls for knowledge and skills that are already part of the nation curriculum in visual art education in Sweden, such as familiarity with different image genres/styles and knowledge of various artistic techniques and materials that comes from practical experience, but also for new perspectives and areas of inquiry. The latter includes perspectives on how algorithms and infrastructures shapes contemporary visual culture and how citizens can make visible and challenge these logics.

Relevance to Nordic educational research
The study is relevant for educational research, teacher training and policy development in the Nordic region where visual culture and digital media are integrated parts of visual arts education in compulsory education.

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Haptic aesthetic experiences of drawing

2. Arts Culture and Education

Ann-Mari Edström[1]

[1] Ann-Mari edström

Research topic/aim

The presentation is based on an article accepted for publication in *Journal of Aesthetic Education.* The article's focus is on the more subtle forms of bodily movement that are part of the drawing experience and the possibilities of working with these in a teaching and learning context. Bodily movement makes up a considerable part of most drawing experiences, yet it tends to go unnoticed. Drawing in educational contexts has been largely approached as a question of visual perception, but what if we as educators shift our focus in a teaching situation from approaching drawing as a cognitive, visual process to approaching drawing as a bodily experience instead? The article reports the result of such a shift in focus, aiming to bring the bodily complexity of the drawing experience to the fore.

Theoretical framework

Drawing is approached from a non-dualistic and relational point of view. Theoretically and methodologically, the article explores the relations between artistic practice, phenomenography, and the Feldenkrais method® of movement.

Methodological design

The study presented in the article takes its empirical point of departure in two interdisciplinary workshops that combine drawing and bodily movement, organized and held in collaboration with certified Feldenkrais practitioner Anna-Lisa Valentini. The participants' drawings constitute the material of the study, and the guiding questions are: What changes may be discerned in the bodily experience of drawing? What is the character of these changes, and how do they relate to the interdisciplinary workshop design? The analysis is based on the assumption that changes in the bodily experience of drawing would be discernible in the lines on the paper.

Expected conclusions/findings

Changes in the bodily experience are discerned and described in terms of proprioceptive presence, with reference to Jennifer Fisher's concept of *haptic aesthetics* (1997, 2002, 2012). Two kinds of presence are brought to the fore: a presence defined as being present in the moment, and a presence defined as an increased sensibility towards three-dimensional volume and space. Both kinds are subtle qualities of bodily performativity that tend to go unnoticed in educational settings, in favor of visual or more explicitly performative bodily expressions. A relational epistemological approach is put forth as way to acknowledge performative qualities, such as bodily, of the drawing experience in teaching and learning.

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Relevance to Nordic educational research

The focus on bodily aspects of drawing in educational settings is of relevance to visual art as well as drama education. The relational epistemological approach offers a much needed alternative to the cognitive dominance within research on, as well as teaching of, drawing. The research relates to the conference themes relational views of learning, uncertainty, and shifting our perspectives of the already known.

Improvisation and learning in Higher Education: A Case Study on the Role of Improvisation in Shaping Student Identity (dan)

2. Arts Culture and Education

Christina Dahl Madsen[1] , *Lærke Nørgaard Pallesen*[2]

[1] VIA Pædagogik og dannelse

[2] UC SYD

Research topic/aim

This paper delves into the subtle norms and structures that exist within the realm of higher education, that tends to focus on goals and learning outcome more than the formation of a resilient professional identity. Our research focuses on the domain of music education, examining how these invisible norms are unintentionally reproduced, gradually shaping the perceptions of both students and educators about teaching and their professional identities. We take our starting point from the concept of improvisation, which plays a central role in shaping a student's educational experience. However, its integration varies significantly, often due to unconscious structural factors. The primary aim of this article is to uncover and illuminate these frequently unnoticed structures that define and influence music education across the educational spectrum. We believe that similar parallel structures may exist throughout the entire educational system.

Theoretical framework

Our study is grounded in the application of narrative psychology and educational sociology. We utilize narrative psychology to explore the personal and collective stories that individuals construct about their experiences in music education. This approach allows us to delve into the narratives and stories that students and educators create and how they, in turn, influence the construction of gender identities. By employing this narrative lens, we seek to understand how improvisation is perceived and embedded in the narratives of both students and educators, providing unique insights into the dynamics of gender in music education.

Methodological design

Our research methodology employs a qualitative case study approach, using multiple case examples from music education at various levels, including primary and university levels. Through interviews, observations, and document analysis, we aim to reveal the nuanced ways in which improvisation is introduced and incorporated into students' learning experiences. By capturing the voices of both students and educators, we seek to shed light on the inadvertent reproduction of these gender-specific norms.

Expected conclusions/findings

Preliminary findings suggest that the formation process in music education is depended on improvisation as an approach to teaching and learning. These findings are not limited to the domain of music but may extend to the broader educational system. We anticipate that our research will bring forth a deeper understanding of the complexities and implications of these norms and their impact on student identity formation as well as to the discussion of how higher education of tomorrow will be defined.

Relevance to Nordic educational research

This study is highly relevant to the Nordic educational research community as it uncovers hidden dimensions of education that impact the professional identity of both students and educators. By bringing these structures to the forefront, our research contributes to a more inclusive and equitable educational landscape. The findings and insights generated by this research can serve as a foundation for reforming educational practices.

Insider as outsider - Stimulated recall for teacher reflection

2. Arts Culture and Education
Ida Knutsson[1]
[1] Lund University

Research topic/aim

This research, conducted as a PhD project within the realm of music education, addresses the potential challenge between fostering social inclusion and advancing musical progression in a group teaching setting. In the study on which this presentation is based, the method of stimulated recall was employed. Stimulated recall proved to be a highly effective tool, not only for deepening the researcher's understanding of didactic decisions, but also for facilitating the participants' professional development.

Theoretical framework

Reflection in and on practice is widely considered a cornerstone in professional development. The theoretical framework of professionalism, according to Cribb and Gewirtz (2015), provides a robust analytical lens for interpreting the results from the stimulated recall study.

Teachers' professionalism is inevitably based on their values (Holdhus & Murphy, 2021), and the professional development is an ongoing process of integrating the closely related personal and professional characteristics (Beijard et al., 2004). This presentation will focus on describing critical incidents of didactic decisions, difficult to obtain through other research methods than stimulated recall. Thereby the teachers' professional identities and professionalism is encapsulated.

Methodological design

In this paper, I present how the method of Stimulated Recall helped me discover results that would have been difficult to obtain otherwise. Three teachers were observed and videorecorded on three occassions each, when the were teaching groups of children. After each of these lessons, me and the teacher met to watch and discuss the recording and didactic decisions. These stimulated recall interviews were audio recorded, verbatim transcribed and analyzed with qualitative content analysis.

Expected conclusions/findings

The results demonstrate the potential of stimulated recall to elicit internal and tacit knowledge, which is often challenging to verbalize and make explicit. Reflecting with a peer can lead to a more profound level of reflection than solitary introspection. The teachers in the study could take the beneficial position of observing as an outsider, but with the insight of an insider's intentions. Supplementary questions from the researcher spurred the teachers to make explicit their own assumptions and habitual actions which provided even deeper reflection. Stimulated recall offers participants the opportunity to partially relive the classroom experience, engage in critical reflection, and articulate implicit understandings of their practice. This holds significance for both music teacher education and practitioners in the field.

Relevance to Nordic educational research

By leveraging the collective wisdom and expertise present in the profession in a systematic and scholarly manner, there is considerable potential to enhance the overall professionalism of educators.

This study advocates for stimulated recall as a powerful tool for advancing reflective practice and refining pedagogical approaches.

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knowledge has been managed and transformed over time in the school's sloyds education. (swe)

2. Arts Culture and Education
Linda-Marie Herger[1] , *Linda-Marie Herger*[1]
[1] National Graduate School in Art Education and sloyds Education

Research topic/aim
The idea that sloyd should be a completely practical subject in school has long been a persistent notion. This is despite the fact that advocates of sloyds such as Lundin and Salomon argued already at the turn of the last century that both hand and brain were needed in sloyds (Hartman, 1993). At regular intervals, the relevance of the subject in Swedish schools is questioned in order to make room for what are seen as purely theoretical subjects (Borg, 2001). The conceptual pair of theory and practice can be traced back to the Aristotelian division of theoretical and practical knowledge (Borg, 2001). Over time, advocates of sloyds have described the subject in different ways, but there has always been an ambition to show theoretical and aesthetic elements in sloyds in addition to the practical ones. This can be seen as a discussion that has taken place over time, where the concepts of theory and practice have been expressed in different ways.

The ambition here is to examine how the conceptual pair of theory and practice has been handled but also changed over time with a focus on the subject of sloyds.

Theoretical framework
To study how the conceptual pair theory and practice has been discussed over time, with relevance to sloyd, Koselleck's (2014) conceptual history theory has been used. Koselleck has shown how certain concepts, such as theory and practice, live on over time, but that the content can change so that the concepts lose their original meaning. With Koselleck's conceptual apparatus, it is possible to study two starting points: temporal levels, such as a linear timeline over time in diachrony, and a historical perspective by delineating semantic fields where something happens to the concepts.

Methodological design
The method used was qualitative text analysis. In the analysis of text material representing the semantic fields, four periods could be distinguished, referred to as four semantic fields.

Expected conclusions/findings
The discussion about practical and theoretical knowledge that has taken place among sloyds advocates and sloyd researchers can be traced back to the origin of the concepts. Sloyd highlights the inadequacy of seeing theory and practice as opposing pairs.

Relevance to Nordic educational research
In sloyds, the division between theory and practice has been a recurring issue, where sloyd advocates have tried to show how sloyd, like many other subjects, contain both practical and theoretical elements. There is a thought dimension in making and an action dimension in thinking that has been invisible in the school's handling of knowledge (Carlgren, 2015). The knowledge development of educational sloyds is still described as an almost unexplored field in all Nordic countries (Westerlund, et.al. 2021).

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Memory work in suede – textile/textual methods to map quiet durability

2. Arts Culture and Education
Stina Westerlund[1]
[1] Umeå university

Research topic/aim
A societal challenge today is the urgency to develop and adapt to more sustainable approaches to the amount of material artefacts we surround ourselves with. Clothes are no exception; they are products of a global market system, draining the understanding of what clothes can be. There is, however, an alternative quiet sustainability (Smith & Jehlicka, 2013) rooted in alternative and personal contexts, but of which we lack explicit knowledge (Fletcher, 2015). Based on a suede jacket, worn by five persons, from the 1950s and onwards, the study explores unspoken strategies and social and relational aspects that takes place in between the jacket and its wearer.

Theoretical framework
Methodologically, the study draws on memory work (Haug, 2008) and clothing's tactility, sensuality and 'memory-bearing' capacity (Goett, 2016) to map experiences of wearing the jacket and how clothing is knotted into social structures and social relations.

Methodological design
Individual written memories, based on a physical encounter with the jacket, were translated into third person perspective and thereafter analysed collectively to recall and reassess the memories and to find similarities and connections in the stories.

Expected conclusions/findings
The result shows how the jacket mediates experiences of an intense, context related balancing act between alignment–uniqueness, uncertainty–courage, and attachment–release, but also ethical reflections on the wearers themselves and their responsibility for others during certain periods of their life. The memory work gave insights in the commonality in the garment's interconnectedness in the social construction of selves.

Relevance to Nordic educational research
The responsibility to educate for sustainable development has over time been strengthened within the Nordic countries' education systems. In addition to providing in-depth knowledge of what quiet durability can be, the study contributes to conceivable methods to use in exploring quiet sustainability in teacher education in Crafts. Professional swedish craft teachers for example, find sustainable development, and perhaps especially social sustainability, difficult to teach about (Swedish National Agency for Education, 2015), so method development in the area is needed in both teaching in higher education and in research.

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Music teachers' responses to a new curriculum in Sweden

2. Arts Culture and Education

Johanna Antonsson[1]

[1] Lund University

Research topic/aim

This study concerns the implementation of the new Swedish curriculum for the compulsory school called *Läroplan för grundskolan, förskoleklassen och fritidshemmet – Lgr22*, and its new syllabus in music, more specifically assessment and grading in relation to these new steering documents. In addition, the study addresses the implementation of a new rule concerning grading, in Swedish called *sammantagen bedömning* (which translates to *aggregative assessment*). This new rule entails, for example, a new framework for how teachers are meant to be using the grades B and D (Skolverket, 2023), commonly known as "the middle grades" in the Swedish context. The study explores the influence of the new rule on music teachers' grading practices.

Theoretical framework

The study at hand uses the theoretical framework of social constructionism, based on Burr's (2015) definitions. Primary concepts for the theoretical foundation of the study are *identity* as used by Burr (2015) and *teachers' visions* (Hammerness, 2006).

Methodological design

Four teachers have been interviewed for the study, first before the implementation of the new curriculum and then again once the curriculum had been in place for a semester. Data produced in the interviews is to be analysed and represented through narrative methods.

Expected conclusions/findings

Tentative results indicate that the music teachers interviewed in the study find the new curriculum and music syllabus to be more aligned with their own views of what assessment and grading in music should entail. Surprisingly, they also to some extent express no need for their assessment and grading practices to change to comply with the new rules and steering documents.

Relevance to Nordic educational research

Assessment and grading in the subject of music is a complex matter. In the context of Nordic educational research this study hopes to put the assessment practices of music teachers in the spotlight, focusing on how teachers' ideal practice corresponds to the practice they articulate that they need to adopt in order to follow regulations and requirements from for example the Swedish National Agency for Education and from municipalities. The study also aspires to contribute to the discussion on music teachers', and teachers of other subjects', professional agency concerning assessment and grading.

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Musical start to kindergarten life (nor)

Ingrid Bjørkøy[1]
[1] Queen Maud University College of Early Childhood Education

Research topic/aim

Musical start to kindergarten life is about singing and musicking in toddler's adaptation to kindergarten, in the form of everyday ritual music gatherings and singing in spontaneous interactions. The research project is a further track from the doctoral thesis *The meaning of song in interaction with the youngest children in early childhood pedagogical practice* (Bjørkøy, 2020), where I try out the concept of song interplay in the context of adaptation.

Song interplay is an understanding that singing create contact in the way the song is done in a context, in how interaction is improvised and playful and in bodily, affective and improvised participation in the interaction. Emphasizing song interplay in children's adaptation involves a focus on relationships, security and procedural qualities. Verbal language is toned down, non-verbal and musical forms of interaction are given more space, with the intention of practicing the ability to tone, sensitivity and practice recognition and reciprocity in interaction with children under two years of age.

Theoretical framework

The project is based on both pedagogical and musical theoretical perspectives on communication, relations and adaptation, with an emphasis on relational musicality, musicking, creatice pedagogy, ritual music gathering and improvisation.

Methodological design

The project is both performative and inspired by action research, and involves practical training and guidance of kindergarten staff at four departments in three kindergartens. Research methods are interventions, participant observation and conversations with staff and parents. the analytical process is affective and arts-based with emphasis on diffracting stopmoments for what seem to be performative for how singing and musicking can have an inpact on childrens adaptation in kindergarten.

Expected conclusions/findings

Preliminary results on what meaning singing and musicking can have in the youngest children's adaptation to the kindergarten address the following: Singing has significance in the form of practicing a responsiveness to the communicative and participatory qualities of singing. Singing is also important in the form of recognition and as a ritual everyday expression in gathering and interaction, both in the kindergarten and at home. The dramaturgy of the music lesson and the choice of songs have an impact on how the children master the song and participate in the gathering. The staff's leadership in terms of bodily and preparation has an impact on how the children participate.Gaining experience in leading a music collection is considered important, especially regarding developing and practicing sensitivity in interaction and using affect as a capacity in meeting the children. I consider trust in process, appreciation of a diversity of song expression and room for emerging articulation of the affective, tangible connection to experiences one makes to be central. Assessment of singing quality and fear of making mistakes, seem to act as a block for employees to acquire new experience and to use singing in interaction and gatherings with children.

Relevance to Nordic educational research

The research project is relevant in Nordic education research with regard to art in pedagogical practice in kindergarten, combination of art and pedagogy both in method and in theory, and also considering post-qualitative and performative approaches in early childhood education research.

Performative aesthetic adventures created through playing with body, space and materials

2. Arts Culture and Education
Monica Klungland[1] , *Ann-Mette Liene*[1]
[1] University of Agder

In this explorative workshop participants are invited into collective creative processes exploring different techniques and materials. We will explore and play with fiber materials like paper and yarn, and with use of different techniques create spaces that enhance relational and material qualities. The question explored is: How can performative aesthetic adventures be created through playing with body, space and materials?

The issue of this workshop is to challenge individualism in art education through collective creative practices in both kindergarden and primary school. The purpose is to reconceptualize the strong emphasis on personal expressions and individual creativity in art education programs, and rather argue for playing with materials in a classroom practice with social and collective engagement. The content of the workshop has been created as an encounter between visual art and theater in early childhood teacher education. The exploration leans on theories like Rudolf Labans *Choreutics* (Laban & Ullman, 2011) and Karen Barads new-materialistic performative approach to materialization (Barad, 2007). As a/r/tographers (LeBlanc & Irwin, 2019) we try to move classroom practices in art education in a performative direction, inviting into an educational adventure emphasizing the doing over the object made. The workshop is a further exploration of Material-collective practice (Klungland, 2021, 2022) and Cross-aesthetic art experiences (Liene, 2014, 2019).

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Pictoriality and Narrativity in art and art education

2. Arts Culture and Education
Sara Lenninger[1] , *Annette Persson*[1]
[1] Högskolan Kristianstad

Research topic/aim
This presentation deals with pictoriality and narrativity in teaching about the picture and in art education. It reflects the viewpoint that narrativity is in place in pictures with or without the support of language (Sonesson 1997). Moreover, it draws from the cunny experience of reality, imagination, and fiction in picture perception (Lenninger & Sonesson 2022). The pictorial object is a sign expression, physically separated from the world it depicts, while also being bound to that world in means of being a picture of it in the first place – whether realistic or abstract. In this sense pictures rely on perceptual habits (most often, but not necessarily by vision) but also on expectations in social lifeworlds brought into the picture by visual means (Lenninger 2016).

Theoretical framework
When understood as an underlying structure in meaning and meaning-making, narrativity connects the story (the narrative) with experience (Ricœur 1984[1983]). Although not claiming a one-to-one relation, narrativity regulates and evaluates the story in terms of realism and "possibilism". Narratives, it has been suggested, are open to meeting others' perspectives by recognizing a "window of opportunity" where two worlds may coexist while remaining separated (Farquahar 2010). In Biesta's (2017) terms, the characteristics of art, more specifically of art processes, is being in dialogue with the world – not fighting it, nor avoiding it but being in dialogue with it. In Biesta's existentialism *education* is about encountering the world in new and responsible ways. Hence, students' processes of becoming in dialogue with the world, and inviting others to explore such dialogues, should then be the focus in art education.

Methodological design
In this presentation, the two viewpoints on realism and coming to terms with "the world" in art as an educational endeavor, will be discussed and illustrated in a set of art pieces.

Expected conclusions/findings
Ricœur's (1984[1983]) phenomenological approach to realism in human narratives, including history *and* fiction, and Biesta's approach to art and existentialism in education theory will be met from the point of view that in both realms meeting resistances are key. However, while for Ricœur the resistance (and opportunities) is in encountering presignified levels of human acting as resignified narratives, Biesta emphasizes the resistance of encountering the "world" (or even the real). That is to say; according to Ricœur the resistance is met within the semiotic domains, while for Biesta the resistance is meeting the social and physical world and semiotics is the domain coming into terms with that "world".

Relevance to Nordic educational research
The proposal is primarily a theoretical contribution to discussing pictoriality and narrativity in art education and teaching art to students of different ages grounded in semiotic studies.

Resonance of relevance: Music teachers' perception, understanding, and assessment of artistic expression

2. Arts Culture and Education
Markus Tullberg[1]
[1] Malmö Academy of Music, Lund University

Research topic/aim

This presentation explores the phenomenon of artistic expression (AE) in the context of Swedish upper secondary school music program. AE appears in the syllabus in the courses *Instrument and song 1-3* (Instrument och sång) and *Ensemble and choir 1-2* (Ensemble och körsång) (Skolverket, 2011). However, no definition is provided in the documents and initial conversations with teachers and music teacher students point towards a lack of consensus regarding the meaning of the concept, how a teaching situation may foster relevant skills, and how such quality can be assessed.

The purpose of this project is to find out how music techers perceive, understand, and assess AE.

Theoretical framework

The categories emerging from the initial coding and categorization (inspired by grounded theory) is understood through Hartmut Rosa's resonance theory, which is further supplemented with aesthetic theory (i.e Nielsen, 2002) and ideas presented by scholars working within the enactive framework (Brinck, 2017; Noë 2004; Noë, 2021).

Methodological design

Based on qualitative interviews with tvelwe music teachers, the study uses a grounded theory approach to unpack the varieties of ways of talking about this topic.

Expected conclusions/findings

Unlike the tangent concept of *musical expression* (also included in the syllabus) the empirical material highlights a lack of established terminology when it comes to discussions of AE. However, with one exception none of the informants describe any difficulties in recognizing AE as a dimension of a performance. In other words, there seems to be a non-verbal, embodied understanding of AE that is hard to translate into words. Dissonance – if any – arise when this form of knowing meets the demands of the formal school setting through collegial conversations, grading, discussions of equal educations, scientific grounding, proven experience etc. In short, AE seems to be an evasive and inconsistent concept, hard to define and pin down according to any fixed criteria.

In this presentation I will explore a less tangible, underlying aspect of AE which is persistent throughout the interviews: AE as a quality of resonance entangled with the musical event and with the relationship (i.e the history of interaction) between the teacher and the performer. *Expression* – as one informant describe this aspect – is dependent on *impression*. In this way, I hope to reframe AE as something more complex than a quality or skill of the student, but no less present and without surrendering to mystification.

Relevance to Nordic educational research

This project, I hope, can contribute to the discussion on scientific grounding in relation to art education as well. Furthermore, the path of inquiry presented here may serve as a tool in order to elevate the status of – what is sometimes referred to as – tacit knowledge among art educators.

Rubbish Resilience! - Value, Materialty and Learning in Children's Leisure time Art Education

2. Arts Culture and Education

Maria Eriksson[1] , *Åsa Pettersson*[2]

[1] Senior lecturer, Department of Visual Arts and Sloyd Education, Konstfack (University for arts, crafts and design) Sweden

[2] Senior lecturer, School of Humanities, Education and Social Sciences, Örebro University, Sweden

Research topic/aim

In an upcoming study, our aim is to explore meaning-making activities in the relationship among children, adults, and the unwanted remnants from artistic workshops, the later commonly referred to as 'rubbish.' This study will take place within the framework of aesthetic learning processes within a Swedish cultural center.

The vision articulated by municipal politicians and the cultural center's board emphasizes the center as an inclusive meeting place for all, particularly focusing on the young. It facilitates culture in its diverse forms, safeguarding democratic perspectives and the equitable value of everyone. The cultural center houses various actors, including a contemporary art center with an art studio for children, a Kulturskola (School of the Arts Leisure time courses) among many other facilities such as library and concert halls.

Theoretical framework

Our theoretical framework is multidisciplinary, combining theories from science and technology studies (STS), critical child studies, learning theories, and the concept of rubbish (Thompson, M. 1979).

Methodological design

The bins and their content the rubbish will be photodocumented and by employing the method of photo-elicitation (conducting interviews with children and educators in the cultural center) we aim to construct a narrative around rubbish and elucidate the associated meaning-making activities.

As this study is forthcoming, we are engaging with issues surrounding participation. We have initiated collaborations with the board of the cultural center and the heads of the art hall and 'kulturskola' to formulate pertinent research questions. As researchers, our intent is to explore the ethics of participation, considering the various stakeholders within the cultural center: the board, educators, visiting children and families, and cleaners. Who possesses knowledge regarding the contents of the rubbish? Who decides its value and to whom is it valuable? Can the discarded items provide insights into what occurs during art classes and other aesthetic learning processes?

Expected conclusions/findings

Our focus as researchers lies in examining rubbish, found within both physical and digital bins. Bins contain the discarded, unwanted, dirty, and messy. Although the content often deemed of little or no value by children and educators and carried away by cleaners, it still leaves traces of current events and aesthetic makings.

By recontextualizing the contents of these bins, bringing them to the forefront we aim to construct a narrative around rubbish and elucidate the associated meaning-making activities.

Relevance to Nordic educational research

Art education and aesthetic learning processes for the current young generation in the Nordic countries, particularly in Sweden, face risk. Recent political decisions have reduced funding for School of the Arts (Kulturskolerådet, 2023). This adds to the already decided elimination of hours for free-choice activities in mandatory schooling (Skolverket, 2021), often dedicated to various forms of art education leaving less choice and time for Swedish young to develop abilities to make art. This too has to do with value: It reduces the possibilities for children to participate in art education where resilience factors in present time such as identity development and communicative skills are key. Therefore, it is more important than ever to study children's meaning making through art education.

Some reflections on art education and boys' grades

Eva Alerby[1] , *Camilla Sundberg Thurfjell[2], Mimmi Lind-Löfgren[2], Titti Rosén[2]*

[1] Luleå University of Technology

[2] Nya läroverket

Research topic/aim

Within the curriculum for the art education in Swedish schools one can ascertain that boys' grades in the subject are lower than the girls' grades in general. Therefore we have chosen to look closer and explore factors that can explain why boys' grades are lower. Questions we have asked ourselves are if there is something in the art subject that favours girls more than boys. Is there something that could be done that would make art more appealing to boys and therefore enable them to get higher grades? Are there any social rules/norms which make it more difficult for boys to try their best within the subject, and if so which? These are issues of concern for all those involved in the grading of art education. The overall aim of the study, presented in this poster, is therefore to illuminate and discuss art education in relation to the grades of boys.

Theoretical framework

In this poster presentation, the focus is on different aspects of art education and boys' grades based on both practical and theoretical perspectives. The theoretical perspectives, mainly focus on theories of art education and grading systems.

Methodological design

The practical part of the study includes students, year 8 and 9 at a compulsory school, who live in a municipality in the County of Norrbotten in northern Sweden. The students were asked to reflect on their experiences of art education by answering a survey and to take part in an interview study.

Expected conclusions/findings

In the poster we illuminate and explore art education and its relations with boys' grades with the ultimate goal of moving beyond traditional explorations in the field of art education and grades. Our intention is to illuminate possible unknown and uncertain dimensions of significance for art education, building bridges between art, education, and the grades of boys. By highlighting these dimensions, we hope to open a discussion that is of relevance to the field of art education, as well as the field of grading.

Relevance to Nordic educational research

The Nordic countries have a special identity with respect to their art education, but also an ongoing discussion about grading systems. To understand the meaning of these ongoing processes and discussions in relation to art education and the grades of boys are of utmost relevance to Nordic (art) educational research.

Supporting Creativity and Democracy in School Makerspace: Diverse Models for Learning Process Assessment

2. Arts Culture and Education

Larysa Kolesnyk , *Brynjar Olafsson[1], Camilla Groth[1]*

[1] University of South-Eastern Norway

Research topic/aim

In an era characterized by rapid technological advancements and a growing emphasis on standardized education, the quest to nurture creativity and democracy in learning environments is more pressing than ever.

Educational makerspaces have emerged as vibrant hubs where learners of all ages engage in hands-on, experiential learning by creating, tinkering, and problem-solving. These environments embody a democratic ethos, where diverse voices and perspectives converge in a collaborative environment, transcending the boundaries of traditional classroom settings.

The central objective of this presentation is to explore and advocate for diverse models of assessing the learning process in school makerspaces to support creativity and democracy among students.

Theoretical framework

The various models for assessing learning have a particular emphasis on creativity in school makerspaces, and acknowledge and celebrate the rich tapestry of student abilities and experiences. It explores how they can be used to contribute to the best practice of value-led participatory design of assessment activities (e.g., Veldhuis et al., 2023). The different assessment models include ePortfolios from the Finnish approach to Maker Education (Korhonen et al., 2022), a model of Creative habits traced in assessment rubrics (Lucas et al., 2013), or a transformative framework known as the Makerspace Learning Assessment Framework (MLAF) (Smith, 2019).

Methodological design

This presentation is a literature review that explores different models of learning process assessment and how they can be adapted and used to support students' creativity in the multifaceted dimension of makerspaces. Makerspaces are innovative environments that challenge conventional pedagogical approaches and can revolutionize how we carry out learning assessments and, ultimately, foster creativity and democracy.

Expected conclusions/findings

We take into consideration how different principles of student assessment and assessment targets are defined in the nationals' core curriculums. These models have a significant impact on catalyzing transformative learning, where the emphasis shifts from standardized tests to holistic assessments encompassing creativity, collaboration, and critical thinking.

Relevance to Nordic educational research

Our study argues for maker pedagogy as a breeding ground for the democratization of education and how different assessment strategies can be tailored to capture various learning outcomes, ensuring that individual strengths and talents are recognized.

By doing so, we aim to inspire educators, policymakers, and stakeholders in the Nordic countries to reevaluate their approaches to learning and assessment, fostering a more inclusive, equitable, and vibrant educational ecosystem for the benefit of all learners.

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https://doi.org/10.1145/3615430.3615435

Swedish kulturskola as institutional ambivalence and organizational challenge (swe)

2. Arts Culture and Education

Gudrun Holmdahl[1] , *Anna Öhman*[1]

[1] Karlstad University, Department of Educational Studies

Research topic/aim

Swedish *kulturskola* (Community School of Music and Arts) can be described as a mosaic of both traditional values and more renewal-oriented discourses (Jeppsson, 2020) under negotiation. The aim of this paper is to highlight Swedish *kulturskola*, and more precisely, school leaders' constructions of its mission, management practice and future issues.

Theoretical framework

Discourse theory

Methodological design

The empirical material is based on written survey responses from 114 school leaders at *kulturskolor* in Sweden (March 2023). In summary, the openly formulated questions concerned their view of mission, management practice and future issues. The answers were analyzed within a discourse-theoretical framework (Bolander & Fejes, 2019) in order to identify constructions of the subject.

Expected conclusions/findings

Swedish *kulturskola* of today is a separate form of school that is not part of the general school system. Participation in its activities is voluntary and there is no statutory requirement for municipalities to offer children and young people access to *kulturskola*. However, the statistics show that in 2021 there were *kulturskolor* in 286 of Sweden's total of 290 municipalities (Statens kulturråd, 2022).

A compilation of the initiatives that were put forward starting almost a decade ago supports the interpretation that the form of education and activity *kulturskola* represents is politically noticed. By all accounts, Swedish *kulturskola* has come into focus, been negotiated and highlighted more than ever before during the last ten years.

For Swedish *kulturskola,* there are currently no specific constitutions for its activities, for example no special legislation or curriculum. And, for those who work or want to work as school leaders at *kulturskolor,* there are no specific eligibility or educational requirements similar to the mandatory participation in the National School Leadership Training Progamme, which applies to headmasters within the public school system.

The preliminary result of the study shows that the very premise that Swedish *kulturskola* is not statutory but voluntary for municipalities to organize and for children and young people to participate in, is constructed as a challenge as well as a freedom in the school leaders' texts. Moreover, based on our analysis, the "lawlessness" is also constructed as autonomy. This has implications for a school leader to consider and manage in different, value-based and conflicting ways. Furthermore, the analysis shows different constructions of identity seeking; a kind of institutional ambivalence regarding the legitimacy of *kulturskolan* alongside constructions of role seeking in the school leadership assignment.

Relevance to Nordic educational research

In this paper, school leaders at *kulturskolor*, with their constructions of mission, management practice and future issues, contribute to ideas about and perhaps to the shaping of Swedish
kulturskola ahead.

The Potential of Pupil Interactions When Studying Visual Arts in School (swe)

2. Arts Culture and Education
Camilla Gåfvels[1, 2] , *Puja Qadri*[2]
[1] Konstfack, institutionen för bild- och slöjdpedagogik
[2] Stockholm Teaching and Learning Studies

Research topic/aim

This paper explores the use of concepts from contemporary and street art, theoretically and practically, as visual arts subject matter for ninth-grade students in a Swedish compulsory school. The use of multimodal interaction analysis enables pupils to focus on sensorial practices, materiality and verbal as well as non-verbal communication (Broth & Keevallik, 2020; Streek, Goodwin & LeBaron, 2011). The video-recorded data covered six lessons in which the pupils' understanding of art as a concept was challenged based on the teacher asking: *What is one allowed to do in public spaces as an artist and as an ordinary citizen?* The aim of the study was to investigate informal pupil interactions moment by moment and reveal how such interactions may influence epistemic positioning (Melander & Sahlström, 2010). Thus, this research aimed to address the following questions: *In what ways does peer interaction take place in class? What is said, and how does it relate to the tasks at hand?* Based on empirical analysis of the video-recorded interactions, the study addresses how the social organisation of the senses during interactions—including verbal utterances, gestures and cultural norms—in a classroom setting may have an impact on how pupils participate and express their knowing. Methodologically, the study draws on work by Mondada (2019 ; 2021a, 2021b) and Goodwin (2018), adopting an ethnomethodological approach to analysing social interactions (Eilittä et al., 2023). Thus, this paper contributes to the emerging discussion of the perceived lack of close-to-practice research in the field of visual arts. Additionally, the study offers a methodological discussion of the use of line drawing as an analytic tool in the context of (multimodal) interaction, unpacking the local ecology of the classroom setting (Laurier & Boelt Back, 2023).

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Theoretical framework

x

Methodological design

x

Expected conclusions/findings

x

Relevance to Nordic educational research

x

Understanding sustainability through conceptual origin and historical context (swe)

2. Arts Culture and Education

Ásdís Jóelsdóttir[1]

[1] University of Iceland

Research topic/aim

The lecture builds on and further elaborates on the author's older and newer research. First, the history of clothing manufacturing and fashion design in Iceland in the context of employment and education, the research of which was published in a book in 2009. Second, it draws inspiration from a newer research project which was published in the 2021 book Sustainability in Textiles: Consumption, Utilization and Innovation. The book was divided into three parts; Consumption in the sense of rethinking, Utilization in the sense of reuse and Innovation in the sense of reuse and creating something completely new. As a follow-up to the previous research the author has worked on an Icelandic professional encyclopedia for clothing, textile and fashion, which has not been done before in Iceland.

Theoretical framework

The research consists of diverse documentary work and interviews. The connection with developments in industry, exports, design and fashion, culture and education is also studied. Mutual understanding of concepts and words harmonizes activity in both the conceptual and physical sense. It is a prerequisite for the mind and hand to work well together also in connection with education, cultural heritage and employment.The purpose of the presentation will be to give details about the structure and content of the encyclopedia as well as presenting its interconnection with my previous research, mainly in the context of sustainability in textiles.

Methodological design

The encyclopedia will include words over different types of clothes in a historical context, where it demonstrates that the vocabulary of textile and fashion was isolated and local until the second half of the 19th century, but after that period there was an increase in foreign and international influence. The encyclopedia also demonstrates the complex process of garment making from concept to completion. Concepts and words that are studied in the context of origin, history, appearance and use, give a certain broad picture of the whole clothing process.

Expected conclusions/findings

The research for the encyclopedia can deepen the understanding and the reasons for overproduction and overconsumption. All of these diverse words and concepts reveal the vast categories and types of clothing that we have produced over the years and shaped the conditions we live in today. The research helps also on the trajectory of developing an understanding of how our priorities in fashion and textile will navigate us in working out how to develop a sustainable fashion market and prevent wasting clothes, in line with the UN Sustainability Goals.

Relevance to Nordic educational research

The encyclopedia, where all the words in Icelandic are translated into English, will be used as an important basis for education in clothing and fashion design and textile teacher education. It will also be important for the publication of academic books and recipe making.

Utopia The dream of the future – crafting the perfect personal expression?

2. Arts Culture and Education
Carolina Ekman[1]
[1] Södertörns Högskola

Research topic/aim
Earlier research has stated that teaching and learning about aesthetic and cultural expressions while preserving their freedom to express oneself is complicated (Broman m.fl., 2013; Mäkela, 2011). Also, teachers have expressed a need for competence development in the knowledge area (Skolverket 2016). In addition, the introduction of this area in sloyd education had limited impact (Skolverket 2015) which makes it important to investigate further.

Theoretical framework
The purpose of this part study is to show how pupils relate to fantasies about, and in, their own creation of aesthetic and cultural expressions in the school subject of sloyd, both collectively and individually. Based on social construction theory (Burr, 2015), my interest is to explore how socially accepted conceptual framework offers students' possibilities to create in a school sloyd context. A poststructuralist theory (Laclau & Mouffe, 2008) together with the discourse theoretical concept fantasy (Glynos 2020; Jørgenesen Winther & Phillips 2000) will hopefully make it possible to show how students invest emotionally in collective fantasies.

Methodological design
The presentation concerns the second out of three part studies in a compilation thesis. The first focuses the macro level, searching for ideas about creation emerging in policy documents concerning aesthetic and cultural expressions. The preliminary results show that central concepts are used differently in different documents, which might explain teachers' difficulties in understanding the area. In the third, sloyd teachers will be interviewed in relation to the results of part one and two. The second study, which is in focus for the presentation, a microlevel study will be carried out in sloyd school practice, by observations of educational situations and focus groups with students.

Expected conclusions/findings
Understanding of how pupils are drawn into fantasies, or resist, can say something about their expressions in the creation of sloyd. The core issue of the presentation is to discuss the design of this study furthermore.

Relevance to Nordic educational research
This study will hopefully contribute to new insights about overall pedagogical aspects of education with focus on aesthetics and democracy.

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Vulnerability set in motion – a study about artistic processes as a room of opportunity in art education.

Sophia Desport[1]

[1] University of Gothenburg

Research topic/aim

Keywords: art education, artistic process, risk taking, vulnerability, relationality, dialogue, movement, visual ethnography.

This ongoing study explores how relationships between human and non-human co-creators produce conditions for artistic processes in an educational context.

The curriculum in Swedish art education for upper secondary school, encourage students to take risks and experiment, all while being graded. With this emphasis the students end up in a vulnerable position.

Based on Bulter´s (2016) theories, vulnerability can be understood not only as a condition that is limiting, but it can also bring opportunities. The overall goal of this study is to reach increased understanding of how students can mobilize the vulnerability that comes with working in artistic processes in an educational context.

The point of departure is the students' situation and visual material that the students produced based on their own experiences. How are conditions for artistic processes produced through relationships between human and non-human co-creators?

Theoretical framework

With the perspective of educational relationality (Ceder, 2015), the world is approached with an understanding that everything is in constant motion – impermanence. In education, focus is shifted from teacher and student as separate objects to socio-material intra-actions where non-humans are also recognized. Focus here is on the relational qualities and how the participants, through proximity, become intelligible to each other. Also, the view of making as a practice of correspondence (Ingold, 2013); an act of both listening, cooperation and dialogue has been useful in analysis.

Methodological design

This study is practice–based and uses visual ethnography as a method, here images become carriers of knowledge. During a course in "Artist books", the students' digital photo documentations of their processes were collected. After the course had ended the students drew maps to visualize important resources that had helped in moving their processes forward. Through diffractive readings various phenomena appear. Attention in analysis, has been paid to events and doings as well as bodily, material, spatial and affective aspects, that have had an impact on the artistic processes.

Expected conclusions/findings

The students' artistic processes appear through the fact that the students, based on proximity, engage in dialogue with both human and non-human relata. Shifting focus from student-teacher as subjects to relational qualities offers hope in that no one is alone;materials, bodies, sensations, emotions, rooms and governing documents are part of the entanglements where the parts make themselves intelligible to each other and become part of the world´s ongoing movement. Dialogues in artistic exploration are perfomative; vulnerability is set in motion and becomes an act of resistance that creates a room of opportunity for the students.

Relevance to Nordic educational research

By emphasizing the socio-material intra-actions and relational qualities in art education, this study offers insights into the dynamics of artistic processes and can contribute to the development of pedagogical approaches that foster creativity, resilience, and a sense of safety for students engaging in artistic processes. This could be particularly relevant for Nordic educational systems seeking to enhance student well-being and creativity. Finally, understanding the dynamics of risk-taking and vulnerability in artistic processes can influence curriculum development and educational guidelines.

When Art informs the Beat of Education

2. Arts Culture and Education
Lisbet Skregelid[1]
[1] University of Agder

Research topic/aim

University of Agder (UiA) has a large and constantly growing art collection consisting of KORO art, art bought by UiA itself and a unique collection of Beat art from the 1950s-60s, the largest collection outside the USA.

The Beat artists were disorientated by the social political situation and critical to the materialistic and conventional lifestyle that was promoted by politicians in American Post-War Community. They were politically oriented and engaged in environmental concerns. They fought against war and racial discrimination, and argued for freedom of speech, sexual liberation, and general openness in society. The Beat artists searched for a warmer, friendlier, more human climate and new spiritual content in their both life and art. This led to both unconventional clothing, lifestyle and not least art that broke with the norms of what art should be.

As part of the bachelor's study in Visual art and education, students in their first and second semesters get to know the Beat art on campus by planning, realizing, and participating in educational workshops aimed at fellow students, school pupils and staff. Some of the works from the collection are the starting points for an experimental and varied art educational practice. The results are workshops that largely challenge conventional ways of encountering art and educational practice in general.

In the paper, I ask: What might a pedagogy informed by art in general and Beat art in particular be? To shed light on this question I provide examples of educational workshops carried out by the students involving Beat art. Together with the students, I explore connections between the students' educational practice, and the Beat artists' art practice.

Theoretical framework

This is part of an ongoing exploration of a pedagogical approach informed by art itself, what I refer to as Pedagogy of dissensus (Skregelid, 2024a, 2024b). This pedagogy has its outset in the philosophy of Jacques Rancière (2009, 2010)

Methodological design

The theory has been developed in a range of contexts spanning from art museums, teacher education, education involving artists and to my own arts-based research.

Expected conclusions/findings

In the paper I argue that the explorative, intense, affective, spontaneous, vibrant, rebellious, unexpected, imaginative, critical, disruptive, activist, and poetic characteristics of Beat art are well suited as starting points for how to think and practice teaching in schools, in galleries and museums and in public spaces such like a university. When art is inspiring education the norms and regular ways of teaching are challenged, possible disruptions of the expected are offered. Risk and uncertainty are welcomed.

Relevance to Nordic educational research

Such approaches to education seem urgent in a current educational climate and tensed contemporary world.

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WITHDRAWN: A sensory-aesthetic space: an exploratory workshop on interdisciplinary collaboration on aesthetic learning

2. Arts Culture and Education

Veslemøy Olsen[1] , *Marianne Nødtvedt Knudsen[1]*, **Alexander Elmies-Vestergren[1]**

[1] University of Agder, NO

A sensory-aesthetic learning space: an exploratory workshop on interdisciplinary collaboration on aesthetic learning processes in teacher education

Prerequisites: For the seamless execution of our workshop (and installation), certain prerequisites must be satisfied. It would be highly beneficial if we were granted access to a dedicated space throughout the conference. This space would serve a dual purpose, as workshop venue and as an installation site, enabling conference attendees to visit it at their convenience during the conference.

Additionally, during the workshop itself, we need access to an additional room located nearby. This room is intended to serve as a diffraction space where the workshop commences and concludes. If this proves to be physically challenging, simpler iterations of the workshop can be conducted. The paramount concern is that we secure continuous access to a room throughout the conference.

Question and purpose: The workshop builds on a previous pilot with fifth year teacher students, exploring wider perspectives on aesthetic learning through a sensory-aesthetic space. Through this workshop we wish to further explore the question of how a sensory-aesthetic space can contribute to aesthetic learning, and how to further develop the pilot into a research project. For this purpose, we welcome different thematic, theoretical and methodical diffractions occurring during the workshop.

Duration: 1 hour (+/-), depending on the availability of the premises.

A brief introduction (5-10 min)

We give a brief introduction, without revealing too much about the sensory-aesthetic space or the theoretical background.

Sensory-aesthetic space (25-40 min)

After the introduction, the participants are led into the room. The room is transformed and unrecognizable from what they are accustomed to.

The participants are led into the transformed space, with various elements and objects arranged to create a sensory-aesthetic environment. The participants are to explore the space individually.

Performative interaction in/with the room is encouraged, but without verbal communication. In addition, custom 'invitations' are provided, encouraging participants to take various actions inside the sensory-aesthetic space.

The participants will hear a poem performed twice during their time inside the room. These are the only times they will hear human voices during their stay in the room. Will the meaning of the poem change for the participants as they go along?

When the hourglass runs out, we indicate that the participants are free to leave the room and enter the diffraction space (which must be close by).

Diffractions (15 min)

In this room, we encourage the participants to express themselves creatively based on what they have experienced in the sensory-aesthetic space. We provide a variety of objects that participants are allowed to work with, such as paper, colored pencils, organic materials, scissors, clay, and yarn threads. Here too, we encourage the participants to work in silence.

After they have expressed their diffraction regarding their experiences inside the sensory-aesthetic space, we engage in a brief discussion and summary. Theory and the ideas behind the project and the workshop can now be presented.

For theoretical/methodological references, see our abstract for paper presentation on the same project (same authors).

Young documentarians encounter climate catastrophes with recommendations for education

2. Arts Culture and Education
Dylan Alsop[1] , *Steven Alsop*[1]
[1] York University

Research topic/aim
Our proposed paper offers a Narrative Analysis of a sample of youth documentaries. These have been submitted to annual UN Climate COP negotiations over a period of 14 years. The documentaries are called "Geo-docs", described as a novel sub-genre of film documentary with an enhanced "proclivity to inform and influence power more efficiently" (Terry, 2020: viii). They are publicly available on a GIS Map, positioned as a form of political lobbying report offering a youth voice to UN climate negotiations.

All the videos are publically available here:
https://www.google.com/maps/d/u/0/viewer?mid=13sPbdmhKOFlNj9WsPllhmN_rAaHdhncV&amp%3Busp=sharing&ll=15.681273742837286%2C-29.53125&z=2

Theoretical framework
Our analysis draws on theories of Environmental Education (including Sauve et al. 2005) and Youth and Futurity (including Stuart Hall (1990) and Claudia Castaneda (2002)). These key theorists are read with/against primary media research created by youth.

Our work contributes to youth climate change media (Bieniek-Tobasco et al. (2019) and Duran-Becerra et al., (2020) and Bouloianne. et al. 2020) and climate change education (Andreotti et al., 2022, Monroe et al., 2017)

Methodological design
Analysis is guided by a series of questions: what narratives do these media use to convey the climate crisis? What figures do they bring into significance (and not)? What are their moods, atmospheres, and feelings? What environmental and youth troupes do they reproduce, diffract, and disrupt? What distinctive educational possibilities might these media offer?

Our methods are Narrative Analysis of a randomized sample (20% - n=125) of Youth climate media (Geo-Docs). We will break down the videos into narrative categories (characters, plot, setting, theme) (following Buckland, 2021) using constant comparative methods to extract common themes (Creswell, 2014) pertaining to environment, youth, and politics.

Expected conclusions/findings
By offering a series of documentary clips, our conference presentation will illustrate counter-narratives and affectations challenging established tropes of ecological decline (including resource models of environment, and the child eco-saviour and redeemer) as well as ways in which these media are implicated in contemporary sociocultural crisis megatrends, including patriarchy, capitalism, racism, colonialism and western technoscientific solutionism.

Our paper seeks to celebrate the power and potential of young film documentarians representing climate justice in specific cinematic forms and planetary regions. Given that Geo-docs are offered (and shaped) as a distinctive form of impactful climate media, we reflect on the complex, ambiguous and contradictory politics of this contemporary youth lobbying practice. We conclude with reflections on education literature and how these media offer affirmative, distinctive, and politically empowering climate pedagogical possibilities.

Relevance to Nordic educational research
The last few decades have witnessed paradigmatic transformations in how youth engage in climate and biodiversity crises. Well-established environmental organizations have been joined by an array of youth-led social movements and advocacy groups (for example, Fridays-for-Future). Supported by the Internet and mobile digital devices, youth are shaping new educational and political landscapes, reimagining themselves, and traditional practices of education, lobbying and protest. In an era marked by crisis and despair, youth are responding, mobilizing distinctive novel forms of media, which warrant closer research and pedagogical attention.

The Nordic countries continue to be a focus of international attention for youth and climate.

3. Early Childhood Research

Child sexual assault or curious play? Appropriate behaviour in terms of age, gender, and sexuality in ECE

3. Early Childhood Research

Linda Palla[1] , *Jessica Eng*[1]

[1] Malmö University

Research topic/aim

This article critically analyses implied and expressed norms to identify perceptions of appropriate behaviour in children's play, and to explore how social communicative arenas such as Internet forums construct knowledge and values. Adults' responses to an incident that occurred amongst a group of children in Swedish early childhood education as part of free play during the preschool day were analysed. The incident was described in a thread posted on the *Familjeliv* (Family Life) internet forum. The research questions were: what images of children are prominent in discourse on appropriate behaviour as part of free play; what discursive categorisations of children related to age, gender and sexuality can be identified within this discourse; and how do these categorisations intersect? Netnography provided the method used together with thematic content analysis.

Theoretical framework

The thematic content analysis we conducted was qualitative in focus and adopted a poststructural feminist approach. Using this approach, the researcher's gaze is directed not only towards expressions in the text, but also key linguistic formulations and discursive meanings. In this study, the focus was not only on discursively constructed identity-creating categories such as gender and ethnicity, but also on age, functionality and nationality. The intention when using an intersectional analysis is to shed light on issues that are taken for granted, such as assumptions about children's 'normal' development or, as in this study, appropriate behaviour. In pursuit of such a goal it becomes central to visualise and examine unspoken and stated norms, such as constructed differences between something (a child's behaviour) or someone (a child) that is perceived as normal or deviant in different situations or relationships.

Methodological design

The study involved the use of netnographic method. Instead of studying a situation using responses to questions from a researcher, we focused on the replies in *Familjeliv* forum thread.

Expected conclusions/findings

Findings reveal two contrasting views: first, the view that four-year-olds cannot commit sexual assault on another person; and second, the view that they can. Young children were constructed either as non-sexual, innocent, curious and playful, or as perpetrators who lack consequentialist thinking. Age was the dominant discursive category utilised in relation to sexuality and appropriate behaviour, followed by gender.

Relevance to Nordic educational research

In Sweden, preschool is a non-compulsory part of the education system. Early childhood education in Sweden is aligned with the Nordic tradition. It involves close contact between staff such as care givers, preschool teachers and special educators, and parents. Play is considered integral to education and central to learning. The Swedish national curriculum emphasises the central aspect of play for children's development. Play can be viewed as a key part of preschool experience in which children are free to explore their surroundings, express themselves, and learn together. However, different types of governance linked to play in the preschool context have been identified in the literature related to gender, age and functionality. There is a lack of critical research that brings these discursive categories to bear on free play. The present study aims to fill this gap.

The children's voice on the cultural offerings for their age group (nor)

3. Early Childhood Research

Ingvild Olaussen[1] , *Ingrid Bjørkøy*[1]

[1] Queen Maud University College

Research topic/aim
The purpose of this study is to investigate what thoughts children aged 3-6 have related to what they like to do, and what implications this may have for what is offered by art and culture for their age group. The aim of the study is to highlight nuances in the children's voices when they express themselves in multimodal drawing conversations about the meaning of art and culture, and thus contribute to the development of equal, broad, diverse, and inclusive cultural offerings.

Theoretical framework
Theoretically, the study is based on a perspective that highlight children's voices and consider children as meaning-seeking actors and co-creators of power. Central here is perspective which contributes to attention where bodily expressions, movements, smells, and sounds are included as part of a sensitive intonation (Sandvik, 2012; Corsaro, 2009; Alvestad, 2010; Ødegaard, 2007; Olaussen, 2028; Bjørkøy, 2020)

Methodological design
The study is qualitative and performative. The method has been chosen with the aim of creating a closeness to the children's experiences and wishes. The performative involves an understanding of the researcher's participation and presence in the multimodal conversations and an art-based methodological approach where the children's drawing and narration are the pivot point in the conversations.

During spring 2023, we have conducted 32 multimodal interviews with groups of 3-6 children in a total of 31 kindergartens in Trøndelag county municipality. During these conversations, around 350 drawings were created by the children. Following the conversations, we co-wrote a systematic researcher log linked to each of the conversations. The researcher's log is 79 pages long and represents the first phase of analysis.

Expected conclusions/findings
Movement, fantasizing, and play are the child's bodily response to being and feeling good in the world. Results from this project are a contribution to highlighting children's voices about what concerns their daily lives. The material has been analyzed and is organized into four general categories which are: 1) Relationships and social activities, 2) Play and movement in the outdoor space, 3) Play and movement inside and 4) Imaginative, aesthetic, and sensual views of the world.

Relevance to Nordic educational research
The findings in this study highlight children's approach to the world. The study contributes to the understanding of what is important to children and how these perspectives can be considered when planning activities and offers that concern children aged 3-6.

'Seeing is believing.' Visualize staff scaffolding skills to support preschoolers with autism

3. Early Childhood Research

Madeleine Sjöman[1] , *Johanna Öhrn*[1]

[1] Malmö University

Research topic/aim

In Sweden, approximately 3% of preschoolers aged 3-5 years receive diagnoses with the autism-spectrum condition (ASC). Additionally, other same-aged children might display similar difficulties without formal diagnoses, such as delayed language development, fewer self-regulation skills, and challenges in sharing attention with others. The child's problems have significant educational consequences for the teacher, who needs to understand the function of autistic children and their cognitive processing to provide support. Although studies stress (Petersson-Bloom et al., 2023) the importance of early interventions, teachers in preschool both lack and demand knowledge concerning the needs of children with ASC. One effective intervention widely used in U.S. preschools is Joint Attention, Symbolic Play, Engagement, and Regulation (JASPER) (Shire et al., 2018; Sjöman et al., 2023). Under supervision and coaching by the research team, the preschool staff implements JASPER in natural settings to improve children's joint attention, engagement, and play development while supporting self-regulation (Kasari et al., 2022). Although JASPER positively affects children's development in U.S. preschools, an intervention is not directly transferable in a context like Sweden. Therefore, a pilot study is being conducted to adapt JASPER to the Swedish preschool context. Part of the pilot study will be presented, focusing on developing teachers' scaffolding skills. The aim is to provide knowledge on how Video stimulated recall (VSR) during supervision can contribute to the preschool teacher's reflection on paying attention and responding to the child's initiative for shared engagement and social communication.

Theoretical framework

The intervention process in JASPER is child-driven; the teachers provide support based on understanding the child's verbal and non-verbal communication. Based on social constructivism and reciprocal teaching (Van de Pol et al., 2010), teachers' scaffolding skills are central for learning and development in children with ASC. Scaffolding refers to the interactive process between the teacher and the child, building on mutual influences where both are active partners (Stone, 1998; Van de Pol et al., 2010).

Methodological design

A pre-test, post-test single-subject design includes six children aged 3-5 with ASC and their preschool teacher. The teachers receive training on the various components of JASPER. During five weeks, twice a week, one-to-one intervention is performed by the teacher. Every week, the preschool teacher received supervision from the research team. The method Video stimulated recall (VSR) is used, where researchers and preschool teachers make joint analyses of the teacher-child interaction intending to develop the teacher's sensitivity and support, forming the basis for the coming intervention session.

Expected conclusions/findings

The expected findings are trajectories in the teacher's awareness of how to pay attention and respond to the child's initiative for shared engagement and social communication.

Relevance to Nordic educational research

Intervention studies conducted in Sweden are usually high-intensive, demanding for the staff, and traditionally teacher-directed, where the teacher reinforces child behavior through stimulants and response. This intervention is child-directed and play-based, typically for the culture of Nordic preschool.

A meeting place for preschool and primary school teachers: The educational policies of four municipalities

3. Early Childhood Research

Anna Magnea Hreinsdottir[1]

[1] University of Iceland

Research topic/aim

The aim of this research was to analyze the priorities that exist in the collaboration between preschools and primary schools in Iceland and what they are based on.

Theoretical framework

Education of children and young people should be continuous from the beginning of preschool to the end of secondary school, where education on each school level is based on the experience and learning that the child has gained in previous levels. Moss's (2013) has analyzed three types of partnership between preschools and primary schools and how best to ensure continuity in children's learning. These are the preschool role of preparing young children for primary school by governing the child to acquire the knowledge and skills required in primary school (e. readying for school), increased co-operation between preschool and primary school based on equal partnership focusing on the strengths of both partners (e. a strong and equal partnership). A third possible relationship is to invite to a discussion about children´s learning and creation of knowledge, the contents and working methods of the preschool and primary school, as well as the pedagogical value base (e. the vision of a meeting place).

Methodological design

A document analysis was used to analyze educational policies from four municipalities in Iceland and preschool and primary school partnership programs. This is a systematic procedure for reviewing documents, analyze and interpret to elicit meaning and gain understanding. This is an efficient method and useful where the goal is to gain a deeper understanding of a specific subject (Stake, 1995; Yin, 1994). Document-based research is obviously subject to limitations, but despite this, document analysis has been used as an independent method (Gagel, 1997; Wild et al., 2009).

Expected conclusions/findings

The findings show that increased emphasis is placed on interdisciplinary cooperation in the current educational policies of the four municipalities. They often define continuity in education as preparation of young children in the preschool for attending the primary school instead of the primary school building on what the children have learnt in preschool. Many indications could be found about the preschool as the first school level in the school system, with the uniqueness of emphasizing the value of play and the importance of democracy and equality in daily activities. Evidence of an increased emphasis on a coherent shared vision of children and learning could also be found. A vision of the future could be a strong peer-to-peer collaboration where a common understanding of children's future learning and the role of teachers is built up and shaped. For this, it was necessary to have access to a common forum for conversation and cooperation. One way to create this common platform could be using funds to implement the educational policies, which teachers can apply for and which are accessible in two of the municipalities examined.

Relevance to Nordic educational research

A platform for dialogue is needed, which can be formed, for example, in local authorities and within neighborhoods. There needs to be a conversation about the quality of schoolwork between the school levels in the spirit of democracy, social justice, and sustainability.

A Study on the Issues of Childcare Facilities in Urban Areas from the Perspective of Infection Disease Control

3. Early Childhood Research
Risa Fujii[1] , *Hanui Yu*[1]
[1] Tokyo Denki University

Research topic/aim
The worldwide pandemic COVID-19 had a significant impact on the activities of childcare facilities in Japan. Childcare workers in childcare facilities had to ensure ventilation and carry out activities that avoided proximity. However, many childcare facilities in urban areas in Japan do not have sufficient space to avoid density to control infection and they had to partition the space with acrylic boards. These methods, however, resulted in an impact on the children's developmental process.

The purpose of this study is to investigate infection control methods in urban childcare facilities in Japan and the impact of these methods on childcare and education. Furthermore, the study aims to identify issues in the architectural planning of childcare facilities in urban areas in terms of infection control measures.

Theoretical framework
In achieving these objectives, the study focuses on infection control measures and the way childcare rooms are used in childcare facilities in Tokyo. It will also clarify how these conditions affect childcare activities.

Methodological design
The research method consists of a questionnaire survey of childcare facilities in Tokyo and interviews childcare workers. The survey covers infection control measures and their impact on childcare and education, as well as the architectural challenges of the facilities.

Expected conclusions/findings
The results reveals that the following infection control measures were taken: that is, constant ventilation by opening windows, thorough hand washing and hand sanitisation of childcare workers and children, devising the content of childcare activities and installing acrylic boards to avoid tight spaces. On the other hand, it is found that there are problems such as the inability to open windows, the small number of washbasins installed and the small space for the childcare activities. These problems have an impact on childcare and education and should be resolved architecturally. In particular, 75% of the facilities (152 facilities) are found to have eating, sleeping and childcare activities in one space. Interviews reveal that this situation causes problems, such as interrupting children's childcare activities by eating, or preparing for a nap next to a child who is eating. Hygiene is also a problem, with difficulties in infection control due to the variety of activities taking place in the one room, and eating in the dusty conditions with childcare activities and nap preparation in the same room.

Relevance to Nordic educational research
In Nordic education and childcare, each child's individual activities are respected. Although childcare policies that respect children's activities have been spreading recently in Japan as well, there are still many unsolved problems to realise such policies especially in the small premises of urban cities. This study proposes architectural innovations to plan childcare spaces that support children's activities with hygienic care in a limited space. In Japan where the population is declining, the quality of childcare services as well as appropriate architectural planning to secure childcare space are pressing issues that need to be resolved.

A Theoretically Grounded Pedagogical Approach for Academic Languaging in Early Childhood Education and Care

3. Early Childhood Research

Jeanette Koskinen[1]

[1] Örebro university

Research topic/aim

This study responds to the recognition made in recent years, that young children benefit from developing their academic language early in life. The aim of this study was therefore to develop a theoretically grounded pedagogical approach for academic languaging in early childhood education and care.

Theoretical framework

Academic languaging is language teaching that emphasizes the social communication process, and features a pedagogical way for teachers and children in early childhood education and care to explore academic language in a playful way. Academic languaging draws on theories of learning from a Vygotskian perspective, teaching from a Klafkian perspective and uses the concept of language awareness to grasp the complexity of language diversity. The theoretically grounded pedagogical approach strives at bringing together two major educational traditions, the German-Nordic Didaktik tradition and the Anglo-Saxon curriculum tradition. This enables language teaching that is both child-centered and playful and goal-oriented with a content focus. The theoretical concept of language awareness enables teachers to include a broad perspective on languages, beliefs and attitudes toward languages, in their teaching.

Methodological design

The study was conducted as a literature review by first examining the most used language teaching strategies in ECEC, and secondly by exploring theories that highlights learning, teaching and language diversity.

The first part of the literature review showed that in a Nordic context implicit language teaching strategies are highly valued by teachers. The second part of the literature review focused on exploring theories where learning, teaching and language diversity are considered.

Expected conclusions/findings

By identifying the most used language teaching strategies, from previous research, two things occurred; 1) implicit language teaching tend to focus on developing everyday language, leaving less attention on academic language, and 2) from a theoretical perspective much emphasis is placed on learning from a sociocultural perspective.

Implicit language teaching strategies are for example interaction and daily conversations during the ECEC day, spontaneous and adult-led play and book reading. Implicit language teaching is also characteristic for a Nordic context where language is not necessarily seen as a teaching content, instead language teaching is usually integrated into other meaningful ECEC activities.

A broader view on language and language teaching that considers several approaches and theoretical frameworks, contributes to a didactical strengthening of the teaching. As a result, two theories and a theoretical concept was chosen and combined, forming a robust theoretical framework for the pedagogical approach suggested in this study.

Relevance to Nordic educational research

The theoretically grounded pedagogical approach for academic languaging can be used both for in-service teachers' professional development and contribute with a theoretical starting point for developing language teaching for the youngest children in further research.

Adventurous and challenging encounters in Nordic ECEC

3. Early Childhood Research

Katri Hansell[1] , *Maria Rönnlund*[2], *Terese Wilhelmsen*[3]

[1] Åbo Akademi University

[2] Umeå University

[3] University of South-Eastern Norway

The symposium in adventurous and challenging encounters in Nordic ECEC spans over two sessions. Nordic ECEC is deeply rooted in an informal, play-based and child-centered approach to teaching and learning (Wagner & Einarsdottir, 2006), as well as assessment on pedagogical activities rather than learning outcomes (Vallberg Roth, 2021). Since the concept of teaching – traditionally associated with school – has gained an increasingly central role in Nordic ECEC (Eidevald & Engdahl, 2018), tensions have arisen in relation to traditional ECEC understandings and practices (Hildén et al., 2021).

The symposium addresses educational challenges in ECEC. The aim is to bridge tensions in Nordic ECEC understandings and practices and problematize them by focusing on *encounters*. The concept contributes to a focus on teaching and learning as relational and communicative practices in which children's initiatives and perspectives are important to consider (Sheridan & Williams, 2018). Our interest is directed towards children's and teachers' relational encounters with, for example, the physical learning environment or teaching contents of various kinds.

The symposium consists of six presentations on relational encounters, drawing attention to educational challenges in preschool practices. They draw on didactical, socio-material, post-humanist, ecological, ethical and spatial perspectives, and on theories on knowledge forms and production. The empirical materials span surveys, interviews, walking interviews, video recordings and photographs. Four papers deal with children's and teachers' encounters with the physical indoor and outdoor learning environments. The learning in focus in these papers is directed towards language (paper 1), craft (paper 2), motor skills, dance and physics (paper 3), and learning and experiencing in relation to nature (paper 4). Two papers address preschool professionals' and student teachers' encounters with current educational practices. They focus on preschool professionals encounters and enactments with the preschool curriculum (paper 5), as well as with digital documentation systems in the context of preschool special education (paper 6).

The symposium combines research environments in Finland and Sweden and the joint discussion will be introduced by the Norwegian researcher Terese Wilhelmsen. The discussion will bring the knowledge contributions from the papers together through the notion 'adventurous and challenging encounters', to urge participants of the symposium to discuss and reach insights that extend beyond the individual studies.

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Teachers' and children's encounters with the linguistic and semiotic landscapes of language immersion preschools

3. Early Childhood Research

Katri Hansell[1] , *Maria Kvist*[1]

[1] Åbo Akademi University

Research topic/aim

The aim of this paper is to examine language immersion teachers' and children´s reflections on linguistic and semiotic landscapes (LSLs).

Theoretical framework

LSL cover the visual learning environment, where language is used together with other modalities such as pictures and text (Pesch, 2021), but also acknowledge the notion of separate languages in immersion learning environments (cf Pakarinen et al., in press). Early total immersion in the national languages in Finland is a multilingual programme, which starts in ECEC or preschool and ends at the end of basic education (Mård-Miettinen et al., 2022). It begins with 100% of the instruction time being done using the immersion language, Swedish, in ECEC and preschool and continues by gradually introducing other languages from grade 1 in primary school. Thus, the LSL is an important part of the physical learning environment in language immersion preschools supporting the children´s bilingual development and early literacy.

Methodology

The primary data in this study entails video recordings of teachers and children guiding the researchers and reflecting on the LSL in their preschool, thus highlighting teachers' and children's views on languages and other semiotic resources in the physical learning environment. Photographs of the LSL are used as complementary data. The video recordings are transcribed for thematical analysis (Braun & Clarke, 2022).

Expected findings

It can be expected that the immersion language, together with the children's first language is predominant both in the teachers' and the children's reflections, and that especially the immersion language is stressed in relation to pedagogical activities, while other languages are mentioned more on individual bases. As the preschool children are still learning the immersion language and not expected to read, a variety of semiotic means is used to support language comprehension and learning.

Relevance to Nordic educational research

The study contributes to the limited research on LSLs ECEC contexts, and thus contributes to the understanding of this aspect of the learning environment in Nordic preschools (cf. Pakarinen et al., in press).

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Conditions for versatile craft activities in early childhood education and care

3. Early Childhood Research
Lilly Swanljung[1] , *Eva Staffans*[1], *Stefan Myrskog*[1], *Mia Porko-Hudd*[1]
[1] Åbo Akademi University

Research topic/aim

Children in early childhood education and care (ECEC) have a right to take part in creative processes, according to Finnish National core curriculum. National evaluations (Finnish Education Evaluation Center, 9:2021) indicate that craft do not get enough attention in ECEC. Children's possibilities to express themselves through different forms of craft needs to be highlighted and strengthened. The aim with the present study is to examine conditions for craft in ECEC settings where Swedish is medium of instruction.

Theoretical framework

Craft is used as an umbrella term covering both textile and technical craft. Craft offers possibilities to social interaction, times of non-verbal communication, problem definition and solving, and possibilities to develop and try out ideas and hypothesis (Carlsen, 2015; Yliverronen, 2019). The aim is to provide children with holistic experiences consisting of designing, making, and evaluating phases. The designing and making are multi-modal processes that require perception, fine motor, and technical skills as well as hand, mind, and eye coordination (Yliverronen & Seitamaa-Hakkarainen, 2016). Craft as a subject is framed by e.g., educational and legal conditions. This emphasizes that processes and prevailing conditions either enable or constrain personnels possibilities to work with craft (Lundgren, 1999; Randers-Pehrson et al, 2023). Furthermore, specific areas, such as craft is affected by the personnels own assumptions and perceptions (Lundgren, 1999).

Methodology

Data is collected through a questionnaire sent to ECEC settings in areas where Swedish is medium of instruction. Data about conditions for craft education is analysed using thematic analysis (Braun & Clarke, 2006). The analysis is driven by the research question and the results are presented with themes and descriptive statistics.

Findings

Possible results indicate that there are several reasons why there are inequalities within the encounters children have with craft. Similarities and differences between respondents' access to materials and tools set premises for implementation of craft. Craft activities require material and tools and is further very much dependent on personnel's individual interest, motivation, or willingness to work with children and craft. This leads to an impression that children's encounters with craft is strongly situation dependent.

Relevance to Nordic educational research

From a Nordic perspective, craft occurs in all core curricula for ECEC. Therefore, it is important to study premises for craft in ECEC settings. How craft is organized and implemented can strengthen craft in ECEC in a Nordic perspective.

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Children and matter in danceful events: Learning motor skills, physics and dance at the same time?

3. Early Childhood Research
Mikaela Svanbäck-Laaksonen[1] , *Anna Lindqvist*[2], *Sofie Areljung*[1]
[1] Åbo Akademi University
[2] Umeå University

Research topic/aim

In this presentation, we explore how children engage with space and matter while they dance. In particular, we seek to contribute knowledge on if and how children develop motor skills, physics learning, *and* dance learning simultaneously in dance events.

Theoretical framework

In line with posthumanist perspectives (Barad 2007) we assume that learning emerge from within child-matter entanglements, as children make themselves intelligible to the material world, while the material world makes itself intelligible to them. When children step up on a bench, for instance, they 'need to relate to how much force that is needed and how the body should maintain balance in this action' (Svanbäck-Laaksonen 2020, p.41, translated from Swedish). Children make themselves intelligible to the bench, while the bench makes itself intelligible to them. Moreover, one could say that children who step up and down on a bench show bodily signs of trusting what they and the bench can do together. We use 'trust' (Areljung et al., 2023) to capture bodily sign of children's learning in dance events.

The presentation builds on a video provided by the Swedish National Agency for Education (n.d). In the video, children dance with the floor, with dance scarves, with air, and with other children. When we analyse the video, we first look for verbs that capture child-matter entanglements related to motor skills, physics and dance. Examples of such verbs are that children and matter 'spin', 'jump', 'lean' and 'turn' together (see Areljung 2020 and Svanbäck-Laaksonen 2020). Second, we attempt to unpack the potential learning that emerges within these verbs/entanglements. At these stages, the three of us focus on one learning perspective each: motor skills, physics, and dance.

Expected results/findings

We discuss what happens when we merge our three learning perspectives, attentive to the overlaps and differences that come into play when (dis-)trustful child-and-matter events are viewed in relation to motor skills, physics and dance at the same time.

Relevance to Nordic educational research

In the activities of the Nordic preschools, there are motor skills, physics and dance. This presentation can contribute to increased understanding and new learning perspectives on how motor skills, physics and dance can appear simultaneously in dance events.

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Children's favorite places in differently designed preschool playgrounds

3. Early Childhood Research
Annika Manni[1] , *Inês Félix[1], Fredrika Mårtensson[2], Amanda Gabriel[2]*
[1] Umeå University
[2] Swedish University of Agricultural Science

Research topic/aim

The topic of this paper is preschool playgrounds as important places for children's physical activities and encounters with nature and peers. Preschool buildings and their playgrounds have the recent years changed in design and size; from smaller units with more greenery to larger units with stricter and more artificial material (Mårtensson, Manni and Fröberg, forthcoming). The aim is to explore children's favorite places in differently designed preschool playgrounds.

Theoretical framework

Within a socio-material perspective, outdoor environments are important for preschool children's playful mobility and physical activity (Mygind et al., 2021; Mårtensson, 2004) and for their relational encounters with nature as part of learning environmental care (Chawla & Cushing, 2007). Many children tend to search for adventures and test their own capabilities in what might seem as risky play, but is now identified as necessary encounters building self-esteem and risk management (Sandseter, 2009).

Methodology

The presentation stems from an ongoing research project on preschool playgrounds as important places for children's physical activities and encounters with nature and peers. It is based on walk-and talk methodology, as guided tours with children aged 3-5 showing their favorite places for play. Through this, we have sampled more than 200 examples of children's places at their playgrounds documented via photos, fieldnotes, maps and audio-recorded conversations. All together the comprehensive data is used for analyses of the character of preschool children's place-based play at differently designed playgrounds in northern Sweden.

Expected results

The results show a variety of places where elements of nature such as bushes are often preferred in children's free play outdoors. Likewise do many of the activities and places involve elements of adventurous and challenging encounters, such as secret hiding places or climbing at rocks or play-equipment. At the same time, and somewhat problematic, these kinds of activities, and places, are not always allowed by the teachers due to rules or safety restrictions - which is something we want to problematize and discuss further at this symposium.

Relevance to Nordic educational research

Outdoor play is traditionally a vital part of Nordic preschools. In times of changing playground designs with less green areas, as well as more curricular emphasis on teaching in Nordic early childhood education and care, it is of relevance to acknowledge children's own choice of favorite places at their playgrounds.

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Enacting a preschool curriculum: A case study of agentic leadership

3. Early Childhood Research
Johanna Sundström[1]
[1] Umeå University

Research topic/aim

In 2019 the Swedish preschool got a new curriculum, Lpfö 18, with changes to the content and the division of responsibility among the staff (Skolverket, 2018). The new curriculum in Swedish preschools entails increased responsibility for principals, and its enactment requires a high degree of agency since it is formulated in rather vague terms. This case study explores preschool principals' agentic leadership in their enactment of a new curriculum. The RQs are: (1) How do preschool principals describe the work of leading the new curriculum, and what factors are significant during this process?; (2) What leadership discourses do they use to describe the curriculum's enactment, and what kind of agency do they assume in doing so?; and (3) What do these leadership discourses suggest about their perceptions of the role of preschool staff and the preschool as an organisation?

Theoretical framework

The theoretical framework draws on an ecological approach to agency (Priestley, Biesta, & Robinson, 2015), where agency is framed by temporal dimensions of practice (past, future and present) and contextual aspects (cultural, structural and material) of preschool. In this study, the temporal dimensions concern how principals use their professional experiences and aspirations for the future to inform the judgements of present situations. The cultural aspects include the principals' values and beliefs about their and the staff's roles. The structural aspects are exemplified by how the principals position themselves in relation to their staff, and the material aspects concern both the economic resources and support offered by the municipality.

Methodology

The empirical data consists of individual semi-structured interviews with 16 preschool principals in a Swedish municipality. The material was processed through a thematic analysis, coded and interpreted through the lens of agency.

Findings

The findings show differences between three principals' leadership discourses named; 'spider in the web', 'adaptor' and 'conductor'. The 'spider in the web' principals focus on their professional experiences and compares the present with the past. They position themselves close to the staff, and prioritise their needs before policy demands and expectations. The 'adaptors' follow a more pragmatic approach driven to adjusting to present circumstances. Hence, they adapt their leadership and aim to provide equal conditions for all staff based on their curriculum skills. The third discourse of the 'conductors' describe a rather distinct focus on the future, with principals positioned more distant to the staff compared to the 'spider', and organise the preschool more hierarchically. The participating principals thus express agentic leadership in their enactment of the preschool's new curriculum but in different ways.

Relevance to Nordic educational research

The paper has relevance for Nordic educational research as Nordic ECEC has similar traditions. Nordic ECEC has also undergone roughly the same development in recent decades with implications for agentic leadership

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Knowledge forms and uses through digital documentation systems – special educational needs in early childhood education

3. Early Childhood Research
Hanna Vretblom[1]
[1] Umeå University

Research topic/aim

Early childhood education (ECE) is facing a possible challenging task of transforming analogue practices into digital. Research shows that digital systems are already being used by the preschool practice for communication and pedagogical documentation (Masoumi 2015; Knauf 2020). Though the use of digital systems is becoming an increasing part in the preschools education (Virtanen, 2018) systems are not neutral in educational settings and part in shaping the teachers gaze (White et al., 2021). Little is known about the digital use for documentation of special educational needs (SEN) in ECE, and particularly the SEN knowledge it includes. This ongoing study fills a gap by exploring the knowledge and knowledge use by different actors involved in the process of using digital systems for SEN documentation.

Theoretical framework

Drawing on Freeman and Sturdy (2014) this study identifies different movements and forms of knowledge that are embedded within digital documentation systems for SEN, specifically *inscribed* and *enacted knowledge*, and describes how these construct different opportunities for access, professional reflection, and definitions of SEN conceptions.

Methodology

The empirical data for the study is based on a survey of Swedish municipalities' use of digital systems for SEN documentation as well as 18 semi-structured interviews with key informants from six municipalities who represent five different digital systems found in an earlier survey (Vretblom, under review).

Expected findings

Preliminary findings suggest that different forms of knowledge relate to both administrative questions and practice activities within ECE. The specific SEN knowledge inscribed in the different digitals systems depends on (a) which professionals feed into or use knowledge in the system and how they (can) enact this knowledge into practice, (b) which purpose(s) the knowledge serves, and (c) what type of knowledge is required by the structure of the digital system. The findings contribute new insights and understandings regarding digital SEN documentation practices in ECE.

Relevance to Nordic educational research

The study has relevance to Nordic educational research as it points out different forms of SEN knowledge that is enabled by the digital systems, that can be of use for professional practice as well as the governing bodies of municipalities in Nordic contexts.

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Aesthetic Education for Sustainable Development – A Research Project in Preschool and School in Finland and Sweden

3. Early Childhood Research
Tarja Karlsson Häikiö[1]
[1] HDK-Valand, University of Gothenburg

Research topic/aim
The interest of the research project was in ECE and primary education. The specified aim was to study work with aesthetic education for sustainable development (AESD) and how this can be part of children's everyday learning using a variety of teaching methods. Another aim was to empower the reflected practice of educators by exchanging experiences about education for sustainability. The research questions deal with how the educational practice is created through reflected practice concerning AESD based on participatory and child-initiated ways of working. In the study is presented examples from preschool (ages 1-5) and primary school (grades 1-6) in Finland and Sweden.

Theoretical framework
Sustainable development work has been on the agenda since Brundtland (1987). Today's development goals are in the 2030 agenda for sustainable development (SDGs UN, 2015). The study of ecological sustainability emphasizes learning processes promoting critical thinking, ethical perspectives and civic awareness and environmental issues that affect local and global changes and improvement of environments. According Reunamo and Suomela (2013), children should have sustainable, meaningful and experimental learning environments supporting participation and social education (p. 92). The aim of social learning through environmental education is to change and transform practices towards sustainability and the common good (Burt, Lotz Sisitka et al, 2013: 21). Research on sustainable development thus often use participatory methods (Wolff et al., 2017; Ärlemalm-Hagser, 2012).

Methodological design
The study had a qualitative approach using visual ethnography (Pink, 2013) combining visual methods (Fors & Bäckström, 2015) with participative observations (Fangen, 2014) made at four units, 2 in Finland, 2 in Sweden, for eleven days (ca. 90 hours) Feb - Nov 2023. Photography was central in the collection of empirics combined with field notes and collection of the educators' documentation. Through use of the ethnographic method, educators' documentation and the researcher's collected material can be used for joint analysis of the activities and contribute to reflected practice.

Expected conclusions/findings
AESD requires development work, emphasizing equality and global citizenship at different educational levels and school formats. All the participating units work with AESD and have an artistic or cultural profile where teaching is enriched through the use of visual images and media, music, dance and theater combined with education for sustainability studying e.g. plastic waste in oceans. This work pervades the activities on an overall level, where the preschools and the school in the study work in relation to the community, local environments and associations. Aesthetic education and use of multimodal tools are used to create participation and a wider understanding of e.g. the relationship between nature and culture, ecology, the surrounding society or world.

Relevance to Nordic educational research
The result exemplifies the working methods with AESD using children's hypotheses about global conditions, climate change, recycling and sustainability as starting points. The project has led to networking between the participating units and has contributed to empowering the reflected practice of the educators through a net-based education day where each unit presented their work with AESD. The results of the project are shared within teacher training and will further contribute to research on education for sustainability through publishing articles.

Age-segregation in Nordic ECEC: Tracing arguments to reanimate the critique of developmentalism

3. Early Childhood Research
Lisa Annika Brandt[1] , *Soern Finn Menning*[1]
[1] Universitetet i Agder

Research topic/aim
In this paper, we aim to reanimate the critique of developmentalism (e.g., Cannella,1997) through a closer look at two alternative ways of organizing ECEC institutions regarding children's age. First, the proposed possible trend of a growing and increasingly strict age segregation of kindergarten children into age-homogeneous groups (Magnusson & Bäckman, 2020). Second, what can be seen as a minor oppositional movement of family groups gathering children in age-heterogeneous groups ranging from 1 to 6 years.

Theoretical framework
The analysis of age-homogenous groups draws on various perspectives on the effects of neoliberalism on society and childhood (Brogaard Clausen,2015; Qvortrup,2012) and the concept of othering (Spivak,1985) while Karen Barad's Agential realism is mobilised to theorise and imagine alternatives through age-heterogenous groups.

Methodological design
The paper is based on semi-structured research interviews with nine kindergarten teachers working with either age-heterogeneous or age-homogeneous groups located in Norway and Denmark. Our methodological approach is inspired by Canellas (1997) and MacNaughton's (2005) conceptualizations of deconstruction, further following their suggestion that deconstruction must not only criticize the current state of affairs, but also open up alternative ways of thinking and acting.

Expected conclusions/findings
The analysis of the reflections of the kindergarten-teachers working with age-homogenous groups points to a need to explore the segregation of ages within a neoliberal political context. Traced discourses around individual user adaptation, control, accountability and efficiency suggest an attunement within developmentalism, neoliberalism, and the practice of age segregation. Furthermore, the analysis highlights how institutionalized othering can be seen as a consequence of this practice.

An agential realist reading of the narratives brought forward by the kindergarten teachers who work with age-heterogeneous groups shows how their practice has the potential to disrupt linear conceptions of development. Moreover, it opens up for a reflection on age-heterogeneous units as material-discursive spaces that challenge the idea of tailored and effective spaces.

Relevance to Nordic educational research
Our paper suggests how alternative ways of thinking/practicing might offer perspectives to reenergize the critique of developmentalism in Nordic ECEC. It also shows how different organizational forms based on children's age seem to be fostering vastly different early childhoods, which underlines the need for further exploration of current tendencies and alternatives.

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Children's experiences of nature in the preschool context

3. Early Childhood Research

Linda Murstedt[1] , *Marit Holm Hopperstad*[2]

[1] Mid Sweden University

[2] Queen Maud University College

Research topic/aim

The project's aim is to create knowledge about children's experiences of nature as a place within the preschool context. The term "nature" in the project refers more specifically to the forest. Through the following research questions, the spotlight is directed at the children and the emphasis is placed on their agency in the encounter with the forest:

How do the children engage with various affordances in the forest?
How do the children communicate their experiences of the forest through different modes of expression?

Theoretical framework

Theoretically, the project is based on the idea that people must be given the opportunity to develop a close and strong relationship with nature to develop a sense of responsibility for it (Bennet, 2014). The study further builds on the concept of agency in early childhood studies (Bergnehr, 2019) and on insights from affordance theory (Gibson, 1986) and theory of multimodality (Kress, 1997).

Methodological design

To explore the children's relations with the forest we combine researcher observation and elements from The Mosaic Approach (Clark, 2017). This approach implies that the researcher, together with the children, examines a phenomenon using different methods and modes. The children in our study take an active part in the research process and are encouraged to express their perspectives on relating to the forest through modes such as talking, touching, drawing, and photographing. The material will include preschools in Sweden and Norway.

Expected conclusions/findings

Through the Mosaic Approach, we will be able to make visible the complexity in children's ways of relating to nature within the preschool context. When we take the children's perspective, there seem to be different kinds of tensions. One tension is about the pedagogues framing and structuring the place in the forest and thus controlling which affordances are to be seen as valuable and the children's room for action. Another type of tension is about a negotiation between children and adults about the meaningfulness of being in the forest.

Relevance to Nordic educational research

We live today in a time with increasing ecological crises. Preschool teachers are faced with the challenges of designing teaching for sustainable learning so that it both gives younger children the facts and understandings they need to care for nature. The results of the present study will provide insights into the children's ways of relating to nature and how their relationship-building is framed within the pedagogical context, making it highly relevant to Nordic educational research.

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Conceptualizations of competence in Early Childhood - A scoping review (1994-2023)

3. Early Childhood Research

Maria Rossall[1]

[1] Jönköping University, School of Education and Communication

Research topic/aim

This study is a part of the PhD project *In the shadow of the competent child* which aims to explore how competence is played out in Early Childhood Education and Care (ECEC), specifically within Swedish preschools. The term competence has increased in usage across various sectors in our society since the 1980's and has come to mean different things within different contexts (Illeris, 2013). This has implications for what is expected of preschools in Sweden in terms of skills and knowledge, not least in relation to the shift in the educational landscape towards elementary school pedagogy (Ackesjö et. al., 2022).

The aim in this paper is to examine how research literature in the time-period 1994 – 2023 conceptualizes competence in preschool in relation to attitudes, behaviors and practices.

Theoretical framework

The theoretical framework for the overall PhD project is grounded in social-constructivism and practice theory, more specifically the Theory of Practice Architectures (TPA) (Kemmis 2019, 2021).

Methodological design

The study currently underway is a scoping review based on the ERIC database with a specific aim to map the subject matter, key concepts and identify gaps and opportunities in the research landscape (Booth et. al., 2022). The intended output is to produce a thematic synthesis of research concerning competence within preschool settings, and provide an understanding of where the research is being produced, how competencies and populations are examined, as well as results regarding how competencies are conceptualized.

Expected conclusions/findings

Preliminary results show there has been a decadal increase in research regarding competence within preschool and early years education since the 1990's. The focus thus far appears to be split between teacher and child competencies, with child competencies assessed both directly by researchers as well as indirectly, mediated through the lens of the teachers. Moreover, the analysis indicates that a large proportion of research is conducted in the US and most articles are published in the journal *Early child development and care* (Taylor & Francis). In addition, the initial analysis shows how research is center-staging certain areas, such as literacy, mathematics and social competencies.

The findings of this literature review will illuminate the qualities and content of research produced regarding competence within the preschool sector and subsequently which specific competencies are inferred as research priorities, and, thereby, perceived as important. Such an overview suggests research gaps and opportunities in the sector and shows how framings of competencies have changed over time. The study brings understandings as to what practices the term competence may reveal, and illustrates how attitudes and definitions related to the concept are represented within the various studies.

Relevance to Nordic educational research

The significance of the study lies in how framings and prioritizations of competence areas in research may become decisive for competencies which may be enacted in preschool practices. This could become increasingly important within the context of ongoing educational reforms.

Conflict-avoidance strategies among children in Swedish preschool

Disa Bergnehr[1, 2] , *Asta Cekaite*[3]

[1] Linnéuniversitetet

[2] Jönköping University

[3] Linköpings universitet

Research topic/aim

The present study explores conflict-avoidance strategies among 2-6 years old children in Swedish preschool, as they appear in child-to-child interactions with no educator present. It widens our understanding of children's conciliatory and peacekeeping competences, and contributes to research on children's peer conflicts and everyday life in early childhood education.

Theoretical framework

This study departs from a sociology of childhood perspective, with an interest in exploring, with video-ethnographic methods, children's peer relationships and how they unfold in a certain social and societal context. Children learn, interpret, negotiate and reproduce culture through interaction with peers and adults, that is, within a collective, and the child is an active agent who is both influenced by, but also in turn influences, others and the interaction that evolves (e.g., James, 1993; Corsaro, 2000).

Methodological design

The analysis was based on video-recorded observations of everyday in-door activities in a regular Swedish preschool located in a middle-class area. The data were collected over a year during four weeks. In this study, the recordings of free play or in-between-activity time have been analysed (12 hours). During this time, children are "left alone", sometimes playing with their peers in a room by themselves.

Expected conclusions/findings

The results illustrate how in their daily interactions, young children collaboratively strive to avoid conflicts, and their escalation, and how they resolve emergent disagreements by using a range of strategies. The children are skilled negotiators that are much attuned to maintaining peace: the study shows that children together achieve a win-win outcome of the disagreement or conflict. The study proposes that interactional processes rather than individual characteristics need to be acknowledged and investigated in studies on children's conflicts.

Relevance to Nordic educational research

Nordic research is scarce on children's conflict avoidance strategies in preschool settings. Our results contribute to previous research by showing that children in their peer relationships, rather than engaging in conflicts and disputes, rely on their knowledge of preschool norms to redefine the opponent's or their own potentially conflictual social acts to invoke cooperation, assistance, or play. In such way the children together are able to avoid, de-escalate and put an end to disagreement or potential conflict. According to the Curriculum for preschool (Lpfö 2018: 14), the preschool staff should "stimulate interaction between children and offer them help and support to resolve conflicts, work out misunderstandings, compromise and respect each other". As our study shows, children have considerable competencies in solving disagreement and conflicts, and often can resolve conflicts by themselves. Thus, too much adult intervention may constrain the development of important social skills.

Considering children's rights in digital activites: Preschool teachers' perspectives

3. Early Childhood Research

Anneli Tunberg[1] , *Sevtap Gurdal*[1]*, Sara Willermark*[2]*, Marie-Helene Zimmerman Nilsson*[1]

[1] Department of Social and Behavioural Studies, University West, SE-461 86 Trollhättan, Sweden

[2] School of Business, Economics and IT, University West, SE-461 86 Trollhättan, Sweden

Research topic/aim

In 2020, the Convention on the Rights of the Child (UNCRC) was legislated in Sweden (SFS 2018:1197; United Nations Convention on the Rights of the Child, 1989). Even before the legislation, the Swedish preschool curriculum stated that the Convention on the Rights of the Child (UNCRC) should be the basis for preschool practice (Curriculum for the preschool [Lpfö18], 2018). Since 2018, the Swedish preschool curriculum also states that "[p]reschool teachers are responsible for every child being able to use digital tools in a way that stimulates development and learning" (Lpfö18, 2018, p. 16). In both research and media debates, it is quite common to prioritize the right to protection rather than the right to participation when discussing children's rights in relation to digital technologies (Livingstone, 2016). The debate on digital technology in preschool is ongoing, and often made from an adult-centered standpoint. In practice, preschool teachers need to cultivate their professional orientation, considering a spectrum of divergent perspectives on digitalisation: the overwhelmingly positive and the overwhelmingly negative; the medical, developmental, social, and democratic risks and rewards; and private and professional standpoints. The addition of trying to integrate children's rights and needs into this further accentuates the complexity. The aim of this study is to explore how preschool teachers reflect on the relation between their digital teaching practices and children's rights.

Theoretical framework

The data will be analysed with the assistance of the concepts *children's rights, digitalisation,* and *agency*. The concepts will be used to problematise the relationship between children's rights and digitalisation in preschool education.

Methodological design

The empirical data consists of interviews with preschool teachers, based on video-stimulated reflections on their preschool activities that include digital tools.

Expected conclusions/findings

The analysis will focus on preschool teachers' reflections on their current practice and pedagogical views about children's rights in digital activities. The findings will highlight perspectives on teaching for children's active participation in society of today and tomorrow.

Relevance to Nordic educational research

The study contributes to Nordic educational research as it broadens the understanding of how preschool teachers balance children's rights and the digitalisation of preschool and society, in relation to adult perspectives on digital technology in education and childhood.

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Digital Translanguaging -Preschool teachers´ experiences of everyday translanguaging activities using digital resources

3. Early Childhood Research

Petra Petersen[1]

[1] Department of Child and Youth Studies, Stockholm University

Research topic/aim

The overall aim of this study is to expand knowledge concerning preschool teachers' experiences and attitudes towards using digital resources as a means to create translanguaging activities. Questions posed are:

"What are the experiences and attitudes of preschool teachers working with digital resources to create multilingual activities in a Swedish municipality?"

"What are the participating teachers' experiences and attitudes about what happens to the status of the different languages in the preschool group, in these activities?"

"Which challenges and problems do preschool teachers associate to these activities?"

Theoretical framework

In the analysis, a social semiotic, multimodal approach (Hodge & Kress, 1988; van Leeuwen, 2005; Kress, 2010: Selander & Kress, 2010) has been used together with the analytical concept of pedagogical translanguaging, inspired by sociolinguistics (Garcia, 2009; Othegy, Garcia and Reid; 2015).

Methodological design

Multimodal focus group interviews have been filmed at three occasions, with five participating preschool pedagogues who have experience of using digital resources to include children's mother tongues in preschool activities. The participants had been instructed to bring their digital tablets end these where used both as "prompts" (see Halkier, 2010b) and by the participants during the focus group. A collection of the digital resources used by the teachers, e.g. applications with different language content, is also included in the collected data.

Expected conclusions/findings

Key results include how preschool teachers focused on the possibility to create every-day translanguaging activities, including the whole preschool group, using digital resource. This way of using digital resources' affordances to intertwine the children's mother tongues in ongoing activities and projects in the preschool environment can be understood as digital translanguanging. The teachers also experienced these activities as a way to extend the participation of multilingual children as well as parents in the preschool environment and by doing so addressing issues of status and identity connected to language. Challenges included a need for more applications in many different languages, as well as some parents' reluctance towards their children taking part in multilingual activities.

Relevance to Nordic educational research

In a global and diverse world, where multilingual children have a right to communicate in all of their languages, experiences of creating digital translanguaging activities can be seen as crucial in educational settings. The practical implications of this study are that it shows that it is possible to create pedagogical translanguaging activities with digital resources. In line with Wells, Rowe and Miller (2015) and Birnie (2022), it is shown that digital resources might be used to facilitate for children to both their mother tongue and the majority language. However, in this study, the notion of multilingual activities is expanded by using the concept of translanguaging, to describe how children are able to use several languages simultaneously, as well as with non-verbal modes of communication. A theoretical contribution is that it is shown how a multimodal, design theoretical approach (Hodge & Kress, 1988; van Leeuwen, 2005; Kress, 2010: Selander & Kress, 2010) can be used in language studies, combined with the use of translanguaging (Garcia, 2009:2011), to expand the notion of young children's language communication.

Discursive Tendencies among Swedish Preschool Music Pedagogues: Challenges in Representing the More Knowledgeable

3. Early Childhood Research

Marie-Helene Zimmerman Nilsson [1] , *Ylva Holmberg*[2]

[1] University West, Sweden

[2] Malmö University, Sweden

Research topic/aim
During the process of becoming integrated in the educational system over the last few decades, Swedish preschool has received its own national curriculum. Swedish preschool teachers have tended to share work tasks equally, regardless of education level, skills or responsibility, and to work in a relatively horizontal hierarchy (Ekström, 2007). The current Swedish preschool curriculum defines music as a content and a method and the preschool teacher as responsible for teaching music in preschool. This responsibility becomes an issue, since preschool pedagogues tend to feel that they are in need of more knowledge in music education (Ehrlin, 2012). Therefore, more studies are needed thinking beyond the already known, by examining how subject knowledgeable preschool music pedagogues position themselves within this context. Hence, the aim is to study constructions in conversations between preschool music pedagogues related to quality in preschool music education practice.

Theoretical framework
The theoretical framework is grounded in social constructionist theories (Burr, 2005), implying that the subject is both constructed in social interaction and limited by prevailing discourses.

Methodological design
The methodology consists of discursive psychology (Potter & Wetherell, 1987), to focus on constructions and how rhetorical strategies are made convincing in social settings, a Foucauldian inspired analysis to uncover power and dominance relations, and discourse theory (Laclau & Mouffe, 1985) to reveal different available subject positions. The study emanates from a collaborative Swedish project about music in preschool in 2022. The empirical material consists of four group conversations with 21 preschool music pedagogues.

Expected conclusions/findings
Tentative findings show discursive tendencies that reveal several challenges in representing the more knowledgeable actors within the preschool working team and within the preschool organization. Related to quality, this appears as problematic, given that a music-teaching practice on the preschool music pedagogues´ level of expertise becomes more difficult to accomplish.

Relevance to Nordic educational research
The current study has great relevance to Nordic educational research, by providing knowledge about diverse professionals´ voices related to quality in preschool.

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Early Detection Early Interventions in preschool to improve children's language and communication development (swe)

3. Early Childhood Research

Anna-Karin Svensson[1] , *Madeleine Sjöman*[1]*, Helena Andersson*[1]*, Johanna Öhrn*[1]

[1] Malmö Universitet

Research topic/aim

Significant numbers of children struggle to develop competence in speaking and listening, especially those from areas of high economic deprivation (Dobison & Dockrell, 2021). Explanations of children's linguistic vulnerability (VL) are related to social context and biological factors (Bruce et al., 2016). One social context where most children aged 3-5 in Sweden attend is preschool. Children develop their language through ample exposure to linguistic input and many opportunities to use and practice their spoken language skills in teacher-child and child-child interactions. However, children in VL do not receive support to improve their language and communication. According to current research and documented experience (Allodi Westling, Siljehag, Persson, Leroy Odom, 2019; Göteborgs Stads förskoleförvaltning, 2020; Siljehag, Allodi Westling, Bäck, Persson, Leymann, & Suarez, 2020), there is a great need for special educational skills in the preschool for preventive and proactive efforts, not least in terms of children's language and communication development. Therefore, more knowledge of how various professional disciplines understand how to design preschool environment, interaction, and learning opportunities to improve children's language and communication development is needed. The present study aims to describe how preschool personnel, masters, and special education teachers active in the preschool look upon the work with language and communication development in preschool.

Theoretical framework

The theoretical starting points for the study are based on sociocultural theory that shows how language and communication are mediated and learned together with others in meaningful contexts (Säljö, 2006; Wertsch, 1995; Vygotskij, 1997).

Methodological design

A cross-sectional survey design is used, including 615 preschool units for children aged 1-5 years in Skåne County, Sweden. The survey is inspired by the observation protocol by Dockrells et al. and Waldmann & Sullivan, 2017, and consists of 19 questions covering three domains: physical environment, learning opportunities, and social interactions.

Expected conclusions/findings

The expected findings are to gain knowledge of the distribution of the different dimensions and to what extent proactive conditions might promote language and communication in children with linguistic vulnerability. Moreover, we expect to find the association between the proportion of children needing special support related to the linguistic environment in the preschool and if there are regional differences regarding the preschool's language environment.

Relevance to Nordic educational research

It is relevant to contribute knowledge to develop the work with children's language and communication in Swedish preschools. It is also suitable for further collaboration regarding language and communication work with the Nordic preschools and their education of special needs teachers.

Keywords: survey, preschool, linguistic vulnerability, language and communication development

Early identification, outstanding abilities, inclusive education, and environmental factors: A scoping review

3. Early Childhood Research
Fanny Mossberg[1] , *Johanna Lundqvist*[1], *Louise Sund*[1]
[1] Mälardalens universitet

Research topic/aim

Previous studies have shown difficulties in identifying children with outstanding abilities. Without proper identification, challenges arise in meeting their educational needs and providing opportunities for them to flourish and thrive.

The aim of this scoping review is to systematically investigate and synthesise current research regarding environmental factors contributing to (a) early identification of children with outstanding abilities in preschool and school, and (b) well-functioning inclusive education for these children.

Theoretical framework

In this review, the theoretical framework used is the Bioecological Model (Bronfenbrenner & Morris, 2006) which describes what influences child development, resulting from interactions between a child and the environment. The framework also includes the Differentiating Model of Giftedness and Talent (Gagné, 2021). This model underscores talent development as a gradual process unfolding over time, influenced by both intrapersonal and environmental catalysts. In this review, outstanding abilities refer to both high potential and achievements.

Methodological design

A scoping review, with two inductive thematic analyses (Braun & Clarke, 2006), was conducted on peer-reviewed research articles (N=21) to synthesise the findings. The first thematic analysis, resulting in eight themes, focused on how environmental factors contribute to the early identification of children´s outstanding abilities. The second thematic analysis, resulting in five themes, focused on how environmental factors contribute to inclusive education for children with outstanding abilities in preschool and school.

Expected conclusions/findings

Examples of themes relating to the identification process are (preliminary results): Teachers have knowledge of what characterises outstanding abilities such as gifts and/or talents; Teachers have knowledge of various ways to identify children´s outstanding abilities at an early stage; Teachers provide opportunities to all children to demonstrate their abilities; Teachers cooperate with other professionals during the identification process; Principals have knowledge of the characteristics and early identification of children´s outstanding abilities, and care for them; Teachers listen to and respect parents´ descriptions.

Examples of themes relating to inclusive education are (preliminary results): Teachers have positive attitudes and knowledge of inclusive education in relation to children with outstanding abilities; Teachers ensure a positive classroom climate and learning experience; Teachers provide or ask others to provide adequate educational provisions which support children with outstanding abilities in an inclusive classroom; Teachers- and parents work in partnership to support the well-being and development of children with outstanding abilities, Policies describe inclusive education and educational provision in relation to children with outstanding abilities

Relevance to Nordic educational research

This review is related to a PhD project and research school, the Gifted Doctoral Program in Sweden.

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Educators' Beliefs on Children's Creativity: A Scoping Literature Review

3. Early Childhood Research

Alexandra Guseva[1]

[1] Karlstad University, Sweden

Research topic/aim

The presentation is a part of a current doctoral project at Karlstad University in Sweden. The study covers the conceptualization of creativity in Swedish preschools.

Theoretical framework

In contemporary society creativity is recognized as a vital and highly valued competence (Craft & Jeffrey, 2008; Eckhoff, 2011). While widely accepted, concepts of creativity are often subject to multiple interpretations. In the educational context, these notions are often not sufficiently reflected upon by the practitioners, which may potentially limit pedagogical practice. There is, therefore, a need to synthesize and make visible the current evidence base regarding educators' beliefs on creativity.

Despite the importance of early childhood education, pedagogical research on creativity, both nationally and internationally, has primarily focused on school and older children. Moreover, the research covers mostly the aspects of teaching and creativity but often neglects the practitioners' understanding of the concept (Leggett, 2017). The aim of the presented literature review is to identify and map the available recent empirical evidence base on in-service preschool teachers' beliefs about creativity and thereby identify gaps in the research knowledge.

Methodological design

Systematic Mapping and Analysis of Research Topographies (SMART) method was used to conduct the research (Nilholm, 2017). Selected studies include peer-reviewed empirical qualitative and quantitative research published in scientific journals from 2010 to 2022.

Expected conclusions/findings

Findings suggest that creativity is generally highly valued by educators, and educators hold complex and democratic views on creativity. However, there exists incongruence between teachers' positive beliefs about creativity and their actual pedagogical practices. Educators' beliefs are also found to be highly dependent on context. The results of the literature review also highlight gaps in knowledge where future research is needed which is the current doctoral project aims to address.

Relevance to Nordic educational research

The study is relevant in the context of Nordic educational research, as it is expected to contribute to a deeper understanding of the concept of creativity and its role in early childhood education. Consequently, it will both challenge and provide some guidance on the development of pedagogical practices.

Keywords

creativity, educators' beliefs, literature review, preschool

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Embodied being, embodied becoming (swe)

3. Early Childhood Research

Maria Pröckl[1]

[1] Södertörns högskola, Centrum för praktisk kunskap

Research topic/aim

In today's Swedish pedagogical discourse, as everyone knows, it is emphasized that preschool and school are first and foremost institutions for teaching and learning. The question if embodied activities such as play and esthetics have any significance in the life of a child is constantly moved further away from the overall discussion. However, for preschool (the theme for this paper) the task in the steering documents for this form of education is formulated as follows: play, care and learning should "form a whole" in preschool everyday life (Skolverket 2018). On the basis of this mission, one could assume that an awareness of the bodily dimensions of learning, growing and flourishing was present when talking on preschool in terms of learning. But the body *we are* is often forgotten in preschool (and school) as well as in society at large (Pröckl 2023). Although I assume that many teachers would agree that the bodies that inhabit preschool, are very present as precisely bodies and not only as minds (Thomas 2003).

Preschool is (or should be) a place where children develop their understanding of the world. The body is always *there* (for all of us) and when we reach out to others – when we play, talk or create things together – we are engaged in the other person in a practical and embodied way (Merleau-Ponty 2014). But since we talk very little about embodiedness in such terms, the body remains neglected and development of knowledge in which the body is involved is rendered invisible.

Theoretical framework

My point of departure is a phenomenological approach with, amongst others, Hans Georg Gadamer's theory on play. Drawing a line towards preschool scholars Kjetil Steinsholt and Maria Öksnäs' understanding of what provides knowledge about the world and in the world for a child.

Methodological design

This paper is a follow up on my dissertation where I investigated preschool teachers embodied knowledge. My empirical material consists of participant observations, film recordings and interviews with preschool teachers in Sweden and Germany. I now want to focus on what is at stake if the embodied aspects of learning and understanding are not made visible (Pröckl 2020).

Expected conclusions/findings

I would like to point out the need to safeguard the opportunities that (still) exist for children to explore the world through their bodies, for example in play and aesthetic activities. Learning is not (only) a cognitive act. The goal of learning must be to understand, and understanding is about getting a grip on how the world is constituted, and thus in a practical way.

Relevance to Nordic educational research

This paper can contribute to ECE and ECEAC research in the Nordic countries by providing perspective into the discussion about the ongoing schoolification of preschool. Understanding ones one embodiedness in the world as more than "having a body" is, as I see it, a perspective that needs to step into the light when we talk about teaching and learning in preschool.

Empowering mealtimes - a democratic approach

3. Early Childhood Research

Kristín Dýrfjörð , *Guðrún Alda Harðardóttir*[1]

[1] Retierd, non presenting

Research topic/aim

Mealtimes in most Icelandic preschools have remained primarily unchanged for several decades; the children sit with the teachers to partake in family-style mealtimes. In the autumn of 2012, preschool Aðalþing decided to develop an innovative approach to empower and make mealtime pleasurable for children. The approach consisted of children taking their meals in a specially designed dining hall, with attention to the aesthetics, and children's opportunities to help themselves, for example, choosing a table and the peers with whom they want to sit. All food is served on a buffet at children's height, where main and side dishes, such as seeds and vegetables, are available. A few teachers are in the room with the children but do not sit at the tables or control the conversations or what children eat.

Theoretical framework

Theoretical background relates to theories on children's empowerment and democracy (Harðardóttir, 2014). Drawing on ideas about empowerment, emphasising that each child empowers herself since no one can empower another; however, it is possible to promote the empowerment of children by creating the conditions and supporting a (democratic) environment (Tengqvist, 2007). Habitus is a concept that comes from Bourdieu (1997), but he presented it as part of each person's background that shapes them and their attitudes. One of the main formative agents of today's children is preschool, where children participate in an environment that is intended to shape them socially, emotionally, and intellectually, and several studies have shown that teachers' attitudes are a major formative factor towards their pedagogical practices.

Methodological design

Participants' observations were applied to provide insight into the world of children and increase adults' understanding of their lives and acts during mealtimes. Materials were gathered in one preschool from 2012-2019, primarily videos and analysed based on the researcher's framework connected to democracy and empowerment.

Expected conclusions/findings

The findings indicate that slow pedagogy mealtime supported: a) Friendship, children's joy and privacy. b) A platform for free dialogue between children and the opportunity to play with the language. Making jokes about the food or deciding it was something else (eating fish and pretending it was pizza). c) Children's empowerment and independence. This research could be used to discuss how to make children's mealtimes more in the spirit of slow pedagogy, which supports empowerment and a democratic way of being. This study shows that children are solution-oriented and capable; they can handle situations such as choosing food and seatmates and discussions on their own terms.

Relevance to Nordic educational research

Mealtimes in Nordic preschools have been almost homogeneous, and this research is about another way of "doing" them.

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Encounters with early childhood education teacher recruitment in socioeconomically diverse urban areas

3. Early Childhood Research

Marika Pylkkö[1] , *Sonja Kosunen*[1]*, Heidi Huilla*[1]*, Reija Ahola*[2]
[1] University of Eastern Finland
[2] University of Helsinki

Research topic/aim

Finland has experienced a pronounced shortage of formally qualified early childhood education and care (ECEC) teachers in the ECEC labour markets during recent years. Educating significantly more ECEC teachers has been proposed as a solution for the ECEC teacher shortages, but less public emphasis has been directed towards the significance of working conditions for ECEC teacher retention and turnover. However, research has brought up the question of urban segregation and ECEC teacher segregation in relation to this as a subject that needs to be studied further. These themes hold significance as areas of research, given that they pose a challenge for equitable access to quality ECEC services (Sustainable Development Goal 4.2).

This study analyses ECEC teacher recruitment from the perspective of ECEC directors working in socioeconomically different urban areas in the Helsinki metropolitan area. Research questions for the study are 1) how do ECEC directors talk about the recruitment and availability of pedagogical resources in the context of their ECEC units, and 2) how do ECEC directors working in different socioeconomic areas talk about their own work as part of institutional ECEC.

Theoretical framework

Previous studies on ECEC teacher turnover and retention have largely been conducted outside the Finnish context, and generally have not considered the significance of regional socio-economic differentiation. Further research is required to fully comprehend the complexities underlying equitable access to high-quality ECEC also regarding the allocation of formally qualified pedagogical teaching staff.

Our research is theoretically anchored in Nancy Fraser's dualistic approach to social justice through the key concepts of recognition and redistribution. The perspective of redistribution focuses on fair distribution of economic and material resources, whereas the perspective of recognition considers social justice through cultural patterns of interpretation and valuation. Our research examines both the socio-economic redistributive aspects and the cultural-valuational recognition aspects in ECEC directors' interview speech regarding ECEC teacher employment and equitable access to early education.

Methodological design

The interview data comprises 8 semi-structured interviews with ECEC directors working in socioeconomically diverse neighbourhoods in the Helsinki metropolitan area. Interviews have recorded with permission, transcribed and analysed through dialogical thematisation analysis.

Expected conclusions/findings

Preliminary findings based on the dialogical thematisation of ECEC directors' interview speech suggest that both redistributive aspects and recognition aspects are intertwined with teacher recruitment in the Helsinki metropolitan area.

Relevance to Nordic educational research

The significance of both redistribution and recognition for ECEC teacher recruitment in diverse urban areas are discussed in the context of equitable access to quality early childhood education.

Exploring the Cultural Dimension's Influence on Children's Meaning-making in Preschool (swe)

3. Early Childhood Research

Ann-Charlott Wank[1]

[1] University of Gothenburg

Research topic/aim

As the first phase of the Swedish education system, preschool plays a vital role in children's development and learning. It offers children opportunities to learn and play together with peers and adults, encounter and understand different cultures, traditions, and values (Curriculum for the preschool, 2018). From research we know that the experiences and knowledge children acquire at an early age affect their lifelong learning.

The aim of this paper is to investigate the cultural dimension of children's meaning-making in preschools and their implications for children's meaning-making opportunities, both in terms of process and content. This is done by investigation the collective habits of two preschools. The collective habits encompass socially established patterns of action, attitudes, values, and discourses upheld by teachers and children without critical examination.

Theoretical framework

The theoretical foundation of this paper rests on John Dewey's non-dualistic pragmatism and his concept ´transaction´, which is used to clarify that meaning-making of an individual should not merely be understood as a mental inner process, but as a reciprocal co-ordinating encounter with one's surroundings (Dewey & Betley, 1949/1989).

Methodological design

The analysis draws on 45 video sequences from two preschools in Sweden and focused on communicative interactions between children and preschool teachers. Dewey's concepts of 'habit' and 'custom' serve as analytical tools (Dewey, 1938/2015). The paper adheres to the ethical rules and research guidelines outlined by the Swedish Research Council (2017). Written consent from all parents or guardians was obtained for their children's participation in the study.

Expected conclusions/findings

The findings reveal that the customs guide and influence children's meaning-making experiences, potentially both enabling and constraining them. They can be enabling when they facilitate the expansion of children's actions across various domains, emphasising holistic development and learning. However, they can also be limiting if they prioritise specific values or content or support particular abilities.

Relevance to Nordic educational research

The results are relevant for Nordic educational researchers and can encourage critical reflection on customs within Nordic educational context concerning their influence on children's meaning-making processes and content. Depending on the customs children encounter in preschool, different conditions are created for children's meaning-making, which affects their long-term development and learning. By making preschool customs visible and reflecting on how they affect children's opportunities for meaning- making, the study can make an important contribution to knowledge in the discussion about equal education for all children.

Forgiveness in kindergarten. To strengthen social ties in a diverse society. (nor)

3. Early Childhood Research
Sine Frødin[1]
[1] Universitetet i Sør Øst-Norge

Research topic/aim
How can policy bring educational adventures to life?

This presentation addresses the potential for forgiveness in kindergarten to act as a mode of strengthening social ties in a diverse society. Everyone makes mistakes when we interact with others. We can hurt each other or lose friends. The foundational psychological needs for all people are security, love, and being part of a group (Stern 1991, Bowlby 1980). Am I loved? Am I safe? Today's children will take over society and responsibility for the world, a diverse community where we all are mutually dependent on each other. To trust and respect each other is necessary - and may contributes to peace (Ainsworth & Bowlby 1991, Pelo & Carter 2008, 2019).

Democratic and humanistic values, including the value of forgiveness, have an overarching place in The Norwegian act on Kindergartens. Despite this the value forgiveness gets little attention in policy.

This presentation explores how the value of forgiveness may be part of life in the kindergarten, through how educators think about the value and experience it.

Theoretical framework
Sandage's (Schults and Sandage 2003) theories of the basis for children to forgive, Denham's (Denham, Neal et al. 2005) research of children's relationship to forgiveness and the development of empathy serve as a premise for my understanding of forgiveness. These, and Enright's (Enright 1994) ideas about what motivates and promote forgiveness, will be the pivot point of my analysis and discussion. My analysis will further draw on the concept of intersubjectivity and Levinas' theories of The Other and his ontological view of ethics and sustained shared thinking. Løgstrup and the ethical requirement is also an important basis for analyzing how educators think about and value forgiveness in daily practice.

Methodological design
My research project is a qualitative study, with a social constructivist hermeneutic approach.

The data is collected through philosophic dialogue, with a group of 7 kindergarten teachers, with 2-3 follow up semi-structured interviews after some weeks. The philosophical dialogue is meant to help the participants move beyond a cognitive method to a phenomenological one, in a community of wonder, through observations of lived experiences (Dinkins & Hansen, 2015)

Expected conclusions/findings
I expect to find diverse stories of forgiveness that can lift the discussion of formation and socialization, and how kindergarten can be the hearth for a peaceful future.

Relevance to Nordic educational research
The findings can have a transferable value for other pedagogues in kindergartens. It can stimulate the focus upon the value forgiveness and create professional reflections in the nursery field in general. It can also contribute as a preliminary study for other larger studies around value research in Nordic countries.

The research can contribute to show forgiveness in kindergarten as a *political issue*. By lifting the value forgiveness from policy documents into the research field, it can bring *new educational adventures to life* – and be a step on the path to a more peaceful future,

How roles are constructed based on trust and participation

3. Early Childhood Research

Helen Lindgren[1] , *Lena Landgren*[1]

[1] Helen Lindgren

Research topic/aim

In this paper we discuss the researcher and teacher roles involved in practice-based research and how these different roles need to be shaped for successful research, where both practice and the research area are developed. The specific question we intend to discuss is: What is central to consider in practice-based research from the perspective of the teacher role and the researcher role?

Theoretical framework

In a joint research project, the relationship and trust between researchers and teachers become important for how the different roles are shaped. In particular, trust affects the roles and can be studies from the perspectives of *process trust*, *collective trust* and *collegial trust* (Jederlund, 2021).

Methodological design

In a practice-based research project in Swedish preschool, researchers and teachers come together to participate in developing education and create new knowledge in the research area of early numeracy (Jaworski, 2003). The different professions have their starting point in different practices: the researchers with responsibility for the scientific aspects of the research project and the preschool teachers with a focus on teaching the children. The different professions bring different knowledge, competences and experiences into the research project, which provides the conditions for jointly developing theory and practice (McKenney & Reeves, 2018).

SAFTA (Strukturell Ansats i Förskolan undervisning om Tal och Aritmetik) is a practice-based research project, taking an educational design research approach (McKenney & Reeves, 2018) where researchers together with preschool teachers and a middle leader develop mathematics teaching in preschool with children aged 3-5 years. Interventions are carried out in preschool practice that are jointly discussed, developed and evaluated in an iterative process. Questions about the different roles of the participants and the factors that affect the role of the teachers were continuously raised during the project. The roles of the participants are carefully followed during the process, documented through field notes and process logbook to evaluate and interpret the participant roles based on *dialectical participation* (Molin et al., 2019).

Expected conclusions/findings

The degree of participation varies based on the perspectives of *involvement*, *collaboration* or *collaborative participation* (Eriksson, 2018). Roles are constructed and reconstructed based on dialectical participation and the degree of trust that emerges in the collaboration documented throughout the project

Relevance to Nordic educational research

In the Nordic countries, practice-oriented research is an increasing form of collaboration for (pre)school development, where researchers and preschool teachers develop teaching practice and principles together, why it is relevant to problematise the different roles.

In children's best interest Use of preparation time in preschool in Iceland

3. Early Childhood Research

Kristín Karlsdóttir[1] , *Sara M. Ólafsdóttir*[1], *Margrét S. Björnsdóttir*[1], *Anna Magnea Hreinsdóttir*[1]
[1] University of Iceland

Research topic/aim

As preschool teachers' preparation time in Iceland was increased from 5 to 10 hours a week in 2022, the aim of this research was to shed light on how preschool teachers in Iceland use preparation time and whether this is in children's best interest.

Theoretical framework

The study relies on research and theories on teachers' professionalism and their role in planning and evaluating preschool practice with the purpose of increasing the quality of preschool education (Darling-Hammond, 1990; Hargreaves, 2000; Miller and Cable, 2008; Whitty, 2008), as well as preschool teachers' role in building learning communities in schools, where preschool teachers and other educators collaborate and learn from each other (Brostrøm, 2018; Gotvassli, 2020; Gunnested, 2019; Haugset et al., 2019). In addition, the study builds on the importance of creating a space where children can express their views and issues of interest and where teachers listen and act upon children's ideas to support their agency in preschool and in society as a whole (Lundy, 2007; Welty and Lundy, 2013).

Methodological design

The data are gathered from interviews with 24 participants in eight preschools. The interviewees were asked to describe how preparation time was organized, what time of day preparation occurred, how tasks were prioritized and what resources were available to them in their preparation. The analysis was inspired by reflexive thematic analysis (Braun & Clarke, 2013). Participants gave their consent and were promised confidentiality, and no names were made public.

Expected conclusions/findings

The findings show that most often, preschool teachers used their preparation time working on a computer in a room outside the classroom/department, but the rooms they used were not equal in terms of quality, size or devices. In the preschools, time was planned differently, mostly according to the participation of preschool teachers. Some of the participants expressed concern about the increased absence of preschool teachers, thus reducing interactions with the children. Most of the participants used their preparation time mainly to prepare daily preschool practice and attend to the learning environment, materials and surroundings inside the school. The preschool teachers pre-planned activities *for* the children, not *with* them. Similarly, they talked *about* the children, not *to* them. However, they did see opportunities for involving the children more in the planning of the preschool practice. In all the preschools, the main assessment method was using specific lists and objective assessments, only a few employed documentation practices or other subjective methods.

Relevance to Nordic educational research

Preschools in Iceland have much in common with preschools in the other Nordic countries. Teachers play a central role through their professionalism, and the quality of preschool practice strongly relies on the processes of communication and care in the preschool, including how children's needs are met and in what ways their well-being, learning and development are ensured (OECD, 2001, 2006; Wagner, 2006). From this study, we learned that the participants did not always use their preparation time in accordance with their professional views. They expressed a desire to pay more attention to children's perspectives and to develop more subjective assessments, such as making documentations.

In the eye of the Swedish Schools Inspectorate - assessment of the preschool principals' responsibility

3. Early Childhood Research
Sophia Rudeberg[1]
[1] Umeå universitet

Research topic/aim
The aim of this study is to explore, analyse, and understand, how quality inspections by the Swedish Schools Inspectorate assess and control Swedish preschool principals' responsibility for systematic quality work.

There seems to be several reasons in policy and research for studying Swedish preschool principals' responsibility when assessed and controlled against national goal standards. For example, that the preschool principal in Sweden has a key role for the preschool's systematic quality work (e.g., the Swedish Education Act, 2010:800; the Swedish National Bord for Education, 2018), or that it seems to exist a gap between how policy is interpreted and the realisation of policy in the preschool practice (e.g., Eriksson et al., 2018; Håkansson, 2016, 2019; Öqvist & Cervantes, 2018).

Theoretical framework
The analysis uses curriculum theory. The concept of curriculum alignment is used to analyse if and how preschool rincipal's responsibility for systematic quality work reported in quality inspections done by the Swedish School Inspectorate is aligned with the Swedish Education Act and the Swedish Curriculum for the preschool (Lpfö 18).

Methodological design
The design includes a qualitative comparative document study, and a within-document analysis as well as a cross-document analysis will be performed. Data consists of 141 reports from quality inspections reports of preschools done by the Swedish Schools Inspectorate between the years 2008-2023, the Swedish Education Act and the Swedish Curriculum för preschool (Lpfö 18).

Expected conclusions/findings
The study is expected to contribute with knowledge about curriculum alignment in relation to how the Swedish Schools Inspectorate in their inspections interpret the Swedish Education Act (2010:800:354) and the Swedish curriculum för preschool (2018) (e.g., the formulation arena) as well as how preschool principals in the quality inspections reports are expected to realise the governing policies in the systematic quality work (e.g., realisation arena).

Relevance to Nordic educational research
The relevance to Nordic educational research is to be found in a knowledge contribution about how quality inspections by the Swedish Schools Inspectorate may influence, or even govern, preschool principals' actions and decisions in practice. Knowledge that can be discussed in relation to similar research in other Nordic countries.

Is it too much fun – a discourse analysis of the talk about media technology use in Swedish ECE

3. Early Childhood Research
Elsa Andersson[1]
[1] Malmö University

Research topic/aim
The aim of the present study is to research how technology figures as a 'learning material' in the discourse on ECE environments. A major assumption in Swedish ECE is that the environment and material is essential for children's learning and development. The importance of the environment and material is emphasized in governing documents, by asserting that central task for preschool educators is to organize and manage the preschool environments (Skolverket 2018).

The study is a part of a dissertation project that research discourses on physical environments in early childhood education. The previous studies have analyzed discourses on preschool environments in policy documents and in the journal *Förskolan*. One of the findings is that although technology is talked about as a part of the preschool 'environment,' or, 'material,' the discourse on technology entails a diverse logic compared to that on other materials. This present study sets out to examine the specificity of how media technology in preschool is discursively constructed.

Theoretical framework
Drawing on Foucault's later writings about governmentality and the tradition of governmentality studies, this article contributes to the body of research about how discourses on childhood, children, and education produce specific possibilities for subjectification in education by focusing on the production of truth discourses about media technology in Swedish ECE (Foucault 1991a; 1991b; Foucault, 1982). At the center of this study stands the question of how 'environments and material' as an intrinsic part of education functions as a key concept in shaping the ideal child.

Methodological design
Drawing governmentality, the article examines discourses on media technology in preschool education from a critical perspective (Foucault 2010). The empirical materials are of two types. The first is Swedish preschool policy and the second type are selected texts from a Swedish preschool journal. The analysis was focused on:

(1) central concepts in the talk about media technology in ECE
(2) how the discourses were constructed

(3) what the discourses problematize and/or promote

More specifically, the aim is to identify, discuss, and problematize the discourses on technology in early childhood education.

Expected conclusions/findings
The study is merely in its initial stages, but some of the preliminary results may concern:

a) The discourses of risk and freedom that surround children's media use, in particular the assumed risks connected to the use of *new* media.

b) How children are constructed in relation to media technology in ECE.

Relevance to Nordic educational research
In similar fashion as the other Nordic countries, Swedish preschool education is historically rooted in ideas drawn from Fröbel and Montessori, both who considered children's engagement with material as an important aspect of education, thus in different ways (see, Odegard 2021). The emphasizing of the role of environments and material in ECE can be understood as a Nordic nursery tradition.

There is already a wast body of Nordic researchers that has explored material the aspects of ECE from a variety of perspectives (f.ex. Nordin Hultman 2004; Westberg 2021). This study aims to contribute to research on childrens spaces by focusing on how media technology figures in the discourse on ECE environments and material.

Kids are Coding (swe)

3. Early Childhood Research
Camilla Jonasson[1] , *Karin Ollinen*[1]
[1] Municipality of Malmö and Malmö university

Research topic/aim
The focus of this presentation is to give the participants the opportunity to explore the interaction between teachers, children, and technology through the results of an ongoing preschool project Kids are Coding. The project started in 2022 in Malmö City with around 30 teachers from six different preschools, with the aim to increase teachers' skills in coding as a language and method in teaching and learning.
Theoretical framework
The recently changed Swedish preschool curriculum (Lpfö, 2018), states that children must be given conditions to develop digital competence to encounter in everyday life. Children must also be given opportunities to establish a critical and responsible approach towards digital technology to be able to value information, see opportunities but also be aware of the risks.

To get a better understanding of the relations between humans and non-humans, in coding, learning, and teaching, Actor–Network Theory (ANT) (Latour, 2005; Mol, 2010) is used as a theoretical and methodological approach. The chosen method includes surveys, observations, and oral reflections to grasp participants' internal dialogues and analysis through their processes.
Methodological design
Kids are Coding is a continuing professional development for preschool teachers distributed over a year. The aim of the project, as mentioned earlier, is to give preschool teachers knowledge in digital and analog coding as a language and method in teaching and learning. A second purpose is to increase knowledge of the impact that digitalization has on individuals and society for example from a gender perspective.

Data has been collected through observations during education sessions and during visits to preschools. All participants have responded to surveys, and in addition, follow-up focus group discussions will be conducted.
Expected conclusions/findings
The preliminary results showed that:

- teachers make connections between coding as a language and method in their everyday work with current themes or projects,
- teachers need to be confident in their coding ability to gain the courage to use programming as a language and method in their teaching and interactions with children,
- teachers use coding (analog and digital) in language development work, but not to develop children's mathematical dialogue to the same extent.

Relevance to Nordic educational research
The intention of this project is to use coding as a language and a method as a part of the themes or projects they are working on together with the children. Engaging in coding and digital competence is different from what is typically referred to as screen time. Screen time and children's use of technology from an early age is a frequent topic in the Nordic countries in media, politics, and research.

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Language as a medium for inclusion and exclusion in ECEC

3. Early Childhood Research
Monica Londen[1] , *Jan-Erik Mansikka*[1]*, Gunilla Holm*[1]*, Maria Saloranta*[1]*, Alexandra Nordström*[1]
[1] University of Helsinki

Research topic/aim
The aim of this study is to shed light on challenges in supporting multilingualism in a minority language ECEC setting. Focus is on the experiences of ECEC staff regarding linguistic practice in daily activities, and on situations where children are at risk of being excluded due to linguistic practices, as well as on staff's experiences of how children include others during play.

Theoretical framework
Our point of departure is a sociocultural framework (Säljö, 2014). The practice of ECEC teachers in Finland, with a professional relationship to the child group, becomes understandable only in relation to the guiding principles of ECEC and the linguistic context in Finland.

Methodological design
This study was conducted in 18 Swedish-speaking ECEC centres in Finland in 2022-2023. The centers have children from a variety of social class and language backgrounds. The data includes participant observations of children (aged 3–5), their interaction with peers and staff, and 74 interviews with staff. The observations were conducted by three researchers. who spent one month/ECEC centre; 1161 hours over 238 days. The interviews were semi-structured, transcribed verbatim and analysed using Atlas.ti.

Expected conclusions/findings
There is a large variation in working methods and attitudes towards bi- and multilingualism. In line with previous research (c.f. Corsaro, 2000; Skoglund, 2020), this study reveal that children continuously make up rules and negotiate positions to be included in a group. Moreover, children are aware of language, and actively use language for inclusion and exclusion of other children (Lundström et al., 2022). Furthermore, our results indicate that children, especially in free play, participate in forming the language policy at the ECEC centres by creating peer groups on linguistic grounds and challenge existing linguistic practices. However, linguistic diversity makes it difficult for the staff to influence the language use and intervene if a child is at risk of exclusion due to language. A more active approach against exclusion requires staff to be more involved. This aligns with research emphasizing the responsiveness of the staff to provide an inclusive community of practice (Öhman, 2019).

Relevance to Nordic educational research
The challenge for many ECEC centres in the Nordic countries is to support all children's languages while strengthening the national language(s). This study indicates that ECEC staff want guidelines regarding this, and thus that an increased awareness of language as a means for inclusion and participation is crucial in ECEC in the Nordic countries.

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Language development in early childhood education and care: A focus group study with preschool principals

3. Early Childhood Research
Ami Cooper[1]
[1] Åsa Olsson

Research topic/aim

This study is part of a larger study focusing on further education for all preschool educators in one municipality regarding strategies for language development and knowledge acquisition. Our previous study based on a questionnaire distributed to all preschool educators, in the municipality, before, during or after they attended the education, showed a high awareness of strategies and a good understanding of various reasons for the importance of language acquisition in preschool. The results also showed a domination for reasons connected to daily activities and children's rights to communication and mutual understanding over reason such as preparing for future education and democratic citizenship. Our focus in this study lies with preschool principals and their understanding of their role in the continuous development of strategies for working towards translanguaging in preschool and the promotion of a human rights perspective

Theoretical framework

The over-arching theoretical framework draws on cultural-historical activity theory, CHAT (Engeström & Glăveanu, 2012; Hasan & Kazlauskas, 2014). CHAT allows us to examine elements within a system, relations, influences and tensions. It supports a systematic approach for understanding human activities and interactions in relation to its specific context. For this particular study we also use theories of translanguaging (Williams 1996) and human rights in education (Tibbitts, 2002).

Methodological design

The study was carried out with a series of semi-structured focus group interviews with all the principals in the municipality (Morgan & Hoffman, 2018). Analyses will draw on an activity theory framework (Hashim & Jones, 2007) with an inductive approach. The CHAT model for analysis consists of the elements: subject, object, tools, rules, division of labour and community. The model provides opportunities to follow processes of change and to understand and explain what is happening (or not) over time (Engeström & Glăveanu, 2012; Hasan & Kazlauskas, 2014) .

Expected conclusions/findings

Principals' conceptualizations of how they can organize and facilitate the continuous work with strategies for language development and knowledge acquisition.

Relevance to Nordic educational research

The study is highly relevant to Nordic educational research as the Nordic countries face similar challenges in preparing bilingual children for school, enhancing their language acquisition and promoting school achievements. How preschool principals organize this work may implications for principal professional education and issues closely related to equity, democracy and human rights.

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Nature and outdoor life: A practical and theoretical curriculum in Education of Paedagogs

3. Early Childhood Research
Gitte Eriksen[1]
[1] ViA Unversity College, Department of Social Education, Denmark

Research topic/aim

This paper discusses possibilities and challenges when supporting students' evolving theoretical and experience-based arguments for nature and outdoor activities in pedagogical practice. The intervention at the university college aims to qualify the students' peer discussions and their discussions with colleagues in practicum, to qualify their (future) work with outdoor activities with pre-school children. The aim of the research is to examine the students' agency related to working with outdoor activities in professional practice.

Theoretical framework

Developing agency for practicing in pedagogical practice with e.g. pre-school children and contributing to developing a pedagogical culture requires the ability to discuss and negotiate pedagogical concepts, based primarily on arguments from educational theory and research (Togsverd & Rothuizen, 2022. Pædagogisk kvalitet og det pædagogfaglige fællesskab).

Developing and negotiating shared practice in groups may contribute to professional identity and agency (Nielsen m.fl. 2021. Udviklingslaboratorier og læreruddanneres udfoldelse af professional agency).

Research indicates that the outdoor areas in pedagogical practice can be used for exploring nature and conducting scientific activities, which enables children to learn as effectively outdoors as they do indoors. However, in practice, most time activities in the playground and on excursions have other aims (Lassen m.fl, 2022. Pædagogstuderendes praktik foregår også i uderummet).

Methodology/research design

The study is part of a design based research project. Empirical materials are group interviews with students and posters developed by the students in a think, pair, share process with peers' dialogues. These reflections have been part of students' continuous experimental development of learning situations for children.

The empirical materials are a result of a newly designed two-day reflection process at the university college halfway through the practicum. Reflections are meant to strengthen students' understanding of the need for both practical and theoretical knowledge to let pre-school children benefit from nature, science, and outdoor activities.

Expected results/findings

Before, during, and after activities: The initial analysis shows students' engagement in the process of moving from planning activities - to arguments with scientific knowledge to succeed in discussions with peers in the university college. Through the reflection process, students appear to develop an ability to take part in - and experience agency, also in the group of colleagues in practice. Students seem to engage pre-school children in new activities based on scientific knowledge.

After practice, students show interest in more scientific knowledge in the university college. The latter part will call for further explorations.

Relevance to Nordic educational research

Exploring ways to qualify students to be part of - and developing an agency for working with nature and outdoor activities in professional practice with e.g. pre-school children is highly relevant in all countries, among other things to support children's wellbeing.

Navigating Ethical Dilemmas: Children's Right to Integrity and Exploring Bodily Cleanliness Practices in Preschool

3. Early Childhood Research

Sofia Frankenberg[1] , *Eleonor Bredlöv Eknor*[1]*, Camilla Rindstedt*[1]
[1] Stockholm University

Research topic/aim
Research ethics often grapple with the delicate balance between the potential benefits of knowledge acquisition and the safeguarding of personal integrity. This dichotomy becomes pronounced when considering the need for insights into caregiving practices of the youngest children to inform early childhood pedagogy, while respecting the fundamental rights of children, including their integrity and agency in research processes (Alderson & Morrow, 2020). In the context of heated debate regarding Sweden's evolving juridical research landscape, this article aims to scrutinize the ethical dilemmas entwined with children's rights to integrity and the necessity for understanding bodily cleanliness practices. Within an ongoing research project on bodily cleanliness practices in preschool, supported by the Swedish Research Council, this analysis embarks on mapping this multifaceted ethical terrain.

Theoretical framework
The research project is based in a relational developmental systems perspective, highlighting development and learning as fundamentally embodied within the context of everyday practices (Wetherell, 2012).

Methodological design
Applying the digital maps metaphor, suggested by Frankenberg (2018), this study delineates three interconnected territories:

Expected conclusions/findings

1. **The territory of children's integrity** encompasses the intricate nuances of children's fundamental right to integrity (Pugh, 2023), their evolving sense of self-regulation of integrity and the ethical responsibilities of caregivers in safe guarding their integrity.
2. **The territory of legal research ethics i**llustrates the ethical research landscape in relation to recent regulatory changes, following the EU GDPR legislation and the Maccarini affair, such as raised penalties and the establishment of a supervisory authority causing significant anxiety in the research community.
3. **The territory of social research and the sub-territory of researching infant and toddler perspectives f** ocuses on the ethical complexities and challenges specific to qualitative social research and ethnography investigating the perspectives of infants and toddlers.

Relevance to Nordic educational research
Through this analysis, it becomes evident that children rights to making their voices heard when it comes to matters that concern them and to pedagogical support for development and learning might be disregarded when arbitrary legal frameworks encroach upon researchers' ethical judgment. The discussion underscores the importance of trust in researchers' ethical practices and the necessity for cautious navigation when exploring young children's integrity, learning and development in relation to bodily cleanliness. This study seeks to prompt dialogue and reflection on ethical considerations in research involving young children, advocating for an approach that upholds both ethical research standards and the need for knowledge regarding holistic development of infants and toddlers within educational contexts.

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Parental involvement in ECEC in the era of marketization: comparison of policy documents in Scandinavian countries

3. Early Childhood Research

Reiko Hayashi Nakata[1, 2, 3]

[1] Shinshu University

[2] Uppsala University

[3] Oslo Metropolitan University

Research topic/aim

The ultimate purpose of this research is to analyze how parental involvement in early childhood education and care (ECEC) is practiced and has been transformed in Scandinavian countries in the era of increasing marketization. As the first step, this paper aims to analyze how parental involvement (or parental engagement, home-school partnership) is described in policy documents that frame the practice.

According to Vandenbroeck et al. (2023), ECEC is increasingly "commodified" around the world, and in that regime, children become service recipients and parents become customers who make choices. Through commodification, there is a risk that democracy is reinscribed as consumer choice, and concept of childcare as a public good is eroded (Vandenbroeck et al., 2023). Scandinavian countries have also not been able to avoid the effects of marketization. However, there are variations in how much degree countries use quasi-market regulation, and thus there are differences in the composition of public, for-profit and non-profit providers of ECEC (Trætteberg et al., 2023).

Taking these differences into account, this paper will focus on how policy documents in Scandinavian countries frame parental involvement and how they differ from each other.

Theoretical framework

To enable comparison, this paper applies Epstein's framework of six types of involvement, which are parenting, communicating, volunteering, learning at home, decision making, and collaborating with community (Epstein, 1995). Jacobsson's work (2022) has analyzed how Danish policy documents on ECEC deals with parental involvement using Epstein's framework, which becomes a reference point to analyze Norwegian and Swedish policy documents in this paper.

Methodological design

This paper undertakes content analysis of policy documents regarding ECEC at the national level in Scandinavian countries. Documents includes laws and regulations, national curriculum framework, and documents such as NOU and SOU that leads to these regulations. Sections and phrases about parental involvement, family engagement, home-school partnership and collaboration are identified and examined against the Epstein's framework, and compared across countries.

Expected conclusions/findings

ECEC in Scandinavian countries has the tradition of social pedagogy where both childcare institutions and families are important places for children, thus policy documents emphasize collaboration and partnership with parents. However, there could be some differences across countries in opportunities of parental involvement and how they position parents, for example the role of parent board (Jakobsson, 2022). These differences will be examined in relation to the different degree of quasi-market regulations in each country.

Relevance to Nordic educational research

There is relatively few research on parental involvement in ECEC although this has been perceived as important (Råde, 2020). This paper aims to contribute to reveal the characteristics of parental involvement in ECEC in Scandinavian countries, especially in the light of commodification trend which is rather recent phenomenon in these countries (Vandenbroeck et al., 2023).

Precarious leadership in preschools in troubled times

3. Early Childhood Research

Anna Palmer[1] , *Christian Eidevald*[2]

[1] Stockholm university

[2] Södertörns högskola

Research topic/aim

In recent years, preschools in so-called 'particularly vulnerable areas' near large cities in Sweden have been hit hard by several crises, mainly the pandemic and its aftermath, but also by shootings and car fires due to gang crimes and other violent events in their vicinity. False information spread through the media, conspiracy theories and distrust of authorities has also become more prevalent and affects the trust in early childhood education and care (ECEC) and in the preschools. Leading and maintaining the preschool as a safe and secure place for all children during societal crises is part of the leadership role of the preschool manager. This entails vulnerable positions, rapid and difficult decision-making involving both the children and the staff, and a striving to maintain the preschool as a well-established social function. The purpose of the paper-presentation is to examine and discuss the vulnerability experienced by preschool managers when dealing with social crises in particularly vulnerable areas.

Theoretical framework

We are interested in how the managers, through their leadership, involve emotions and social engagement to build relations, trust, security and collaborations with the teachers, children and their families. Inspired by Judith Butler (2016), we examine how the philosophical concept of *precarity,* as a social condition characterised by simultaneous maintenance and resistance to social norms and strong power structures, can be understood in relation to preschool managers' leadership in crisis situations.

Methodological design

The empirical data consists of 11 in-depth-interviews with preschool managers working in particularly vulnerable areas near Stockholm, Malmö and Gothenburg in Sweden. The interviews show examples of the managers' leadership in national and local crises, their long-term preparedness for the future and how they have connected and cooperated with local collaborators in the municipality. In the analysis of the interviews, we investigate how precarity is folded into the preschool managers' narratives about their everyday relational work, in accordance with the norms that operate in the managers' everyday lives and in their different leadership positions.

Expected conclusions/findings

With the support of previous research on leadership in crisis, and Butler's philosophical thinking, we explore how vulnerability can be understood as an aspect of leadership and as a way of creating strong interpersonal relationships and sustainable collectives within and around the preschool.

Relevance to Nordic educational research

Preschool services constitute an important part of national emergency preparations for social crises. The preschool should be a safe place for children during a crisis or war, when guardians are obliged to do their civil duties. The contribution of this paper is knowledge about crisis-leadership in the context of preschool which can impact Nordic educational reserch, the management education and municipal praxis.

Preschool teachers' views on young children's encounters with English in Sweden

3. Early Childhood Research

Liss Kerstin Sylvén[1] , *Pia Williams*[1]

[1] University of Gothenburg

Research topic/aim

Many children growing up in Sweden are exposed to and acquire English as a second language (L2) long before they start school (de Wilde & Eyckmans, 2017; Sylvén, 2022). English is easily encountered in everyday life, not least through digital platforms and tools to which a vast majority of young children have access. This paper aims to investigate preschool teachers' descriptions of exposure to and use of English among preschool children, 4-6 years.

Theoretical framework

The theoretical framework is grounded in sociocultural perspectives where learning is theorized as the interdependencies between human agency and the appropriation of cultural tools. Accordingly, both human interlocutors and digital tools can take the role and interact as the more knowledgeable peer and contribute to children's development and progress in their L2 English competence.

Methodological design

Data has been generated through semi structured, audio recorded interviews with preschool teachers (N=13), working in four different preschool contexts: one highly multilingual city, one multilingual town, one monolingual suburb, and one monolingual countryside preschool. The interviews included themes concerning in what situations English is used at preschool, the preschool teachers' conceptions about children's proficiency levels, the availability of English literature and games at preschool, and whether the use of English among children is seen as a resource or an obstacle. The data is analyzed by means of thematic analysis (Braun & Clarke, 2019) with focus on the teachers' expressions and critical reflections of children's language use in general and English in particular.

Expected conclusions/findings

The findings show that preschool teachers are positive to children's exposure to and use of English, and unanimous in realizing the need for high proficiency levels in L2 English for these children, both for everyday life, and educational purposes. English is used by the children for different purposes depending on context; in multilingual contexts English serves as a lingua franca between children as well as between children and teachers, while in monolingual contexts it is mostly used as an artefact for emphasis in roleplay. One primary goal for Swedish preschool education is to provide children with a good understanding of the majority language to be able to assimilate knowledge and be part of a democratic society.

Relevance to Nordic educational research

The findings illustrate the heterogeneity as regards both proficiency in English and in Swedish. Since the situation is similar in the Nordic region with abundant exposure to English from an early age, the paper should be of interest for participants from the entire region. The study follows the Swedish research council guidelines and has been approved by the Swedish ethical board.

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Promotion of children's belonging in early childhood policy

3. Early Childhood Research

Kristina Westlund[1] , *Charlotte Tullgren*[1]

[1] Kristianstad University

Research topic/aim

The aim of this paper is to contribute with knowledge about how content related to children's belonging is expressed in early childhood education and care (ECEC) policy documents. A sense of belonging is crucial for children's well-being (Woodhead & Brooker, 2008). Belonging has become a highly topical issue in a society characterized by migration and globalization (Yuval-Davis, 2011). It has been argued that ECEC has an important role in promoting children's belonging but curricular frameworks in the Nordic countries do not offer sufficient support for educators regarding how this work should be carried out (Piškur et al., 2022).

Belonging as a concept is not commonly used in Nordic ECEC frameworks, although principles related to belonging are expressed through ideas such as equality and respect for diversity (Piškur et al., 2022). An analysis of Finnish curricula concluded that the intentions were that all children, regardless of categories such as age, gender or origin, should have an equal right to an inclusive education. The curricula emphasised similarity rather than difference, which was interpreted as an ambition to promote children's belonging (Puroila et al., 2021). But invisibilising differences by treating all children the same obscures the fact that all children do not share the same experiences of belonging (Guo & Dalli, 2012).

Theoretical framework

In this study, belonging is regarded as a multi-layered and intersectional phenomenon in the sense that people belong to different groupings at the same time, and different belongings cannot be separated from one another. Identifying - or being identified - as belonging to a group implies a certain location in a grid of power relations, as this identification is valued by oneself and others. The boundaries between 'us' and 'them', between those who belong and those who do not, is subject to constant contestation and negotiation. These processes constitute the politics of belonging (Yuval-Davis, 2011).

Methodological design

This paper is based on an analysis of policy documents concerning or relevant for ECEC from transnational organisations (OECD, World bank, UN and EU) and from the Swedish national government. A reflexive thematic analysis (Braun & Clarke, 2022) has been employed. The analysis has been directed towards both semantic and latent meaning in the text.

Expected conclusions/findings

Tentative results indicate that ECEC serves as an initial step in lifelong learning and is considered to play a vital role in fostering school belonging. Children's belonging in early childhood policy can be interpreted as both becoming future citizens, and being citizens in their own right. Multiple and intersecting forms of belonging can be observed in the documents. While belonging to certain groups is associated with a need of special support and inclusion strategies, other belongings are promoted.

Relevance to Nordic educational research

The study makes an important contribution to the ECEC practice by critically examining how children's belonging is expressed in, and thereby also constructed by, policy. Exploring how the politics of belonging operates in ECEC policy is an integral part of contributing to equal opportunities for all children to develop a sense of belonging in ECEC.

Pros and cons of implementing JASPER in a Swedish preschool context for improving engagement in children with autism (swe)

3. Early Childhood Research

Johanna Öhrn[1] , *Madeleine Sjöman*[1]

[1] Malmö University

Research topic/aim

The aim of the study is to contribute preliminary results of the relative effect of JASPER on engagement and cognitive self-regulation in children with autism in a Swedish preschool context.

Theoretical framework

There is broad consensus about the importance of early interventions that contribute to learning and development in children with autism (Hyman et al. 2020; Stahmer et al., 2019; Zwaigenbaum et al., 2015). In a recent systematic review of intervention studies regarding engagement and executive functioning in preschool children in the US, Sjöman et al. (2023) found that the intervention with the best effect was Joint Attention, Symbolic Play, Engagement, and Regulation (JASPER). JASPER aims to improve children's relationships with people (through joint attention and engagement) and their development of play while supporting their self-regulation (Kasari et al. 2021). The intervention combines developmental theories with teaching techniques based on the principle of behavioral analysis and is a naturalistic developmental behavioral intervention (NDBI; Schreibman et al., 2015;). NDBIs are generally delivered in children's day-to-day environments by individuals who interact frequently with the child, and they are child-led or involve shared control between the child and the educator (Waddington, 2021). To find out to what extent the intervention has effect on Swedish children with autism the various components of JASPER need to be adapted to the Swedish preschool context in cooperation with work teams in the preschool.

Methodological design

The pilot intervention study employs a pre-test and post-test single subject design including six children in the age of 3-5 with a diagnosed autism spectrum disorder. The data collection consisted of questionnaires answered by parents and preschool teachers, direct tests of the child's cognitive self-regulation, and observations in the learning environment. The preschool teachers carried out a play-based intervention individually with the child for five weeks, twice a week. Every week, the preschool teacher received supervision from the research team intending to develop the teacher's sensitivity and support.

Expected conclusions/findings

The expected findings are development in all children regarding joint attention, engagement, and communication and that the children who at the beginning of the intervention are playing on a more advanced level will develop their symbolic play and language skills the most.

Relevance to Nordic educational research

Intervention studies conducted in Sweden are traditionally teacher-directed, where the teacher reinforces child's behaviour, and are performed in an environment and situation that is unnatural to the child. This intervention is child-directed and play-based, performed in the child´s natural environment with toys chosen from the child´s interests. This agrees well with the culture of Nordic preschool.

Respons-ability: Collaborative explorations and creative approaches to digital technology in ECEC (nor)

3. Early Childhood Research
Trude Skogsberg[1]
[1] Østfold University College

Research topic/aim
How can respons-ability provide a deeper understanding of *Collaborative explorations* when the boundaries between educators, students, children, Green screen, and nature become more fluid?

Theoretical framework
Haraway's concept of *respons-ability* is about developing a deeper understanding of our responsibilities in a world where the boundaries between humans, animals, technology, and nature are becoming increasingly fluid (Haraway, 2016; Hellstrand, 2014). It is about recognizing that our actions and decisions have consequences for a diverse and interdependent world and that we must be open to finding ways to respond to these challenges fairly and sustainably. Respons-ability is about acknowledging our responsibility to others (human and non-human) in an increasingly complex and interconnected world and being open to different ways of being accountable to others (Haraway, 2016). Respons-ability lies in responding and demonstrating a commitment to the complex and diverse challenges or opportunities that arise in the relationships when we collaboratively explore creative approaches to digital tools in ECEC.

Methodological design
In this presentation, Snapshots of materiel-semiotic observations (Waterhouse, 2023) from a kindergarten will be analyzed (Alvesson & Kärremann, 2011) with *respons-ability* from Donna J. Haraway (2016), creating knowledge about Collaborative explorations and creative approaches to digital tools in ECEC. Knowledge that is not finite, but alive, diverse, and situated (Haraway, 1988).

Expected conclusions/findings
It is expected to create knowledge about Collaborative explorations and creative approaches to digital technology in ECEC.

Relevance to Nordic educational research
Digital tools and practices are integral components of children's upbringing and form an integral part of pedagogy in Early Childhood Education (ECEC) in Norway (Bølgan, 2018). The Norwegian Framework Plan for Kindergartens (Ministry of Education and Research [MER], 2017) provides explicit guidelines for digital practices in ECEC. The description of the use of digital tools and modes of expression states that staff and children are encouraged to work together to explore creative approaches to digital tools (p. 44-45).

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So Much More than just Reading the Book -Designing for children's increased communicative skills in preschool (swe)

Petra Petersen[1] , *Sara Folkman*[2]*, Tove Del Gaiso*[3]*, Helene Lyzell*[4]*, Helena Postila*[2]*, Katarina Lidén*[5]*, Sandra Oderud*[5]*, Petra Liljedal*[5]*, Annika Danielsson*[2]

[1] Department of Child and Youth Studies, Stockholm University
[2] City of Stockholm
[3] Mälardalens University
[4] Municipality of Botkyrka
[5] Municipality of Nacka

Research topic/aim
In a practice-oriented (cf. Andrée & Eriksson, 2019) research project on children's communicative competences in preschool, the focus lies on read-alouds and subsequent activities, which are built upon the books used. Preschool teachers and researchers collaborate with the aim of developing knowledge on how preschool teachers can design instruction and approaches that promote children's language learning and communicative abilities, particularly in linguistically diverse preschool groups. Questions that are examined are:

- What characterizes approaches, methods, and environments that seem beneficial for children's active participation, language learning, and communicative abilities in everyday preschool life?

- What communicative strategies do children use during and after read-aloud activities in preschool?

Theoretical framework
The preschool teachers have based their design, activities, and analysis of video observations on social semiotic (Kress, 1997) theoretical and analytical concepts. In order to perceive children's signs of learning (Selander & Kress, 2010), an understanding is needed, within a social semiotic framework, that communication occurs in a multitude of modalities (Kress, 1997), combined in different ways. When children change modality, create new combinations, or new representations (Kress, 1997), this can be understood as signs of learning.

Methodological design
With a design-based method and theory (Selander & Kress, 2010), activities have been developed based on the current conditions, starting points, and challenges that emerged in the participating preschools. These activities were developed together during network meetings and implemented in the participating preschool teachers' preschools, documented, and analyzed together. Video observations were used to reflect the children's many ways of communicating and using their languages. The project is approved by the Ethics Review Authority (Reference Number 2022-06661-01).

Expected conclusions/findings
The approaches that seem beneficial to children's active participation, language learning, and communicative skills in the everyday life of preschool are characterized by teachers´ openness and responsiveness to children's interests and an understanding of the children's various ways of communication. This can be understood as crucial for children's opportunities to actively participate in reading activities, subsequent activities, as well as in the everyday life of preschool as a whole. The teachers chose to read the books in many different ways, in digital versions, with pages from the book printed on loose sheets, in different languages, in the form of flannel stories, with TAKK (sign-supported communication system used in Sweden) and visual support. The different forms in which the book is represented can be understood as creating different affordances (Selander & Kress, 2010), or invitations to meaning making.

Relevance to Nordic educational research
Preschool plays a central role in children's language development and implications of this study include how the preschool teacher's active and conscious approach and strategies are important in challenging children further in their education when it comes to communicative competence, as well as how the preschool teacher recognizes signs of learning in children. By starting from a book that engages the children and building on it, working with the book in various ways such as through aesthetic expressions to support communication, dramatization, and so on, all children can participate despite differences in language, speech, or experience. However, it requires a preschool that organizes for planning and collegial learning.

Support and Relationships: Keys to Success in Early Childhood Teacher Education

3. Early Childhood Research

Mary-Rose McLaren[1] , *Sarah Jobson[1], Nicole Bourke[1]*

[1] Victoria University, Melbourne, Australia

Research topic/aim

This paper explores the factors that encourage and support Early Childhood Educators (carers) to upskill to becoming Early Childhood Teachers. Australia has a three-band system for Early Childhood professionals – Certificate III, Diploma- qualified, and Bachelor-qualified. Bachelor-qualified professionals are known as teachers and take leadership roles in Pre-schools; only bachelor qualified teachers can run programs for three- and four-year olds. In 2021, Victoria University, Melbourne, Australia, commenced a new bachelor qualification, specifically aimed at upskilling Early Childhood professionals to Bachelor qualified to meet a need in the sector. The course delivery caters to students who are in full-time work as Early Childhood professionals, with two evening classes a week on zoom, and one class a month in person on a Saturday. Assessments are aligned to practice in the workplace. The course has been extremely successful with 1000 students currently enrolled.

Theoretical framework

This study is built on a transformational and Freirean theoretical framework. Epistemological and ontological understanding is developed through a lens which sees education as empowering and freeing, and which offers individuals opportunities to develop greater agency in the work lives and personal relationships. In the context of a highly feminised workforce, it acknowledges and draws on Feminist theory in understanding the relationships within groups, within workplaces, and within families, which impact on student engagement and learning.

Methodological design

This paper draws together the quantitative data and qualitative data from focus groups, as well as lecturer interviews, to analyse the aspects of the course that have made it possible for students to complete their studies in two years. A mixed method of data collection is used with quantitative data underpinning and interacting with qualitative data drawn from 10 focus groups of students, and one focus group of teaching and support staff. Focus groups and interviews are analyzed using a SWOT process (Strengths, Weaknesses, Opportunities and Threats) and thematic analysis. Individual stories of students' engagement with the course, particularly where those stories are indicative of a wider range of student experiences, are noted. The qualitative and quantitative data is combined to generate insight into the ways in which course structure, course content, and social factors, interact in supporting students to attempt, and be successful in, studying Early Childhood in Higher Education.

We ask:

- What gives Early Childhood professionals the confidence to study in order to upskill?
- What supports do universities need to provide to assist students to be successful?

Expected conclusions/findings

Early focus groups suggest significant factors include teacher presence and engagement, personal and institutional support (analysis of what this means is important), early success in assessment tasks, manageable hours of study, flexibility from staff, opportunities for self-reflection and observations of personal growth during the course of students' studies.

Relevance to Nordic educational research

This study is relevant to Higher Education teachers in Nordic countries as it analyses and informs the nexus of Research and Teaching and Learning. Outcomes of this research will inform the development of Early Childhood courses, and the impact universities can have on the development and identity of Early Childhood professionals.

The "Expanding Self" - Democratic Virtues and Hope in ECEC

3. Early Childhood Research
Jan-Erik Mansikka[1]
[1] University of Helsinki

Research topic/aim
The paper is about exploring the concepts of democracy and hope in relation to ECEC. In this theoretical study the aim is to explore what it means for the ECEC teacher to practice democratic values and build hope among themselves and their group of children.

Theoretical framework
The theoretical framework consist partly on theories on democracy and hope in relation to education, such as Dewey (1997), Freire (2021) and Biesta (2022), combined with recent empirical research on democracy, hope and participation in relation to education. The concept of democracy is conceived here in a broad sense, that is, as a form of life, where inclusion and pluralism become central values. The concept of hope has been getting more attention in recent years, due to rising global challenges. In this context we approach hopefullness from both a pragmatic and a critical stance.

Methodological design
The study follows the design of a theoretical study, with an aim to clarify and define certain concepts as well combining them in a creative and illuminative way. I will present arguments, based upon existing theories and views, and apply them to the context of early childhood education. In addition, there will be illustrative examples from ECEC students work in an academic course for teacher students, on the theme of pedagogy of hope, within university of Helsinki, Finland.

Expected conclusions/findings
It will be argued that the concept of democracy in education and a pedagogy of hope in ECEC are conceptually closely connected. Both theories are concerned about finding a balance between individual and collective educational aims. It will be argued, that it is in this crossing that children can experience democratic values and hopefullness. I will use as a metaphor a picture of supporting children's "expanding self". It will also be discussed what this means for the pedagogy in the day-to-day ECEC activity.

Relevance to Nordic educational research
The Nordic values in early childhood education has a strong emphasis on democracy and children's participation, both in policy documents and pedagogical practice. This study will provide new perspectives to the discussion on democracy in ECEC, as well as theoretical openings on the relation between hope and children's participation in ECEC.

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The Educational Space of Preschools in a Cultural Stronghold in Sweden (swe)

3. Early Childhood Research

Ida Lidegran[1] , *Mette Ginnerskov-Dahlberg*[1]

[1] Uppsala universitet

Research topic/aim
In Sweden, the vast majority of families with children already choose preschool during their children's first or second year. This is a very tangible choice; if you do not actively choose preschool, you will not be offered a place. Thus, all families who need childcare must approach an educational related choice very early in the children's lives, long before the child has an opinion on the matter. The early choice required of families is based on the availability of a range of different types of preschools. With inspiration from Bourdieu's sociology of education the purpose of this paper is to explain the educational space of preschools in Uppsala where educated social groups dominate later in the educational system.

Theoretical framework
With inspiration from Bourdieu's sociology of education the purpose of this paper is to explain the educational space of preschools in Uppsala where educated social groups dominate later in the educational system.

Methodological design
The method used to construct the space of preschools in Uppsala is simple correspondence analysis (CA) and the data is based on data from Statistics Sweden (SCB). The data is de-identified, on an individual level and contains information about children who attend preschool in 2017 and information about their parents. We also use interviews with parents, where we focus on the motives of the choice of preschools.

Expected conclusions/findings
The result of the correspondence analysis shows a three-part structure where the social groups with the most educational assets are drawn to a special form of preschools, so called parent cooperatives. The families that have a smaller volume of educational assets place their children in municipal preschools. In the part of the space where the commercialised and for-profit preschools are most widespread, the economic fractions of the lower middle class and of the middle class are overrepresented. In interviews with culturally rich families in Uppsala we find a desire for family-like preschools.

Relevance to Nordic educational research
The Swedish case is interesting from a Nordic perspective, where preschools are well developed. The differences are thus built into the system instead of being about who chooses preschool or not.

The loud sound of educational silence, between the past and the present.

3. Early Childhood Research
Nathalie Nehma[1]
[1] Nathalie Nehma

Research topic/aim
When we continue to tell our past lived stories, we continue to remember them. But when we reflect on our stories, we discover our lived experience in them. This is when we start seeing ourselves differently. We discover the unknown in what we thought it was known. Our lived experiences are always alive, always in the making, always changing something in us. They stay and grow to shape who we are and who we are becoming. Once we realise the deep meanings in our experiences, silences start to manifest themselves. Silences that are more powerful than many words, many expressions and many stories. Acknowledging the power of silences between the past and the present, this paper explores adventures of education during times of armed conflict. It clarifies how past desires for learning during crisis and despair can contribute to what people can achieve in their future lives.

Theoretical framework
This work draws from a PhD thesis that studied childhood learning experiences of children during the 1973 – 1990 armed conflict in Lebanon. Narrative inquiry (Clandinin & Connelly 2000) as a phenomenon and methodology was used to understand children's learning experiences during the times of conflict and how those learning experiences made the children who they are today. Guided by the three-dimensional narrative inquiry space, temporality, sociality and place (Clandinin & Connelly 2000) as a conceptual framework, the paper will explore an educational journey between the past and the present. It will highlight the importance of relational learning (Dubnewick et al. 2019) in uncertain times.

Methodological design
Connelly and Clandinin (1998) caught my attention when they created Narrative Inquiry as a methodology. They explained how thinking of lived stories is a helpful way to better understand ourselves and others. They wrote 'Thinking of life as a story is a powerful way to imagine who we are, where we have been and where we are going. In this view people live lives and tell stories of those lives' (p. 149). Three Australian-Lebanese adults who undertook their early childhood, primary and/or secondary education during times of armed conflict in Lebanon are participants for this study. Reflexive conversations have been conducted through several meetings with each participant in order to understand their learning experiences.

Expected conclusions/findings
Reflections on the conversations with one of the participants highlighted the importance of silences when recognising past experiences. Drawing from Eliot's (1874) in Clandinin, Downey and Huber (2009) understanding of the *silenced roar,* an in-depth analysis of silences was created. Witnessing current armed conflicts generated in different parts of the world, this research had proved important in understanding children's learning experiences when living in a conflict zone.

Relevance to Nordic educational research
Understanding refugee children who arrive from different parts of the world is important for the Nordic educational research. It supports teachers in understanding students' past lived stories to provide valuable and relevant learning experiences. It offers insight into how present encounters affect children's future and the people they become.

The preschool child as an equivalent citizen

3. Early Childhood Research
Johan Liljestrand[1]
[1] Senior lecturer, University of Gävle

Research topic/aim
In Sweden as in other Nordic countries preschool now includes the vast majority of children between 1-5 years. In state policy documents this voluminous population of children is related to the issue of equity, i.e., how equivalent conditions can support the development of the child based on their (intended) needs. The subject of an equivalent preschool has also been addressed in Nordic research (e.g., Fjällström et al. 2020; Paananen et al. 2019; Persson 2015). However, the meaning of equivalent preschool is not stable, nor in its application, nor in its development over time. In this contribution I focus on the development of how an equivalent preschool has been presented in Swedish state policy for the preschool with an interest to examinate the meaning of the concept, and its possible consequences for preschool practice. In light of this interest the research question reads: How has the aims concerning an equivalent preschool developed from early 70thies until today?

Theoretical framework
Since policy documents are linked to educational practices, the author approach the study from the perspective of curriculum theory (Wahlström 2020), to conceptualize the underlying presumption that limit curriculum content.

Methodological design
The author have traced policy texts, semantically addressing equivalent issues, through a snowball procedure. That means, the author started to read actual documents noticing references to earlier documents. Since policy texts regularly refer backwards, such a sampling of documents was a fruitful approach to fulfil the aim of the study.

Expected conclusions/findings
The policy talk about equivalent preschool is visible in two periods: (a) from 1972-1996 when Swedish preschool had its affiliation within the social welfare sector and (b) 1996-and forward when preschool changed its affiliation to the department of education together with the school sector. This shift is also visible in the implication of what an equivalent preschool means. During the first period, the child is depicted as member in society, taking part of welfare services and society's "democratic" development. During the second period an equivalent preschool mainly implies a right for the child to be prepared for school, i.e., a forthcoming state, in need of preparation. In our presentation we discuss possible consequences of this focus shift.

Relevance to Nordic educational research
The study is of relevance for Nordic educational research regarding how ideals of institutionalized childhood is related to projected needs of society and indirectly, to the needs of the child in order to become part of such society. Such expectations also come with expectations on the preschool teachers as enactors of national preschool curriculum.

The status and content of sustainability education in the Nordic national curricula guidelines for preschools

3. Early Childhood Research

Kristín Norðdahl[1] , *Hrönn Pálmadóttir*[1]

[1] University of Iceland, School of education

Research topic/aim
This study aims to explore the discourse of Early Childhood Education for Sustainability (ECEfS) in national preschool curricula guides in the Nordic countries of Denmark, Finland, Iceland, Norway, and Sweden. Investigating this topic will provide information about the status of ECEfS and the content of such education in the policy documents of these countries.

Theoretical framework
The theoretical background of the study is built on theories and research viewing ECEfS as a comprehensive approach, integrating the three pillars of sustainability: ecological, economic, and sociocultural (Borg & Pramling-Samuelsson, 2022; Purvis et al., 2019; UNESCO, 2006).

Methodological design
In this research, the status of ECEfS was explored by counting the words 'sustainability', 'sustainable development' and 'sustainability education' in the English version of the curricula, and then searching for the same words in the five Nordic language versions. Furthermore, the contexts in which these words appeared in the text were investigated. In the process, special emphasis was placed on searching for the content of ECEfS in connection to the three pillars of sustainability.

Expected conclusions/findings
The findings revealed that sustainability education is included in the Nordic national curricula guidelines for Early Childhood Education and Care (ECEC), but the emphasis differs from country to country. All the curricula guidelines address ecological and economic sustainability. However, the discourse on sociocultural sustainability is not as evident as with the other pillars and some curricula address sociocultural sustainability only slightly or do not address it at all.

Relevance to Nordic educational research
These findings reveal the need for further research on the discourse in policy documents as it may influence teachers' understanding of the comprehensive nature of ECEfS as well as guiding implementation of ECEfS. Therefore, it is important to view with a critical eye how the ECEfS policy is written in the Nordic national curricula guidelines.

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Towards Comprehensive Evaluation of Early Childhood Education and Care in Sweden: Analyzing the Curriculum Logic

3. Early Childhood Research

Sofia Frankenberg[1] , *Christian Eidevald*[2]

[1] Stockholm University

[2] Södertörns högskola

Research topic/aim

High-quality Early Childhood Education and Care (ECEC) services play a pivotal role in fostering resilient societies, particularly in alignment with the Nordic ECEC values and traditions. As municipalities in the Nordic countries grapple with the challenge of governing and evaluating ECEC services effectively, a recent study underscores the need for more extensive evaluations of ECEC practices (Urban et al., 2023). In Sweden, the ECEC profession attests to the challenges in fulfilling the mission as specified in the national curriculum (Skolverket, 2018) and underscores the necessity for clarity in systematic quality assessment methods that promote the well-being, learning, and development of all children within the 1-5 years age group. The national curriculum sets the guidelines for these services, and each municipality or independent organizer, following the principles of decentralized governance, is entrusted with the responsibility of interpreting and implementing the 33 curriculum goals and 51 guidelines. This study seeks to enhance our understanding of how comprehensive evaluations of the mission of Swedish ECEC can be conducted by scrutinizing the logic inherent in the curriculum.

Theoretical framework

A program theory approach based on a dynamic relational systems perspective (Fisher et al., 2020) is employed, encompassing inputs in terms of resources, activities, outputs concerning mechanisms for change and process quality, outcomes in terms of development and learning, and long-term impacts.

Methodological design

To illustrate the opportunities and challenges of this program logic, the curriculumn text was coded and categorized accordning to content analysis. Three specific examples were analysed indepth: language development, integrity, and sustainable development.

Expected conclusions/findings

The analysis underscores how the large number of curriculum goals and the complexity of their formulations contribute to interpretive difficulties, challenges in prioritization, and evaluation, particularly in the context of available resources. These findings emphasize the critical need for a more structured and accessible approach to comprehensively evaluate the Swedish ECEC system, aligning with its core mission of fostering child well-being, learning, and development.

Relevance to Nordic educational research

By dissecting the curriculum logic, this study aims to provide insights for policymakers, educators, and stakeholders in enhancing the Swedish ECEC system. The study presents a contribution to the ongoing discourse on ECEC services, highlighting the imperative of comprehensive evaluations in meeting the educational and developmental needs of young children. The curriculum analysis offers valuable guidance for navigating the complex landscape of ECEC governance and argues for the need of further research on how preschool policy can be formulated and applied in order to support high quality education and lay the foundation for learning adventures for all.

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Transitions within ECEC institutions: children co-constructing and exceeding institutional structures

3. Early Childhood Research

Tina Binfield-Skøie[1]

[1] University of Agder

Research topic/aim

During children's years in Early Childhood Education and Care (ECEC) institutions, children encounter changes in institutional structures, routines, and peer and staff relationships through transitions between departments. In Norwegian ECEC institutions, a separation of age-group is a common feature of the organizational structures of ECEC (Jensen et al., 2023). Utilizing transitions between departments as a lens to gain insight into children as co-constructors of institutional structures, this study conceptualizes children's engagement with rules and patterns in ECEC. It aims to address children as institutional participants and how and in what way children engage in and co-construct their institutional surroundings.

Theoretical framework

The theoretical framework draws on the concept of institutional logics (Thornton & Ocasio, 2008). Institutional logics refer to inherent patterns, norms, structures, and regularities that have an impact on institutional life (Gulløv, 2004). When transitioning between departments in ECEC, children navigate their engagement with peers and in their surroundings using their previous and new experiences as guidelines for participation (Recchia & Dvorakova, 2015).

Methodological design

Observations were carried out in two Norwegian kindergartens over a six-week period. The study followed the National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) ethical guidelines regarding informed consent and anonymization when children are involved in research.

Expected conclusions/findings

Preliminary findings suggest that children's participation and co-construction of institutional structures can be traced in forms of institutional competencies. Through *adaptation*, *transgression*, and *resistance*, children's transitions to a new department involve navigation within the prevailing institutional logics, which they themselves contribute to reconstruct through active participation with their surroundings. These forms of institutional competencies become visible both in children's interaction with peers, as well as through engagement with and transgression of rules and regularities inherent in institutional structures of ECEC.

Relevance to Nordic educational research

The study is relevant for Nordic educational research because of its attention to children as active participants in ECEC institutions, which may contribute to a broader understanding of children as institutional contributors in institutional daily life in the Nordic welfare states.

Understanding early number learning in preschool – a cross-country study

3. Early Childhood Research

Camilla Björklund[1] , *Hanna Palmér*[2], *Elin Reikerås*[3]

[1] University of Gothenburg

[2] Linnaeus University

[3] University of Stavanger

Research topic/aim

Numbers is in today's early childhood education a central content for learning, supported by research showing that early encounters and experiences of numbers have impact on future academic success (Duncan et al., 2007). Even though there is consensus regarding emphasis on integrated play-based pedagogies, how mathematics teaching is orchestrated in early childhood education differs, depending on policy, culture, and context. These differences may become visible in teachers' understanding of children's learning of mathematics as well as self-efficacy in teaching early numbers to preschool children. As a basis for planning a collaborative project across European countries, we conducted focus group interviews with preschool teachers in Sweden, Norway, Germany, and Ireland, 2-5 teachers from each country. The purpose was to understand a) their priorities and practices related to early number learning, b) the extent of their awareness of structural approaches to number learning, where the emphasis is on number relationships and their meanings.

Theoretical framework

In the qualitative analysis of the focus group data, we applied Nuñes and Bryant's (2015) distinction between the representational and analytical meanings of numbers, which are both known to be relevant to early number learning.

Methodological design

In a representational orientation, attention is directed towards the use of numbers to represent quantities or measures. This means counting items or measuring sizes of quantities, where the relationship between numbers (presented in counting words or other symbols, or expressions such as "more, as much as") and the quantities they relate to are focal. In an analytical orientation, attention is on the other hand directed towards the number system and how numbers relate to one another, in a part-whole relationship and in an ordinal sense.

Expected conclusions/findings

Both representational and analytical meanings of numbers are found in the data, however more instances with emphasis on a representational orientation than an analytical orientation to number learning. Nevertheless, there are indications of some teachers linking the two aspects. This shows in their descriptions of play-oriented activities that link number and quantity, and make quantity comparisons with verbal or symbolic representations.

Relevance to Nordic educational research

To plan for a joint project across countries with different educational cultures and policies, we need to better understand the premises for introducing and implementing a certain way of teaching numbers to young children in play-oriented settings. The results from this study will thereby be important for the upcoming project, but also for the global community of early childhood mathematics education, by exploring what seems to be general and specific views of early mathematics teaching and learning.

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Using a sense of adventure to explore natural sciences in a preschool setting (swe)

3. Early Childhood Research

Lisa Dessborn[1]

[1] Kristianstad University

Research topic/aim

This paper illustrates how you can teach basic map reading a geology to preschoolers through adventure.

Theoretical framework

Adventure education has a strong foundation in the theories presented by Dewey and Duckworth (Prouty, Panicucci & Collinson, 2007). The focus of learning through personal experience and problem solving are key in designing educational activities. In a Swedish preschool setting, the social aspects of learning in adventure education are also essential as the children are often in mixed groups with a variety of ages and prior experiences. A good educational activity should therefore make use of the zone of proximal development, developed from the work of Lev Vygotskij, where the children can be aided by a more knowledgeable peer and challenge each other through cooperative learning (Doolittle, 1995).

Methodological design

Adventure education was used as a method to involve children of different ages in two separate activities. Both of these covered fossils and dinosaurs and they also contained aspects of map reading. In the first activity, the children worked together to find clues and tasks using a simple floor plan. Then they had to complete a variety of tasks that involved different skills. In the second activity, the children used an illustrative map where the façade of the houses were clearly recognizable. The goal of the activity was to find fossils (Dessborn, Thulin & Fridberg, 2021).

Expected conclusions/findings

One of the hardest parts of planning and completing the activities was to include the youngest in tasks as the older children would solve problems much faster. One way to get around this was by taking turns. Another was by including tasks that some of the younger children would excel in. In my case, some of the youngest children had detailed knowledge of dinosaurs that the older children did not. However, the most successful way of including the youngest children was to develop tasks where the children took turns as assigned leaders with prior information which was shared through clues. That way the children all played an important part and the youngest were sometimes the most knowledgeable.

Relevance to Nordic educational research

In most Swedish preschool settings, the group composition is often varied due to large differences in age. The attendance is usually unpredictable as it is not compulsory, and absence due to temporary illness is frequent. This poses a challenge to educators as it is difficult to plan activities to match a wide variety of skills, experiences and developmental phases, especially when you are unable to know for sure which children will be attending the activity. The fossil treasure hunt illustrates how adventure education can be adapted to a varied group composition and still encourage cooperation and the development of skills and knowledge.

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What constitutes movement and physical activity in preschool? Collaborative research within the frame of action research (swe)

3. Early Childhood Research
Annika Byström[1]
[1] Karlstad University

Research topic/aim
Even though movement and physical activity are considered to be important for the well-being and development for children, national and international research indicates that preschool children have a low activity level and a sedentary behavior (Berglind et al., 2017; Herbert et al., 2022). In Sweden, the majority of all children aged 1-5 years (86%), attend preschool, and spend most of their waking time in preschool. Therefore, it is important that each child is offered a good balance between activity and rest throughout the preschool day. According to the Swedish national curricula (Skolverket, 2018), children should be given the opportunity to experience the joy of movement in preschool and thereby develop an interest in being physically active. The overall aim of the study is to shed a light on the challenges and possibilities for movement and physical activity in preschool and, in partnership with preschool educators develop the preschool practice within movement and physical activity.

Theoretical framework
The study will be analyzed through the lens of the theory of practice architectures (Kemmis et al., 2014) to gain a deeper understanding of what is happening within the practice of preschool and how we can understand it.

Methodological design
The study will be conducted within the frame of action research. Data will derive from a cyclical process with two working-teams in a Swedish preschool. It will involve eighteen focus group conversations (FGC) and six activities of movement and physical activity, over a period of eighteen months. Each FGC will be audio-recorded and last for approximately 90 minutes each. The activities of movement and physical activity will be planned and implemented in the preschool practice based on the interest and needs of the working-teams. Activities will be video-recorded and used as video-stimulated recall in the FGC. Each working-team will choose focus for the video-recordings guided by their interest. In addition to the FGC, researcher and educators will conduct field notes of observations.

Expected conclusions/findings
Expected findings will display that preschool practice is complex and that movement and physical activity are constituted by both internal and external factors.

Relevance to Nordic educational research
Movement and physical activity are considered important for the well-being and development for children. Cause to previous international research which indicates that preschool children have a sedentary behavior and low activity level, this study will have relevance to Nordic educational research. This study will contribute with a deeper understanding of how practice in site constitutes movement and physical activity.

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Work conditions for special education teachers in early childhood education and care

Eva Staffans[1]
[1] Åbo Akademi

Research topic/aim
Children participating in early childhood education and care (ECEC) have a right to learning based on individual conditions. Some children struggle more with their learning and are in need of support during their time in ECEC. As a first step, personnel in the group are responsible for providing support to children and futher if needed itinerant early childhood special education teacher (ECSET) provides support. Itinerant ECSET work in various conditions, which either enable or constrain their possibilities to provide support to children in need of support. The aim with present study is to examine facilitating and inhibiting conditions for ECSET's work.

Theoretical framework
The theoretical framework takes its starting point from the frame factor theory (Dahllöf, 1967; Lundgren, 1972). The frame factor theory is mostly used in the school context (Öberg, 2019, Rapp et al., 2017), but to some extent it is used in the context of ECEC (Ackesjö, 2015; Steinnes & Haug, 2013). The frame factor theory is often used as a linear model where relations between frames, processes and results are described (Lundgren, 1999). By taking a wider perspective on the frame factor theory, it will fit the aim with present study. Focus is on legal conditions, external conditions, internal conditions, and their effect on ECSETs possibilities to provide support.

Methodological design
Present study is positioned within mixed methods, since quantitative and qualitative data is collected and analysed. Further, the research constitutes an explanatory sequential design, which is one of the most common designs (Ivankova et al., 2006). There is a qualitative dominance since the research have a qualitative view on the research process with the recognition of the benefit from quantitative data (Creswell, 2009). By comparing patterns and interpreting them through the lens of theory, facilitating and inhibiting conditions for ECSETs work arise.

Expected conclusions/findings
Results from this study indicate that there is an inequality regarding the support that children in need of support are provided with. This inequality comes from the conditions that ECSETs work under. Present study show that collaboration between personnel, ECSETs and guardians; having supportive leaders and a supportive environment; ECSETs autonomy and possibilities to being flexible are conditions that facilitate work for ECSETs. As a contrast, inhibiting conditions for ECSETs are; if ECSETs work role is diminished; if ECSETs have insufficient resources; if personnel are not engaged in supporting children.

Relevance to Nordic educational research
In every Nordic country, the implementation of inclusion is prominent in ECEC. By researching the organisation and implementation of special education in ECEC from various Nordic perspectives and highlighting well-functioning work models it is possible to develop the supportive system surrounding children in need of support.

Young Deaf Children from hearing families: setting them up for success!

3. Early Childhood Research
Katharine Gronow[1]
[1] Looking for someone!

Description: How can we as early childhood professionals support and advocate for young Deaf children and their hearing families to access all the provisions they need for Deaf children to have identity, community, belonging, health and successful lifelong learning and development from the time they are diagnosed as Deaf or Hard-of-Hearing?

Problematization:

Children in Australia born Deaf are mostly born into hearing families (Aussie Deaf Kids, n.d.). Majority of these families rely on a vocabulary of minimal signs and otherwise lip-reading. Experiences of Deaf adults growing up in a hearing family are of isolation, exclusion, misunderstanding and unrealistic expectations regarding language and communication, (Effects of Hearing Loss on Development, n.d.). Large number of Deaf adults suffer mental health conditions and suicide rates are rising, (Turner, Windfuhr, & Kapur, 2007). We already know first language development happens in the first 3 years of life and without full language development, neurodevelopment is compromised (NIDCD, 2015). So why do we spend the first few vital years of a Deaf child's life, trying to teach them to hear (through surgery) or lip-read unrealistically? (CDC, 2021). Further, language is inseparable from the culture and community from which it belongs. Sign-languages are attached to Deaf communities and cultures with rich histories. How can we support hearing parents in connecting with the Deaf community for expert guidance in raising their Deaf child? (Sign language's role in preserving Deaf culture, 2023). The United Nations Convention on the Rights of the Child (UNCRC) articles should be considered through a Deaf-lens. How do these articles shed light on how Deaf children and their hearing families can be supported for more successful outcomes? With Deaf children from hearing families in mind, how do signatories (countries) of these conventions address each article for equity, is this done from birth and can some countries learn from others?

Purpose:

The purpose of this Exploratory Workshop is to create a network of early-childhood professionals across the world; to discuss research possibilities for UNCRC through a Deaf lens with a focus on children from 0-3 years - particularly articles 3, 4, 6, 12, 13, 16, 18, 23, 24, 28, 30 and 42; to initiate research collaborations between countries who have committed to the UN Convention on the Rights of the Child. This would aim to investigate opportunities in finding similarities in Deaf communities from different countries, to improve educational outcomes for members of the Deaf community from birth.

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"One or two–more quality we pursue!" Distributed leadership as an analytical framework for co-leading preschool teachers

3. Early Childhood Research

Kjartan Belseth[1]

[1] PhD candidate, Queen Maud University College

Research topic/aim

This paper seeks to explore distributed leadership as an analytic framework for discussing co-leadership in preschools. The background for this study builds on the new law regarding the number of pedagogues, as the number of pedagogues in Norwegian preschools has been low compared to other Nordic countries, according to OECD (Engel et al., 2015). In 2018, a new law regarding the number of pedagogues emerged. However, how this law is interpreted varies, meaning some preschool classes will have two pedagogical leaders (preschool teachers). Many of these will be equal leaders, meaning they will have to co-lead a class. Thus, this will also affect the relationship between the two, as well as the rest of the preschool staff.

Equal co-leading leadership in preschools is not a heavily researched topic, neither in Norway nor internationally (Wadel, 2021). With an increased pedagogical standard, the desire for higher quality is present on the part of politicians, but how this quality comes to light in the daily practice is an under-researched area.

The paper seeks to explore the following research question: *How can distributed leadership be used as an analytical framework to discuss equal pedagogical co-leadership in the preschool?*

Theoretical framework

The theoretical framework in the paper is two-parted: Distributed leadership (Spillane, 2006, 2015; Rodd, 2013; Lund, 2021) and recent research on pedagogical leadership in Norwegian preschools (Eik et al., 2020; Hannevig et al., 2020; Wadel, 2021, 2023; Aasen, 2021, Blådammen, 2022). Spillane (2006, 2015) is among the foremost to have researched distributed leadership. His research is mainly based on research in a school context, but I would argue that it is nevertheless transferable to preschools, as several researchers also have argued for both nationally and internationally. Rodd (2013) also argues that such a leadership strategy is largely used in a preschool context. Spillane (2006) describes how a distributed view of leadership should be seen as a framework for thinking about and analyzing leadership (p. 10). He writes that distributed leadership can be useful for researchers to use as a framework to know what to look for when researching leadership.

Methodological design

The overall project has a qualitative approach, and the methods being used are participating observation and focus groups with both managers, preschool teachers (pedagogical leaders) and assistants/childcare- and youth workers.

Expected conclusions/findings

As my fieldwork will start January 2024, my findings are limited. Therefore, this paper will mostly explore the theoretical framework of my study. Here the interactions and relationship between the leaders and their "followers" (Spillane, 2006, 2015) is central, as well as which role each of the leaders will take on.

Relevance to Nordic educational research

This paper is relevant to Nordic educational research because it explores a new form of leadership in preschools, which can be described as both vibrant and an unexpected adventure. Many newly graduated preschool teachers are unaware that they may have to share leadership with another, more experienced preschool teacher, a recent study shows (Wadel, 2023). Exploring and discussing distributed leadership as an analytical framework for co-leadership may help reconfigure how leadership it being performed in preschools.

4. Justice through Education

Early school leaving – students' perspectives on dropping out

4. Justice through Education

Anne Harju[1] , *Anna Singhateh*[2]

[1] Malmö University

[2] City of Malmö

Research topic/aim

There is a growing concern in the Nordic countries regarding early school leaving. This because early leavers are, compared to graduated peers, more at risk of long-term-poverty, unemployment, and social security dependence (Forslund & Liljeberg 2021; MUVAH 2021). There are many different factors, individual and structural, contributing to a student's dropout (Cederberg & Hartsmar 2013; Ali et al 2014). Although a large part of the present literature is focusing on personal and social characteristics of those most at risk, there are few studies covering students' own perspectives. At the seminar we will present results from a project where the reasons of dropping out is being explored from the perspective of young people who have left secondary school.

Theoretical framework

The results will be presented and discussed with the concept of habitus related to being a ´fish in the water´, that is, when habitus encounters a social world of which it is a product of, respectively being a ´fish out of water´ (a social world that one is not a product of) (Bourdieu & Wacquant 1992)

Methodological design

The interview data consist of 13 individual interviews with 5 girls and 8 boys, 16-24 years old, living in the city of Malmö. The participants have a varied background in relation to socio-economic position, living conditions and residency.

Expected conclusions/findings

The results are divided into four themes: motivation, social relations, the transition between primary and secondary, and the secondary school as an institution. At the seminar, the content of each theme will be presented and discussed, alongside with two other themes found in the data. One is what we call, "The elusive young people", which relates to the difficulties of finding participants. The other is the phenomenon of absent in attendance, relating to students being at school but not attending class or being in class but not present.

Relevance to Nordic educational research

There is a growing concern in the Nordic countries regarding early school leaving, and the presentation adress these concerns from the perspectives of young pepople who have dropped out secondaty school in Malmö, Sweden.

Addressing anthropocentrism through Critical Animal Pedagogy

4. Justice through Education

Jonna Håkansson[1]

[1] PhD Student at the Department of Pedagogical Curricular and Professional Studies, University of Gothenburg

Research topic/aim

This paper presentation is work in progress and builds upon a PhD project with the overall aim to explore the potential of Critical Animal Pedagogy (CAP) to generate novel approaches to Environmental and Sustainability Education (ESE), making it possible to address, challenge and transform current exploitative human-animal relations and their social, ethical, and environmental consequences. The presentation will center around three questions: What happens when an openly normative pedagogy, resisting the logics of anthropocentrism, is introduced in practice? What human-animal relations can be imagined? Is CAP offering tools for resisting anthropocentrism?

Theoretical framework

The theoretical framework starts from Critical Animal Studies (CAS) and Critical Animal Pedagogies (CAP), or more specifically animal standpoint theory (Donovan, 2006; Kahn, 2011), and read these with and through feminist affect theory, feminist philosophy, and poststructuralist pedagogy. Starting from an animal standpoint I explore (im)possibilities for 'entangled empathy' (cf. Gruen, 2013) with nonhuman others in the context of the school by especially focusing on the 'doings' of affects and emotions (Ahmed, 2014) and drawing upon relational ethics (Gruen, 2013; Butler, 2015). This includes an exploration of (asymmetric) human-animal entanglements in the context of formal education and what conditions education provides for working with CAP, and in this regard, I also draw upon CAS more broadly (Best, 2009; Taylor & Twine, 2014; Pedersen & Stanescu, 2014, among others) and poststructuralist pedagogy (Ellsworth, 1989; Kumashiro, 2002; Britzman, 2021). This enables in-depth analysis of possibilities and challenges for CAP to engage students in addressing pressing, and sometimes challenging, issues of animal exploitation at the core of our anthropocentric societies and for exploring (im)possibilities for more ethical and sustainable human-animal relations to be achieved in formal education.

Methodological design

This is a Critical Participatory Action Research project in which teachers and students, scholars and social movements collaborate in workshops by addressing how nonhuman animals are currently present in education and exploring and developing alternative teaching practices in terms of CAP. In collaboration between me and the participants these teaching practices are introduced in practice in ESE in two Swedish upper secondary schools with theoretical and practical orientation in the subjects of Swedish as a second language, civics, religious education, natural and social sceince.

Expected conclusions/findings

A preliminary analysis shows how the steady repetition of asymmetric human-animal relations and justification of violence towards nonhuman others is turning animal exploitation into the mundane reproducing anthropocentrism. However, the data also contains moments when this repetition is interrupted – opening for thinking human-animal relations anew.

Relevance to Nordic educational research

Present human-animal relations follow and support hierarchical anthropocentrism, which can be seen as the root cause of our current ecological crises (Saari, 2021) and a major factor in causing social injustice for both human and nonhuman animals. Anthropocentrism is highly prevailing in Nordic countries and education. Hence, exploring pedagogical practices aiming to address and resist anthropocentrism is urgent and CAP addresses anthropocentrism in education by taking a normative position in solidarity with nonhuman animals.

Career-making among youth in the rural North: Structural, symbolic and non-representational dimensions

4. Justice through Education

Maria Rönnlund Rönnlund[1] , *Aina Tollefsen Tollefsen*[1]

[1] Umeå University

Research topic/aim

The topic is career-making among youth in a rural municipality in North Sweden. The aim is to shed light on how the young people negotiate educational and work-related career-steps over time, highlighting the structural, symbolic and non-representational dimensions of their career-making.

Theoretical framework

'Career' refers to individuals' paths through life – how individuals interface with social institutions like the education system, employers and civil society (Haug et al., 2020). In order to get sight of the holistic and dynamic character of youth career-making we highlight structural, symbolic and non-representational dimensions of youth transitions. These dimensions refer to structural and material conditions considering educational institutions and the local labor markets, to symbolic hierarchies between the rural and the urban, and to the affective entanglements that emerge when negotiating educational and work-related transitions (cf. Farrugia, 2016).

Methodological design

We draw on data from an ongoing longitudinal qualitative reserach project on youth transitions in North Sweden. In this paper we selected data from one rural municipality: 77 biographical interviews with 29 young people. They were 15 years old when interviewed the first time (2015), and 22/23 years old at the time for the latest interview (2023).

Expected conclusions/findings

The paper begins by discussing various structural dimensions of the rural youths' early career-making. For example, moving to a big city as a young person to attend upper secondary school was a great challenge to some of them. The paper then discusses how symbolic values of urban and rural life impacted negotiations about future careers. Finally, we highlight the non-representative dimension of their career-making, i.e. the affective nature of everyday life.

Relevance to Nordic educational research

Many rural regions in Nordics share characteristics with the region in this paper in terms of provision of educational institutions, housing, services, jobs, which means that the challenges that the young people in this study face, are relevant also to other Nordic contexts. However, with few exceptions (e.g. Armila et al., 2018; Forsberg, 2019; Paulgaard, 2017; Stenseth & Bæck, 2021) youths' career-making in Nordic rural regions have seldom been explored.

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Cultivating Change Agency in Progressive Educational Spaces

4. Justice through Education

Melinda Russial[1]

[1] University of Oulu

A quick scan of international news headlines situates us within a tumultuous landscape of global narratives that center climate catastrophe, involuntary migration, violence, warfare, resource scarcity, unregulated technological transformation, destructive legacies of colonialism, and the political polarization that accompanies these challenges. Educational institutions are forced to contend with these narratives as their students work to navigate an uncertain and turbulent future.

Organizations with self-defined progressive values often engage these challenges by attempting to cultivate change agency in their participants, framing their work within contexts of sustainability, diversity, intercultural collaboration, community belonging, and global solidarity. Change agency, defined here as the capacity for individuals and groups within institutions to activate and align institutional culture, curriculum, practices, and systems in the service of values-concordant, mission-driven change initiatives, is a necessary pre-condition of ethically informed change-making. The institutions that celebrate this concept, however, often manifest a nuanced and paradoxical relationship to change in their day-to-day operations; programs that aim to instruct students in practices of change-making often demonstrate wide gaps between program ideation and implementation. Curriculum is frequently envisioned according to idealized progressive values, but implemented according to unexamined social, cultural, and political habits and practices that may be at odds with the curricular aims. Additionally, underlying beliefs associated with liberal humanism often serve as justifications for progressive visions, despite problems of coloniality and neoliberalism that may be embedded in these visions. As change-oriented educational organizations work to distance themselves from ingrained pedagogical practices and embrace visions that support work across shared global crises, members are often required to work across conflicting values frameworks. Frequently, conflicting psychological, sociocultural, relational, institutional, and legal discourses make elements of program implementation difficult.

The exploratory workshop will consider the implications of conflicting discourses that often underly attempts to build educational programming around concepts of change-making, including (but not limited to) neoliberal discourse, neocolonial discourse, decolonial discourse, diversity-equity-inclusion discourse, and trauma-grievance discourse. Case studies from the presenter's fifteen years of experience working in international schools dedicated to the arts, peace-building, and change-making will provide the opening frame for discussion about ways in which these discourses (and others) presence in self-defined progressive educational communities; participants will explore methods of identifying and attending to these sources of tension to help institutions narrow the gap between practice and vision. Workshop discoveries will support the presenter's research in change agency and ethical praxis in educational systems, and will be broadly applicable to anyone working to support education for positive social change.

Decolonial Perspectives on Exploring Cultural Literacy in School Settings

Gro Hellesdatter Jacobsen[1] , *Søren Sindberg Jensen*[1]
[1] Syddansk Universitet

Research topic/aim

This paper discusses the opportunities and potential shortcomings of the research design of the EU Horizon project EXPECT_Art (Exploring and Educating Cultural literacy Through ART) (2024-2026). Building on the assumption that formal and non-formal arts education can be a vehicle for social change, the project explores cultural literacy and arts education in schools and local communities. In the paper we will present the project's understanding of critical cultural literacy and discuss how it can be studied and further developed in a decolonial perspective.

Theoretical framework

To operationalize the concept of critical cultural literacy, implying a focus on social interaction, power relations and multiliteracies, the project is informed by decolonial theory (Mignolo, 2009). The project explores potentials for developing cultural literacy through decolonization of arts education, education through arts, and the use of arts in education in both formal and informal educational settings. In decolonial pedagogy, it has been argued that coloniality is an unfinished historical process (Argüello, 2015). Following this thought, Flores et al. (2020) point out that physical colonization was replaced by ideological and epistemic colonization through imposed subjectification. Inspired by the decolonial turn, we will present reflections on politics of representation, interpretation, analysis and authorship of research when studying the colonial matrix of school curriculum and cultural literacy practices.

Methodological design

The project will carry out fieldwork in primary and lower secondary schools in local communities including disadvantaged and minoritized groups. The ambition is to identify barriers for participation for these groups and develop ways of overcoming them by including the research participants as much as possible in the research process. This will be done by setting up a collaborative framework for both researchers internally and for research participants: Art Exploratoriums, drawing on a Community-Based Research design (Boyd, 2014) and including art-based methods.

Expected conclusions/findings

Being in the initial phase of the project, we will present the research design, its theoretical underpinnings, and introductory reflections on how to qualify the research process in a European consortium including scientific and cultural institutions from six countries, in a decolonial perspective.

Relevance to Nordic educational research

In Denmark as in other Nordic countries, arts education has been shaped by the German tradition of *Bildung* and a Nordic tradition of craftsmanship. In recent years, arts education has developed according to two different societal trends. First, a trend towards perceiving arts education as means of entrepreneurship and a positive economic development in the global market. Secondly, a trend towards perceiving arts education as part of the solution to sustainability challenges (Kallio-Tavin, 2019). Finally, Denmark like the other Nordic countries "never went through a critique of colonialism" and "Nordic democracy does not yet include everybody living in the Nordic countries. Even the local minority cultures are not well represented in the national [arts] curricula" (Kallio-Tavin, 2019, p. 591). This makes Denmark an important context for exploring the potential of decolonising arts education to develop critical cultural literacy.

Equity in education

4. Justice through Education
Jabil Seven[1]
[1] Jönköping University (HLK)

Research topic/aim
 This study examines roughly 200 documents submitted by Swedish Superintendents (SI) to their school board regarding equity. This research focuses on how SI use the concept of equity and which power aspects appear in their proposals. The proposals have been developed by SI as an examination task in an education organized by the Swedish National Agency for Education.

Theoretical framework
The theoretical point of departure is theory of power inspired by researchers such as Dahl (1957), Bacrach and Morton (1962) and (Lukes, 2004). The proposals have been categorized according to direct power, indirect power, power over people's perceptions and interests, the Garbage can model, relational power as well as institutional power (Christensen, et. al., 2014).

Methodological design
The material has been categorized according to the power dimensions, a grid is created for further analysis (Cohen et. al., 2018). Two researchers have read through the proposals individually and categorised the documents where after their different conclusions was discussed and compared to ensure that the conclusions are reasonable, balanced and to secure the validity of the study (Kvale and Brinkmann, 2014).

Expected conclusions/findings
Taking the SIs' proposals as a reflection of their understanding of equity, the analysis indicates that SIs across Sweden have a similar understanding of equity. One common understanding of equity is to ensure education for all children and pupils, and that they are provided conditions to reach as far as possible in their development. When it comes to what actions are needed the analysis of the proposals generated five themes: organisation; finances; pupil health; systematic quality work; and pupil outcomes (including grades and competence development).

The second research question search for which power relations that become visible in SI´s material. They mainly invoke formal arenas (direct and institutional power) when they propose actions that aim to enhance equity in the school. Most of the proposals are on a general level which means that specific compensatory measures hasn´t a prominent role.

Some of the conclusions from this study is that SI are extremely aware of the need for efforts to increase equity, while the proposals put forward are on a general level, despite the large differences between the schools. Other conclusion is that National Agency for Education, and the Swedish Schools Inspectorate, exert a strong influence over SI.

Relevance to Nordic educational research
An important prerequisite for students to succeed in their studies is that those responsible for education offer an equity in education, an issue which is highly challenged in the Nordic countries (Kofod, 2016).

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Inequalities in pupils' responses to territorial stigmatization in everyday school life

4. Justice through Education

Riikka Oittinen[1] , *Tiina Luoma*[1]*, Heidi Huilla*[2]*, Sonja Kosunen*[2]

[1] University of Helsinki

[2] University of Eastern Finland

Research topic/aim

This study focuses on Finnish post-war high-rise suburban housing estates, known in Finland as *lähiö*. Since the 1990s, many *lähiös* have become socio-economically disadvantaged neighborhoods, where ethnic minorities have also begun to cluster. Finnish *lähiös* are often seen in a negative light in the public debate and in the eyes of outsiders even though they are not all deprived. Despite this, there is still little research on the neighborhood stigma in Finland.

In this ethnographic study, we examine the everyday responses of pupils from socio-economically different neighborhoods to *lähiö* stigmatization. Pupils lived both inside and outside the stigmatized *lähiös*, but attended the same *lähiö* schools. We focus on the spatial and social hierarchies and inequalities that responding to *lähiö* stigma creates among pupils in everyday school life.

Theoretical framework

Theoretically, we draw on Wacquant's (2007, 2008) concept of *territorial stigmatization* and Pryor and Reeder's (2011) taxonomy of four types of stigma: *public stigma*, *self-stigma*, *stigma by association* and *structural stigma* (see also Bos et al. 2013)*.

Methodological design

Our ethnographic data comprise pupils' (aged 13–15) interviews (n=46) and daily observations (88 school days) from two *lähiö* schools. We analyzed the data using thematic content analysis.

Expected conclusions/findings

Our findings demonstrate that a public stigma of living in a disadvantaged *lähiö*, or being associated with it, affected pupils' lives and created a need for different stigma-avoidance strategies. Pupils from socio-economically diverse neighborhoods and circumstances were able to respond differently to the effects of *lähiö* stigma, resulting in inequalities among them. The need to avoid the *lähiö* stain was linked to the stigma of social problems and poverty in the neighborhood and led to stigmatizing use of language and spatial and social hierarchies. This contributed to divisions and boundaries among pupils living in different neighborhoods. Thus, active efforts are needed from school staff to raise awareness of the spatial hierarchies and neighborhood stigma in pupils' lives, to promote the grouping and encounters of pupils from different backgrounds and to support respectful interaction among them.

Relevance to Nordic educational research

The novelty of our research for Nordic research on educational inequality is that 1) we analyze and compare the perspectives of pupils from different socio-economic backgrounds who live both inside and outside stigmatized *lähiös*, 2) we have a research design in which the structural factor that connects pupils is school and 3) we examine territorial stigmatization as a mechanism of inequality in pupils' everyday school life.

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Participatory perspectives on Nordic basic schools as past, present and future meeting places

4. Justice through Education

Tuuli From[1] , *Marie Nilsberth[2], Fritjof Sahlström[1], Stig-Börje Asplund[2], Anna Öhman[2], Fredrik Rusk[3], Petteri Laihonen[4], Jens Jørgen Hansen[5]*

[1] University of Helsinki

[2] Karlstad University

[3] Åbo Akademi University

[4] University of Jyväskylä

[5] University of Southern Denmark

Research topic/aim

In a changing world, Nordic societies face the challenge of maintaining a just and inclusive society while undergoing rapid ideological, economic and social changes. In this development, basic education plays a key role but also faces new challenges related to increasing diversity among students' backgrounds, differences between schools and continued evidence of exclusion. On-going digitalisation and hybrid sociality made possible by mobile phones and computers have contributed to increased individualisation (van Dijk, 2012; Livingstone & Sefton-Green, 2016; Selwyn et al., 2017). Whether this development has also weakened the classroom as a shared space where students from different backgrounds meet, lies within the empirical interests of this presentation. This presentation is part of a Nordic research project that examines how the ideals and practices of "One school for all" have developed from the 70's until today, with a particular interest in the challenges that digitalisation brings to the future of one common school for all. Through multidisciplinary studies of four different schools in Finland, Sweden, Norway and Denmark, the project explores their changing role for inclusion and exclusion in the Nordic welfare states.

Theoretical framework

Theoretically, this presentation approaches Nordic comprehensive schools as spaces and places constructed in the intersections of their material qualities and social interaction (see Lefebvre, 1974; Massey, 1994; 2005). This enables us to explore how the different social backgrounds of pupils have merged in the construction of schools as meeting places in the past and today.

Methodological design

The presentation mainly draws on two of the project's substudies and some initial data from interviews and observation studies with former and present students attending the same schools, but 50 years apart. One substudy consists of life history interviews, including go-along interviews, with students from the 70's on three of the research schools (8–10 informants on each site), focusing on their place-based experiences as they are talked into being in the interviews. The other substudy has a Citizen Science design with a participatory and ethnographic approach, where researchers and students together map and discuss the significance that the physical school spaces and digital spaces have in relation to schools as meeting places.

Expected conclusions/findings

We focus on similarities and differences in experiences of the school spaces between these two generations of students, as the basis for a discussion if and in that case how Nordic basic schools have changed in their role as meeting places for students with diverse backgrounds. Drawing on Massey's (2005) notion of *throwntogetherness* of place, preliminary findings suggest that a wide variety of narrated experiences, identities and temporal aspects participate in the construction of Nordic basic schools as meeting places, 50 years ago and today.

Relevance to Nordic educational research

This paper contributes to both national and Nordic understanding of the possibilities and constraints for basic education to provide the foundation for the Nordic welfare states of the future.

Pupils' access to pedagogic rights: an ethnographic study in an urban Finnish lower secondary school

4. Justice through Education

Tiina Luoma[1]

[1] University of Helsinki

Research topic/aim

This presentation is based on an ethnographic data produced in a lower secondary school in a relatively disadvantaged neighbourhood in the metropolitan area of Helsinki, Finland. The study explores how all pupils' equal access to learning, critical understanding, belonging and participation may be promoted or impeded in school.

Theoretical framework

The theoretical framework of this presentation draws from Basil Bernstein's concept of pedagogic rights. According to Bernstein (2000), all pupils, regardless of their background, should have the right to build critical understanding and confidence (the first right, enhancement), to be socially, culturally, personally and intellectually included in the school community (the second right, inclusion), and to be able to participate in school by e.g., influencing school procedures and practices (the third right, participation). Bernstein (2000) states that these three rights together are a prerequisite for a democratic school.

Methodological design

I conducted the ethnographic fieldwork during the academic year 2019–2020. The school selected for the study faces challenges of urban and school segregation, and it has many pupils from ethnic minority and relatively disadvantaged backgrounds. The data comprise participant observation (40 days) with two school class groups, and interviews with pupils (n = 24), members of the school staff (n = 14) and parents (n = 3). The pupils were in the seventh grade and aged 13–14 at the time of the fieldwork. I coded the data with Atlas.ti software and analysed it using thematic content analysis.

Expected conclusions/findings

The preliminary findings suggest that access to pedagogic rights varies among pupils in the school. The school's ethos embraces diversity, and in general, boundaries between pupils from different social class and ethnic backgrounds are low. Among the interviewees, there is even talk that pupils from poor families and ethnic minority backgrounds receive positive attention and/or have a relatively high status in the school. Despite this, there are pedagogic practices that favour pupils from middle class and Finnish backgrounds. Moreover, teacher-led teaching and learning are common practices in the school, which may promote learning but impede participation. All this affects e.g., how pupils can build positive images of themselves as learners as well as how they can influence their learning and construct their active citizenship. More broadly, these issues pose a threat to pupils' equal opportunities in school and society.

Relevance to Nordic educational research

The school and neighbourhood where the study was conducted represent an example of educational and spatial segregation that is present in many urban areas in the Nordic countries, and the study contributes to the discussion on equality and democratic schooling in a Nordic educational setting.

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School attendance in introductory programs and the pedagogy for those who failed

4. Justice through Education

Sandra Jederud[1] , *Karin Bergman Rimbe*[1], *Gunnel Östlund*[1]
[1] Mälardalen University

Research topic/aim
Problematic school absenteeism in upper secondary schools can be understood as a welfare problem, as it increases in line with a country's democracy and welfare (Gren Landell, 2021). Accordingly, problematic school absenteeism seems to increase despite measures taken by school personnel and management, and pupils guardians. Many students in introductory programs lack a sense of pride in relation to school and have difficulties in expressing coming educational and professional plans. This due to a confirmed self-perception of laziness and a disability to learn. Therefore, addressing questions regarding what learning spaces that generate a sense of belonging and increase students´ self-confidence are important to be able to target learning environments that will enhance students´ willingness to stay and complete their education (Sundelin, Lindgren & Lundahl, 2023). This research explore actions taken to improveschool attendance in introductory programs within one private school organization in two different learning contexts.

Theoretical framework
Theoretically, education can be understood as a linguistic practice where democracy and equal values are maintained through language where how we act, communicate and relate has crucial consequences for how practice is carried out (Biesta, 2022). By paying attention to pupils' and school staff's actions and speech acts in the educational context the conditions of learning can be studied (Biesta, 2011, 2020). Regarding the experience of belonging and feeling safe in the school environment contrary to insecurity due to discrimination based on sexual orientation, ethnicity, religion, disability, or age are parts of pupils and adults' speech acts and actions.

Methodological design
Pupils and teachers from the introductory programs in two upper secondary schools participate in this ongoing study. Methods used are interviews and participating observations of the school context including learning situations in the classroom and meetings with school personnel. Thematic analysis (Clarke & Braun 2017) will be used when sorting the data material of field notes and the transcriptions of taped interviews.

Expected conclusions/findings
Preliminary results will be presented at the conference. So far just tentative themes have been identified regarding learning expectations and meaningfulness of learning activities. The sayings, doings and relating seems to be more linked to a social practice than to a learning practice.

Relevance to Nordic educational research
Our project is relevant to Nordic educational research regarding exploring learning contexts that have adapted pedagogical strategies related to school attendance of pupils that have failed most steps of ordinary school.

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School desegregation in Sweden: challenges and possibilities

4. Justice through Education

Emma Arneback[1] , *Karin Flensner*[2], *Jan Jämte*[3], *Stefan Lund*[4], *Ali Osman*[4], *Ylva Svensson*[2], *Anna Lund*[4], *Trine Anker*[5]

[1] Gothenburg University
[2] University West
[3] Örebro University
[4] Stockholm University
[5] MF Norwegian School of Theology, Religion and Society

In recent years national and local policy actors in Sweden have emphasized that ethnic school segregation creates deep strains in the educational system, causing unequal school achievement for migrant children (Arneback et al. 2021, Osman & Lund 2022). These strains are also considered to have a negative impact on the school system's ability to mediate democratic values of equality and social justice. Against this backdrop, a number of municipalities have initiated local desegregation policies (i.e. reinforcing, dispersing and merging, see Trumberg et. al 2022) to change the schools' student body composition, with a hope to equalize students school achievement and increase the social cohesion of the local community. In this symposium we will address these local school desegregation initiatives, their challenges, and possibilities.

The symposium builds on extensive empirical work from three different research projects (se Arneback et al., 2021; Flensner & Svensson, 2023; Lund, 2021; Osman & Lund, 2022; Trumberg et al., 2022), that highlights the school desegregation policies of eight different municipalities. Fieldwork consists of ethnography, interviews with local politicians, public officials, headmasters, teachers, as well as students. In addition, the projects have also worked with quantitative data; such as grades, surveys with students, student mobility between schools, register data of national tests in Swedish and Swedish as a second language, and sociograms.

Three unique themes will be discussed:

School cultures, ethnic diversity and school achievement.
In this theme we will discuss three different types of school cultures and how they vary in their approach and understanding of ethnically mixed student groups. These approaches are proved to be a challenge in schooling practice, but also a possibility for overcoming the negative effects of school segregation by promoting ethnic boundary crossing and increasing minority students school achievement.

Social processes, recognitions, and violations.
The second theme focuses on the social processes that are initiated in a local school desegregation initiative where students are bussed from on area to another. The theme focuses on the students' experiences of recognitions and violations in their new school communities. It highlights the importance to reflect on power relations and to actively work to create inclusive social environments in education.

Identity formation in the negotiation of we-ness.
The third theme addresses the formation and negotiation of social identities following a school dispersal project. In the theme, the researchers explore the "we's" that are constructed at the macro- and micro-levels and how these are negotiated by and about the students.

Altogether, the projects contribute with knowledge about the complex processes that arise in school desegregation initiatives. Among the factors of importance for the outcome are collaboration and central support, the flexibility of school cultures and the pedagogical and social processes that are initiated. In addition, it appears that younger children often find it easier to integrate with each other in a new heterogeneous school environment, and that it is common with a turbulent time at the beginning of a school desegregation initiative.

Chair: Emma Arneback, Gothenburg University

Discussant: Hanna Sjögren, Malmö University

School cultures, ethnic diversity and school achievement

4. Justice through Education

Stefan Lund[1] , *Ali Osman*[1], *Anna Lund*[1]
[1] Stockholm University

Based on ethnographic fieldwork and interviews with headmasters, teachers, and students, this paper delves into how three different school´s cultures shape students' social relations and school achievement.

Sweden has experienced multiple waves of migration over recent decades, visible in both urban and rural areas. Raw numbers have fluctuated, but there has also been rich variation in migrants' country of origin, ethnicity, religion, language, educational background, and reasons for migration. There are also similarities and differences among and between first- and second-generation migrants and among holders of varied migration statuses. This creates new encounters and learning processes within schools, but it could also contribute to new status hierarchies, boundary work, and inequalities (Vertovec 2019). How such meanings are threaded through different configurations of superdiversity in different school cultures and how or if conviviality is done in practice will add nuance to our macro sociological understanding of school culture. Conviviality is a theoretical term that reminds us of the importance of an awareness of relations of dominance and their historical roots, but with a focus on relations, status hierarchies and boundary work can be acknowledged without determining in advance the educational outcome of migration related differences and relations (Gilroy 2004).

The results highlight that a school culture that are lacking a coherent pedagogical idea, true beliefs in ethnically diverse student groups and where no action is taken towards coping with diversity will meet severe challenges (i.e. internal segregation, school failure). Secondly, a school culture that is based in a strong belief in composition effects and "a school for all", and are taken actions for organizing and promoting social inclusion, can be vital for both social cohesion and school achievement. Finally, a school culture that utilizes a holistic approach to thinking and doing of unity in difference promotes a mode of multicultural incorporation. This illuminates the potential of an inclusive school culture. Such school culture educates students in self-respect, critical awareness, openness, and solidarity. The data shows the potential of such a school culture for migrant students' academic success, socialization, and sense of belonging. Overall, this paper shows that local initiatives with school desegregation can have very different outcomes. These are, to a large extent, dependent on the school actors' beliefs and actions towards an ethnically diverse student group. In sum, these results display that local desegregation policies can overcome the negative effects of school segregation and thus add new essential knowledge to present policy debates in the Nordic countries.

A school for all? On moral recognitions and violations in a school desegregation project

4. Justice through Education

Emma Arneback[1] , **Jan Jämte**[2]
[1] Gothenburg University
[2] Örebro University

In Sweden, the responsibility for counteracting the negative effects of school segregation primarily lies with the municipalities and, in practice, the schools at the local level. In this presentation, we analyze a municipal initiative of redistributing students from a structurally disadvantaged area to four schools in other parts of the city. The analytical focus is on the social processes that occurred in these schools, and the obstacles and possibilities experienced by the "new" students in their efforts to integrate into their new school communities.

Empirical data in the project consists of interviews with 60 students and 55 teachers, as well as over 300 observations. Our analysis is guided by Axel Honneth's (2003) theory of recognition, in which different forms of moral recognition are described as necessary for individuals to develop their identity and maintain a positive self-image and relationships with others. Honneth also shows how the violation of recognition has detrimental effects on the way people view themselves and interact socially. In the presentation we use Honneth's theory to identify, conceptualize and illustrate how the manifestation and violation of different forms of recognition (i.e., care, respect, and solidarity) affected the new students' ability to develop a positive self-image and positive relationships with others, something that played a decisive role in their opportunities to learn and develop.

The result show that the students experience both *recognitions* (such as pedagogical care, mutual respect, and social inclusion) and *violations* (such as pedagogical vacuum, unequal treatment and social exclusion). From the result follows that there is need to pay closer attention to the complex power relations that permeate social environments in schools' desegregation projects. Furthermore, the results can be used by school staff to reflect on power relations and how to create an inclusive social environment in education, as well as how their own relational work can be developed and adjusted in relation to different groups of students.

The Construction and Negotiation of We-ness following a School Dispersal

4. Justice through Education

Ylva Svensson[1] , *Karin Flensner*[1]

[1] University West

In this study we followed a municipality's initiative to counteract school segregation, where two elementary schools in a socio-economically vulnerable area with poor academic achievement and large proportion of students with migrant backgrounds were closed. Consequently, 269 pupils in grades 3–8 (age 9-15) were dispersed to five other schools. We explored the social identities constructed and processes of negotiating we-ness as the school composition changed. Drawing on the Master Narrative Framework (McLean & Syed, 2015), social identities are constructed and negotiated in the intersection between the macro- and micro-levels.

Data was collected before the two schools were closed and at two time points after the school dispersal. Across the three timepoints, the study is based on interviews with students ($n = 59$) and school staff ($n = 62$) at the closing and receiving schools, before and following the dispersal. We employed a qualitative approach, identifying self-defined or ascribed social identities in the transcribed interviews and analyzed different types of negotiation using thematic analyses (Braun & Clark, 2006).

Results showed constructed macro-level identities mainly related to nationality and migrant background, as well as micro-level identities related to "the old" and "the new" school/classes/friends, and to academic and social needs. The dispersal affected the negotiation processes of the dispersed students to a higher degree than students at the receiving schools. Thematic analyses showed six themes of negotiation between macro- and micro-level identities: rejection, accommodation, focus on similarities, on differences, and two themes where identities at one level conditioned possible identities at the other level. The results highlight that identity work and processes of we-ness are influenced by norms and values at both macro and micro levels, and that strategies on how differences are handled at the micro-level, both relationally and organizationally, have effects beyond academic achievement and the school context.

Taking a step forward. Professional strategies and work with young people on risky educational trajectories

4. Justice through Education
Lisbeth Lundahl[1] , *Joakim Lindgren*[1], *Åsa Sundelin*[2]

[1] Umeå University

[2] Stockholm University

Research topic/aim

This paper focuses on the support to students who are attending a preparatory program, the Individual Alternative (IA), because they leave compulsory education with substantial gaps and hence are ineligible for upper secondary education USE). The aim is to add knowledge on professional strategies and work to facilitate transition to USE and/or work, and about factors that are promoting this support.

Theoretical framework

We regard the students at the IA as following a remedial and compensatory educational trajectory (Walther et al 2015). The paper uses the conceptual framework on educational transitions by Anderson et al. (2000), with *preparedness, support*, and *belonging as* key concepts when addressing how to facilitate successful transitions for students at risk of school failure and dropout. It also relates to Lipsky´s (2010) theory on street level bureaucrats who manage dilemmas caused by regulations and scarce resources when they seek to meet their clients´ needs by applying pragmatic micro-choices and creative strategies. The strategies are also influenced i. a. by professional norms, role definitions, and client characteristics and needs (Gilson, 2015).

Methodological design

The paper emanates from a larger research project with empirical data from a survey, public statistics, and case studies in six urban and rural municipalities. Here we focus on our in-depth interviews with 18 headteachers, teachers, and counsellors working with IA students in these municipalities. The interviews were analyzed in two steps: (a) an initial open reading to catch recurrent themes concerning the support and promoting/inhibiting factors, (b) a deeper, theoretically informed analysis of these themes and factors.

Expected conclusions/findings

The strategies and micro-choices of school professionals are affected both by external factors and the professionals´ knowledge and ethos, and they have a major impact on the support provided to students. The work combines direct and indirect support, the former referring to officially pre-scribed professional assignments. Indirect support includes advocacy, relational, and emotional work and appears as a necessary precondition for the direct support. Engaged school leaders, supporting but also giving teachers and counsellors considerable professional freedom to design their work, is regarded as a key factor by many interviewees.

Relevance to Nordic educational research

As problematic school absence, early school leaving, and dropout are high on the social and policy agendas in all the Nordic countries, the reported findings are likely to be of relevance and interest there.

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Teachers' (mis)recognition of pupils' cultural capital and navigation of school's middle-class normativity

4. Justice through Education

Ida Hummelstedt[1] , *Sonja Kosunen*[2]*, Pia Mikander*[1]*, Gunilla Holm*[1]

[1] University of Helsinki

[2] University of Eastern Finland

Research topic/aim
Finland has an international image of egalitarian educational possibilities. However, segregation between and within Finnish schools based on social class, has been brought to light in recent research (e.g., Kosunen et al., 2020). Nevertheless, social class remains a kind of taboo among teachers (Mikander & Mansikka, 2023), and in the public debate. Thus, the aim of this study is to investigate how Finnish teachers recognize and treat social class and the forms of capital mobilized in school, as well as how they navigate the school's classed reality.

Theoretical framework
We use Bourdieu's theories of social class, and particularly the forms of capital: economic, social, and cultural (Bourdieu, 1986). Teachers' misrecognition of pupils' cultural capital naturalises a middle-class norm in school and reproduces class-based inequalities (Huilla et al., 2021; Reay, 2004).

Methodological design
The data consists of interviews of 17 primary school teachers and four principals in six Finnish schools in socio-economically different areas mainly in Southern Finland. The semi-structured interviews were conducted in 2022 and are analysed with thematic analysis.

Expected conclusions/findings
Our results show that differences in economic capital among the pupils was the most easily recognised form of capital by the teachers if it differed from middle-class, such as lack of appropriate equipment or bragging about expensive phones. Expectations for middle-class embodied cultural capital such as 'appropriate' language and behaviour and parental engagement was higher in the schools in advantaged areas but were easily misrecognised as individual qualities or the lack of them. Teachers in schools in more disadvantaged areas were more attuned to recognising lack of mobilizable cultural capital, as well as intentionally finding alternative solutions to include all pupils and families.

Relevance to Nordic educational research
Recent research in the Nordics point at the need for countering inequalities based on social class (e.g., Corral-Granados et al., 2023). Our study contributes with a closer gaze on how the unequal premises for pupils are constructed in school through teachers' misrecognition of pupils' cultural capital and a reproduction of the middle-class norm. The results point to a need for developing a class-sensitive pedagogy among all teachers, especially those working in advantaged schools where those who lack capital risk being interpreted as lacking individuals.

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Teachers' social class in the class: (mis)matching habituses

4. Justice through Education

Heidi Huilla[1] , *Sonja Kosunen*[1]*, Sara Juvonen*[1]

[1] University of Eastern Finland

Research topic/aim

A combination of factors influence teachers' career trajectories. One often neglected element in research, which might mediate teachers' career choices, is the social class and related factors in the classroom. By these factors we refer here, first, to teachers' own original and current class habitus, second, to students' habituses, and third, school institution's middle-class nature and norms. We use ~30 interviews with primary and lower secondary school teachers (class, subject and special education teachers) and set out to analyse how teachers' social class position(s) appear in 1.) why they became teachers, 2.) why they have ended up working in the school where they are, 3.) and how are their relations with other teachers, and relations with pupils from different social class backgrounds constructed?

Theoretical framework

Our understanding of social class and lifestyle preferences stems from Bourdieusian framework and related concepts of capitals, field, habitus and reproduction in education. We analyse teachers' habitus as crossroads where their social roles are positioned in relation to their own original social class background, school institution with a middle-class nature, and pupils' social class backgrounds. We understand teacher's habitus as something that mediates between students' and middle-class school institution and between their original class habitus and the middle-class school institution. Accordingly, teachers' responses to where they wish to work in and with whom is mediated by their habitus.

Methodological design

We use ~30 semi-structured interviews with primary and lower secondary school teachers (class, subject and special education teachers) gathered in a research project that concentrates on segregation of teachers. We conduct a thematic analysis in which we use Atlas.ti and constant negoations with all authors.

Expected conclusions/findings

We expect to find first, differing reasons for becoming a teacher in a certain track based on the teachers' original class. Second, teachers seem to have studied and work geographically close to where they grew up in, which implies that they seek places that match their habitus. Third, there seems to be a friction between the middle-class school and the colleagues with at least some of the teachers from working-class backgrounds. And finally, it might be that teachers with a working-class background end up teaching children with working-class and disadvantaged homes more often than their counterparts.

Relevance to Nordic educational research

Generally, teachers are considered middle class. However, in the Nordic countries social class is not usually on the public agenda. Schools might be even more stripped down of social class than the rest of the society. Moreover, research literature that analyses teachers' social class and the orientations their dispositions bring with them to the schooling system, is scarce. Yet, social class continues to have an impact on the reproductive processes across the fields. Shedding light on the phenomenon in Finland gives tools and conceptualisations to understand similar types of processes across the Nordic.

The edutainment-empires of 'environmental celebrities': Exotic animal science pedagogy as a colonialist project

4. Justice through Education

Helena Pedersen[1]

[1] Göteborgs universitet

Research topic/aim

Why is the collecting, breeding, and public teaching about exotic animals a means for some men's empire-building around themselves as media profiles? This paper focuses on the pedagogical work of these media profiles - so-called 'environmental celebrities' (Brockington 2008; Huggan 2013) - who have become national icons for taking on a role as public educators about exotic animals by exposing them to a fascinated audience in the media, at zoos, and in schools. Research questions asked: What sort of pedagogical work is engaged by these animal 'experts', and what are the premises and implications of this kind of popular education?

Theoretical framework

This paper views nonformal science education from a cultural studies perspective, informed by critical theory and intersectional approaches to analyses of science education in a profit-driven media landscape and celebrity culture. As this is work in progress, analytic tools and concepts are still under development; however, key notions engaged are Rossmanith's (2014) application of the 'information deficit model' of education and Moss' (2009) notion of 'edutainment'.

Methodological design

The analysis has been carried out by studying a wide repertoire of published information by and on two exemples of Swedish 'environmental celebrities': newspaper and magazine articles, books about their lives and work written by themselves and others, TV and radio shows etc. Methodologically I follow Graham Huggan's (2013) 'eclectic' approach, drawing broadly on cultural studies, biographical, discourse and narrative modes of analysis. In particular, I have reflected on how to understand the pedagogy these celebrities employ in order to reach out to their diverse audience (that may include school students and children as well as TV hosts, journalists, and the general public).

Expected conclusions/findings

Showing off exotic animals on prime-time TV, with a friendly, didactic, and often humorous approach, claims to be a more 'progressive' form of education than reading texts about these animals. This edutainment mode of public education is familiar from zoos and aquariums. Still, the environmental celebrity positions himself as an omnipotent expert authority who should not and cannot be questioned. Emerging from the analysis is a hierarchy-imposing authoritarian didactics, masquerading as progressive education through edutainment. This kind of pedagogical work draws on, and feeds into colonialism, sexism, and speciesism, as well as a capitalist logic relying on global animal trade, breeding, and zoo business. It is a pedagogical work carefully designed to be lucrative for the environmental celebrities' own animal businesses and private capital.

Relevance to Nordic educational research

In the Swedish language it is hard to find an equivalent term to the English notion of 'environmental celebrities'. Still, the phenomenon exists, and its history can be traced back to the 1960s when Swedish nature programmes on TV primarily featured what Hillevi Ganetz (2009) has described as 'male collectives' engaged in hunting and fishing in the Swedish countryside. While discourses around international environmental celebrities such as David Attenborough and Steve Irwin have been researched, the Swedish/Nordic examples are rather unexplored, especially from a pedagogical perspective.

5. The Curriculum Research Network

Comprehensive sexuality education- from a curriculum theory perspective

Linda Ekström Sandstedt[1]

[1] Linneaus

Research topic/aim

Sweden has a long tradition of sexual education as an interdisciplinary and subject-integrated knowledge area. The content and overall framing of the knowledge area have shifted over the years. A shift from the understanding of sex education as a primary public health matter to a matter of social justice and rights for individuals and groups have taken place over the years. The Swedish government´s decision to modify the curriculum for this interdisciplinary and subject-integrated knowledge area was motivated by various factors, including the potential role of sex education in fostering respect for the bodily and personal integrity of others. Additionally, the need to address and challenge the portrayal of sex as depicted in pornography played a significant part in this decision. In the educational context, recent years have witnessed a notable focus on qualification outcomes, primarily characterized as the transmission of quantifiable knowledge. The revised curriculum for the comprehensive sexuality education addresses the existing social issues. The overall aim of this thesis is to critically explore what knowledge and fundamental values are being selected and taught to the students at the lower secondary school in relation to the comprehensive sexuality education.

Theoretical framework

This study departs from the curriculum theory as it was outlined by Ulf P Lundgren (1979), which posits that the selection of curriculum content occurs at various hierarchical levels. The study furthermore takes its departure from John Dewey (1985) and his understanding of the social responsibility of teaching.

Methodological design

The selection of curriculum content takes place at different levels and, accordingly, the sample in this study incorporates materials from all those levels. The analytical framework employed in this study is Norman Fairclough´s (1992) critical discourse analysis. The fieldwork is conducted across multiple sites, allowing for the observation of "travelling discourses" within and across three distinct school environments. Data collection at the school level is accomplished through the utilization of observation and interviews.

Expected conclusions/findings

The preliminary findings of the study are anticipated to shed a light on the processes involved in legitimizing prevalent content discourses at various levels, in addition to providing an understanding of the actual learning opportunities afforded to the students. The study not only offers insights into the processes of production and recontextualization of the revised curriculum for the comprehensive sexuality education in Sweden, but also presents an examination of the student interaction beyond the classroom, along with the corresponding classroom responses.

Relevance to Nordic educational research

The study´s significance to the Nordic education research is highlighted by its exploration of the underlying tensions between individuals and groups and its illustration of the extent to which students are encouraged to engage in discussions pertaining to diverse perspectives on these issues.

Curricula, values and students (swe)

5. The Curriculum Research Network
Birgitta Jansson[1]
[1] Birgitta Jansson

Research topic/aim

A democratic approach and critical analytical thinking have been supported in the core values in Swedish curricula even if they have changed over time. Even the view of the students has changed through time. In this study, which is part of three in my forthcoming thesis, I will examine how views of student are described and how support for students' critical analytical thinking is highlighted over time in the core values in various Swedish curricula.

Theoretical framework

The central theoretical concepts used in the study are the "formulation arena," the "transformation arena," and the "realization arena," (Linde, 2020/2021, p. 68). The focus of this presentation is the first arena, the formulation arena, which is the basis for a textual content analysis of how democracy and critical analytical thinking have been formulated in the Swedish curricula over time . The curricula's content will be interpreted on the *transformation arena* when teachers create planned instruction, a topic I will address in a planned interview study. The curriculum's goals are realized as events in the classroom. In my licentiate thesis, I observed how students in the classroom, the *realization arena*, can voice their thoughts and engage in discussions.

Methodological design

The expressions of democratic values and attitudes in curricula over time, as articulated in the core values, have been analyzed through content analysis (Bryman, 2016). This study includes curricula from Curriculum for primary school 1962 to the current Curriculum for primary school 2022, with a particular focus on the sections pertaining to core values and objectives. This study has two foci. On the one hand to exam how students have been highlighted in curricula from 1962 to the present from 2022 and on the other hand gaining an insight into how society viewed the child at those specific points in time.

Expected conclusions/findings

In the presentation, I will talk about developments, concept of democracy and textual revisions made in each curriculum with a focus on the student, the home environment, and if any potential impact on teachers' instruction. The student is seen in different ways in the curricula. From focus on fostering in 1962, the students were placed in the centre 1969. The view of the student changed further and in the latest curriculum children's rights, which are expressed in the Rights of the Child, are seen as essential part. Furthermore, it is mentioned that "Intolerance, oppression and violence, such as racism, sexism and honor-related violence and oppression, shall be prevented and countered with knowledge and active efforts" (Lgr22, p. 5.) This involves both how the environment sees the students and how they treat each other.

Relevance to Nordic educational research

The empirical results contribute to the ongoing discussion about the responsibility for students' civic literacy, in a Nordic educational context as they highlight an educational dilemma that places the teacher between what he or she should do, as a competent teacher, and must do, as guided by a political educational agenda.

Curriculum Renewal: The trajectory of core elements

5. The Curriculum Research Network

Berit Karseth[1] , *Ole Andreas Kvamme*[1], *Eli Ottesen*[1]
[1] University of Oslo

Research topic/aim

In many countries, the curriculum reforms carried out at the beginning of this millennium represented a shift towards competencies. This was also the case with the Norwegian curriculum reform in 2006. 10 years later the Ministry pointed out some weaknesses such as a need to give priority to content, progression, and knowledge. The White Paper (Ministry of Education and Research 2016) proposed core elements as a way to achieve this and called for a systematic review of each school subject with the aim of defining the core elements. The Ministry published the approved core elements in the different school subjects in 2018 and the new national curriculum came into force in 2020. The research question addressed in this paper is how the issue of core elements emerges, develops, and modifies in the various documents produced in the process of developing the new national curriculum.

Theoretical framework

The study draws on curriculum theory with a particular interest in the construction of the content of the school subject (Karseth & Wahlström, 2023). The school subject represents a long-standing institutionalised structure of schooling, but the shift towards a forward-looking competency-based curriculum represents an approach that challenges the position of the school subjects. This shift has been criticised by researchers for failing to provide students with adequate access to specialised knowledge or what is known as powerful knowledge (see for example Young 2008). This concern is also reflected in the White Paper mentioned above.

Methodological design

The methodological approach in this paper follows a practice-oriented document analysis where we are concerned with what the documents *do* (Asdal & Reinertsen, 2022). Documents are seen as social artifacts that are part of a set of concrete practices, and contribute to shaping these practices. Documents are both something purely textual and discursive and something concrete and material. For the study, we have analysed the policy-making process through documents produced at the political and programmatic levels (White Papers, Green Papers (NOUs), parliamentary debates, guidelines and curricula (draft and final)).

Expected conclusions/findings

Our analysis shows that while the White Paper emphasises the role of the core elements in strengthening the regulation of what content should be prioritised, the issue is modified through different documents. In particular, the work of the templates developed by the Directorate of Education and Training becomes powerful in terms of the format, length, and expression of the core elements. While the preparatory work written by the core element groups provided a detailed description of the content by linking it specifically to the grade level, the format chosen for the new curriculum did not correspond with this outline. Furthermore, the core elements become part of the subject curricula, a position not initiated in the White Paper. In conclusion, the core elements were ultimately 'locked in' by the guidelines and templates developed by the Ministry and the Directorate.

Relevance to Nordic educational research

The study sheds light on the political tradition of state curriculum-making that also exists in other Nordic countries.

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Digital instruments as mediators of teaching planning practice

5. The Curriculum Research Network
Simona Bernotaite[1]

[1] University of Oslo

Research topic/aim

This article provides insight into teaching planning practices through digital instruments developed to support teachers' curriculum work. According to Edwards (2015), digital instruments reflect education policies and represent education politics in their design and practical implementation. Digital instruments as mediators transform the meaning of elements they carry (Latour, 2005). Hence, digital instruments developed to support teachers' practice also shape it.

This study focuses on the digital Curriculum Planning Tool (CPT) developed and implemented with the Norwegian curriculum renewal reform (LK20) to support the use of the new curricula (The Norwegian Directorate for Education and Training, 2021). Previous research on the CPT has demonstrated that it produces a structured vision of the teaching planning process while leaving space for teacher autonomy (Bernotaite & Ottesen, forthcoming). However, further research is necessary to reveal new aspects of education governance arising when teachers use the instrument. Therefore, this study aims to explore how teaching planning practice emerges through the use of the CPT.

Theoretical framework

This study adopts an Actor-network theory (ANT) that as a descriptive approach focuses on descriptions of how relations assemble or fail to assemble instead of providing explanations (Law, 2009). Fenwick (2011) explains that ANT allows for clarification of how actors emerge and perform their roles in the network.

Methodological design

Walk-through interviews were conducted with teachers are analyze digital teaching planning. The data is supplemented with feedback that teachers provided about the instruments' functionality. This reveals both how teachers use the instrument but also what tensions emerge between the instrument and existing planning practice.

Expected conclusions/findings

Preliminary findings demonstrate how the template of the CPT modifies teaching planning practice while teachers also exert new ways to conduct digital teaching planning. Hence, digital teaching planning becomes a dynamic process shaped by both the CPT instrument and teachers' practices. Moreover, collaborative teaching planning emerges as one of the important aspects of transforming teaching planning from an individualistic to a collective practice.

Relevance to Nordic educational research

This study contributes to knowledge about the digitalization of teaching planning in Nordics through a closer look at how digital technology reshapes established practices. Digital technology is often adopted with a promise to improve practices and find new ways to conduct them, however, research also shows that the digital is also shaped by established practices.

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Discursive institutionalism and its contribution to curriculum research – a theoretical argumentation

5. The Curriculum Research Network

Andreas Nordin[1]

[1] Linnaeus university

Research topic/aim

The national curriculum, which serves as a discursive practice, is characterised by increased complexity involving a multitude of actors operating within and between different curriculum arenas and institutional levels (Uljens, 2018; Sundberg, 2021). This development places high demands on theories and methodologies in terms of examining complexity, interaction, and change. The aim of this paper is to build an argument around discursive institutionalism (DI; Schmidt, 2008, 2011) as a constructive theoretical contribution to this line of curriculum research.

Theoretical framework

Discursive institutionalism (Schmidt, 2008, 2011), as the most recent branch of new institutionalism, is thus used as a theoretical framework in this paper.

Methodological design

The discussion about DI is built around three of its core concepts: *ideas*, *discourse* and *agency*. DI distinguishes between different ideas at different institutional levels, some of which are more volatile (typically policy ideas), while others are more stable (typically philosophical ideas). To understand why some ideas become more stable than others, DI also emphasises the importance of acknowledging the discursive interactions in which these ideas take shape. Here, DI distinguishes between a *coordinative discourse*, focused on the development of a shared understanding of what the policy problem is and possible solutions among policy actors, and a *communicative discourse*, focused on the ways in which policy actors try to legitimate their shared ideas. DI also highlights the importance of agency in this discursive interaction, and who says what to whom plays an important role in explaining why some ideas become institutionalised while others do not.

Expected conclusions/findings

In the final part of the paper, I argue that DI contributes to curriculum research in at least four ways. First, it bridges the classic contradictions between structure and agency in understanding institutions as internally constructed in the minds of curriculum actors. Second, it provides the theoretical language to enable analyses of the complex interplay within and between different policy arenas and levels. Third, while other neo-institutional traditions have focused primarily on institutional stability, DI provides the language through which to include analyses of institutional change. Finally, in its non-hierarchical positioning of social practices, I argue that DI facilitates critical approaches that acknowledge both structure and agency.

Relevance to Nordic educational research

DI is a relatively new approach in Nordic curriculum research. However, in recent years, several scholars have begun deploying it in a range of research projects. This paper is relevant to Nordic educational research since it makes visible some of the possibilities that DI provides in advancing multidimensional and multilayered analyses in curriculum research.

Employing topic modelling to newspapers: a longitudinal discourse analysis.

5. The Curriculum Research Network
Oscar Garberg[1]
[1] University of Oslo

Research topic/aim
The use of OECD literature, such as global progress reports, large scale student assessments and policy reviews, have increased immensely in policy discourses during the last decades (Ydesen, 2019; Ydesen, Kauko & Magnusdóttir, 2022). Argumentatively, OECD influences policy documents usually in the capacity of providing evidence (Steiner-Khamsi et al., 2020). One may argue that this very use of OECD literature shapes agenda and influences policymaking discourses. Medias (delineated to newspapers) rhetorical use of OECD literature may be an interesting object of investigation. Waldow et al., (2014) found, for example, how German media discourse of 'Asian Tiger' countries (Asian countries considered strong PISA-performers), especially China, are perceived as economic competitors, though not receiving the same referential status in the German education policy discourse. Employing a similar strategy, it may be possible to use the OECD as a reference society, or rather as a reference of excellency.

Theoretical framework
Habermas constructed his theory of communicative action and the public sphere which serves as a theoretical backdrop for this article. It is imagined that the media is constituted by the public sphere and serves as both a receiver and deliverer of public opinion. In this theoretical framework the newspapers are therefore a media for communication and by extension a means for public opinion making (Englund, 2006; Gentikow, 2009; Harste, 2021). This paper also employs typologies developed by Timmermann & Brans (2022).

Methodological design
In order to uncover these discourses, this article aims to employ *topic modelling* (Jacobs & Tschötschel, 2019), an approach frequently used for textual analysis, but seldomly in conjunction with discourse analysis. Topics can be conceived of as networks of collocation terms. Their co-occurrence across documents can be assumed to refer to the same semantic domain (or topic). Discourse analysis traditionally struggles with scaling, repetition and systemization – difficulties which may be remediated by employing topic modelling (Jacobs & Tschötschel, 2019, p. 1). By employing typologies developed by Timmermans & Brans (2022), this article aims to give insight into who uses the OECD in media-coverage and whether it is possible to find difference between policy discoursesin and between four different newspapers between 2002-2020, two politically right leaning and two left leaning.

Expected conclusions/findings
This paper, therefore, aims to give insight into *what kinds of experts* (Timmermans et al., 2022) uses OECD as a rhetorical device in newspapers, what do these experts address, and how do they address these topics, thus simultaneously uncovering discourses and how these discourses have changed over time by employing topic modelling on a large corpus of newspapers (Jacobs & Tschötschel, 2019).

Relevance to Nordic educational research
The Norwegian and Nordic research into this field is sparse; Takayama et al., (2013) and Waldow et al., (2014) are often referenced, however there is sparse regional research or research groups looking into topics such as mediatization of educational matters at the present time. Gaining insight into how these discourses and actors have shaped the educational politics from 2002-2020 may help us understand how formal politics are subject to public opinion making, and which "voices" are most relevant in the media.

Five Visions of Competence-Based Curricula as a Travelling Policy: Actors, Features and Implications for Schooling

5. The Curriculum Research Network

Armend Tahirsylaj[1] , *Daniel Sundberg*[2]

[1] Norwegian University of Science and Technology (NTNU)

[2] Linnaeus University

Research topic/aim

This paper relies on a systematic review of peer reviewed scholarship concerning competence-based education (CBE) approaches, specifically focusing on competence-based curriculum (CBC) visions and implications for schooling. It addresses to overarching research questions: 1. What visions and corresponding features of CBC have emerged historically since the 1990s and can be observed transnationally and who are the main actors and coalition of actors behind each vision? And 2. What are the main implications and implementation challenges of CBC visions for formal schooling.

Theoretical framework

Theoretically, the study adopts from the curriculum-didaktik approaches as two main education traditions in the Western world that shape to a large extent, for example, what education policies are implemented in school systems, and what is the main focus during curriculum implementation at the classroom level (Tahirsylaj, Niebert, & Duschl, 2015).

Methodological design

This study is a systematic review, and more specifically it falls within 'narrative reviews' category as the goal is not to seek generalizations but to identify and analyze key issues related to CBE from educational research perspective (Educational Research Review, n.d). The search strategy relied on Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Page et al., 2021). We used the following 4 search terms: 'competence-based education', 'competence-based curriculum', 'key competences', and 'key competencies'. This study reports from 160 articles included in the final sample based on searches conducted in December 2016 (Tahirsylaj & Sundberg, 2020) and January 2023.

Expected conclusions/findings

The comprehensive analaysis of educational research related to competence-based curricula (CBC) reveals five main CBC visions for the concept of competence in relation to the national curriculum, namely: competence as a policy discourse, competence as a policy recommendation, competence as an add-on to existing curriculum, competence as learning outcomes, and competence as curriculum-transformative.

Relevance to Nordic educational research

The contribution to NERA 2024 conference will be relevant for the conference participants since CBE approaches to education have permeated most national education systems internationally as well as Nordic countries, and it can be described as one of the 'adventures of education' at global scale over the past 30 years.

How is Didaktik/Didactics described in Subject Didactics/Didaktik?

5. The Curriculum Research Network
Silvia Edling[1] , *Jesper Sjöström*[2]
[1] Högskolan i Gävle
[2] Malmö Universitet

Research topic/aim
Over the years different subjects related to education have administratively been established, like pedagogiskt arbete/educational work, subject didactics/didaktik, and educational sciences. Although the fragmentation servs certain purposes it is not without complication (see for example Lindblad, 2022) and risks creating a rift between administrative categorizations and the scientific body of knowledge that all newly created subjects *de facto* have in common in that their knowledge area is education. Accordingly, there is a tendency today, perhaps due to the administrative influence, to use the word didaktik or didactics in a very loose manner without linking it clearly to the research in and about didaktik/didactics (e.g. Osbeck, 2017; Lewin et.al, 2023).

The purpose of this paper is to study if and how published articles in subject didaktik/didactics connect their research to the human-scientific field of didaktik/didactics. The paper asks the following questions:

1. Do the papers categorized as subject didactics/didaktik scientifically define the word(s) didactics/didaktik? If so, what kind of definitions and motivations of didaktik/didactics are presented?
2. How can the definitions of didaktik/didactics be grasped in relation to various (subject) didaktik/didactics traditions?

Theoretical framework
Subject didaktik as a field has contact points to (1) other educational sciences such as general didactics, pedagogy, pedagogical work and educational studies, (2) the school subject / subject area, and (3) teaching practice (e.g. Sjöström, 2018; Cramer & Schreiber, 2018). The problem from an educational research perspective is when the theoretical connection to the humanistic didaktik-traditon (from where didactics/didaktik has got its name) get lost.

Many subfields of subject didactics/didaktik have in recent decades evolved from experience-based methodology to quite independent research fields. At the same time all subject didaktik – from a theoretical didaktik-perspective – have much in common. Kansanen (2009, p. 32) writes: "subject-specific didactics of different disciplines should not be seen as disconnected, but as sharing a common interest in the teaching and learning of various kinds of content."

Methodological design
In light of the above-described fuzziness this contribution aims to direct particular attention to how a scientific definition of didaktik/didactics theoretically is described in five Nordic journals targeting *subject didactics/didaktik between 2022-and spring 2023 using critical discourse analysis as a methodological tool*. The journals are Acta Didactica Norden, Nordidactica, NorDiNa, NOMAD, and RISTAL. Based on Fairclough (2000), the qualitative study encompasses three dimensions: a) text analysis [description], b) processing analysis [interpretation] and c) social analysis [explanation]. The data will be processed with the help of ATLAS-T.

Expected conclusions/findings
We believe that we will see a large spread in the way didaktik/didactics is used, alternatively that the term is used only rarely or almost not at all, but we do not know and are very interested in how it actually is.

Relevance to Nordic educational research
The study is indeed relevant to NERA in that Nordic educational journals are analyzed to gain a deeper insight in if and how subject didactics/didaktik in Nordic countries address didaktik/ didactics as a human-scientific field.

Mapping the main streams and foci of competence-based education research

5. The Curriculum Research Network

Joonas Mannonen[1] , *Felipe Urrutia[2], Raija Hämäläinen[3], Roberto Araya[2], Sami Lehesvuori[3]*

[1] Finnish Institute for Educational Research, University of Jyväskylä, Finland

[2] Center for Advanced Research on Education, Institute of Education, University of Chile, Chile

[3] Department of Education, Faculty of Education and Psychology, University of Jyväskylä, Finland

Research topic/aim

Competence-based education (CBE) has been one of the most wide-spread and debated trends in education of the 21st century. Reflecting its popularity in educational policy, CBE has recently become a considerable research domain. However, there is a gap in CBE review studies to inform researchers, policymakers, and practitioners. The aim of this mapping study is to address this gap and provide these stakeholder groups with the first comprehensive overview of the CBE research domain.

Theoretical framework

We define CBE research broadly as peer-reviewed journal articles that focus on competences in educational contexts.

Methodological design

To address the high volume of literature associated with our aim, we combine two state-of-the-art bibliometric and text mining methods: direct citation network analysis with mapping, clustering and visualization and topic modelling with latent semantic analysis. First, we draw on a sample of 1090 CBE articles to study the intellectual structure of the research domain and identify its main research streams based on the network analysis. Next, we employ the topic analysis to explore the topics that the research streams have covered to date.

Expected conclusions/findings

We show that CBE is a rapidly emerging but highly fragmented research domain and discuss the implications of this finding for future research. We identified three main CBE research streams: The Higher Education Stream, the Vocational and Professional Education Stream, and the General Education Stream. We present the key features of these research streams based on various bibliometric data and introduce the topics that the research streams have covered to date.

Relevance to Nordic educational research

CBE is a relevant educational reform trend in the Nordic countries. The intuitive visual graphs, tables, and extensive bibliography of this work provide Nordic researchers, policymakers and practitioners with a comprehensive CBE research knowledge map. Researchers can use this knowledge map as an introduction to CBE, a starting point for in-depth literature reviews on the identified research streams and topics, a justification for further primary studies in areas where those are limited, and a baseline against which CBE-related research trends can be tracked over time. For policymakers, we provide a resource on the quantity and structure of existing scientific evidence about CBE for decision-making. Finally, we make CBE research more accessible to practitioners, who can use this work in their educational programme development and lesson planning. We contribute to the theme of the conference by taking the audience to the previously uncharted territories of an emerging research domain with adventurous methodologies.

Play in The Norwegian National curriculum (nor)

5. The Curriculum Research Network

Maria Øksnes[1] , *Einar Sundsdal*[1]

[1] NTNU

Research topic/aim

The aim of this paper is to explore and analyze the notion of play in the National curriculum in Norway. The current curriculum consists of a core curriculum published in 2017 and the curriculum in the different school subjects published in 2020. In this process the content and outline of all curricula in primary and secondary education was renewed. When the curriculum was presented by the Minister of Education, play was highlighted as an important part of the curriculum reform, and he stated that there would be more play in school for the youngest children. The need for more play in school has also been given as part of the justification for the curriculum reform by the Directorate for Education. Previous research has shown that Norwegian teachers are confused in how to interpret play in previous curriculum documents and how to implement play (Haug, 2019, Øksnes et al., 2023). Since play is an ambiguous phenomenon (cf. Burghardt, 2005; Sutton-Smith, 1997), especially in a school context (King, 1987, Pellegrini, 2015), there is a need to address how play is to be understood in the curriculum.

Theoretical framework

There is not much research on play and curriculum neither in Norway nor internationally. A research-based evaluation of the revised curriculum (Karseth et al., 2021) calls for philosophical and didactical research on the new Norwegian curriculum. In this study we analyze play in the curriculum with reference to William Pinars (2011) ideas of curriculum as complicated conversation and philosophical theories of play.

Methodological design

In line with a hermeneutic practice, our point of departure is to do a friendly-minded reading, but also to ask questions to the curriculum document (Moules et al., 2015).

Expected conclusions/findings

Our preliminary analysis shows that play doesn´t seem to have such a prominent position in the curriculum as we could expect from the political rhetoric. In both the core curriculum and the subject curricula, the notion of play is underdefined, paradoxical and complicated by its changing relations to other ideas in the text.

Relevance to Nordic educational research

This research contributes with new knowledge about curriculum development in Norway.

Powerful Knowledge and the 2022 Swedish Social Studies Curriculum

5. The Curriculum Research Network

Mattias Börjesson[1] , *Anna-Lena Lilliestam*[1]

[1] Department of pedagogical, curricular and professional studies. University of Gothenburg.

Research topic/aim

In 21st century, the idea that students should have opportunities to develop powerful knowledge has been prominent in educational research. Social realism and a focus on knowledge derived from academic disciplines, has been advanced as an alternative to social constructivism and a focus on students' everyday experiences, as well as to traditionalism and a focus on canonical knowledge. This article examines the syllabi of the four social studies subjects: civics, geography, history, and religious education, in the 2022 Swedish curriculum.

Theoretical framework

Taking our point of departure from the three futures for the curriculum described by Young and Muller (2010): neo-traditionalism, social constructivism, and social realism. Building on these futures, we develop an analytical framework consisting of three models of education, and we thereby aim to make a theoretical contribution to the field. Following a traditional model, schools should promote social cohesion by transmitting a cultural canon of knowledge and the dominant values of society. The social constructivist model implies that schools should facilitate social change with the development of knowledge and skills that are societally useful and relevant to students' lives. The social realism model emphasises that schools should focus on providing subject knowledge and disciplinary knowledge to all students.

Methodological design

The empirical material consists of the syllabi for the four social studies subjects: civics, geography, history, and RE, in the 2022 Swedish curriculum for the compulsory school (Lgr22). In the analysis, we investigated each sentence to see which of the three educational models it was closest to. From this categorisation, we compared the presence of different educational models in the four syllabi, with a special interest in ideas in the syllabi relating to social realism.

Expected conclusions/findings

The history syllabus aligns with social realism, with a focus on disciplinary knowledge, i.e. students should understand how historical knowledge is produced and validated. The geography syllabus contains such passages, but also show features of traditionalism and social constructivism in that factual knowledge and everyday experiences are emphasised. The civics syllabus is dominated by social constructivism, with a focus on generic skills. The religious studies syllabus aligns with traditionalism with a focus on canonical knowledge and transmission of values. In sum, all the syllabi show features that could provide the basis for an education that enables students to develop powerful knowledge.

Relevance to Nordic educational research

In the paper we investigate the social studies syllabi in the new Swedish 2022 curriculum which is of interest for educational research in the Nordic context.

Preschool Rebellion Group on Facebook – an analysis of ethical and juridical dilemmas

5. The Curriculum Research Network

Andreas Bergh[1, 2] , *Annica Löfdahl Hultman*[3]

[1] Örebro University

[2] Uppsala University

[3] Karlstad University

Research topic/aim

This presentation reports on findings from a project that study activities in a Facebook group of Swedish teachers called Preschool Rebellion. In a broader contextual sense, rebellion groups on Facebook are far from limited to teachers or to Swedish education. On the contrary, this phenomenon has been reported from different sectors and from different countries. What is specifically interesting about the here studied initiative, however, is that it can tell us something about how changes in the welfare system affect Swedish preschools/schools and are experienced by its different professional groups. Potentially, it can thus give access to many teachers voices and discussions on issues that they want to share in a wider professional community. This said, it is clear from earlier studies that both the digital format per se as well as other conditions sets the limits for what can be said and how. The *aim* with this study is to analyse how a responsible administrator of the Preschool rebellion group reflect on ethical and juridical issues, and to discuss how such considerations can enable and/or hinder good and collective collegial discussions.

Theoretical framework

Theoretically the study combines a narrative approach with insights from curriculum theory that altogether enable analysis of legal and ethical issues.

Methodological design

Empirically, we make use of two interviews, one conducted a few years back and one in present time. While the first provides important contextual information on why and how this initiative started, the second more specifically focus on when and why the administrator chooses to delete or in other ways interfere with post made by others.

Expected conclusions/findings

The result reports on different situations and/or dilemmas in which the responsible administrator has decided to act or not to act. For example, in one situation, the relation between a preschool teacher's private political view versus professional role and responsibility came to the fore. It is clear that the role as an administrator is both very time consuming and complex, many times with demands on immediate actions to handle complex ethical and juridical dilemmas.

Relevance to Nordic educational research

The results of the study are of high relevance to Nordic educational research and to the theme of the 2024 conference. Even though there are differences between the Nordic countries there are also many similarities with respect to history and traditions, for example the view on education and its democratic societal role, and altogether what expectations this place on the roles of teachers.

Professional work with the national curriculum

5. The Curriculum Research Network

Ana Lucia Lennert Da Silva [1] , *Christina Niemi Mølstad*[1]

[1] Fakultet for lærerutdanning og pedagogikk, Høgskolen i Innlandet - Hamar

Research topic/aim
This paper analyses the current national curriculum in Norway (Kunnskapsløftet 2020 - LK20) and how this frames teachers' professional work with the curriculum in schools.

Theoretical framework
The theoretical framework includes different approaches to how curricula can govern education. These are framework factor theory (e.g., Lundgren, 1984), differentiation processes (e.g., Gundem, 2008) and two traditions of management (e.g., Hopmann, 2003). These different theories are useful to reflect over how curricula can be used as part of the state governance of schools and the teaching profession. This paper also applies theory on teacher autonomy to discuss teachers' possibilities to make decisions in different educational matters, including curriculum making (e.g., Wermke & Höstfält, 2014) and to reflect over whether and how teachers can use their room for action in curriculum work by applying the concept of teacher agency (e.g., Priestley et al., 2015).

Methodological design
The methodology is qualitative document analysis (Cohen et al., 2011) of the current national curriculum in Norway, investigating both the general part of the curriculum and the subject curricula of Norwegian and Mathematics for 7th. and 10th. grades. We use governance theory to analyse the curriculum documents and then we use theory on the teaching profession to reflect over teachers' room for action and teachers' expected competences in these documents.

Expected conclusions/findings
The expected findings relate to the possibilities for action that the new curriculum gives to the teachers, the type of competences that teachers are expected to have, and how to relate to the curriculum. Preliminary finding illuminates that the basic claims for professional expertise are complex and highlight the importance of teacher agency in professional work.

Relevance to Nordic educational research
This paper is important for understanding the complex setting we have today in Norway where both centralization and decentralization processes coexist in curriculum design and curriculum making. In addition, it will highlight how curricula are used to manage and control the purposes, goals, and content of education, which directly concerns the teaching profession and their curriculum work in schools.

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Sustainability education in policy documents for Primary and Lower Secondary Teacher Education in Norway

5. The Curriculum Research Network

Mari Skovsgaard Berg[1] , *Ingerid Straume*[2]*, Inga Storen*[1]

[1] NLA University College

[2] Western Norway University of Applied Sciences (HVL)

Research topic/aim

In this study we explore the representation and integration of sustainable development within policy documents for Primary and Lower Secondary Teacher Education in Norway. We understand the topic of sustainable development as a concept shaped by social and political contexts, which teacher educators must take into account in their pedagogical approaches. The topic is anchored in the Norwegian document *Forskrift om plan for grunnskolelærerutdanning* (2016) and in the National Curriculum, *Læreplanverket for Kunnskapsløftet 2020* (LK20).

In LK20, sustainable development is one of three interdisciplinary topics – the two others being 'health and life skills' and 'democracy and citizenship' (Utdanningsdirektoratet, 2020). Both the overarching core curriculum and selected subject curricula feature descriptions of the interdisciplinary topics. The interdisciplinary topics are meant to respond to "prevailing societal challenges which demand engagement and effort from individuals and local communities, nationally and globally" (Kunnskapsdepartementet, 2017). In particular, LK20's deliberations on sustainable development highlight the importance of youth participation and the raising of environmental and ethical awareness.

Of particular interest in this study, are the different representations of sustainable development, and what kind of sustainability education these representations indicate. Our aim is to present some possible interpretations and pedagogical implications of the policy documents the teacher educators are committed to navigate among and translate into pedagogical practises. In a broader context, we consider teacher education to be salient in developing future teachers' knowledge base.

Theoretical framework

We will employ theories from the Pädagogik-tradition, examining the tensions between Bildung and instrumental learning, as well as possible contrasts between established knowledge and the uncertain or unforeseen.

Methodological design

The study consists of two parts. First, we devise an analytical framework based on central theories and models. Next, we employ this analytical framework in a document analysis.

Expected conclusions/findings

We anticipate some possible tensions both between the policy documents, and within each document. For example, the description of sustainable development in the overarching core curriculum states that the "pupils must learn to understand that all individual activities and choices are significant" (Kunnskapsdepartementet, 2017). This indicates that the individual has both power and responsibility. However, the chapter *Core values of the education and training* points out that the values in LK20 "shall help us to live, learn and work together in a complex world and with an uncertain future" (Kunnskapsdepartementet, 2017).

Relevance to Nordic educational research

Sustainability and its integration into education are salient themes within Nordic educational research, prominently featured in Nordic curricula and policy documents. Our research topic engages with global challenges that are essential for educational researchers to address, in both Nordic and international context.

Tensions in Documenting the Assessment of Pupils' Knowledge

5. The Curriculum Research Network
Freja Morris[1]
[1] Department of Sociology, Lund University

Research topic/aim

It is usually mandatory for teachers to document their assessment of pupils' knowledge in digital learning platforms. Despite this, the vast majority of teachers have their own idiosyncratic document systems for knowledge assessment *parallel* to the documentation they have to do in the digital learning platforms. At first glance, then, it would seem that teachers are setting themselves up for double work. This paper aims to explore why this is. The paper is based on a draft chapter for my thesis in Sociology which analyses compulsory school teachers' documentation practices and the role of documentation in Swedish compulsory schools.

Theoretical framework

I explore the question above through two sets of theories, both anchored in a focus on the material properties of the document systems. The first is affordance theory (particularly as developed by Jenny Davis, 2020). I look at how the assessment criteria of the curriculum is 'chopped up', color coded and otherwise standardised in grid forms and what this means for teachers' assessments. This helps us part of the way in understanding the frustrations that teachers feel in connection to the digital learning platforms' assessment interfaces. The second set of theory comes from work on standardisation and classification (particularly as formulated by Bowker and Star, 2000) and expands the analysis by looking at how teachers grapple with the difficult task of making and documenting 'overall assessments' ('sammantagen bedömning') of pupils through standardised documents.

Methodological design

The data presented is collected from the following qualitative methods:
- Ethnographic fieldwork in Swedish compulsory schools
- Semi-structured interviews with teachers and school leaders
- Document analysis of Swedish policy documents (such as the National Curriculum and the Education Act) and the interfaces of the digital learning platforms.

Expected conclusions/findings

In the conclusion I identify a tension between two requirements: firstly, the requirement to document one's assessment of a pupil's knowledge and secondly, the requirement to make an overall assessment that relies on not only the content of the curriculum but also experience, expertise and professionality ('tacit knowledge' to Polanyi, 1958). How can one *document* an overall assessment? I suggest that this tension is central to understanding some of the frustration that teachers experience with the digital learning platforms' document tools and why they develop their own idiosyncratic document tools.

Relevance to Nordic educational research

Documentation is frequently cited as a work environment issue for teachers and many teachers express concern that the time they spend on documentation is time that is taken from what they consider to be their primary task, namely teaching pupils and planning lessons. Despite attempts to reduce the amount of documentation, document work seems to proliferate in school settings. Taken together, teachers' concerns about the reduced quality of their teaching due to document demands and the documents' imperviousness towards attempts to reduce their presence, should be enough to merit the attention by education scholars to documents and their role in the education setting.

The Deliberative, the Didaktik and the Quest for a North American Synthesis

5. The Curriculum Research Network

Peter Hlebowitsh[1]

[1] University of Alabama

Research topic/aim

The eminent British historian, Paul Johnson, once playfully quipped about the professional life of academic intellectuals, noting that intellectuals believed that "ideas were more important than people." For those of us who have read the work of Schwab, it is easy to see how Johnson hit on an important analytical nerve. Schwab (1969), in fact, jiggled this nerve vigorously when his famous set of Practical essays cautioned against the penchant among curriculum scholars to believe that their idealized theoretic representations of teaching were effective stand-ins for reality. Schwab's insight had a galvanic effect, turning the North American field in the direction of people, and opening the door to a European tradition rooted in the idea of the *didaktik,* which aimed to put the teacher in the role of connecting the school to the lived experience of the individual – to make people equally important as ideas.

Theoretical framework

Given its concerns for normative calculations and its focus on practical action, the deliberative tradition represented a new way to move the North American school curriculum forward. The new way forward, however, sputtered and ultimately failed, displaced by an ever expanding and proliferating notion of curriculum that has now made curriculum development work largely irrelevant to the work of a growing and loosely conceived curriculum field. The effect is that we have now witnessed the last gasp of the school curriculum as a relevant scholarly undertaking in North America. Ideas have once again become more important than people

Methodological design

This paper explores the reason behind why the deliberative tradition lost the match against the reconceptualist left, even as it was bolstered by the idea of the didaktik and it travelling partner, bildung, and argues that the deliberative tradition, although very much weakened, is still the main spring to propel the curriculum field forward in its quest to advance the school experience.

Expected conclusions/findings

The findings are multi-variant. From the perspective of the United States at least, the community-based model of schooling represented in the deliberative tradition could easily take root because of the considerable dominion that the States have over the public schools. It is also difficult for academics who do practical curriculum work to gain tenured appointments. And because of the considerable duty of responsibility put on the teacher in the deliberative tradition, far reaching changes are needed to be made in the way that teachers and principals are educated. And there is also the difficulty in even understanding what the *didaktik* and *bildung* traditions mean, given their predilection toward scholarly narrative

Relevance to Nordic educational research

The North American struggle with the deliberative tradtion is that one that Nordic scholars might be able to constructively address from their experiences in ways that could offer good insight to the North American context or that might provide red flags for their own emerging struggles.

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The making of teaching practices in Swedish preschool (swe)

5. The Curriculum Research Network

Anna Wahlgren[1]

[1] Linnéuniversitetet

Research topic/aim

In this presentation, the focus is on teaching in the Swedish preschool. I examine the preschool staff´s perceptions of what teaching is aimed at, this is interpreted in the field of tension between understandings and perceived constraints.

Theoretical framework

The teoretical framewoork is curriculum theory (Lundgren 1979) with a special focus on an updated and reconceptualized version of frame factor theory (Gustafsson 1999; Dahllöf 1967)

Methodological design

The study (which is a part of an ongoing PhD-thesis) is constructed by different parts that when put togheter illustrate the different levels in curriculum theory, for example: which sub-components does teaching consist of and how is it illustrated in practice and in policy documents. In my presentation, I will first show which different interpretentions of teaching appear in various governing documents (linked to preschool) over time. In the second part, I have used video stimulated recalls as a method for interviews with Swedish prescool teachers and their assistants to understand better what they consider to be teaching and how they implement it. To understand curriculum enactment among the preschool staff and how they frame their teaching and what lies in the foreground and the background of their actions in actual practice. The analysis i structured based on critical incidents, which the preschool staff has highlighted in our video stimulated recalls, the sample consists of two teams in two preschool departments in two different municipalities in Sweden.

Expected conclusions/findings

The result shows how teaching is constructed in the Swedish preschool context. The presentation will address how preschool teachers teching can be framed and understood, historically and in different governing documents and in different preschool practices, for example how boundaries are drawn between what is and what is not teaching?

Relevance to Nordic educational research

The presentation will end with implications on how teaching is understood and enacted in Swedish preschool, wich is of Nordic relevance and interesting in relation to current policy changes in the Nordic countries.

The Many Faces of Juridification in Education

5. The Curriculum Research Network

Andreas Bergh[1] , *Mark Murphy*[2], *Ragnhild Meland*[3], *Sara Carlbaum*[4], *Joakim Lindgren*[4], *Malin Benerdal*[4], *Linda Rönnberg*[4]

[1] Örebro University

[2] Glasgow University

[3] University of Oslo

[4] Umeå University

Symposium Aims

This symposium follows up on an earlier symposium at NERA 2018, which brought together researchers from Sweden and Norway to discuss the relation between juridification and education. The participating researchers reported on early observations on changes in the ways legal means were used to regulate education and raised important questions on consequences for educational activities and professional actions. Empirically, many used cases related to issues on equal treatment or processes of accountability, such as different mechanisms of control. In 2024, six years have passed since the 2018 symposium. What has happened in society and schools during those years, and how are potential changes reflected and documented in research on juridification and education?

The *aim* of this NERA 2024 symposium is to empirically broaden and theoretically deepen our knowledge on the many faces of juridification in education. The double character of juridification is an important starting point, namely that the use of legal means can both contribute to creating a just, equal and democratic society, at the same time as there is a risk of adverse consequences, such as overregulation and leading to a colonization of the lifeworld. This duality also puts the light on the complexity embedded in the concept of juridification, as it points to the many interconnections between education and other systems, especially politics and law. Moreover, from this follows that juridification can appear both as direct means to govern education, as well as a result of surrounding societal changes. An example of the latter is the incorporation of the international Convention on the Rights of the Child into national law in both Norway and Sweden. Although juridification has received rather limited attention in the education literature so far, there has yet been discussions in other fields, and especially in sociological research for a longer time. But what relevance does this have for education? What is similar and potentially different, or even unique? What demands does this put on research, in order to contribute important knowledge?

The symposium brings together researchers from Sweden and Norway, who explore the many faces of juridification. Most importantly, the symposium focuses on the challenges for the stakeholders at both local and state level following new regulations, especially when these are not adequately designed to fit into the educational system.

Structure – symposium 1 and 2

The symposium is divided into two parts. The altogether six papers, from Norway and Sweden, all represent empirical and theoretical examples of the many faces of juridification of education.

Why Juridification of Education now – and how?

5. The Curriculum Research Network

Andreas Bergh[1] , *Mark Murphy*[2]

[1] Örebro University

[2] Glasgow University

This paper is guided by the overriding question: *Why juridification of education now – and how?*In the context of the welfare state, legal means have traditionally been used to solve social problems with the objective of creating just, equal, and democratic societies. However, the other side of the coin is that there is a risk of overregulation and adverse consequences, which potentially can inhibit democratic progress.

Against the backdrop of successive developments and changes in the welfare state the *aim* of the paper aims to analyze how and to what extent juridification appears in two different countries: Sweden and United Kingdom are chosen as illustrative cases as these two countries, apart from many similarities, also represent different cultures and traditions as well as legal systems. Theoretically, we draw on Niklas Luhmann's theory of functional differentiation and Gunther Teubner's problematization of juridification. Empirical examples have been chosen that characteristically illustrate how for example how content and authority are differentiated through juridification.

Our results demonstrate that juridification of education is closely interwoven with surrounding changes of the welfare state, including for example general trends of marketization and legally assured human rights. To this, our comparative analysis adds further knowledge on the many faces of juridification, with regard to both similarities and differences between countries. For example, in the UK the spread of a litigation culture seems to be more common than in Sweden and the other Nordic countries, while there are similar concerns on pedagogical and educational consequences, such as how increased use of legal means affect professional discretion. The relation between juridification and education is how high relevance for Nordic educational research. This paper is an early step towards further collaboration between researchers from different countries.

Governing through legal regulation – the case of the Norwegian curriculum and Education Act

5. The Curriculum Research Network

Ragnhild Meland[1]

[1] University of Oslo

This study engages with the ongoing discussion on juridification of and in education. Juridification will be studied as a governance mechanism (Rosén et al., 2023). The context for the study is the ongoing curriculum reform and the new Education Act in Norway. The study has a qualitative approach and apply the poststructural and Foucault inspired WPR approach to policy analysis (Bacchi & Goodwin, 2016). Policy is understood as discourse (Ball, 1993) and discourse is considered to constitute the social world, meaning also that changes in discourse are a means by which the social world is changed. The empirical material will be a selection of relevant White and Green papers and central questions are what characterises the discourse on legal governing through the national curriculum and what deep-seated presuppositions underlie these representations in the documents. Changes in the balance between politics and law (Lundgren, 2002) will affect institutions governed by laws, e.g. education. With increasing accountability logics, for example through management by expectations (Hopmann, 2008) there is a risk of overregulation of the curriculum (Bergh & Forsberg, 2023). More extensive and detailed regulation is intended to increase accountability but can have the opposite effect. Preliminary findings are that there is a tendency in the discourse to focus on simplification and clarification of the curricula. There is also an emphasis on the need for better coherence between the Education Act and the curricula. A need for more equal practice, quality improvement and to ensure that curricula is met for all students is implied. Underlying goals are to improve the schools' ability to self-evaluate and to increase students' legal protection.

In the Name of Equity and Quality: Juridification in Swedish Local Preschool Quasi-Markets

5. The Curriculum Research Network

Sara Carlbaum[1] , *Joakim Lindgren*[1], *Malin Benerdal*[1], *Linda Rönnberg*[1]

[1] Umeå University

The education sector has increasingly been affected by law, legal discourse, and a litigation culture (Murphy, 2022), not least in Nordic countries such as Norway and Sweden (Karseth & Møller, 2020; Lindgren, Hult, Carlbaum, & Segerholm, 2021; Novak, 2018). While processes of juridification of and in schools and higher education have been studied to some extent, we turn our eye to its impact on preschool governance.

In Sweden, about one out of five children attend a private preschool and it is the municipalities that are responsible for approving and inspecting these private actors. In the last decades, several legal changes have been implemented to ensure that private preschools operate as intended, that conditions for private and public preschools are equal, for instance in financial terms via the municipally funded preschool voucher, and to ensure equal and high-quality preschool for all children. Still, the outcomes of these regulatory changes in the preschool sector remain very sparsely researched and a juridification perspective on these issues is missing.

In this paper we analyse the complex and multifaceted issue of how law and legal discourse in attempts at creating equal conditions for public and private preschool providers as well as children's equal access to high-quality preschool services become manifested and navigated in local preschool governance. We explore the ways in which juridification shape the preschool quasi-market in terms of competition, cooperation, differentiation, and standardisation.

Empirically, we analyse national legislation, local policy and directives in 30 municipalities characterized as having either a large (N=10), medium (N=10) or small (N=10) private preschool sector. We further interviewed civil servants in these 30 municipalities and 20 private preschool providers of varying sizes and geographical locations. In our analysis we turn to Blichner and Molanders (2008) conceptualisation of different dimensions of juridification and its application within the education sphere (Rosén, Arneback, & Bergh, 2021) to understand and discuss its consequences. We exemplify and discuss how dimensions of juridification benefits large private education company rationales and expansion. We also highlight how this results in increased standardisation, contrary to the intentions behind marketisation and privatisation reforms: to provide parents with a choice of different preschool services in terms of ownership, content, and profiles.

The Many Faces of Juridification in Education (Double Symposium, Part 2 of 2)

5. The Curriculum Research Network
Emma Arneback[1] , *Lotta Lerwall*[2]*, Jeffrey Hall*[3]*, Berit Karseth*[3]*, Tomas Englund*[4]
[1] University of Gothenburg
[2] Uppsala University
[3] University of Oslo
[4] Örebro University

This symposium follows up on an earlier symposium at NERA 2018, which brought together researchers from Sweden and Norway to discuss the relation between juridification and education. The participating researchers reported on early observations on changes in the ways legal means were used to regulate education and raised important questions on consequences for educational activities and professional actions. Empirically, many used cases related to issues on equal treatment or processes of accountability, such as different mechanisms of control. In 2024, six years have passed since the 2018 symposium. What has happened in society and schools during those years, and how are potential changes reflected and documented in research on juridification and education?

The *aim* of this NERA 2024 symposium is to empirically broaden and theoretically deepen our knowledge on the many faces of juridification in education. The double character of juridification is an important starting point, namely that the use of legal means can both contribute to creating a just, equal and democratic society, at the same time as there is a risk of adverse consequences, such as overregulation and leading to a colonization of the lifeworld. This duality also puts the light on the complexity embedded in the concept of juridification, as it points to the many interconnections between education and other systems, especially politics and law. Moreover, from this follows that juridification can appear both as direct means to govern education, as well as a result of surrounding societal changes. An example of the latter is the incorporation of the international Convention on the Rights of the Child into national law in both Norway and Sweden. Although juridification has received rather limited attention in the education literature so far, there has yet been discussions in other fields, and especially in sociological research for a longer time. But what relevance does this have for education? What is similar and potentially different, or even unique? What demands does this put on research, in order to contribute important knowledge?

The symposium brings together researchers from Sweden and Norway, who explore the many faces of juridification. Most importantly, the symposium focuses on the challenges for the stakeholders at both local and state level following new regulations, especially when these are not adequately designed to fit into the educational system.

The symposium is divided into two parts. The altogether six papers, from Norway and Sweden, all represent empirical and theoretical examples of the many faces of juridification of education.

Different forms of Juridification in Education

5. The Curriculum Research Network
Emma Arneback[1] , *Lotta Lerwall*[2]
[1] University of Gothenburg
[2] Uppsala University

Research on juridification focuses on how the legal system gains significance in various contexts (Blichner and Molander, 2008, Rosen et al 2021). In general, juridification is described as a phenomenon that is hard to grasp. The aim with this paper is to contribute to the conceptualization of different forms of juridification within the field of education.

We focus on the Parliament's decision to incorporate the UN Convention on the Rights of the Child (CRC) into Swedish law (2018:1197). This decision reflects the Swedish legislator's view that legislation is needed to increase compliance with the convention. The preparatory works express high expectations on the effects of the incorporation and the application of the convention in courts and national agencies (SOU 2016:19, prop. 2017/18:186).

A central starting point is that the enactment of law can lead to both enabling and disabling processes (Habermas 1987, Honneth 2015). Furthermore, the various dimensions of juridification are emphasized, such as changes in the formulation and interpretation of laws, the view of humans as legal subjects, and the redistribution of power (Blichner & Molander, 2008, Rosén et al, 2021). To conceptualize different form of juridification, we analyze how officials at three national school agencies and the Ombudsman for Children enact the Act on the CRC. The outcome is compared with previous research on how legislation on discrimination and degrading treatment has contributed to juridification.

A central starting point for this study is that previous research on juridification in Sweden mainly has focused on legislation on discrimination and degrading treatment (cf. Arneback, 2012; Lindgren et al 2020; Horton et al, 2023; Rosén, 2023). This research shows that increased legal requirements and a legal language have challenged pedagogical practices. This kind of juridification can be described as an accountability-based juridification. The empirical case studied in this paper is of a different form. The legal discourse is not dominating the talk about the Act on the CRC. Instead, it is the political discourse that is predominant, especially regarding the symbolic function that the Act is expected to have. The pedagogical discourse is the least prominent. Additionally, there is uncertainty on which legal issues the Act on CRC raises. The interviews provide an overall picture that the new Act has led to an evasive juridification.

In comparing accountability-based and evasive juridification, clear differences emerge in how legislation impacts education. Facing accountability-based juridification the requirements expected to be met are clear, while the law may also challenge pedagogical practices. Evasive juridification, on the other hand, leads to uncertainty regarding the legal content and its legal and pedagogical implications. The absence of clear legal provisions entails an elusive legislation which results in weak guidance from the authorities.

Overall, the study shows that juridification in education can take different forms, which affect the significance of legislation in the education system. The results also indicate the need for precision in how we speak and understand juridification as a phenomenon in education and society.

Juridification of Norwegian education: the case of students' right to a safe and good school environment

5. The Curriculum Research Network
Jeffrey Hall[1] , *Berit Karseth*[1]
[1] University of Oslo

Juridification implies increased focus on the law, and such movement has clear implications on society, also in a school setting. Concurrently, individual rights are more in the limelight than previously, at the expense of collective ideals. Also, schools are increasingly scrutinized according to legal standards and justice (Murphy, 2022). Blichner and Molander (2008) distinguish between five forms of juridification; for example the expansion and differentiation of juridification, and as conflict resolution based on the law. Together, these forms of juridification express emphasis on the legal consequences of decisions made at different levels in public administration, also at local level by school authorities and school leaders (Andenæs & Møller, 2016).

Drawing on the theoretical perspectives of Teubner (1988) and Blichner and Molander (2008), as well as previous, empirical research in the Nordics (e.g. Hall & Johansson, 2023; Karseth & Møller, 2020; Rosén et al., 2021), this study investigates recent changes in Norwegian legislation, more closely chapter 9A of the Education Act (1998), which ensures students' individual right to a safe and good school environment.

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Early findings in the study suggest that this shift has been paramount in challenging school leaders and their professional discretion. For example, we observe a general increase of regulatory procedures, which tests established practices and positions within and across schools (Murphy, 2022). This is supported by recent survey data showing that the demands in this area of the law are experienced as highly stressful to abide by (Baldersheim et al., 2023).

Tensions within and between conventions and rights. On the value of the convention of child's right being law

5. The Curriculum Research Network
Tomas Englund[1]
[1] Örebro University

Starting with some proposals to define different traditions of understanding citizenship, the concept of right and its relation to the meaning of convention, the following question will be stated: How will the convention of the child's right (CRC) enact its new status being a part of law? In the light of the tensions between the strong European Convention from 1953 and 1993 with the Swedish forerunner to the convention of the Child's right (CRC) created 1989 elevated to law from 2020 a new constellation was born especially from 2020 CRC with its status of law and new conditions were institutionalized.

Concentration in this abstract will accordingly be on one for a long time dominating and recurrent issue balancing between the two confronting standpoints of the two conventions, the first in line with the parental right to educational authority, namely as confessional as goal and versus children's right of how to deal with religion in education, the second in line with the governing social democracy of the 1950s and 1960s, holding religion as a school subject as objective.

The theoretical framework and empirical supplementary will be to develop both a historic and a contemporary contextualization of the last decades and current conditions for CRC investigating the potential to strengthen what is best for the child. This analysis will methodologically and primarily make use of and develop a text analysis of selective documents in line with the proposed problem with the question of parental right to educational authority versus children's right to religious freedom. I will conclude with going deeper in this problematic showing how two different and confronting attitudes are visible and in line with the historically sustained pattern. But the Swedish lawgiver has delivered the responsibility of interpretation to authorities and courts of justice.

The trouble with standards-based curriculum: What teachers focus on when knowledge criteria seem like a distant goal.

5. The Curriculum Research Network
Ninni Wahlström[1]
[1] Linnaeus University

Research topic/aim
The international studies demonstrate that the students' results are largely linked to the students' socio-economic background. In Sweden, students' socio-economic background has also gained increasing importance for pupils' knowledge results during the last decade. The Swedish result in PIRLS 2021 shows that the differences in results between students with a higher and lower degree of home resources have increased since 2016 and are now higher than in other Nordic countries (NAE, 2023). The Swedish municipalities at the bottom of the list of the percentage of students with passing grades in all subjects in grade 9 have a maximum of 25,000 inhabitants and 75 percent of them fewer than 15,000. Thus, Sweden has problems both regarding knowledge segregation between different socio-economic groups and between municipalities - and quite often these parameters correspond.

The purpose of this article is to explore how a small school and the surrounding community shape and understand the school's role and activities in an outcomes-based governing of the school system. The research questions are: How do the small community form the conditions for school? How do the teachers understand their teaching task?

Theoretical framework
The theoretical framework takes its starting point in curriculum theory (Wahlström, 2023). In addition, drawing on Massey (1994), the concepts of space and place are understood in terms of social relations. This means that place is not thought of as an independent phenomenon but rather as constructed out of social relations. Moreover, the role of interactive technology has partly reconsidered our view of the local. Local places can be viewed as microenvironments within a broader span of the global economy (Sassen, 2013)

Massey, D. (1994). *Space, place and gender.* University of Minnesota Press.

Sassen, S. (2013). When the global arises from inside the national. In T. Seddon & J. S. Levin, *Educators, professionalism and politics,* pp. 27-54. Routledge.

Methodological design
This is a qualitative case study, based on 13 interviews (7 interviews with teachers, 3 with student groups and 3 with managers) and five days of observation of 22 lessons in school year 4 and 5 (ten and eleven years old). The analysis is based on critical discourse analysis in accordance with Fairclough's (1992) understanding of language as a social practice.

Expected conclusions/findings
The results show that the global impact on small municipalities is considerable.

The identity of being a small school in the countryside can be understood in terms of:

-the school as place, where the social relations in the small community shape relations in terms of trust/distrust, regarding being the one coming from outside or inside the community

-the school as a space within the institution of education with requirements with requirements that are perceived as remote

-the school as a space for the fostering of future citizens, which is the most important goal for the teachers

Relevance to Nordic educational research
The structure with small municipalities and small schools are common in at least three Nordic countries. The connection between weak socioeconomic areas and knowledge results is also recognizable for all Nordic countries

Tracing curriculum development by Schwab's topical analysis

5. The Curriculum Research Network
Kirsten Sivesind[1]
[1] University of Oslo

Research topic/aim

A public school will necessarily commit to something shared. For this reason, governments formulate laws and curricula to constitute key principles and values for teaching practices in schools. While the law specifies rules and norms for governing the school (Andenæs & Møller, 2016), curricula prescribe goals and content for teaching and learning (Bachmann & Sivesind, 2012; Karseth & Engelsen, 2013; Mausethagen & Mølstad, 2015). In addition, curricula address the broad public, including various stakeholders to legitimize the school's social mandate (Hörmann & Karseth, 2022; Nordin & Sundberg, 2016; Sivesind & Wahlström, 2016). As such, the curriculum serves governance purposes.

Curricula can reflect several themes that justify, stabilize, and change the broad mandate of schooling. And although curricula cannot standardize teaching practices by themselves (Hopmann, 1999), they can still set standards for assessing the school's activities (Sivesind, Skedsmo & Hall, 2016). If the use of curriculum standards requires the exercise of professional judgment based on a substantial basis of experience, we are dealing with "soft standards". This type of standard is typical embedded in so-called "traditional curricula" (Scholl, 2012).

Theoretical framework

This paper builds on an earlier chapter I have written about the new overall curriculum in Norway (LK20). The study demonstrated how students are placed in the center for attention as the main target of reform (Sivesind, 2019). To unravel potential changes in the reform semantics, I will compare this new overall national curriculum with the old from 1993, also included in the national Norwegian curricula from 1997 and 2006. Anchored in rhetoric and neo-historical approaches, I use Schwab's (1978) "commonplaces" to examine how the new curriculum extends or limits its reservoir of concepts, notions and assumptions compared to the old. I also interpret semantical shifts by referring to white and green papers, between 1993 and 2020.

Methodological design

Schwab (1978, p. 150) recommends a four-part analysis to decode how texts are designed and create meaning in specific contexts. Four topics form the starting point for analyzing texts in general; first the grammar is studied, then the syntax, then the rhetoric and finally the placement of the text in a larger context. By following these steps, it is possible to delineate a discourse that express how the curriculum's semantics create meaning in both practical and quasi-practical contexts.

Expected conclusions/findings

On a general basis, the curricula can be read as a text as Schwab (1978) recommends. At the same time, one observe substantial topics, which according to Schwab (1978, p. 366) revolve around the content, the teachers, the students, and the environment. These topics reflect areas of experience that are articulated in both curricula since they refer to the school's practices. The comparison focuses on these four topics and how they are related, and I discuss how these commonplaces are balanced in way that can be considered as democratic, which in Schwab's view presumes a certain type of alignment. On this base, I also assess the two guidelines as devices for democratizing schooling as a public site for practical deliberation.

Relevance to Nordic educational research

The classical work of Schwab deserves attention within the Nordic curriculum research community.

Unlocking Public Good Professionalism: A New Curriculum Research Approach to Norway's Teacher Education Programmes

5. The Curriculum Research Network
Tobias Werler[1] , *Ciara Solheim*[1]
[1] University of Oslo

Research topic/aim
Teacher education (TE) is instrumental to equipping educators with skills and dispositions for societal enhancement. Yet, teacher candidates may not experience TE that way. Equitable education can be achieved through a dedicated staff committed to human development, and curricula is the legal backbone for operationalising teacher education. This study employs the Public Good Professionalism (PGP) capability index, aimed at promoting social justice and public welfare, in the context of a national TE program in Norway.

Little research has applied PGP to national TE programs or examined the impact of TE curricula on poverty reduction and social equality. The study aims to use the PGP criteria to assess whether the current TE curricula encourage student teachers to contribute towards greater societal good. Hence, we ask: 1.) What do the various curriculum documents say about PGP? 2) In what way do they allow for preparation for PGP?

Theoretical framework
PGP is geared towards enhancing teachers' knowledge, skills/dispositions and agency to broaden pupils' abilities and to professionally contribute towards equitable societal improvements. According to Walker & McLean (2009) PGP can be trained in professional programmes by emphasizing a set of core values and principles (capabilities). Those are: Informed Vision, Affiliation, Resilience Social and collective struggle, Emotional awareness, Integrity, Assurance and confidence, Knowledge and practical skills. Those capabilities are achieved on the background of functionings (ethical/pedagogical freedoms to be and do) of teachers working for the public good.

Methodological design
In Norway, Teacher Education (TE) is governed by a cohesive set of primary and secondary teacher education curricula. The influence of secondary curricula on TE is indirect as it considers school laws, school curricula, and the ethical guidelines set by the trade union. This layered structure of curricula can be understood as the 'field of recontextualization', according to Bernstein (2000). As part of the pedagogic device (Bernstein, 2000; Singh, 2002), curriculum developers selectively translate curriculum content from e.g., from national to managerial to local level. The concept of recontextualization serves as an analytical lens, providing the means to study the essence and nuances of the curriculum's message and how it changes as it travels through the different curriculum levels.

The TE curricula are examined through qualitative content analysis. The study decodes the curriculum text, allocating relevant sections to one or more operationalizations outlined in the PGP concept (Walker & McLean 2009). Each section is examined for alignment, contradiction or omission of PGP criteria. In the final stage, we assess if a curriculum objective facilitates the development of respective PGP qualities.

Expected conclusions/findings
The study may conclude in waht ways the curriculum system enables PGP. Regardless, additional empirical research to explore the prevalence and intensity of PGP among teacher candidates is necessary.

Relevance to Nordic educational research
Relevance to Nordic educational research on PGP and its application in TE curricula, presents a unique and interesting paradigm for Nordic education research. The study provides insights into the alignment of current TE curricula with the core competencies of PGP, serving as a tool to evaluate how well these programmes empower educators to become active agents of social change.

What goes on in Math, Science and Danish? A quantitative Q-method-inspired study of teachers and students' experiences

5. The Curriculum Research Network

Jeppe Bundsgaard[1] , *Thorkild Hanghøj[2], Birgitte Lund Nielsen[3], Charlotte Krog Skott[4]*

[1] Danish School of Education, Aarhus University

[2] Department of Communication and Psychology, Aalborg University

[3] VIA University College

[4] Absalon University College

Research topic/aim

Despite several decades of conducting large-scale surveys in educational contexts, we still have a rather limited understanding of subject-specific teaching and learning activities within school subjects. In this study, we have developed and used a quantitative approach inspired by Q-method for mapping how Danish teachers (N = 289) and lower secondary students (grades 5, 6, 7 and 8, N = 3025) perceive subject-specific teaching practices in three school subjects: science, mathematics and Danish.

RQ1: Is it possible to develop a methodological approach to identify and compare profiles of how teaching-practices are experienced by teachers and students?

RQ2: How do teachers and students experience different subject-specific practices in the school subjects Danish, Mathematics and Science?

RQ3: What are the similarities and differences in students' and teachers' perceptions of teaching practices?

Theoretical framework

The exploration of pedagogical teaching beliefs involves navigating the intricate interplay between different educational paradigms. While the dichotomy between teacher-centered and student-centered approaches forms a foundational distinction, other perspectives like behaviourism, cognitivism, socio-constructivism, and connectivism further enrich the landscape. Understanding the relationships between teachers' beliefs, their instructional choices, and students' experience of the same practices will help direct research into supporting changes of practices.

Methodological design

The survey items regarding the teachers and students' perceptions of subject-specific practices were developed specifically for the project. The survey items were inspired by the Q technique of the Q methodology (Stephenson 1953). The key aim of Q technique is a systematic study of participants' viewpoints that represent different stances on an issue, by having participants rank and sort a series of statements. This typically involve conducting an interview, where the participant group and comment on different statements.

Our study is *not* a Q method study given that our approach to data collection is not qualitative, but quantitative, as we gather data based on a large group of teachers and students' interaction with statements on a screen.

Based on a Q-method-inspired inter-person correlation factor analysis of the findings, we identify different teacher and student profiles for each school subject.

Expected conclusions/findings

The results show that it is possible to identify different common practices among teachers and students respectively, but they also indicate significant discrepancies between how the teachers and students perceive the same practices. The findings are discussed in relation to other studies of teaching and learning practices, and in relation to theories of instructional methods. Finally, we suggest ideas for further research.

Relevance to Nordic educational research

The method introduced in this paper will be useful for similar studies of subject practices in the other Nordic countries. Such studies will give further insight into the differences and similarities of teaching practices in the Nordic countries.

What is an Educational Experience?

Peter Hlebowitsh[1]
[1] University of Alabama

Research topic/aim

The question of what constitutes an educational experience is naturally tied to the results one expects to witness from an educational experience. John Dewey took this question on directly by first characterizing the conditions of an educational experience as foundationally tied to the cultivation of behaviors and discernments that could help individuals create a better future for themselves and for those around them. To Dewey, to be educated meant to be able to control one's own fate intelligently and ethically - an effect that could iterate widely and positively influence a broadly-conceived common good. As Dewey (1938. p.28) phrased it, to think about an educational experience meant thinking about the cultivation of "desirable habits that live fruitfully and creatively in future experiences."

Theoretical framework

For those interested in the design of the school curriculum and in matters related to teaching, the question then becomes, how does one gain such an effect? If this is the direction that we must go, how do we get there? Fortunately, Dewey provided a theoretical framework to answer this question, referencing what he called the experiential continuum, which was a two factor design that accounted for the nature of the learner's own lived experience, which Dewey described as internal factors, as well as for a construction of what it meant to be an educated person living in a good society, which Dewey defined as objective factors. Taken together these two conditions formed the educational situation. Dewey (1938), in fact, called these two factors the longitudinal and latitude of experience (p.44).

Methodological design

This paper works through the practical features of the experiential continuum, showing how internal and objectives factors can work together to infuse experiences with a moral valance, a normative direction and an appreciation for the nature of the learner, all factors that educators should consider when making decisions pertaining to the selection and organization of educational materials and methods (Tanner and Tanner, 2007).

Expected conclusions/findings

By using Dewey's experiential continuum as an analytic tool, I intend to make an instrumental argument for an educational experience, which I believe could be useful to educators and curriculum developers.

Relevance to Nordic educational research

Because the insights are broad and generalizable, they allow for the exercise of local creativity and intelligence and hence are worth considering in the Nordic context.Dewey, John (1938). *Experience and education*. New York: Macmillan Co.

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6. Educational Leadership Network

Covid 19: School leader experiences from 2021-2023. Long-lasting effects.

6. Educational Leadership Network
Finn Wiedemann[1]

[1] University of Southern Denmark Department for the Study of Culture Campusvej 55 5250 Odense M Denmark 0045 65501472 fw@sdu.dk

Research topic/aim
School systems around the world was affected by Covid 19. A global school experiment took place. In many cases school leaders had to lead the school from their computer or telephone. (Unesco, 2020). In the beginning of the pandemic Harris (2020) observed, that "COVID-19 has dramatically changed conceptions of leadership and leadership practices."

Even if schools have been opened again for a long time and Covid 19 seems far away, they are still coping with some of more long-lasting effects of the pandemic.

The research question is what are the lang lasting consequences of Covid 19 when it comes to school leadership and why are the experiences different from school leader to school leader.

Theoretical framework
Our theoretical perspectives build on theories of and organizational symbolism (Hatch, 2018) and leadership theory (Bolmann and Deal, 2008) and other studies focusing on Covid 19 and school leadership and institutional theory (Scott, 2008).

Methodological design
Methodologically qualitative interview has been used. In six different municipalities three school principals has been interviewed. The school leaders have been interviewed three times during the pandemic (summer 2021, summer 2022 and early 2023). The interviews were conducted as semi-structured interview and has been dealing with the school leaders experiences with leadership during the pandemic and with possible school changes.

Expected conclusions/findings
Gonzales et al. (2022) looked at the experiences of school leaders during this pandemic and found four themes related to leadership in the pandemic. (1) The need for structure and organization, (2) humanistic needs, (3) struggling to respond to policy changes; and (4) finding meaning and uplifting morale.

Gonzales et al. (2022) Constantia et al. (2021) Wiedemann og Raae (2023) Harris & Jones (2022) found that school leaders has been forced into a more bureaucratic role under the pandemic.

Wiedemann og Raae (2023) studied how school leaders worked with attending safety and wellbeing of teachers, pupils, and parents under the pandemic.

Until know most studies are dealing with school leaders experiences under the pandemic and not with the more long-lasting consequences.

Harris & Jones (2022) highlighting seven core themes related to school leadership in the pandemic.

Based on our data-collection and analyses focusing on school leaders' experiences with Covid 19, a general conclusion is that the experiences were very different from school leader to leader. Some school leaders experience that they are back at normal while other school leaders experience that they had to reinvent the school.

In general, many school leaders were exhausted. They have been facing with changing and often contradicted demands and expectations from the authorities and actors in and around the school.

Another conclusion is that school leaders¨ are paying more attention to tasks concerning human resource leadership e.g., spending time on solving conflicts between employees.

Other long-lasting effects, according to the school leaders, are the ability to deal with fundamental changes in structure and culture. (Wiedemann og Raae, 2024).

Relevance to Nordic educational research
Our findings contribute to discussions about Covid 19 has changed school leadership and school in a more long-lasting perspective.

Democratic leadership in Swedish schools – always important, rarely accomplished

6. Educational Leadership Network
Niclas Rönnström[1]
[1] Stockholm University

Research topic/aim

The Nordic countries have a long standing democratic tradition in education. Democratic principles and values are considered vital for our schools, and they are promoted by law and regulations. In Sweden, democratic work in schools as often described in triadic in terms of learning about, through and for democracy (Skolforskningsinstitutet, 2022), and Swedish school leadership is usually described as democratic (Liljenberg, 2015). Today, democratic ideas, traditions and institutions are challenged by an ongoing anti-democratic turn in society (V-Dem, 2023), but also by quite ordinary conditions and factors linked to public sector governance, management and leadership and to school leader professional development (Ringarp and Rönnström, 2021). Consequently, we can no longer innocently expect that activities and leadership in schools are guided by democratic ideas and principles. This situation calls for research on the democratic orientation of school leadership - an orientation we used to take for granted in Sweden and in most Nordic countries.

This paper examines and critically analyses the democratic work and leadership of Swedish principals and school leaders, and the challenges they face when accomplishing such work and leadership in schools. The paper draws on theories of and research on school leadership, democratic school leadership and social imagination (Leithwood, 2021; Woods, 2008; Taylor, 2004; Rönnström, 2015). The research design combines document studies and interviews with Swedish principals and deputy principals. The first 20 interviews were conducted in 2003, and the later 12 interviews in 2023. The study shows that democratic work and leadership is held important although it is sparsely accomplished, and that we can no longer take democratic leadership for granted. In fact, democratic ideas and principles are rarely used to inform leadership practice and school activities in general, and democratic values are often conflated with values linked to social order or economic arrangements. Based on the interviews, I present a view of democratic school leadership as pedagogical, legal, organizational, innovative and communicative-relational linked to the promotion of democratic attitudes in schools. The study shows there are tensions between economic and democratic imaginaries pervading the work of principals that tend to crowd out democratic principles and values.

Note: In the abstract you find topic, framework, method and the results. They depend on one another.

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Theoretical framework
See above
Methodological design
See above
Expected conclusions/findings
See above
Relevance to Nordic educational research
See above

Differentiation in a systems perspective - managing and leading diversity in school with focus on students with autism (swe)

6. Educational Leadership Network

Johanna Lüddeckens[1]

[1] Linnaeus University, Växjö, Sweden

Research topic/aim

This presentation discusses parts of a thesis project in which school managers and principals are asked which competencies, abilities and conditions they consider necessary from a systemic perspective and which they themselves need to organize and lead the school for the diversity of students, in the thesis focusing on students with autism. These students are at risk of being seen as deviant in school due to cognitive and behavioral variations that do not correspond to general expectations (Saggers et al., 2011; Holt, Lea & Bowlby, 2012). Students who are classified as "outsiders" by their classmates often tend to be placed outside the mainstream classroom and society. This, Mand (2009) informs, risks exacerbating these students' problems instead of solving them. Atkinson and Rowley (2019) show that the process of then returning students to the mainstream class is complicated and emphasize that a "one size-fits all" approach is inappropriate and insufficient. Decisions must be made on a case-by-case basis, and they emphasize the need for tailored, collaborative solutions with an emphasis on an individual and differentiated approach. School leadership significantly affects academic achievement (Grissom & Loeb, 2011). School leaders, called "culture builders" and "change agents" by Leo and Wickenberg (2013), can challenge negative norms and promote an inclusive school culture.

Theoretical framework

The concept of *differentiation in a systems perspective* examines the importance of contextual factors such as school culture and leadership, education systems and policy as prerequisites for differentiation (Eikeland & Ohna, 2022). This concept is used as a theoretical notion that will guide the discussion on school managers' and principals' responsibilities to foster an inclusive school culture in relation to students with autism.

Methodological design

Prior to this presentation, research in the area, policy documents and various societal discussions have been analyzed in relation to the central concept.

Expected conclusions/findings

The presentation provides insights into the central concepts within the research field, and provides information to the ongoing thesis project.

Relevance to Nordic educational research

The results are expected to contribute with valuable knowledge about organizing and leading inclusive schools for the diversity of students.

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Educational leadership and conditions for school development in rural education

6. Educational Leadership Network
Sandra Lund[1] , *Sigríður Margrét Sigurðardóttir*[2], *Agnieszka B. Jarvoll*[3]
[1] Institution of Education, Mid Sweden University, Sweden
[2] School of humanities and social sciences, University of Azureyri, Island
[3] Faculty of teacher education, Nord University, Norway

This symposium addressed rural education in the Nordic countries, more specifically, school leadership and school development in those rural conditions. The Nordic counties are similar according to the organization of education, with decentralization of headship to municipalities. They also bear many geographical resemblances according to the topographic map and tend to have huge rural areas. The rural areas struggle with similar conditions (Lund & Karlberg-Granlund, 2023), including urban adoption of curriculum and reforms.

It is known that school leadership and development is context sensitive and as leadership has to adapt to the context (Hallinger, 2018), the context has to be part of the understanding of leadership (Raelin, 2023). The context of rural and remote leadership and school development is believed to differ to leadership and school development in urban areas (Sigurdardottir, 2023). Despite geographically, the rural is rather big within the Nordic countries, most of the inhabitants live in urban areas, including researchers. This could contribute to the lack of research in rural education, not only in the Nordic countries but above. To generate equal education for all students requires more focus on leadership and school development in rural education (Angelle, Derrington, & Oldham, 2021).

By bringing together researchers that are interested in school leadership and development in the rural we hope to lift this topic and generate a platform for discussions and developments of ideas, knowledge and understandings regarding rural school leadership and school development research within the Nordic countries. The symposium provides a space for researchers interested in this area to understand each other's context and discuss what rural means in different countries' contexts. In this symposium we combine studies from four countries, Finland, Norway, Iceland, and Sweden. The Islandic contribution concerns the role of the rural principal in educational leadership at the municipality level. In the Swedish example we meet principal dilemma for their small schools and preschools. In the contributions from Norway and Finland concerns the specific codictions rural education face.

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Village school education - a model for the options for next-generation education and for inclusive and equal education

6. Educational Leadership Network
Tania Peltonen[1]
[1] A Freelance Postdoc Researcher

Village school education and leading - a model for the options for next-generation education

Fifty-five (55) percent of Finnish primary schools have been closed between 1990 and 2020, especially village schools, from 1279 to 323 small schools, under 50 pupils.

The goal of the research is to highlight child-oriented teaching of village schools and give information concerning leadership in small village schools.

In my ongoing survey with professor Fusegi from Nagano Shinshu University question is: What advantages do all kind of children get from the child-centered education? What is it like to lead the village school?

When leading the National Project, Rural School as a Producer of Quality Education Services" in 2013-2017, we received research material of village schoolteachers and principals. In 2017 27 village schools in 24 municipalities took part to the questionnaire. In 2022 another questionnaire was done in 8 village schools in 5 municipalities. Now the purpose is to introduce advantages of the compound class system. Also, the thoughts of village school principals will be clarified.

It is known that combined classes are especially useful for a child's social growth. Much research (Kilpeläinen 2010, Peltonen & Wilen 2016, Solstad & Karlberg-Granlund 2020) have highlighted these benefits. The Scandinavian model supports a holistic approach to learning, centered on students. This holistic view of education promotes values such as autonomy, collaboration and play as part of learning especially in multi-age groups. Every child can get material suitable for their own knowledge structure and learn from older classmates. Diversity is naturally accepted in a multi-age group because the children are of different ages. All these things appear to be advantages in running a village school according to the principals.

Also, the results of the challenges experienced by the principals and their educational wishes are presented. The model for organizing continuing education for village schools has also been planned and tested.

Overall, small school education and management style of small schools can be a model for the options for next-generation education.

Keywords: village school, multi-age teaching, child-oriented teaching, school management

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The place in the school – rural community as a force for equity

6. Educational Leadership Network
Agneta Knutas[1] , *Anna Cecilia Rapp*[1]
[1] Norwegian University of Science and Technology

Historically, rural schools have played an ambivalent role in the depopulation of rural communities, and rural places are marginalized due to placeless, neoliberal agendas that have driven social and educational policy for decades in the West (Corbett, 2016). Referring to ambivalence, the Nordic countries' rural communities, as well as locally situated education, are also increasingly diverse (Villa et al. 2021). Thus, it is important to understand how Education as an organization is connected to its institutional environment through policy as well as via interrelationships with culture in its local community (Czarniawska, 2014). To function together with its environment, education needs to uphold legitimacy. However, the school as an organization is seen as an open system (Scott & Davis, 2015) where one of the important purposes of the school is to interact with society, mainly through collaboration with local communities (The Norwegian Educational Act, n.d.). Social integration pertains to the principles governing the connections among individuals or entities within a society, while system integration pertains to the interconnections among components within a society or social system. Integration does not mean harmony, and both social and system integration can encompass both aspects of order and conflict (Lockwood, 1964; Mouzelis, 1997). System integration refers to the way different institutions, connected to a rural school, interrelate. Therefore, not only place, but space is of relevance. In our research, we explore the interaction between a rural place and its space in upper-secondary education and ask; In what ways can a rural community be seen as a force for constructing equity in education as well as in life? To work with collected data, we turn to case studies and follow Flyvbjergs (2001) methodology on the importance of context'. Thus, our case study generates context-dependent knowledge where we look at how institutions organize equity in education and vocational training. Our results indicate how the rural place takes space (Massey, 2005) within the local school through both social and system integration. The collaboration between the school and the local labor market in Vocational Education is essential for upholding the integration. Moreover, the distinction between center and periphery is a pull factor for upholding system integration.

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The role of the rural principal in municipal educational leadership

6. Educational Leadership Network
Sigríður Margrét Sigurðardóttir[1]
[1] School of humanities and social sciences, the University of Akureyri, Iceland

Educational research in the Nordic countries (Gunnulfsen et al., 2023) and beyond (Leithwood et al., 2010; MacBeath et al., 2018) have demonstrated the importance of the principal and the principal's leadership in terms of school improvement and students learning and well-being. However, these studies have seldomly taken especially to principals in the rural. This is despite indications of that their situation and roles are somewhat different from those working in the more urban areas (Leithwood & Louis, 2012). This lack of research and acknowledgement of the rural reality is especially remarkable in the Nordic countries as many schools are situated in the rural. This is not the least the case in Iceland where approximately 35% of the municipalities have less than 100 children. This study addresses this gap by exploring the role and leadership of school principals in rural Iceland, especially in terms of their educational leadership role within the municipality. The findings are drawn from a case study investigating educational leadership at the municipal level in Iceland, looking especially into the situation of principals in two rural municipalities. The findings indicate that the role of the rural principals differs from the more urban ones as they play much bigger role in the municipality's educational leadership than other principals. This includes assuming leadership that superintendents take on in more urban municipalities.

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Leading practices in rural education -the remoteness of adventures and the need for creativity

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Sandra Lund[1] , *Gerd Pettersson*[2], *Monika Diehl*[2]

[1] Institution of Education, Mid Sweden University, Sweden

[2] institution of Education, Umeå University, Sweden

Rural principals experience professional isolation, and loneliness (Hansen, 2018). Their working placeses in the Swedish context are peripatetic(Lund, 2022; Pettersson & Näsström, 2017). This gives a need to develop network for professional development among rural principals (Lund & Karlberg-Granlund, 2023).`Principals' networking and interactions with professional peers appear to provide the most effective, beneficial, and relevant form of professional learning for experienced principals´(Sahlin, 2023, s. 15). To meet this need for networking and interaction with professional peers Mid Sweden university developed a course for principals in small educational units. In the course there was experienced principals for both compulsory schools (F-9) and Early Childhood Education (ECE) participated. They had been working as principals for at least 4 years. Within the scope of this course, the principals could address specific dilemmas they faced in their everyday practices, to their peers.

To understand the leading practices for a principal in small rural educational units we mapped these dilemmas and the advice they give to each other. The analysis was made with the educational complex of five practices of *leading professional learning, research, student learning*, and *teaching* according to Kemmis m.fl. (2014). with the rural addition of *community practice* from Lund (2023).

Preliminary findings show the dilemmas of unique character. There is a geographic large municipality that decides an employment freeze of staff. However, the staff in the municipality seat has no possibility to come and work in the remote ECE. The dilemma for the principal is to employ staff in a municipality foretoken. Another dilemma is to handle a professional leadership practice in the near relationship the teachers have with the parents. And the close relationship the principals have with staff and pupils, that they must handle in a professional way and be taken seriously, even though they also have their own children in the school. The dilemmas spread over the whole educational complex and illustrate how particular practices relate and integrate in a unique way.

Our contribution to the symposium is to explain the leading practices in Swedish for rural principals.

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Educational Leadership in Disruptive Times – Dealing with Crisis in a Norwegian Educational Context

6. Educational Leadership Network

Kjersti Beate Rørstad Welle[1]

[1] University of Oslo

Research topic/aim

The purpose of this study is to gain knowledge about educational leadership in disruptive times and how school professionals experience and deal with disruptiveness such as crisis and major challenges. The war in Europe and in the Middle East, climate crisis, the COVID-19 pandemic, development of new technology, treats against democracy, social inequality, a growing distrust in authorities and social controversies have consequences and bring challenges for school systems within societies all around the world. Both predictable and unpredictable challenges confront the education field because it has to prepare students for an unknown and disruptive future (Kunnskapsdepartementet, 2015; Torgersen & Sæverot, 2015). The school system is expected to adapt and to change along with society and bring complex situations for school professionals such as superintendents, school leaders and teachers. Scholars have argued that leading schools and education during times of crisis entails a set of skills and attributes that are different from those used on a routine basis (Hemmer and Elliff, 2020; Smith and Riley, 2012). Knowledge, competence and human resources will be crucial for future welfare and value creation, and there is a need to understand what kind of characteristics school professionals need to hold to meet current and future challenges.

Theoretical framework

Central theoretical perspectives in the analysis will be on educational leadership in a political and cultural perspective (Schein, 2010; Bush, 2012), leadership in an institutional perspective (Meyer and Rowan 1977; Scott, 2008) and educational leadership and trust, ethics, moral and tensions (Møller, 2019; Bryk & Schneider, 2003).

Methodological design

The main research question of the study is: *How do school professionals in a Norwegian education context deal with crisis?*

Subsidiary research questions: 1.How is school leadership, disruption and crisis defined and what experiences and challenges are described in educational leadership research? 2.How do school professionals define and experience crisis in general and as a part of their work? 3.How do school professionals prepare for and deal with crisis?

The study has a case study methodology with a qualitative research design that includes literature review, interviews and document analysis as methods. The case in this project is defined as educational leadership in times of disruption and the case units are schools and municipalities. The study is divided into three phases, phase one is a literature review of peer reviewed research articles about school leadership and crisis. The second and the third phase is a case study of three municipalities where school actors will be interviewed and local management documents, notes and evaluations will be analyzed.

Expected conclusions/findings

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Relevance to Nordic educational research

The intent of this project is to contribute to knowledge about the implications of educational leadership and governance in disruptive times and crisis in a Norwegian context. The aim is to contribute with both empirical and theoretical knowledge about how school actors, such as principals, middle level leaders, teachers and local authorities prepare for, experience and handle crisis. The aim is also to identify implications for future educational leadership research which includes a contribution to an international field of research.

Emotional Labor of Swedish Principals in Low Socioeconomic Status Communities

6. Educational Leadership Network
Lill Langelotz[1] , *Åsa Hirsch*[1], *Anette Forssten Seiser*[2]
[1] University of Gothenburg, Dep. of Education and Special Education
[2] Karlstad University

Research topic/aim

This paper aims to *examine principals' emotional, and often invisible, work* (cf. Wilkinson, 2021). Recent studies undertaken in a long-term network collaboration, between school principals in low socioeconomic status (SES) Swedish communities and educational researchers, show how leadership is learned and shaped in and by context specific circumstances, entailing several challenges. The most prominent challenges are connected to a) high population mobility, b) comprehensive linguistic and cultural diversity, c) comprehensive knowledge diversity, and d) an intense problem complexity; a dense flow of extraordinary incidents in and around the schools (Hirsh et al., 2023). Although not explicitly elaborated on in these studies, the results also indicate that *emotions* are a prominent, albeit often unspoken, part of the principals' work.

Theoretical framework

A practice architectures lens is here combined with the notion of *emotional labor* (Hochschild, 1983). Principal leadership i.e., *leading* is here explored as a practice that consists of sayings, doings and relatings conditioning and conditioned by site-specific cultural-discursive, material-economic, and social-political arrangements (Kemmis et al., 2014). From a practice perspective, emotions 'do not belong to individuals but – in the form of knowledge – to practices' (Reckwitz, 2002 p. 254).

Methodological design

We used the above-mentioned findings (Hirsh et al., 2023) and carried out a re-analysis of the same data, this time specifically aimed at finding discursive manifestations of emotional labor. Additionally, the new analysis is directed towards understanding and explaining principals' emotional labor in the light of the theory of practice architectures. The empirical data consists of 20 principals' peer group-dialogues over three years. The conversations of their everyday practices were recorded and examined (Hirsh et al., 2023). In this paper, five audio-recorded sessions (each approx. 2h from 2020, 2021) were analyzed.

Expected conclusions/findings

Our preliminary results show how the intertwined site-specific arrangements conditioning the leading practices became visible, challenged and re-negotiated in the principals' peer-dialogues, and how the principals navigate and learn 'how to go on' based in the emotional labor. These results suggest that emotional labor can be understood as multi-dimensioned conditions of educational leading practices, sometimes perceived as a burden for the individual but indeed also as important, site-based practice knowledge that gives principal work joy and meaning.

Relevance to Nordic educational research

The methodological approach in the seminar series - the peer-dialogues – seems to empower principals to (propose) educational changes to politicians and municipality organizer (cf. Hirsh et al, 2023), a contribution to both (Nordic) research and practitioner communities.

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Exploring Schools as Controversial Spaces: Variations in Content and Impact on Leadership Practices

6. Educational Leadership Network

Pär Poromaa Isling[1] , *Anna Rantala[1], Ulf Leo[1], Björn Ahlström[1], Magnus Larsson[1]*
[1] Umea University, Centre for Principal Development

Research topic/aim
School is often described as a mirror that in its pedagogical practice and content captures or reflects societal challenges and opportunities (Johansson, 2015). Therefore, societal questions aligned with tension usually find their way into the classroom and the discussions that take place here between teachers and pupils in teaching situations. In educational research these so-called controversial issues are a well-known field of study and have been so for several years (Larsson & Lindström, 2020). In this study we want to learn more about how school staff, and especially principals, handles issues that are seen as controversial in school.

Our aim is to explore schools as sites for controversial spaces (CS) and we are interested to see what impact these have on school- and leadership practice. The main questions for this investigation are as follows: (1) What are the differences and similarities of CS depending on school context? (2) How does the content of CS influence leadership practices?

Theoretical framework
Our study draws on the theoretical concept of *controversial spaces* to capture how different controversial issues affect principal's leadership (Rantala et al, in press).

Methodological design
In total, a set of 26 in-depth, loosely structured interviews with principals in pre-school, primary school, and upper secondary school was conducted. The overarching theme of the interviews was the impact and consequences of controversial issues on leadership and school practice, and the collected data were subjected to a conventional content analysis (Hsieh and Shannon, 2005).

Expected conclusions/findings
Preliminary findings suggest that schools' controversial spaces are aligned with *urgent* or *low-pressure* content depending on schools' socioeconomic composition. Principals in socially vulnerable areas deals with urgent controversial spaces exemplified through issues such as gang crime, drugs, racism. Hence, the space is filled with issues that demand a leadership that instantaneously takes actions. Here leadership must communicate and interact with actors outside of school to a higher extent, for example the police, social welfare, or the pupils' guardians.

In contrast, principals in well-situated school contexts act within controversial spaces constituted by issues that are less imperative, for example sustainability. Principals that lead in these schools tend to solve these issues in-house in communication with staff and pupils, hence the controversial space of school is primarily an internal affair.

The possibility of agency (focused on students'/children's learning and teaching) for the principal thus differs depending on the context. The more social unrest, less room for principal to advocate their agency directed to pedagogical enhancement.

Relevance to Nordic educational research
This study has relevance for contemporary Nordic educational research as it contributes with theoretical concepts to understand and analyze controversial issues that principals deal with in all Nordic countries.

Leading school development projects: a way of enhancing professional development for school leaders?

6. Educational Leadership Network

Norhild Joleik[1]

[1] Kathrine Reine, Oslo Metropolitan University

Research topic/aim

The last decades school leadership has increasingly become one of the crucial concerns within the school system, given the responsibilities of school leaders for ensuring and enhancing the quality of schools (Huber, 2011). Leadership programs, as part of professional development of school leaders, are important for practice when it comes to learning, development and improvement. Oslo Metropolitan University, among other universities in Norway, offers a national school leader training program of 1,5 years duration. As a central part of their training each student must develop and lead a local school development project. The present study investigates these local school development projects. The research question is: What kind of topics do the students choose to perform and describe in their projects, and why? The study aims to discover school leader practices and patterns of action.

Theoretical framework

Research on school leader training programs shows a variation of methods and strategies (Aas, 2016). A recent evaluation of the national program in Norway displays several findings. The participating school leaders express that they are changing their own practice. However, the evaluation also points out the uncertainty linked to what happens in practice (Aas et al., 2021).

Methodological design

The study is based on a qualitative document analysis within a deductive approach. The subject of the analysis is 194 student assignments from the classes of 2021, 2022 and 2023. In the assignment the school leaders write about their local development project as it goes along, sharing their analysis, actions and reflections. Discovering concrete leadership tasks, challenges and competences are emphasized when doing categorization. The analysis is inspired by the recent Norwegian evaluation, including a review of what categorizes literature concerning school leadership programs that promote leadership for school development (Aas et al., 2021).

Expected conclusions/findings

Two findings stand out. Many students seem to have difficulties in defining a concrete, limited development project. They often experience constant changes and new challenges, both contextual and personal, along the way. Furthermore, the projects are often a response to instructions from national and regional communities. Intern conditions, especially school size, matter when needs are turned into action.

Relevance to Nordic educational research

The study shows what local school leaders actually do when they lead within different local settings. In a Nordic context, there is a significant need for research on how school leaderships actions are played out in the local settings and to make the link between the school leader training programs and the students` daily practice.

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Leading the change – supporting the change? Learning in the loop!

6. Educational Leadership Network

Kathinka Blichfeldt[1] , *Esther H Laird Eriksen*[1, 2]

[1] Inland Norway University of Applied Sciences

[2] Center for lifelong learning

Leading the change – supporting the change? Learning in the loop!

How can we as external partners learn from and with school leaders and contribute to engagement in exploring future practices?

Since the autumn of 2021, Inland Norway University of Applied Sciences has been engaged in partnership with the Municipality of Oslo, focusing on the theme of Learning in Professional Communities (LIP). We, as external partners, have been and continue to facilitate networks with leadership groups from all the primary and secondary schools in Oslo. Participation in the network has been mandatory. The objective is to support school leaders in building capacity for learning and leading the development of professional learning communities at each school, with an additional focus of leading the work of bringing the intentions outlined in the new curriculum, LK20, to life. Furthermore, this partnerships model aims to enhance learning in the university sector to make research and education more relevant. This comprehensive partnership has included four networking sessions per year in addition to meetings with the education administration.

Over the past year, we have pursued a dual track where all the leaders participating in the network have engaged in individual learning actions between gatherings, alongside working on the strategic plans and the priorities each school has set for its developmental work.

We have amassed substantial information regarding the themes schools have prioritized for their developmental work – and what leaders seek to refine in terms of leadership actions to optimally guide change processes. What challenges do they encounter, and how can we, as external partners, best aid the process and develop the knowledge we co-create with the school leaders?

In this exploratory workshop, we aim to discuss methodologies that may be beneficial for further learning. We hope to get new perspectives on how to analyze the data we have already gathered from this year's learning actions, as well as ideas for further development of the ongoing partnerships. We seek to delve into both the work accomplished thus far and to illuminate current dilemmas in school leadership that can contribute to the formulation of pertinent research questions, and insights for ongoing work.

This ongoing development work is an adventure as we in the partnership don't know where we are going, and continuously reflect and adjust our plans as we are learning with the leaders. Given the varying objectives and needs of schools, our focus is on fostering change and development within educational institutions. We utilize valuable leadership insights to address and discern prudent actions for both current and future school and leadership development. This aligns with the overarching conference theme of 'Adventures in Education: Desires, Encounters, and Differences.'

It was our understanding that the theoretical framework, methodolgy and references was not a requirement for the exploratory workshop proposal. It can be provided if needed. If suitable we will also be interessted in doing an open paper presentation of our work.

Mapping contemporary international research landscape of crisis management and school leadership

6. Educational Leadership Network
Merete Storgaard[1] , *Guðrún Ragnarsdóttir*[2]
[1] Ext. ass. Professor at UC Professional College, Denmark
[2] University of Iceland

Systems and schools as organizations regularly face crisis and disruptions due to various external and internal influences. During such crises, a process of change begins, and the institutional effects and stability are compromised, including the governing norms, values, and traditions. Throughout such processes in schools their legitimacy is often threatened (Coombs, 2007) and school leaders are under extensive pressure and stress when responding and ensuring security (Ragnarsdóttir & Jónasson, 2022).

The Nordic comparative research presented in the book *Education and Democracy in the Nordic Countries. Making Sense of School Leadership, Policy and Practice* (Gunulfsen et. al., 2023) was written in the aftermath of the COVID-19 crisis and the ongoing processes of deinstitutionalization of the Nordic education systems (Ragnarsdottir & Storgaard, 2023). The book reveals the current state of school leadership practice in the Nordic countries and the ever-changing reality and crisis school leaders face. In the processes of our work with the book several questions arise about the power and power relations of school leaders in the Nordic school systems and how fragile the democratic welfare systems are. The book highlights the need to continue to investigate the role of school leaders in the Nordic countries regarding the combination of trust and support in times of crisis, such as room to maneuver in an expanding and complex governing chain. As a research group our next step will therefore be to understand how school leaders work when it comes to crisis and to understand what kind of support and control are present when the unexpected occurs. These are all issues that are related to social justice and socio-economic contexts in the Nordic Welfare States and the work of stabilizing and supporting coherence in democratic societies.

In this symposium we will share our current research project, in which we are mapping the contemporary international research landscape of crisis management and school leadership. We will demonstrate our work in four presentations. The first presentation will cover the methodology we are using when delimiting the per-review papers we are analyzing. The second presentation covers the manifestation of the term crisis in the selected articles. The third presentation examines the availability and nature of the selected peer reviewed publications. Finally, the fourth explores research on Nordic educational leadership and crisis and evaluates the implications for principal development.

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Abstract 1: School leadership and crises – finding the research

6. Educational Leadership Network
Lars Frode Frederiksen[1] , *Sigríður Margrét Sigurðardóttir*[2]
[1] University of Southern Denmark
[2] Háskólinn á Akureyri

This paper concerns the development and considerations of methodology and methods when constructing a review of research building on critical and scoping approach, the topic being school leadership and crises. It draws out methodology as an important issue in 'itself' during the process and discusses the challenges faced by the researchers, e.g., in relation to validity and reliability, groupwork, and of including Nordic research within an Angleo-Saxon dominant literature. The research is derived from our previous work on school leadership in the Nordic countries, the resent crises of the COVID-19 pandemic, and a pilot study of Nordic school leaders' accounts of how they understand and describe crises. The pilot indicated that the school leader's perception of crises was broader than the resent crises of COVID-19, and other obvious occasions such as natural disasters, wars, and school shootings. It could be other issues, organizational or personal, that disrupted their work, and they define themselves as work-related crises. It showed us that crises in relation to school leaders work are not a given entity but an ambiguous concept and that we needed to establish our research ground better by looking into how other academics have treated and conceptualized the concept of crises in terms of school leadership. Our method for capturing the perceptions of crises was inspired by critical and scoping review (Cruz-González et al., 2019; Grant & Bootht, 2009) using the databases Wos an Eric. We focused on the retrieval strategy firstly to restrict papers to the area of schools and education and subsequently combine with the perspective of leadership, management, and administration. Thirdly, we combined the amount of found articles with crises and keywords related to crises, like e.g., controversial issues, unforeseen events, disruption etc. This resulted in more than 1600 documents. The research group limited those to several rounds and refined the criteria, individually, in pairs, and through multiple shared discussions. The process is iterative in fact that it's not possible to determine the criteria in advance without knowing the patterns of the publications. In the international databases we restricted our search to English language and peer reviewed publications. Subsequently, we attempted to supplement with contributions from the Nordic countries, that are not covered in the international databases and adopted the 'snowball' method supplemented with other relevant papers. By this we seek to make a scop overview of a pattern in the perceptions and an ostensible lack of research that we can build our further research on, but also, contribute to the discussion and progression of review work in the Nordic countries and above.

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Abstract 2: Crisis a normal endeavor in all organizations or an extraordinary situation that leaders need to handle?

6. Educational Leadership Network
Alex Mäkiharju[1] , *Helene Ärlestig*[2]*, Guri Skedsmo*[3]
[1] Åbo Akademi, Finland
[2] Umeå University, Sweden
[3] Oslo University, Norway

The COVID-19 pandemic, new war conflicts, reports on climate change, and teacher shortage have rendered many articles on crises. In our

literature search for articles, crisis together with leadership in an educational setting were keywords that we looked for. During our review, we found that some articles did not use the word 'crisis' in the article even if it was used as a keyword. In most of the articles, an explicit definition of crisis was not stated. This implies that generic definition such as that it happens unexpected and quickly, awake emotions and need other sorts of leadership actions (e.g. Reggio & Newstead, 2023) for what constitutes a crisis is taken for granted. While a lot of literature focus on educational leadership and change, few studies combine these aspects with crisis management (Beauchamp et al., 2021). In most of the article it is not clarified the differences and overlaps in how this affect globally, organizational or individually and how national and local context matters.

At the same time, many articles discuss leaders and their role in handling crisis (e.g. Debes, 2021). Instead, there is a strong emphasis on communication, learning and the ability to handle a complex unforeseen specific situation (e.g. Çobanoğlu, & Demir, 2022). How the nature of the crisis impacts the situation and what is more generic is often not discussed, as crisis management is a relatively new discipline, emerging from the private sector (Elbedour et al., 2020). It seems that there is a larger interest in solving problems than analyzing and describe various perspectives and implications of crisis. In this presentation we will give examples on various definitions of crisis and how the definition is connected to leaders' ability or actions in an educational context. This can be a first step to explore patterns in research articles and literature on how various crises differ according to how leaders are expected to handle them. An ability to find out what is more generic both in relation to crisis and the leadership to handle crisis can help to navigate around what is possible to learn before, under and after a crisis.

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Abstract 3: Mapping the field: Dominant approaches, focuses and knowledge domains.

6. Educational Leadership Network
Guðrún Ragnarsdóttir[1] , *Merete Storgaard*[2]
[1] University of Iceland
[2] Ext. ass. Professor at UC Professional College, Denmark

Studies of school leadership in the international research field are often constructed within a universal and normative-prescriptive framework (Möller, 2017). In spite of this general tendency, school leadership is a complex phenomenon showing different forms according to the cultural, historical, relational and local context (Ärlestig et al., 2016). Learning from studies of school leadership in complex crisis management situations and historical periods of de-institutionalization will construct an opportunity to learn from the research field (Ragnarsdóttir & Storgaard, 2023). This knowledge can inform policy on what to be aware of in the future societal need of sustaining stability and coherence in modern democracies and ensuring children's rights in education. This paper examines the availability and nature of the selected peer reviewed publications focusing on school leadership and crisis management in upper secondary education, compulsory education, and kindergarten from the period 2019–2023. The publications were sorted along the following four dimensions of classifications: 1) Keywords, 2) methods used, 3) knowledge domains (Ribbins & Gunter, 2002), and finally 4) the nature of crisis as defined by Smith and Riley (2012). Then the main results, as presented in the abstracts of the selected articles, were thematically analyzed. The preliminary findings clearly show the impact of the pandemic on school leadership and leadership practices, as the majority of the selected articles are about school leaders, their complex tasks and wellbeing during the COVID-19 pandemic. Thus, other aspects of school leadership and crisis management are missing and ascribed a less dominant role in the field. Moreover, there are indications that the critical knowledge domain represented by Ribbins and Gunter (2002) are weakly represented in the selected articles while research from the evaluative knowledge domain has a stronger voice in the literature. The data collection methods seem to be relatively homogeneous where qualitative research methods are used more frequently than other methods. As research publications are intended to inform both policy and leadership practices the preliminary mapping of the field points to fashion tendency in international school leadership research. The contemporary research scope hereby leaves school leadership studies of other critically important crisis dimensions and methodological approaches to knowledge production in silent positions.

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Abstract 4: Exploring the national policy intentions on Nordic educational leadership and crisis

6. Educational Leadership Network
Ann-Sofie Smeds-Nylund[1] , *Ulf Leo*[2], *Ann Elisabeth Gunnulfsen*[3]
[1] Åbo Akademi University
[2] Umeå University
[3] University of Oslo

The purpose of this paper is to contribute to knowledge about how school leadership and crisis has been referred to in policy texts in the Nordic region. Policy texts are defined as white papers and other documents expressing governmental expectations towards school leadership. Leadership in times of crisis has been defined as dealing with events, emotions and consequences in the immediate present in ways that minimize personal and organisational harm to the school and school surroundings (Striepe & Cunningham, 2020). Up to date, research on leadership in times of crisis seem to lack a sustained focus within the field of educational leadership (Mutch, 2018). Previous international studies on schools and crises have been concentrated on unexpected disasters and on certain phases of a crisis (Mutch, 2018). Although there has been a lack of research on educational leadership during times of a health-related crisis (e.g., Hemmer and Elliff, 2020), the COVID-19 pandemic has stimulated the scientific

contributions and implications for school leadership (e.g. Gurr, 2020; Huber, 2020). Research outside of the Nordic region has shown that during crises, school leaders may be required to communicate effectively with staff and media in issues such as make operational, managerial and logistical decisions quickly and under immense pressure, efficiently assess families' needs and integrate parent and community voice in governance (Potter, Pavlakis & Roberts, 2021). In our scoping literature review from the Nordic education context, we found, with the exceptions of a small selection of COVID-19-studies, few articles concerning the aspect of school leadership dealing with crisis in the Nordic countries. Although the Nordic countries may stand out to be peaceful and well-functioning welfare states Gunnulfsen et al., 2023), unforeseen events and different types of crises occur every day in and around schools and student lives. Depending on the definition of a crisis, either human made or natural made, war, conflicts, hate crime, societal or individual crisis, they all have impact on schools and school leadership (Smith & Riley, 2012). To contribute to knowledge about educational leadership and crisis management in the Nordic educational context, we take as a point of departure the national governing intentions regarding educational leadership and professional development. The main research question is: What understanding, and intentions of school leadership and crisis can be identified in policy documents in the Nordic educational context?

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Navigating Challenges and Opportunities: A Study of School Principals' Perceptions on Linguistic Diversity in Sweden

6. Educational Leadership Network
Rika Rostika[1]
[1] Rika Rostika

Research topic/aim
In the academic year 2022/2023, more than 27% of primary school students in Sweden were enrolled in mother tongue education programs (SNAE, 2023). The linguistic composition of Swedish schools demonstrates considerable diversity, with some schools having a minimal percentage of students whose first language is other than Swedish, while others have a majority (Norbeg Brorsson & Lainio, 2015). Consequently, approaches to addressing this issue vary widely among schools. However, despite this diversity, there is a noticeable research gap regarding the perspectives of key policy actors, particularly school principals, within the Swedish educational framework regarding their work on linguistic diversity (Paulsrud et al., 2023). Given that school leaders play a substantial influence in shaping educational institutions, second only to classroom instruction (Leithwood et al., 2017), investigating their perspectives on linguistic diversity is fundamental. Hence, this study, which forms part of a broader doctoral project, aims to explore how school principals navigate challenges and seize opportunities when leading linguistically diverse schools. The central research question driving this project is: "How do principals understand and perceive linguistic diversity and its opportunities and challenges in their schools?". The overarching objective is to gain insights into how school principals perceive linguistic diversity and how their perceptions may inform their approaches to managing challenges and leveraging opportunities within multilingual school settings.

Theoretical framework
Drawing on the Four Paths Framework proposed by Leithwood et al. (2017), this research seeks to examine the interplay between school principals' perspectives on the opportunities and challenges presented by linguistic diversity through four pathways: The Rational, Emotional, Organizational, and Family Paths.

Methodological design
To achieve this, nine semi-structured interviews will be conducted, involving six school principals and three municipal officers across three Swedish municipalities. Thematic analysis will be employed to analyze the collected data. The anticipated findings will underscore the significant role played by school principals' perceptions of linguistic diversity in shaping their strategies for addressing challenges and capitalizing on opportunities within diverse school environments across the four paths.

Expected conclusions/findings
This study provides valuable insights into the educational landscape of Sweden, particularly regarding the prevalence of linguistic diversity in Swedish schools. These insights have the potential to inform the development of more effective policies and practices aimed at supporting diverse student populations.

Relevance to Nordic educational research
Moreover, the findings support the promotion of inclusive education practices in Sweden and other contexts with similar challenges, fostering equitable environments where all students can thrive, regardless of their language backgrounds.

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Overcoming educational segregation – supporting LEA officials' and principals' capacity-building in network practices

6. Educational Leadership Network

Mette Liljenberg[1] , *Åsa Hirsh*[1]

[1] University of Gothenburg

Research topic/aim

Research has shown that the local education authority (LEA) level has a crucial role in supporting principals and schools struggling with low performance due to educational segregation (Meyers & Smylie, 2017). To support equitable performance for all students, Wilkinson et al. (2019) stress that LEA officials must reject one-size-fits-all formulas and foster site-based development initiatives. However, to shift focus, support may be needed. LeChasseur et al. (2019) argue for the potential of networks in challenging well-established structures and cultures and thus open for learning and improvement. Although research about networking has increased, there are few documented instances of how networks between different actors can be arranged in practice to shift power relations and facilitate learning (Sandoval, 2023). The current study contributes to the field by addressing the following research question: How can network practices support capacity-building for site-based development at the LEA level with the aim to counteract educational segregation?

Theoretical framework

The study departs from a relational ontology, where leadership practice at all levels is understood as embedded in and inseparable from its cultural, historical, and institutional environment. The concrete implementation of network activities is based on the 'expansive learning by double stimulation' (TADS) framework (Sannino, 2020).

Methodological design

The study is based on findings from a network collaboration between researchers, LEA officials and principals in a larger Swedish city. The collaboration was initiated in 2020 and is still ongoing. The network activities take their point of departure in the expansive learning cycle (Sannino, 2020). Empirical data is collected at network meetings, structured as one- or two-day seminars, and consists of audio-recordings of dialogues and workshops including researchers, LEA officials and principals.

Expected conclusions/findings

Preliminary findings reveal a desire among LEA officials and principals to contribute to change. However, uncertainty and lack of capacity counteract initiatives. Through added stimuli (double stimulation) in network activities, knowledge, capacity and trust develops between all participants, in turn building confidence and agency among LEA officials and principals.

Relevance to Nordic educational research

This study is of relevance to Nordic educational research for several reasons. First, educational segregation is growing. Second, focusing the LEA level as accountable for student learning outcomes is a global policy trend in education. Third, LEAs varying capacity to take responsibility highlight the need for support through long-term relational collaboration.

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Principal – a profession in change (swe)

6. Educational Leadership Network
Anneli Ahlin[1]
[1] Anneli Ahlin

Research topic/aim

Organizational changes have taken place for principals in Sweden since 2010 when the Education Act (SFS, 2010:800) established that there should only be one principal per school unit. As a result, many municipality organizers have had to reorganize. Shared leaderships between principals and assistant principals in school leadership teams has become more common. Based on activity theory (Engeström, 2001; Engeström, 1987/2014), this study aims to deepen knowledge about how the principal's profession is changing and how shared leadership is learned and shaped over time between principals and assistant principals in school leadership teams.

Theoretical framework

The study is grounded in cultural-historical activity theory: CHAT, which is based on a holistic view where the cultural, historical, and social context is considered (Engeström, 2001; Engeström, 1987/2014).

Methodological design

The study is a qualitative case study (Bryman, 2011) where the case is a municipality organizer. Data will be generated through interviews and observations. All schools include grades F-9. Three school leadership teams will be observed, and 15 principals will be interviewed. Observations will be conducted in situations where the school leadership teams shared work, for example at formal meetings such as management group meetings or morning meetings. The context is a central aspect of the theoretical framework, and the interviews and the observations are therefore both important for studying school leadership themes in their context. One pilot interview has been conducted.

Expected conclusions/findings

The preliminary results of the pilot study show that principals and assistant principals encounter several challenges.

- Asymmetric power relations in the school leadership team.
- Lack of clarity regarding responsibility between the principal and the assistant principal.
- Tensions between the school leadership team and the municipality organizers regarding the conditions given by the municipality organizer.
- Then and now. Tensions between the currant organization and the former organization.

Relevance to Nordic educational research

Statistics show a decrease in principals and an increase in assistant principals in Sweden (Skolverket, 2022). Knowledge of principals and their work is important for understanding the school's development and dealing with the challenges that the school is facing.

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Principals leadership for gender equality – resistance and opportunities (swe)

6. Educational Leadership Network

Eva Amundsdotter[1]

[1] Stockholm University

Research topic/aim

The aim of the paper is to explore principals narratives about leading schools for gender equality, especially with a focus on principals' view of resistance and opportunities - experiences of both external and internal resistance.

Theoretical framework

Schools are here seen as organizations, especially connected to the "doing gender-perspective" with its first references to West and Zimmerman (1987). It includes an understanding that gender is created and meaning of gender is formed in different relational activities in an organization.

Previous studies have problematized how gender equality should be understood and what it "is" (Magnusson et al. 2008). Resistance in organizations to gender equality work is common, and expressions of resistance are numerous, as shown by various research studies. However, there is a lack of knowledge about different expressions of resistance in schools from a principal's perspective in the role of responsibility. From one perspective, gender equality work is in many ways similar to any change initiative, as changes within organizations often create tensions and expose power dynamics within them. Change can be perceived as encountering unwillingness, resistance to change, and difficulties in altering established routines and work methods. However, many researchers have argued that gender equality work is a particularly complex development effort that involves conflicts, dilemmas, and various difficulties requiring attention to power, interests, and spaces for action (Cockburn 1991, Pincus 1997, Wahl m.fl. 2011, Linghag et al 2016, Amundsdotter et al 2016,).

Several studies stresses the importance of active support from managers and leadership for increased gender equality is emphasized (Acker 2000, Pincus 1997).

Methodological design

Interactive processes have been carried out with 120 principals each session, attending the National School Leadership Training Program in Sweden. These processes involve individual writings, reflective writing on how gender is addressed in one's own leadership context, individual reflections combined with written group work, organized according to different school forms.

Expected conclusions/findings

Leadership and actions for gender equality are often overlooked, despite the extensive responsibilities that principals have. Principals report experiencing various forms of resistance from staff, caregivers, and school owners/managers.

Principals also express feelings of fear and reluctance when it comes to addressing gender issues, both among staff and with school owners/managers. This includes internal resistance, with assumptions, for instance, about disrupting the work climate. Many express a desire to be brave enough not to act on these emotions and assumptions.

Systematic work with documents and routines is an important aspect of leading for gender equality, but it often takes a back seat. In the foreground are willpower, emotions, and guidance for values connected to democracy and equality.

Relevance to Nordic educational research

Gender equality is an expressed mission in a Nordic context. However, there is not much research on principals' leadership for this mission in schools. Especially in these uncertain times concerning democracy, norms, and values, it is important to understand principals.

Principals understanding of collaboration within SSPL (swe)

6. Educational Leadership Network

Eva Sundström[1]

[1] Eva Sundström

Research topic/aim

The overall purpose of the study is to examine principals' experiences of collaboration within the framework of Collaboration between school, social services, police, and leisure (abbreviated SSPL) to reduce the risk of children and students ending up in the wrong. What does it mean for the principal to cooperate with representatives of other authorities and organisations? What does a principal consider to be necessary or desirable ingredients for the collaboration to work and benefit children and students? What are the shortcomings, stumbling blocks and pitfalls within the framework of cooperation? Which prerequisites and own abilities do principals highlight for the collaboration to be successful? The principals' experiences of this type of collaboration is examined. More specifically, it is studied how the principal understands the purpose of the collaboration, his own role and that of his own organization and the conditions for participating in the collaboration.

Theoretical framework

The theoretical framework has two starting points. Firstly, the study is based on both Danermark & Kullberg (1999), Axelsson & Bihari Axelsson (2007) and Andersson et al (2011) who discuss collaboration based on organizational aspects that involve the degree of collaboration horizontally and vertically in relation to participants' organizational understanding and influence. Secondly, the headmaster's perception of his or her own responsibility, that of his pedagogues and other collaborative partners in collaborative work and in his own activities is discussed. Here, the theoretical input is rather social interaction and social representation, that is, how the principal and the principal's employees perceive the purpose of and their own professional responsibility for participating in collaboration (Brauer & Germundsson 2022).

Methodological design

The study is based on interviews with principals and collaboration coordinators. The interviews were conducted at their workplaces or by digital tools. The principals were asked to describe their understanding and experiences of this collaboration, the effects and how they lead and guide the work within their schools and with other collaboration partners. They were also asked to describe the reactions and responses from their co-workers.

Expected conclusions/findings

The principals interviewed claim the benefits and gains of SSPL but also the stumbling blocks. The principal's ability to lead, organize and engage his or her own staff and to contribute to a trusting collaboration with people from other organizations are key ingredients.

Relevance to Nordic educational research

The study has relevance for Nordic educational research because demands for collaboration with organizations outside the own school are becoming more numerous, while at the same time placing demands on school organizations and its employees but also in relation to students' well-being and to, for example, professional research.

Principals´ understanding of educational leadership based on scientific foundation and proven experience

6. Educational Leadership Network
Ingela Portfelt[1]
[1] Karlstad University, Department of Pedagogical Studies

Research topic/aim
This presentation focuses on principals practicing within Swedish municipal adult education, MAE, and their understanding of leading education based on scientific foundation and proven experience, and reports on a study in a research project that was initiated in 2019 in collaboration between a researcher and two practitioners within MAE. The initiation of the research project is a response to challenges in terms of quality within Swedish MAE and to the call for school improvement research on the topic.

The overall aim of the research project is to explore leadership and school improvement within Swedish local MAE in relation to individuals' right to public education. Our research collaboration was set up with an action research approach and the research project evolved over time, using multiple methods of data collection and analysis. The interest of this particular study stemmed from the findings from our previous studies within the project, in which principals' practices of leading and organization were viewed as weak from a teacher perspective. The context includes a Swedish reform from 2010 when a legal act was implemented regulating that all education in Sweden shall be based on scientific foundation and proven experience (SFS 2010:800). The underlying assumption behind the act has been that education based on scientific foundation and proven experience would professionalize practitioners and thereby improve quality and efficiency in the internal processes of schools and increase student achievements. The study in this presentation returns to previously studied local MAE, interviewing the principals about their understanding of leading school improvement based on scientific foundation and proven experience to provide additional perspectives on studied local MAE.

The purpose in this presentation is to explore MAE principals' understanding of what it means to lead education based on scientific foundation and proven experience and its implications for their leadership practice. Research questions are; What variations in the understanding of educational leadership, based on scientific foundation and proven experience, are there among MAE principals, and how do those variations in understanding influence principals' leading practice? In what way are they interrelated?

Theoretical framework
A phenomenographic theoretical framework is applied.

Methodological design
Data is comprised by ten qualitative interviews with MAE principals analysed through the lens of phenomenographic framework.

Expected conclusions/findings
Phenomenographic analysis results in four categories of principals' understandings of enacting the 2010 act. The inter-relatedness between the categories forms a hierarchical structure, an anatomy of understanding that shape leading practice, that moves from an instrumental understanding and practice towards more complex forms. The anatomy of principals' understandings is constituted by qualitative and interrelated mental structures that illustrate principals' development of their understanding of what it means to lead education based on scientific foundation and proven experience. Results are discussed in terms of representation and context, and also in relation to the research field. Moreover, the implications of the results for quality in MAE are discussed.

Relevance to Nordic educational research
The study contributes to the ongoing quality discussion in Swedish MAE from a local school improvement perspective.

Programs for sustainability in schools - mapping and perspectives in the case of three Danish primary schools

6. Educational Leadership Network
Hanne Fie Rasmussen[1]
[1] UCL University college, Denmark

Research topic/aim
Prompted by a global call for ESD, also schools, administrators, and leaders, are expected to contribute to a sustainable transition (Mogren & Gericke, 2017; Wals & Benavot, 2017). One possible response is to join local, national or global programs for sustainability. However, when it comes to primary schools in Denmark, the prevalence and educational significance of joining such programs is unknown. International studies have pointed at, both pros and cons. The programs can be seen as easily accessible tools and are linked to positive results such as an increase in schools' cooperation with local society, a raise in the visibility of ESD in curricula and they are even found to contribute to general quality in education (Gericke and Mogren, 2019). But they are also signified by rigid structures, are ineffective, and some programs have been found to include standards and goals that can be detrimental to sustainable development (Ibid). When it comes to three programs that are widespread among primary schools in Denmark: Green Flag schools, 2030 schools and UNESCO schools, we still don't know much about them nor of the schools that have joined them. The question explored in this study is there for:

What characterizes the programs for sustainability in schools in Denmark and what characterizes ESD and sustainability initiatives at schools that join them?

Theoretical framework
The study is based on systems theoretical perspectives of organization, professionalization, and educational leadership (Rasmussen, 2020), and Whole School Approaches to Education for Sustainable Development (Mogren, Gericke and Scherp, 2019).

Methodological design
An overview of programs for sustainability in schools in Denmark including their size, purpose, propagation, and constraints are presented and used to inform a case study of three Danish schools that have joined a program for sustainability.

Expected conclusions/findings
It is not yet widespread to participate actively in a program for sustainability and there is a long way from the decision to take part in the program to decisions about the form and content of the teaching. It is therefore unclear whether the programs have a real significance for the schools' contribution to sustainable transition. This remains to be investigated in a larger, more exploratory study including both programs, administrators, managers, teachers and students' perspectives.

Relevance to Nordic educational research
This knowledge is important for understanding and supporting sustainable development in Danish primary schools, and for designing relevant studies of ESD and educational leadership.

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School leadership and power tensions in realizing curriculum reform: supporting resources, external actors and dilemmas

6. Educational Leadership Network

Ann Elisabeth Gunnulfsen[1] , *Hedvig Abrahamsen*[1]

[1] University of Oslo

Research topic/aim

The purpose of this paper is to contribute to knowledge on how professional school actors such as superintendents, school principals, middle level leaders and teachers collaborate with external actors to realize the reform intentions of the Norwegian national curriculum "Læreplanverket for Kunnskapsløftet 2020" (LK20/LK20S). The current paper focuses on the role that supporting resources and external actors play in the realization work at the municipal and school levels, including the power issues, challenges and dilemmas that might occur (Gunnulfsen et al., 2022).

Theoretical framework

Research and theory on school leadership and power in change (Abrahamsen & Aas, 2023), and micro-political work (Gunnulfsen, 2020) have been central to our analyses. In this paper we take as a point of departure that leadership in schools is essentially both relational and normative, which means that leadership is exercised in relationships where different goals and expectations must be interpreted, concretized and realized. It implies an understanding that school leadership can be exercised by many actors. However, formal leaders, by virtue of their position, have a particular responsibility and power to ensure that the school develops in accordance with the school's mandate and objectives (Møller, 2019; 2020).

Methodological design

The data material included in this paper is four cases that include interviews with representatives from the local authorities and school principals, as well as video observations of leadership meetings and teacher meetings. The data were mainly collected in autumn 2021 and spring 2022.

Expected conclusions/findings

The principals report that governance and leadership in realizing LK20/LK20S often is connected to the principal's role as the leading part of the local work. The principals are given major autonomy and room to maneuver by the superintendent to select how to translate, interpret and realize the curriculum renewal intentions locally. Responsibilities and tasks are also distributed to various actors, with middle-level school leaders and teachers included to help motivate the teachers and connect the intentions behind the curriculum renewal with local school practice. Some reform structures are partly laid from the outside through collaboration with external university actors and others, while in another approach, the structures are built from within, based on the school's needs. The analyses show that leadership and power at the school level and between school level and external actors takes place in a great variety of forms. There is variation in whether there are municipal guidelines for the use of support resources, or it is up to the schools to decide what role these resources should play.

Relevance to Nordic educational research

The relevance to the Nordic Educational research is regarding the contribution to knowledge on school leadership in times of rapid change, reforms, power issues and partnerships in education.

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School leaders´ governing after an inspection (swe)

6. Educational Leadership Network
HÅKAN EILARD[1]
[1] Karlstads universitet

Research topic/aim
Previous research has shown (Eilard, 2022) how the School Inspectorate´s use of sanctions underscores the purpose of accountability and turns up "the voice of the state" in the governing chain. It has also affected the way principals and superintendents govern. However, which strategies or patterns of action principals use to handle contradictory demands is not really explored, especially in relation to other local governing actors. The focus in this study is to explore principals' and superintendents' strategies and discretionary power (Karseth & Møller, 2020) in relation to the national governing system.

Theoretical framework
The study draws on theories about institutional crowding (Blomgren & Waks, 2015), which implies that different institutional logics (Thornton et al., 2012) fight for principals' and other local actors' attention as schools are increasingly in processes of marketization and juridification (Novak, 2018). This affects the local governing of schools, and inspection accentuates these contradictory institutional demands. Principals' choice of strategies after an inspection including judicial sanctions, therefore induce several relevant questions.

Jacobsson och Svensson (2017) developed a model for analyzing principals´ and other local actors' strategies and discretionary power when handling post-inspection demands. Four relevant action categories were identified; adaption, prioritizing, de-coupling and negotiation. The model can be complemented by further one category; resistance (Lundquist, 1998).

Methodological design
The study reanalyses interview data from a previous study (Eilard, 2022) were principals, superintendents and local chairs were interviewed during the inspection process that ended up in the use of juridical sanctions and therefore enhanced institutional crowding. Using Jakobsson and Svensson's (2017) model for analysis, the local governing actors' strategies following an inspection order can be explored on school level (principal) as well as on the level of governing body (superintendent and political district chair).

Expected conclusions/findings
Analyses are not finished yet, but further knowledge about which strategies principals´ and governing bodies´ use under institutional pressure and their discretionary power will be developed.

Relevance to Nordic educational research
This type of changes in governance systems have been made in all Nordic countries, albeit different in scope and manner, challenging central core values that has been typical för Nordic school systems.

School reconstruction as an adventurous next practice – on paths to transformative change and equitable education

6. Educational Leadership Network

Helene Ärlestig[1] , Ulf Leo[1], Carina Adolfsson Nordström[1], Fred Carlo Andersen[2], Inger Eriksson[3], Tuula Maunula[4], **Niclas Rönnström**[3], Ulf Blossing[5], Olof Johansson[1]

[1] Umeå University
[2] Oslo Metropolitan
[3] Stockholm University
[4] Rinkebyskolan
[5] Gothenburg University

This symposium focuses on school reconstruction as an emerging next practice in schools, highly relevant for school leaders and school leadership and as a path to the problems of equitable education. School reconstruction is needed when school leaders and teachers can no longer work harder with the same tools, think harder with the same concepts or organize practice in the same way as they did yesterday. Education is often described as a conservative force securing social continuity and re-production, and schools are frequently described as conventional entities standardized by extensive regulations making them look and work like they did generations ago. However, such conservative imagination misses out adventurous traits of schools and education. They are not homogenous entities and they have always been agents for change. They aim at the creation of something new in their different contexts, and this is reflected in an ongoing shift from best practice to next practice among researchers (Rönnström & Robertson, 2022).

A shift from best to next practice is also reflected in recent policy, research and debates on equitable education (European Commission, 2022). All Nordic countries are grappling with equity as a transformative aspect of education, linked to an increasing recognition of education as an individual right (Rönnström & Robertson, 2022). Education is expected to be equitable and of good quality for all students without exception, and this places high demands on school professionals at all levels of a school system. Although 'education for all' is not new for Nordic countries, one can argue that education is undergoing a silent revolution. Education for all used to involve a promise of *access and opportunities for all*, but this has gradually shifted towards a much more demanding agenda promising *success and better outcomes for all* without exception. However, many schools are poorly designed for such a demanding task in Nordic societies marked by increased diversification. School leaders and other key agents in schools need to build up dynamic capability and capacity for school reconstruction in order to respond responsibly and creatively to equity issues, and to increasing cries for school success for all.

This symposium highlights research on school reconstruction as a path to equitable education on different levels of the school system. The symposium is an outcome of a larger international research collaboration on school leadership, school reconstration and equity. It consists of five interrelated papers highlighting different aspects of school reconstruction as an emerging next practice. (1) Helene Ärlestig: *The work with equivalent prerequisites requires that we understand variation as an asset*, (2) Ulf Leo and Carina Adolfsson Nordström: *School leaders' perceptions of equity in their schools. A Swedish case*, (3) *School Leadership for Inclusion and Equity in a Linguistically and Culturally Diverse Context*, (4) Inger Eriksson and Tuula Maunula: *Co-planned teaching – a means for reconstructing challenging schools?*, and, finally, (5) Ulf Blossing and Niclas Rönnström: *Activating students as partners and change agents in school reconstruction.* Symposium organizers are: Niclas Rönnström, Stockholm University, and Olof Johansson, Umeå University. Discussant is: Jeffrey Hall, University of Oslo.

The work with equivalent prerequisites requires that we understand variation as an asset

6. Educational Leadership Network
Helene Ärlestig[1]
[1] Umeå University

For almost 30 years, we have had great faith that the work for a better school for all children goes through a high focus on control, tests, and quality assurance. Despite a lot of work to map, analyze, and develop the activities, there is a tendency that Swedish schools with low results continues to fall behind. An increased focus on effects and visible results has contributed to an increased focus on accountability rather than responsibility for the future (Grinshtain & Gibton, 2018). Many school improvement projects are based on external initiatives and proposals, projects that build on popular scientific and experience-based assumptions and trends rather than context-based steps for sustainable improvement.

Based on data and experience from the Swedish national project Cooperation for Better Schools this presentation argues that to be able to reconstruct schools to increase equivalence, we must to a greater extent see differences as a strength. Concrete examples on how to handle staff turnover, students in special needs, and quality assessment show that change is necessary on other levels than in the classroom to make the improvement sustainable.

All change has the aim to improve current practice. This requires an ability to work for the whole system as well as the part simultaneously (Shaked & Schechter, 2017). With growing organizations, the capability to handle complexity and multidimensional expectations becomes crucial. Instead of adopting popular methods clear structures and aims can open up several ways to handle the same questions (Björk & Tengblad, 2022). An understanding that affects the task and responsibility of principals and school districts in how to use variation as an asset for improving students' academic results.

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School leaders' perceptions of equity in their schools. A Swedish case

6. Educational Leadership Network
Ulf Leo[1] , Carina Adolfsson Nordström[1]
[1] Umeå University

Equality and equity in Swedish schools has decreased in recent decades, and from an international perspective, Sweden is now average in terms of the compensatory mission and balancing students' socio-economic conditions (Åstrand 2020). The purpose of the paper is to make visible and discuss school leaders' ideas about leadership concerning equity in school.

Shields (2010) has studied social justice in schools from a leadership perspective. She advocates a transformative leadership that begins with questions of justice and democracy based on the overall purpose of the education. The transformative leader works for a good education for the good of individuals and society and the critical unfair practices. One example of a method principals use to increase equity is looking at oneself to try to understand one's own values, prejudices and privileges that affect leadership for greater equity. This means a leadership that constantly asks: Who benefits and who is disadvantaged in different ways of organizing teaching? Or, Who is included or excluded in our organization? (Ishimaru and Galloway 2014).

Cognitive mapping is used in research and school development (Scherp 2013) as a method to make visible, clarify and deepen the understanding of a phenomenon that an individual is often unaware of, or that she has not defined for herself. Cognitive mapping has been used in several studies to understand how and why schools change and develop. In this study 26 school principals in five leadership team participated.

First, the principals reflected individually based on the question *What does equity in your school context mean to you*? Each principal noted keywords on post-it notes. The second phase consisted of an interview in pairs based on the keywords. The interview is documented by the interviewer as the keywords are elaborated, and relations between the keywords form a map of the concept equity in the school. In the third phase deliberations were conducted in the whole leadership team based on the cognitive maps in the group.

In this study, everyday language, and sometimes meta-language, for equity is found in relation to talk about teaching. However, discussions about values, or how education aims to develop students into active, creative, competent and responsible individuals and citizens are not as visible. We suggest that conversations about the reconstruction of schools in the Nordic countries, from trans-national to local level, could be directed towards what different actors can do for a more equal, more inclusive, and democratic school that is at the same time successful based on the purpose of the education.

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School Leadership for Inclusion and Equity in a Linguistically and Culturally Diverse Context

6. Educational Leadership Network
Fred Carlo Andersen[1]
[1] Oslo Metropolitan

This study builds upon and contributes to research regarding the relationship between leadership, challenging and supporting, organizing, and restructuring schools, with a particular focus on the role of school leaders in creating inclusive and equitable learning conditions for newly arrived students. It investigates how transformative leadership, as developed by Shields (2011, 2016), can promote inclusive and equitable education for newly arrived students within a Norwegian school context. This represents a limitation in comparison to other recognized and well-developed theories in educational leadership derived from critical theory, such as Inclusive leadership (Ryan, 2006), Social justice leadership (Theoharis, 2007), and Anti-racist leadership (Brooks & Witherspoon, 2013). Consequently, these theories constitute a natural limitation in the empirical selection of this study, which forms part of the methodological considerations.

The empirical foundation consists of findings from research on school leadership that has applied transformative leadership, derived through a "Rapid Review" (Khangura et al., 2012). The literature search method can be characterized as "quick but not dirty" (Grant & Booth, 2009, p. 100), designed to create a literature review following specific procedures. Although a rapid review has its limitations, the format is developed in a way that upholds the same requirements for systematicity and transparency as any systematic review.

The results demonstrate how transformative leadership can promote inclusive and equitable education for newly arrived students in a Norwegian school context. Principles from transformative leadership are intricately intertwined in the work of creating more inclusive, equitable, and socially just schools and a fairer society globally. Transformative leaders must address all components of the theory. The theory can be criticized for having several features that might be interpreted as placing a heroic role, particularly on principals, and assigning almost individual responsibility to them. Conversely, transformative leadership shares many similarities with distributed leadership (Spillane et al., 2004) concerning responsibility, in leading thought processes, policy change, equity, and inclusion for all.

In conclusion, this study holds relevance for Nordic educational research by offering implications for leadership in a linguistically and culturally diverse school context

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Co-planned teaching – a means for reconstructing challenging schools?

6. Educational Leadership Network
Inger Eriksson[1] , *Tuula Maunula*[2]
[1] Stockholm University
[2] Rinkebyskolan

The primary concern addressed in this paper revolves around the necessity of reconstructing schools facing significant challenges. Instead of episodic or sporadic interventions, a continuous and long-term collegial transformation is needed, emphasizing the development of a more qualitative teaching practice. Such quality of teaching goes beyond merely achieving pass marks; it strives to provide the conditions outlined in the Education Act and the curriculum as the intended goals and vision. To illustrate these concepts, Rinkebyskolan serves as a case study.

Rinkebyskolan is a multicultural primary school for grades 7-9, situated in a segregated exclusion area in Stockholm characterized by various social

issues. The data we rely on is publicly available statistic data obtained from the National Agency for Education and self-reflective conversations by one of the authors who has professional experience at the school. An analysis of the school's problems revealed that teaching often played a subordinate role. It was seen as more important to create good relations with the students than to create high quality teaching. Starting in 2018, the school has undergone, and continues to undergo, a radical transformation characterized by a shift from a focus on care to a focus on teaching and learning.

The development of a school to improve its quality and reputation must be based on reliable and stable results if not to be considered as an episodic phenomenon. The basis for the improved results of Rinkebyskolan lies largely in the fact that the school today offers as well teaching that creates opportunities for students to develop as a school culture that enables teachers to develop their teaching. Statistical data demonstrate a significant transformation over five years, as the school has evolved from being perceived as one of the most problematic schools in the country to becoming a school that now attract students as well as qualified teachers. Notable improvements include the rise in the merit value from 155 to 206 (with a national average of 223) and the increase in the proportion of students qualifying for upper secondary school from 39% to 76% (national average is 85%). The success of co-planned teaching in mathematics is exemplified in the presentation.

The reconstruction of Rinkebyskolan can be seen as an example of how a school, when facing significant challenges, may successfully implement radical changes. In the case of Rinkebyskolan, major changes have been conducted in several areas. This has involved both the ending of certain activities – earlier given great importance – and establishing completely new activities. The example of Rinkebyskolan demonstrates opportunities for other schools in the Nordic region struggling with poor quality.

Activating students as partners and change agents in school reconstruction

6. Educational Leadership Network

Niclas Rönnström[1] , *Ulf Blossing*[2]

[1] Stockholm University
[2] Gothenburg University

Education should be equitable and of good quality for all students without exception, and this places high demands on school professionals. In responding responsibly to this task, we argue that it is time to pay attention to and activate students as partners and change agents. The aim of the paper is to examine and explicate a neglected force in school improvement and a potential resource in school reconstruction, that is, to activate students as change agents and partners in school improvement and school reconstruction. The research questions are: 1) What does research suggest regarding student agency, participation and partnership in school improvement work, such as the transformation of teaching, learning and change practices in schools? 2) What does research suggest regarding school leadership and organizing qualities that enable (but also disable) student agency, participation and partnership in school improvement and change work?

The research is a literature study. We use theories of democratic participation (Shapiro, 2003), agency (Priestley et al, 2015; Darling-Hammond et al, 2020) and the theory of social learning developed by Wenger-Trayner and Wenger-Trayner (2020) in order to analyse relevant research studies. We build the empirical substantial data on research studies focusing on the link between student agency, student voice and student partnerships on the one hand, and change and improvement work in schools on the other (Rönnström & Blossing, 2024).

In the paper, we explicate the meaning of student agency, partnership and school reconstruction, and we critically discuss how school organizations and learning environments can be shaped as *agency friendly* and *agency hostile* practices. We seek to clarify traits and qualities of actually existing school reconstruction spaces and examples that enhance student agency and participation as they are described in research. We analyse enabling and disabling factors for student agency, participation and partnership, and we suggest a view of school organizations as agency friendly for students. We also conclude that student agency and partnership in school improvement and reconstruction are frequently promoted among policy makers and researchers. However, in school practice they are still emerging and they are yet to be developed and established. The research is relevant to Nordic educational research because of our long standing egalitarian and democratic tradition and because of its relevance for understanding contemporary issues of equity, school organization and school improvement.

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Slow science and shared matters of concern: the preschool teachers' pedagogical leadership (swe)

6. Educational Leadership Network

Lena Aronsson[1] , *Mie Josefson*[1]

[1] Stockholm university

Research topic/aim

We should do research together with those that the research concerns, urges us Stengers (2018) in a plea for science that acknowledges the expertise of the public and the professionals. The common issues and interests of researchers and participants can guide a research project and enable different types of knowledge production. It might slow down the scientific process, but maybe that is necessary to not lose touch with our shared matters of concern (Latour, 2008).

This was the starting point. We heard from teachers, principals, and students that our research interest and topic were also pressing issues for them. We all wanted to know how preschool teachers understand and perform the task to lead the work team. What are the hopes and conditions? What are the implications of assigning all preschool teachers to the task? How do they do when they lead their colleagues? As researchers, we can investigate the issues scientifically. The professionals can carry out development work in their practice. In line with Stengers' call, we can make room for each other's knowledge.

Theoretical framework

Basically, the project has a scientific-theoretical approach through the interest in the different epistemological assumptions that underlie the teachers' practices. Practices are socially and discursively constituted, but also characterized by values and worldviews.

Methodological design

"The pedagogical leadership of preschool teachers" is a three-year project that started in 2023 and includes 60 preschool teachers. We interview them about how they understand and carry out their assignment and conduct observations at their collegial meetings. Recurring during the project, we meet preschool teachers, educational leaders, and principals to discuss current issues, in our material and in their development processes. The theoretical and methodological approach is praxiographic (Bueger, 2014). It is based on a common interest in their practices and the multiple versions of these; in thoughts and ideas, actions and moves, rhetoric and discourses. By ways of narrative, thematic and discourse analyses we aim to unfold and map the preschool teachers' leadership understanding and practices.

Expected conclusions/findings

A legitimate question concerns the usefulness of the research results. Who needs this knowledge and for what? There is a lack of research about how curriculum directives are translated into pedagogical practice, like how the curriculum addresses an entire professional group with a leadership role. However, the participants seem to see a more direct benefit. Already when they agree to participate in the study, they express that preschool teachers need research-based support in what they describe as "a professional task that has become increasingly interesting over the years but also increasingly complex and challenging".

Relevance to Nordic educational research

The task is about leading the preschool's work team but also the responsibility to ensure the value base of the curriculum. These are embedded in the Nordic tradition of edu-care and of equal division of labor in the work team. As researchers, we will not produce recipes or manuals. Rather, scientific knowledge that the profession can base its development work on. We will work side by side. That takes time. It is slow science, based on shared matters of concern.

Standardizing school principals' professionalism: Analysing ideas about the Swedish National Professional Program

6. Educational Leadership Network

Katarina Ståhlkrantz[1] , *Annika Linell*[2]

[1] Linnaeus University

[2] University of Gothenburg

Research topic/aim

In Sweden, plans for a National Professional Program for School Principals (NPPSP) are currently in the making. This program includes both a structure for competence development and a merit system. This ongoing reform can be considered as part of the 'standards movement' (Leithwood, 2001; Berkovich & Bogler, 2020), which has become a key component of educational reforms in many countries in recent decades (Møller, 2009). Emphasizing school leadership as a central mechanism for school improvement, leadership standards and competency frameworks have become a policy idea intended to strengthen the public educational system (McMahon & Torrance, 2022; Riveros & Wei, 2019). Defining standardization as 'a process of constructing uniformities across time and space' (Timmermans & Epstein, 2010, p. 71), it follows the idea that all school contexts will be identical, and that 'we already know everything we need to know about leading schools' (Militello et al., 2016, p. 76). Endeavors to standardize school leadership have however been criticized for decontextualization, rational and managerial underlying assumptions, tensions between development and regulatory purposes, and limited focus on the capacities of individuals.

Theoretical framework

Drawing on discursive institutionalism as a theoretical and methodological framework (Schmidt, 2008), the aim of this study is to critically explore cognitive and normative ideas within NPPSP at three levels of generality (policies, programs, and philosophies).

Methodological design

The empirical data, consists of policy documents, linked to NPPSP.

Expected conclusions/findings

Preliminary findings indicate similar background ideas, as underlying normative assumptions, as previous research has presented, i.e., emphasizing global competition, and accountability, but we also found context specific background ideas about the Nordic school model, a school for all, and equality. Furthermore it indicate cognitive foreground ideas, at the policy level and programmatic level, having implications for the interactive processes of conveying and translating the idea of school leadership standards to district and local school level. Such examples are: balancing professionalization 'from above' and 'from below', tensions between individual or collegial training programs, and the alignment to already existing reforms.

Relevance to Nordic educational research

From a Nordic perspective, the Swedish case is an example of how, and with what implications, the global standard movement will be translated into a specific and local setting.

The potentials and challenges of Change Lead as an arena and method for expansive learning in school leadership teams

6. Educational Leadership Network

Ruth Jensen[1] , *Ann Elisabeth Gunnulfsen[1], Hedvig Nerland Abrhamsen[1], Kjersti Løken Ødegaard[1], Kristin Helstad[2]*

[1] University of Oslo

[2] Oslo Metrolpolitan University

Research topic/aim

There is an international consensus that the professionalisation of school leaders through education is necessary due to the increased complexity of governance expectations and needs of change (Spillane et al. 2002). In a complex world people and organizations must learn something that is not stable or understood ahead of time (Engeström, 2001, p. 138). Consequently, there is a need of learning in ongoing work. The present study reports from a study where the research team intervened with the methodology of formative interventions (Engström, Sannino & Lemos, 2016) in schools. Formative interventions, including the method of Change Lboratories, has been conducted in a range of private organizations as well as in public sector, including organizations in educational sector over the past three decades (Engström & Sannino, 2010; Engeström et al., 2016; Virkkunen & Newnham, 2013). Despite the complex contexts of school leadership, formative interventions have to a limited degree been conducted in school leadership teams

Theoretical framework

The Finnish mode of formative intervention is building on cultural historical activity theory (Engeström, 2015) and on the principles of double stimulation, ascending from abstract to the concrete to mediate agency in and between workplaces (Sannino et al, 2016).

Methodological design

Over time various concrete methods have been developed to make formative interventions more concrete. Change Laboratory (CL)is one such a method for developing work activities by practitioners in collaboration with researcher-interventionist. It includes a toolkit for envisioning, designing as well as experimenting with new forms of work (Virkkunen & Newnham, 2013, p. 15). A central feature of CL is that the researchers intervene with specific triggers such as theoretical models and "mirrors" generated from data being collected from workplace to trigger explorative work with a problem statement based on the practitioners needs and future visions. We have introduced CL in three school leadership team in upper secondary schools. Video- and interview data has been collected over a three-year period guided by the following overall research question: *What is potential of introducing the specific tools of Change Laboratories in school leadership teams, and what are the constraints.* The data have been subject to content and interaction analyses.

Expected conclusions/findings

The findings reveal CL has a potential of being and arena for critical reflections, for envisioning what needs to be done, and for experimenting with and designing new ways of working with the teachers in a reform context. The method of CL seems to have structuring role, but experiences also reveal the method must be adapted to the empirical setting of school leaders. It is the combination of tools which seems to mediate explorative work and agency. However, the specific role of "mirrors" in combination with specific questions should not be underestimated when working with conflicting needs and motives. The constraints of using CL as a method in leadership teams is that it is time-consuming. It violates the traditional role of researchers and school leaders and requires that both partners manage to pay attention to the overall purposes of schooling.

Relevance to Nordic educational research

Few have applied CL as a methology in leadership teams in a Nordic contex.

7. Value Issues and Social Relations in Education

Interaction and relationships in Swedish adult education

7. Value Issues and Social Relations in Education

Per Andersson[1] , **_Diana Holmqvist[1]_**, _Karolina Muhrman[1]_
[1] Linköping University

Research topic/aim

Human interaction and relationships are an important part of education. An inspiring teacher and a supportive classroom atmosphere can make all the difference for a student's learning opportunities, for example, by being able to ask their teacher for help or by discussing tasks with classmates. This fact is also acknowledged in national policies governing adult education. For example, the curriculum of Swedish municipal adult education (MAE) states that for the individual,education is a social and cultural meeting place, whatever form it takes (SNAE, 2022).

In this paper, we aim to explore the role or human interaction and relationships in MAE. Drawing on interviews with adult students and teachers, we explore what types of interactions and relationships students and teachers value, why these are valued, and what their enactment and implications are in various teaching forms – e.g., in asynchronous distance studies, in synchronous distance studies, and on-site.

Theoretical framework

We use policy enactment (Ball et al., 2012) as our theoretical framework, to look at how human interaction and relationships encouraged in national MAE policy is being interpreted and translated into practice within local contexts.Drawing on a relational perspective, we view teaching and pedagogy as constructed and enacted through a range of teacher-student relationships, rather than "a matter of adjusting to the individual lives of students" (Aspelin, 2014, p. 233).

Methodological design

This is a qualitative interview study. We have made interviews with students and teachers in different parts of MAE, including basic and upper secondary courses as well as courses in Swedish for immigrants. The interviews weretranscribed and analysed thematically.

Expected conclusions/findings

An initial analysis of the data suggests that, while both students and teachers value an array of relationships, these servevarious functions and are more or less easily accessible depending on the teaching form. Asynchronous distance studies, for instance, which are heavily individualised do not allow for student-student interaction. On the other end of the teaching form spectrum, on-site courses allow both for spontaneous pedagogical interactions between students, and between teacher and students.

Relevance to Nordic educational research

Adult education has a strong position in the Nordic countries. In Sweden, municipal adult education has been subject to extensive marketisation with many different providers, public as well as private. This development includes differentiation concerning distribution forms, with a lot of distance education. Therefore, it is relevant to study how interaction and relationships between students and teachers is enacted in different forms of adult education, to develop the understanding of the learning processes among adults.

'Green authoritarianism' or 'what do I care?' Civics teachers' double mission to promote democracy and sustainability (swe)

7. Value Issues and Social Relations in Education

Mathias Zannakis [1]

[1] Department of Social and Behavioural Studies, University West

Research topic/aim

Civics teachers are assumed to promote democracy as an ideal (Skolverket 2017: 1), while at the same time showing that democracy has no clear definition (cf. Dahl 2008; Held 2006). They are also expected to shed light on questions about – and preferably advocate – sustainable development (cf. Unesco 2012; Unesco et al. 2018; Skolverket 2017: 3). However, a basic democratic principle is that everyone has the right to hold any views and opinions – even in matters relating to sustainable development. Civics teachers are thus expected to advocate pupils' political interest, for example by encouraging engagement in sustainability issues, while at the same time defending fundamental values of democracy, which permeate the school's governing documents. Nonetheless, it is easy to imagine classroom situations where democratic values and sustainable development conflict. Pupils may for instance argue for the urgency of handling the ecological crisis and that this calls for the necessity to overrule parliamentary democracy because it is considered too "slow" or too tied up with economic interests – which are well known weaknesses of parliamentary/liberal democracy (e.g. Eckersley 2004). Another possibility is that pupils oppose proposed solutions to sustainability problems with democratic arguments. Thus, it is relevant to explore how civics teachers handle situations when conflicts occur. The aim of this paper is to

1. Provide empirical illustrations of how this conflict manifests in teaching situations.
2. Analyse how teachers handle these didactical challenges.

Theoretical framework

The potential clash between democracy and sustainable development constitutes a political conflict. Political conflicts in the classroom can be dealt with in various ways. Two distinctive ways that acknowledge conflicts are 1) through deliberation, where the teacher tries to overcome conflicts trough rational deliberation, and 2) through agonism, where the teacher instead enables "conflicts to be played out politically and democratically" (Tryggvason and Öhman 2019: 120). How teachers handle the didactic challenges in this study are analysed through the concepts of deliberation and agonism (cf. Ruitenberg 2009; Englund 2016; Tryggvason 2018; Tryggvason and Öhman 2019; Koutsouris et al. 2022).

Methodological design

The data consists of semi-structured interviews with civics teachers in upper secondary schools in Sweden. In upper secondary school we can expect to find the most democratically mature and knowledgeable pupils among adolescents in Sweden.

Expected conclusions/findings

The paper is expected to provide empirical illustrations of how democracy and sustainable development issues conflict in civics classrooms as well as how teachers use deliberative and agonistic didactic tools to meet such conflicts.

Relevance to Nordic educational research

The potential conflicts and synergies between two "greater goods" – democracy and sustainable development – are of particular relevance in an educational context where these values are particularly promoted, and where the subject of civics is interpreted in a relatively pluralistic manner.

A critical educational perspective on the degradation of students with special educational needs in Swedish schools

7. Value Issues and Social Relations in Education

Paul Horton[1] , *Camilla Forsberg*[1], *Robert Thornberg*[1]

[1] Linköping University

Research topic/aim

In the Swedish educational context, bullying is generally understood as acts of degrading treatment or harassment that are repeated and occur within a relation characterised by an imbalance of power (Friends, 2022; Thornberg et al., 2019). While research has found that students with special educational needs (SEN) are more likely to be subjected to bullying than their peers and are at increased risk of experiencing negative health and psychosomatic complaints as a result (Hartley et al., 2015; Rose et al., 2011), there has been a lack of consideration of the ways in which the institutional school context contributes to such bullying. Focusing on the concept of degrading treatment (*kränkande behandling*), we investigate the ways in which institutional characteristics of schooling may not only contribute to degrading treatment but may also inadvertently degrade students with special educational needs, despite the aspirations of inclusive education in Swedish schools.

Theoretical framework

We adopt a critical educational perspective on school bullying (Horton 2018) to investigate the ways in which four key institutional characteristics of schooling, i.e., *compulsion*, *compression*, *control*, and *competition* (Duncan 2013; see also Eriksson et al., 2002) indirectly and directly contribute to the degradation of students with special educational needs in Swedish schools.

Methodological design

The findings are based on ethnographic research conducted at three comprehensive schools in Sweden, which included participant observations conducted for 8-10 weeks at each school, and interviews with the schools' student safety and student health teams, 21 teachers, and 121 students from preschool class up to grade 6 (i.e., ages 5-12). The research followed an AIR (abductive-iterative-recursive) ethnographic logic (Agar, 2006) and the analysis of the fieldnotes and interview transcriptions was guided by constructivist grounded theory, and involved initial, focused and theoretical coding (Charmaz, 2014).

Expected conclusions/findings

Our findings illustrate how the institutional characteristics of schooling contribute to the degrading treatment experienced by students with special educational needs. Key institutional characteristics discussed include the compulsory nature of schooling, the compression of large numbers of students into restricted schooled spaces, the controlling of students' movements and restricting of freedoms, and the competitive structuring of schooled relations (Duncan 2013; Horton 2018). These characteristics not only contribute to degrading treatment between students, and between teachers and students, but also serve to inadvertently violate the dignity of students with special educational needs.

Relevance to Nordic educational research

Our findings are highly relevant to Nordic educational research as they not only shed light on the school situation of students with special educational needs, but also demonstrate the need to broaden the focus of research into degrading treatment and school bullying. Indeed, our findings raise fundamental questions about what we mean when we speak of degrading treatment and the violation of dignity in schools.

Anti-bullying programme-tweaking based on prevalence estimates at school- and classroom-level in a Swedish municipality

7. Value Issues and Social Relations in Education

Peter Edward Gill[1] , *Bo-Erik Simonsson*[2]

[1] University College Gävle

[2] Gävle Municipality

Research topic/aim

Estimated prevalence of bullying depends on the measurement strategies involved (Bjereld, Augustine & Thornberg, 2020). While the Nordic Countries, in international comparisons, have had lower prevalence estimates, rates in Sweden have shown increased prevalence in recent years (op.cit.). Differences in measurement methods also reflect differing conceptualisations of bullying.

Theoretical framework

At least nine bully types have been described (Goldbach, Sterzing & Stuart,2018). When "low frequency involvement" has been included, accumulated prevalence rates of up to 70% have been posited (op.cit.). In countries with lower prevalences of bullying, between-school differences are also lower (Johansson, Myrberg & Toropova, 2022).

The present study uses a well-tried estimate of school-children's exposure to intentional degrading treatment and bullying victimisation (Flygare, Gill & Johansson, 2013).

Methodological design

The analysis undertaken seeks to replicate an earlier population study (all 4th to 9th grade school-children in a Swedish municipality). In that study (Gill, Simonsson & Matton, 2017), data at school- and classroom-level for boys and girls, deemed *post hoc* to be victims of bullying, at two measurements within the school-year (October 2016, and March 2017), were used to "paint a picture" of the intervention challenge. The intervention programme ("Gävlemodellen", Gill, et al., 2016) was offered to municipal schools for voluntary participation in 2013. An initial group of 6 municipal schools expanded to include all schools within the municipality by 2016/17. The present study will follow-up the 2016/2017 population study, targeting all 7200 pupils, in 29 schools, distributed among 280 classrooms. The analysis will complement the VR-financed (2023) research project "Associations between the social climate in school, classroom and school class, peer victimization, bullying and student engagement over time" (Thornberg, 2023). Specifically, patterns of distribution of victims, at 6-year-follow-up, will be compared with a view to possible revisions and developments in the intervention design.

Expected conclusions/findings

The measure used to estimate bullying is indirect and does not use an a priori prescriptive definition. Pupils are asked if certain things have happened to them, "in the last couple of months" (teased, hit, pushed, excluded, nasty messages on social media etc. Pupils are then asked for their perception of why the event (or events) occurred. Respondents are categorized (discrete measure), as bullied (victims) or not (see Flygare, Gill & Johansson, 2013, and Swedish National Agency for Education, 2011 for details). Descriptive statistics will demonstrate the importance of not basing bullying prevention on a "general case". Victimhood varies over time, by gender, and within and between schools. The goal is to explore how differences between the 29 schools and between classrooms within schools (from no victims to gender specific clusters) can be used for "program tweaking" the intervention strategy.

Relevance to Nordic educational research

Reduced bullying prevalence in Nordic countries creates new intervention challenges. Lessons and challenges from population data in a Swedish municipality can have relevance for all 1053 Nordic municipalities.

Being a good friend in difficult times (nor)

7. Value Issues and Social Relations in Education

Erika Björklund[1] , *Tonje Nymoen*[1]

[1] Department of Education, University of Gävle

Research topic/aim

Via re-analysis of empirical material from a master's thesis in education (Nymoen, 2022), this paper seeks to re-frame a theme of care that, in the original study, was indicated to be an important theme in men's experiences of friendship when talking about difficult life events. Turning to Foucault (2005), the aim of the current study is to explore how care of the self and care of others operate in men's descriptions of talking to their male friends about difficult life events, and what subjectivities, practices and principles that thus are produced.

Theoretical framework

Drawing on discourse analysis (Hall, 2001; Svensson, 2019; Winther-Jorgensen & Phillips, 2000) and Foucault's (1991, 1994), discourse is conceived as constituting social reality. Consequently, notions about friendship is understood as fostering our sense of self, our sense of reciprocity with others, of becoming and being part of a social context, and as such as productive of practices, principles, subjectivities and subject positions.

Methodological design

The empirical material for this study consists of interview transcripts from a master thesis project in education (Nymoen, 2022). Five Norwegian men of different ages, occupation, and relationship status, were interviewed, selected using snowball sampling (Cohen et al., 2018). The interviews concerned the men's experiences of talking with their male friends about difficult life events. The transcripts were re-analyzed using discourse analysis (Hall, 2001; Svensson, 2019; Winther-Jorgensen & Phillips, 2000) and Foucault's (1984, 1997, 2005) notion of care of the self, whereby the questions guiding the analysis were 1) how do "care of the self" and "care of others" operate in the interviewed men's descriptions?, and 2) what practices, principles, and subjectivities are thus produced, and with what effects for how the informants are invited to understand themselves (as a good friend)?

Expected conclusions/findings

In the men's descriptions, care of the self and care of others operated to produce principles of independence, pleasure, and restraint. Depending on which principles were drawn on to make sense of how to be a "good friend", practices of disclosing or withholding about one's difficult times were produced. These practices constitute a friendship contract of sorts as they serve to uphold the informants' part in their friendships with other men during difficult times in life. The principles also produce a notion of a good friend as someone who is composed (can wait for the appropriate time and place to talk), discreet (knows not to dig or aggravate a situation) and is a dependable diversion (they don't break agreements and they don't dampen the mood of a planned activity).

Relevance to Nordic educational research

Social relations and support are perceived as important health determinants, while Nordic men appear to be less socially active at the same time as lack of social contact is associated with struggling and suffering in the Nordic countries (Andreasson & Birkjaer, 2018). Men's behaviors in relation to friendships and health are thus being understood as problematic to men and their health. By reframing Norwegian men's friendship practices, this study offers alternative understandings of gendered dimensions of men's behavior.

Bystanders' Responses to School Bullying: Cross-National Exploration of Swedish and Turkish School Students

7. Value Issues and Social Relations in Education

Nathaniel Iotti[1] , *Sophie Berjot[2], Nina Pallasch[1], Sema Sarica[3]*, **Tomas JUNGERT[1]**

[1] Lunds universitet

[2] Université de Reims Champagne-Ardenne

[3] Bolu Abant İzzet Baysal University

Research topic/aim

This study addresses the impact of witnessing different types of school bullying on lower secondary school students. The aim is to investigate how witnessing type of bullying (direct/indirect; ostracizing/devaluing) affects participant roles and academic motivation. Additionally, we explore whether gender and identification with school account for variability in the dependent variables.

Theoretical framework

This study is grounded in Participant Role Approach (Salmivalli et al., 1996), which highlights different roles witnesses of bullying take and Self-Determination Theory (Ryan & Deci, 2017), which highlights the importance of fostering autonomous motivation crucial for academic success. The study also draws on Social Identity Theory (Turner & Reynolds, 2010), which posits that individuals' identification with a group influences their internalization of group norms. The study contributes to previous research exploring factors influencing bystanders and academic motivation.

Methodological design

We employed an experimental vignette design (378 Turkish students; four schools; M=15.3 years, 59% girls; 200 Swedish students; four schools (M=15.0 years; 53% girls). Participants were randomly assigned to one of five vignettes depicting school bullying: Direct/Ostracism, Indirect/Ostracism, Direct/Devaluation, Indirect/Devaluation, Control (Sweden only). Measurements: identification with school (Postmes, 2013) before vignette, perception of bullying, participant roles (Jungert & Perrin, 2019), and academic motivation (Guay et al., 2000) after vignette.

Expected conclusions/findings

Swedish students perceived less bullying in indirect-devaluation and most bullying in direct-ostracizing. Turkish students perceived less bullying in indirect-devaluation and girls and students identifying with school were more likely to perceive bullying. Swedish students were least passive in direct-ostracism and most passive in indirect-devaluation; Turkish students reacted most negatively on direct-devaluation and the ones identifying with school and girls were less passive. Condition had no effect on motivation, but students who identified with school had higher motivation. In conclusion, this research addresses a gap in the literature by examining the impact of witnessing bullying on bystanders and shedd light on implications for academic motivation.

Relevance to Nordic educational research

The findings contribute to Nordic educational research by providing insights into students' perceptions and responses to types of school bullying and highlights the importance of identification with school for academic motivation. Similarities and differences between Swedish and Turkish students indicate variations on how school bullying is treated and discussed. Understanding these dynamics can inform interventions/policies to create a safer environment and focus on what may be essential for academic motivation.

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Compassion fatigue in teachers – Introduction to a novel concept and findings from a study in Swedish teachers

7. Value Issues and Social Relations in Education

Jonas Bjärehed[1] , *Marlene Bjärehed*[1]

[1] Department of psychology, Lund University

Research topic/aim

Compassion fatigue (CF) in teachers is a novel concept with potentially high relevance in relation to the work-life demands on teachers today, as well as the associated challenges of long-term well-being and work-life satisfaction for the profession. CF was originally studied in mental health settings and captures the possible adverse effects on professionals' empathic capacity and ability to care for clients/students that can be compromised by working closely with traumatized individuals and individuals with complex needs and difficulties.

Theoretical framework

CF has received growing attention in research on teachers. Notably, there was a recent systematic review summarizing the current literature in this context (Ormiston et al., 2022). The review concludes that CF in teachers can be defined as "a reduced empathic capacity from being exposed to students' experiences (including student trauma histories) and a reduced sense of self-efficacy to respond to the trauma (due to multiple exposures or because of inadequate personal and/or systemic resources), that can reduce a teacher's job satisfaction and performance" (p. 813). Findings also indicated that teachers appear to experience compassion fatigue in much the same way as other helping professions and that it might be common. There have also been recent theoretically based conclusions suggesting that the concept has utility and impact on both individual teachers and whole school well-being (Paterson et al., 2021). Hence, CF is not only useful for describing and understanding the experiences of individual teachers, but it also introduces viable strategies for support and management at the organizational level.

Methodological design

In this presentation, we will provide a brief literature overview of the concept of CF and the current findings in relation to teachers. We will also present some preliminary data from our recent cross-sectional survey study examining CF in 270 Swedish primary and secondary school teachers. To the best of our knowledge, this is the first Swedish study of its kind.

Expected conclusions/findings

Results will include the prevalence of CF in the sample, as well as its association with different teacher demographics and related constructs (such as school climate, teacher's professional self-efficacy, teachers' professional self-care, and teachers' well-being).

Relevance to Nordic educational research

We will discuss the relevance of CF and our findings in light of the challenges facing teachers and teacher education today and in the future. We will also outline possibilities for further research on CF in the Nordic context. Finally, we will provide suggestions and ideas for self-care strategies and strategies for supporting teachers that could be readily implemented.

Conflict escalations in schools: manifestations and strategies

7. Value Issues and Social Relations in Education

Ilse Hakvoort[1] , *Sofia Persson*[1]

[1] Department of Education and Special Education, GU

Research topic/aim
In the study we focus on conflicts in lower-secondary schools in Sweden that have been escalated to the point where they must be reported as they include threats and violence against teachers from pupils. Even though scholarly attention for escalated conflicts that include violence against teachers has been increased during recent years, qualitative studies are still scarce. Internationally scholars in the field have made clear that threats and violence against teachers from pupils cause personal damage, undermine pedagogical leadership and teachers' self-confidence (Martin et al. 20212; Skåland 2016), and can eventual lead to leaving the teaching profession (Scaramuzzino 2020).

The overall aim of the presented study concerns the various forms in which these escalated conflicts are expressed and what factors and situations contribute to threats and violence used by pupils towards teachers. In addition, actual and potential interventions that are used by the school, teachers and others to address escalated conflicts and improve the situation for both students and teachers are studied.

Theoretical framework
The study is carried out within the case study tradition. Multiple cases are studied through the lens of theories on conflicts and conflict management. For example, frictions in existing social and pedagogical relationships, that is between pupils and teachers-pupils, are explored as well as the process of escalation and potential consequences of different interventions.

Methodological design
Empirical data was collected from lower secondary schools that transformed a situation with substantial threats and violence towards teachers from pupils into a safer one for both pupils and teachers. Data comes from individual interviews with principals, union representatives and municipal officers, focus group interviews with teachers and written documentation such as legislation, regulations, and policies as well as media reports. The interview transcripts as well as the written documents are analysed through recursive readings aiming at uncovering recurrent themes (including tensions and challenges) and aspects related to expressions of escalated conflicts and strategies to improve the situation.

Expected conclusions/findings
The findings are expected to deepen our insights in the phenomenon of escalated conflicts that includes threats and violence from pupils. The preliminary analyses show that expression of threats and violence are understood differently within diverse teacher-pupil relationships. Consequently, also the measures to address the situation vary. Furthermore, similarities as well as differences between the cases contribute to contextualize our understandings.

Relevance to Nordic educational research
Escalated conflicts with threats and violence towards teachers from pupils is a big problem, difficult to solve or/and manage and regular resulted in teachers leaving their profession. The study aims at contributing with new empirical and theoretical knowledge about how to address the problem in Sweden and other Nordic countries.

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Democratic curiosity in higher education

7. Value Issues and Social Relations in Education
Fredrik Portin[1]
[1] Malmö University

Research topic/aim

Liberal democracies globally, but also in the Nordic countries, are facing an increasingly antagonistic dimension in both local and global politics (Williams et al., 2022), and political movements are emerging that seek to challenge the constitutional and legal basis of the rule of law (Eatwell & Goodwin, 2018). These challenges have raised concerns about the resilience of democracies (IDEA, 2023). In this context, higher education institutions can play a crucial role in promoting and educating students about the value of democracy.

This paper will present the role of higher education in promoting democratic values, specifically by exploring the significance of curiosity as an academic value in a liberal democracy.

Theoretical framework

Historically, higher education institutions have been centers for moral and democratic development. Policymakers in Europe and America during the 20th century recognized the importance of instilling democratic sensibilities among students, and universities were seen as key players in this effort. They provided "an embryonic community" for democratic agency (see Dewey, 2013), thus teaching civics and fostering a sense of community as a foundation for democratic development (Reuben, 2022).

This study builds upon this notion by exploring the significance of curiosity as an academic value in a liberal democracy. By analyzing the role of curiosity in democratic education, the study seeks to understand its importance as a foundation for both individual and collective democratic agency.

Methodological design

This study is based on a conceptual analysis of the role of curiosity in democratic education. It draws on relevant literature to develop a conceptual history of curiosity as an academic value and its significance in a vibrant liberal democracy.

Expected conclusions/findings

The study is expected to shed light on the ways in which higher education institutions can contribute to promoting democratic values, particularly through the promotion of academic values such as curiosity. It is expected to conclude that curiosity plays a crucial role in fostering democratic agency among students, and that higher education institutions can leverage this value to promote democratic education.

Relevance to Nordic educational research

The study has significant relevance for Nordic educational research, given the current challenges liberal democracies face globally and locally. By exploring the role of higher education institutions in promoting democratic values, the study is expected to provide insights into how Nordic countries can strengthen their democracies through higher education, particularly by promoting democratic values.

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Ethical Assessment Validity

7. Value Issues and Social Relations in Education

David Kronlid[1] , *David Wissing*[1]

[1] Midsweden university

Research topic/aim

In discussions of assessment in school, one controversial issue has been whether or not assessment practice is mainly positive or negative for the students. Hirsh (2020) and Kärenkeinen (2006) argue that strongly focussing on assessment in school increases risk of mental illness such as increased pressure and stress, and reduced faith in the future. The view taken in this research project is that this discussion highlights the importance of continued theory-based empirical studies of assessment validation that takes into account social, i.e. ethical, consequences of assessment validation (Messick, 1989). Consequently, the project assumes that validation of assessment practices need do consider the relevance of social ethics theory and that so-called continental ethics is of particular importance.

Theoretical framework

The project combines theories and research of assessment (i.e. Messick, 1989) with theories of continental ethics (i.e. Bauman, 1995; Løgstrup, 1997; Scott, 1990). The reason for using continental rather than analytical ethics (Levy, 2003) is that the former touches upon existentialist questions (identity formation, self views, relationships, moral development) of relevance for deeper understanding negative consequences of assessment. Further, whereas analytical ethics "mimics the scientific style of inquiry" continental ethics is engaged in cultural critique (Levy, 2003). In addition, Foucault's (1989) notion of the disciplinary society and Byung-Chul Han's (1998) notion of Müdichkeitgesellschaft situates the project in the context of two similar yet different notions of present social ethos. These notions will be used to inquire into the ethical validity of assessment in relation to preexisting social norms and values.

Methodological design

The project has an interdisciplinary profile combining the disciplines of ethics and empirical pedagogy. Drawing on inductively analysed semi-structured interviews with children in the age of 12 continental ethics will be used to pressing the specific ethics questions that will surface in the empirical material.

Expected conclusions/findings

We expect to find that assessment practices profoundly influence children's self-view in both negative and positive ways. In addition, that putting the empirical results in communication with continental ethics will widen the field of understanding of the topic of interest in question.

Relevance to Nordic educational research

The project is of relevance to the Nordic educational field of research because it will develop (a) a methodology to inquire into the moral dilemmas of current assessment practices from the perspective of continental ethics, which (b) enables an ethical validation of the sorting-, information,- and formative functions of assessment.

Exploring school climates that may lead to bullying and/or to positive engagement in learning

7. Value Issues and Social Relations in Education

Silvia Edling[1] , *Guadalupe Francia*[1]*, Robert Thornberg*[2]*, Peter Gill*[1]*, Linda Wänström*[2]*, Ylva Bjereld*[3]*, Björn Sjögren*[2]

[1] University of Gävle

[2] Linköpings University

[3] University of Gothenburg

Research topic/aim

National reports indicate an worrisome increase in bullying in Swedish schools over the past 10 years (Bjereld et al., 2020; Public Health Agency of Sweden, 2018; Statistics Sweden, 2020). Research shows that exposure to bullying increases the risk of mental illness (Holt et al., 2015; Moore et al., 2017; Schoeler et al., 2018), school absence and poorer school performance (Fry et al., 2018; Moore et al., 2017). The overall aim of this study is to investigate students' perspectives on the social climate in the school, the classroom and the class, teachers and peer relations, as well as what they perceive to influence these components of social life in school, how they influence each other and how they influence students' school engagement. More specifically, this small-scale study aims to shed light on: a) Which school factors that students identify as causes of bullying and victimisation? and b) what school factors do students perceive to influence how engaged students are in their learning?

Theoretical framework

A positive school climate includes positive, caring and supportive relationships among students and between teachers and students, students' perceptions that rules and order are maintained in a fair and just manner, that the school is perceived as a safe and secure place, and that students appreciate or enjoy school (Bear et al., 2011). It is associated with greater student engagement (Reynolds et al., 2017), academic achievement (Berkowitz et al., 2017) and student well-being (Aldridge & McChesney, 2018; Reynolds et al., 2017), and with less violence (for a meta-analysis, see Steffgen et al., 2013) and bullying (Cook et al., 2010; Guo, 2016; Reynolds et al., 2017) among students.

Methodological design

Eighteen focus group interviews with a total of about 108 students (about 6 students in each group) are conducted once a year for three years. Focus group interviews allow us to include more students—increasing representativeness—and gain insights into students' shared beliefs about school and to provide a social context for meaning-making. Focus groups offer increased ecological validity compared to individual interviews as participants engage in dialogue in their natural social context (Barbour & Kitzinger, 1999).

Expected conclusions/findings

In a smaller study from two primary schools and with a 1-year longitudinal design, we found that the quality of teacher-student relationships predicted students' academic engagement one year later (Thornberg et al., 2020). The latter study also had a mixed-methods design and in the qualitative part we interviewed 120 students in 21 focus groups. One picture that emerged in the analysis was that the students associated good teachers as teachers who are both kind and thoughtful and at the same time can create order and peace without being too strict, which can be compared to an authoritative teaching style.

Relevance to Nordic educational research

The study is conducted in a Nordic country and is based on issues that several Nordic countries have in common.

Factors influencing the Development of Moral Disengagement: A Short-term Longitudinal Study in Elementary School

7. Value Issues and Social Relations in Education

Marlene Bjärehed[1] , *Björn Sjögren*[2]*, Robert Thornberg*[2]

[1] Kristianstad University

[2] Linköping University

Research topic/aim

The present study examined moral disengagement in children and its relationship with various factors within the educational context. It is a relevant topic for educational research because children who endorse moral disengagement beliefs are more likely to engage in aggressive or harmful behaviors (Luo & Bussey, 2023), including peer aggression and bullying perpetration in schools (Gini et al., 2014; Thornberg, 2023). In particular, we seek to understand the development of moral disengagement (MD) and how it is influenced by student-teacher relationship quality (STQR), authoritative teaching (AUTH), and collective moral disengagement (CMD) within the classroom.

Theoretical framework

This study is grounded within the social cognitive theory (Bandura, 2016) and examines how both individual and classroom level factors interact and shape the development of moral disengagement in elementary school children.

Methodological design

The research utilized a longitudinal approach, analyzing self-reported data from 1,373 students in 108 classrooms who answered a web-based questionnaire at two time-points, first in grade 5 (age 11) and again in grade 6 (age 12). This design allowed for the exploration of factors influencing the development of moral disengagement beliefs over time. A multilevel regression approach was employed to account for the nested structure of the data (i.e., students nested within classrooms).

Expected conclusions/findings

The study's findings revealed several significant direct associations and interaction effects. First, we found that girls and students reporting better student-teacher relationship quality in grade 5 were less likely to score high on moral disengagement in grade 6. Additionally, students in classrooms with higher levels of collective moral disengagement in grade 5 were more likely to score high on moral disengagement in grade 6. Furthermore, three significant interaction effects were identified. First, the results indicate that authoritative teaching could reduce a negative development of moral disengagement for students who scored higher on moral disengagement in grade 5. However, for students with more negative student-teacher relationship in conjunction with authoritative teaching there was a tendency of scoring higher on moral disengagement in grade 6. Finally, students with more negative student-teacher relationship were more likely to score higher on moral disengagement in grade 6 in classrooms characterized by higher levels of collective moral disengagement in grade 5.

Relevance to Nordic educational research

This research holds relevance to Nordic educational research due to its focus on factors influencing moral disengagement in the context of Swedish classrooms. The findings of this study can inform school personnel and policymakers on the importance of fostering positive student-teacher relationships and to reduce classroom-level tendencies of moral disengagement. Specifically, the study highlights the importance of equipping teachers with the skills to build supportive relationships with students and underscores the need to help students in developing empathy, moral reasoning, and moral agency, aligning with schools' democratic mission to promote democratic values and competencies.

Here to care: internationally recruited healthcare students in Finland and acts of social love

7. Value Issues and Social Relations in Education

Linda Bäckman[1]

[1] Migration Institute of Finland

Research topic/aim

Due to aging population structures, many European countries are to an increasing extent leaning on nurses from abroad to take care of people, and are thus contributing to a global care chain (see e.g. Buchan et al 2005, Brush & Sochalski 2007, Vaittinen 2014). Nurse migration has at times been viewed as a 'win-win' solution: receiving countries gain work force, sending countries gain remittances sent back to family members, and individual nurses gain work experience and better salaries. This paper, however, starts out from a critical perspective, recognizing the negative consequences that have been illuminated when it comes to for example family separation, a lower status in the labour market, poorly recognized previous training as well as brain drain and lost work force in sending countries (see e.g. Vartiainen et al 2016).

Theoretical framework

While doing so, it shifts focus to the concept of 'social love' (Cataldi & Iorio 2023) to look at the potential of people recruited here to care, and acts of love between them and their elderly clients as a form of two-way integration.

Methodological design

Building on ongoing ethnographic work, the paper presents early findings from observations and interviews analysed with narrative analysis to delve deeper into the accounts on encounters between carers and clients, and how these contribute to the well-being of the students. The research participants are students who have been recruited from different countries in Asia, and are currently completing vocational degrees at educational institutions in Finland.

Expected conclusions/findings

The study fills a gap in research about the potential of international healthcare students and two-way integration encompassing elderly residents and their carers.

Relevance to Nordic educational research

Moreover, it gives insights into how receiving societies, in turn, could better support positive trajectories of international healthcare students and professionals moving to the Nordic countries.

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Knowledge and Trust. A theoretical discussion and perspectives on educational research.

7. Value Issues and Social Relations in Education

Stein Conradsen[1]

[1] Volda University College

Research topic/aim

In this presentation I aim to discuss a theoretical explanation for the positive relationship between patients' knowledge and their trust in healthcare personnel. The approach is also relevant for studies on students' trust in teachers.

Theoretical framework

The approach is based on John Dewey's notion of continuity (Dewey, 1976). This notion entails that the individual's experiences are interpreted as interrelated to each other, and that knowledge is related to future experience, not merely a record of the past. Furthermore, we apply Niklas Luhmann's theory on trust as a way of reducing complexity and enabling action (Luhmann, 1979). Anthony Giddens' description and analysis of the high modern society provides a frame for discussing the preconditions for patient-healthcare personnel interaction (Giddens, 1991).

Methodological design

This is a theoretical work, based on discussions of several empirical studies on the relationship between knowledge and trust.

Expected conclusions/findings

We suggest that patient - and student - knowledge and trust in healthcare personnel or teacher, is related because both knowledge and trust are future- and action-oriented concepts.

I/ we would like to propose that concepts of trust may contribute to a fresh outlook on education, focusing on an action- and future- oriented focus. This may apply for the individual student's future outlook, and to what extent the teacher and school can provide positive future expectations. Furthermore, a trust focused, future oriented perspective of educational research may bring certain perspectives into how educational systems are a part of the "colonization of the future" (Giddens, 1991) on a societal level.

Relevance to Nordic educational research

Trust issues is extensivly studied in social sciences and in healthcare, indeed also in the Nordic countries. Studies mostly demonstrate that the societal trust is relativly high in this region.

Trust seems however to be scarsly studied in educational research.

The presentation refers partly to a paper published in the Health Care Analysis (Springer Nature, 2023). https://doi.org/10.1007/s10728-023-00467-7

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Level and Change of Students' Bystander Behavior over the Course of a School Year: A Growth Curve Analysis

7. Value Issues and Social Relations in Education

Björn Sjögren[1] , *Robert Thornberg*[1]

[1] Linköping University

Research topic/aim

The current study examined how students' pro-aggressive and defending bystanding behaviors when witnessing peer victimization developed over the course of a school year and how students' baseline level and trajectories were associated with their initial levels of moral disengagement, moral sensitivity, and defender self-efficacy.

Theoretical framework

According to the theoretical framework of social cognitive theory (Bandura, 2002), moral agency encompasses two key aspects: the ability to refrain from engaging in inhumane behavior (referred to as inhibitive morality) and the capacity to engage in humane behavior (known as proactive morality). Apart from acquiring moral standards and reasoning, moral agency necessitates motivational and self-regulatory mechanisms to translate moral conceptions into actual behavior. Normally, if people act against their moral standards, they experience negative feelings such as guilt and shame (i.e., self-sanctions). However, people can also morally disengage from those standards, that is, employing social and psychological strategies that deactivate self-regulatory mechanisms, thereby diminishing or eliminating self-sanctions against immoral conduct. Furthermore, moral agency involves not only the inhibition of inhumane behavior but also the proactive engagement in humane actions. However, the translation of moral intentions into actual behavior is not solely guided by the recognition of right and wrong. It is strongly influenced by an individual's belief in their own capability to enact positive change. In social cognitive theory, *self-efficacy* refers to individuals' beliefs in their capacity to act in the ways necessary to reach a specific goal and is considered a focal mechanism of human agency (Bandura, 1997).

Methodological design

We collected data from 353 students through a web-based questionnaire from students from fourth to sixth grade at three time points over the course of a school year. First, unconditional growth models were estimated where the three repeated measures of pro-aggression and defending, respectively, were examined. Second, conditional models were estimated where the previous models were extended including moral disengagement, defender-self efficacy, moral sensitivity, gender, and immigrant background as predictors.

Expected conclusions/findings

In the unconditional models, the slope of pro-aggression was not significant whereas the slope of defending was negative and significant, indicating that students' defender behavior decreased over the course of the school year. Results from the conditional models suggest that students had higher levels of baseline pro-aggression if they were high in moral disengagement and low in moral sensitivity at time 1, whereas students had higher levels of baseline defending if they were high in defender self-efficacy and moral sensitivity at time 1. Furthermore, students with higher levels of defender self-efficacy at time 1 decreased less in defending over the course of the school year, compared to students with lower levels of defender self-efficacy at time 1. All models fit the data well as evaluated by chi-square, CFI, RMSEA, and SRMR.

Relevance to Nordic educational research

The current findings contribute to the Nordic educational research by showing how bystander behaviors among Swedish students develop over the course of a school year. The findings also suggest that an important component in schools' prevention efforts is fostering students' confidence in their capacity to effectively intervene on behalf of victimized peers.

Longitudinal association between classroom climate and proportion victims of bullying at the classroom level

7. Value Issues and Social Relations in Education

Robert Thornberg[1] , *Linda Wänström*[1], *Björn Sjögren*[1], *Peter Gill*[2], *Guadalupe Francia*[2], *Silvia Edling*[2], *Ylva Bjereld*[3]

[1] Linköping University

[2] University of Gävle

[3] University of Gothenburg

Research topic/aim

The aim of the present study was to examine the longitudinal and concurrent associations between classroom climate and the proportion victims of bullying at the classroom level.

Theoretical framework

With reference to the social-ecological framework (Bronfenbrenner, 1979), this study focuses on the classroom microsystem in school. Teachers and peers in this system represent the most proximal influences on students' everyday school life. Classroom climate is a group characteristic of this microsystem and can be defined as "the sum of all the group processes that take place during teacher–student and student–student interactions" (Zedan, 2010, p. 76). In the present study, positive classroom climate refers to supportive, respectful, and responsive teacher-student interactions and high cohesiveness and cooperation among the classmates, which altogether contribute to a supportive learning environment at the classroom level.

Methodological design

Data were obtained from a student school survey administered to all schools in one Swedish municipality. The students completed an online survey in the autumn semester 2022 (Time 1) and then again in the spring semester 2023 (Time 2). Path analyses with school classes as the unit of analysis were based on 4,947 students at Time 1 and 4,782 students at Time 2. The sample included 240 school classes in 25 schools, covering both upper elementary school and lower secondary school.

Expected conclusions/findings

The path analysis showed that school classes with a more positive classroom climate at Time 1 tended to have a lower proportion of bullying victims at Time 2 when controlling for the proportion of bullying victims at Time 1. However, the proportion of bullying victims at Time 1 was not significantly associated with classroom climate at Time 2 when controlling for classroom climate at Time 1. In other words, while classroom climate predicted bullying victimization over time, the later did not predict classroom climate over time. In addition, we found that classroom climate was negatively correlated with proportion of bullying victim within each time point.

Relevance to Nordic educational research

The current findings contribute to the Nordic educational research by showing in a Swedish school context that school classes with a classroom climate characterized by supportive, respectful, and responsive teacher-student interactions and high cohesiveness and cooperation among the classmates tend to have less problems with bullying victimization over time.

Perspectives on Reports of Harassment and Violations in Schools. A Study of Challenges and Risks. (swe)

Caroline Ljungberg[1]

[1] Malmö University, Faculty of Education and Society, Department of Childhood, Education and Society

Research topic/aim
The study explores perspectives on complaints of harassment and reports of violation in schools. Formal reports of harassment play a critical role in maintaining a safe and inclusive learning environment, but they also come with a range of issues that affect both teachers and students.

Theoretical framework
The practices and potential effects of reports of harassment and violation are discussed in the light of Hartmut Rosa´s conceptual framework of acceleration, alienation and resonance. How can practices concerning complaints of harassment or violation be understood as an effect of the accelerating impact of modernity, and are these practices a form of what Rosa identifies as increasing aggressiveness and alienation? How can the work in schools against harassment and violation promote resonance, trust and dialogue, rather than decrease the space for human communication and understanding?

Methodological design
The study delves into the complex issue of complaints of violation and reports of harassment in schools, with a specific focus on how principals, through in-depth interviews, view this problem and its associated challenges. The study also takes into account, through interviews, the perspectives of school administrators and legal professionals at the Elementary School Administration (grundskoleförvaltningen).

Expected conclusions/findings
The study highlights different risks concerning formal practices and documentation of harassment and violation. Teachers, as the front-line educators, are often responsible for addressing and documenting these complaints, which can be time-consuming and emotionally demanding. This extra workload can lead to stress and burnout, affecting their overall job satisfaction and, consequently, the quality of education they provide.

Another concerning aspect explored in this study is the potential for reports to be misused as a means for teachers to put students in their place. In some cases, teachers may file complaints against students as a form of discipline, which can be detrimental to the trust between educators and learners. When the focus on reporting becomes overly punitive or adversial, it can lead to an environment where students feel alienated and hesitant to express themselves openly. The study therefore delves into the risks associated with a culture of alienation within schools.

Another risk is that an accelerating society may lead to an increase in reports, and that the intention behind the legislation is distorted and misinterpreted. This could result in over-reporting to avoid potential scrutiny, for instance from, the School Inspectorate (Skolinspektionen). Another reason for over-reporting could be to request additional resources. The professional judgment of teachers may therefore be overshadowed by administrative procedures and manuals.

Relevance to Nordic educational research
In conclusion, the study highlights the multifaceted nature of reports of harassment and violation in schools and some of the challenges faced by students, teachers and school management. While it is essential to maintain a safe learning environment, it is equally important to strike a balance that prevents the misuse of complaints and fosters a culture of trust and communication. The findings could be valuable for policy development and educational practice, contributing to the ongoing discourse on promoting the professional judgment of teachers, creating safe and inclusive learning environments, and for enhancing the possibility and space for resonance.

Swedish school staff's reflections on school loneliness and bullying - a system theoretical perspective

7. Value Issues and Social Relations in Education

Joakim Strindberg[1]

[1] The Department of Education and Teachers' Practice, Linnaeus University, Sweden

Research topic/aim

Although previous studies on school bullying have recognized several aspects as significant for anti-bullying interventions in schools, there is still a need for more knowledge about how aspects beyond the individuals directly involved in bullying situations can contribute to underpinning bullying interactions. In this study, I address this need for additional knowledge by discussing school staff's reflections on how school loneliness and bullying relate to exo- and macrosystem aspects, such as perceptions of the distribution of responsibility between pupils, teachers, and principals in Swedish elementary schools.

Theoretical framework

In this study, I draw on a system theoretical perspective to school staff's reflections on school loneliness and bullying. The findings are analyzed using Bronfenbrenner's (1979) ecological model, with a particular focus on how school loneliness and bullying can be understood as phenomena affected by several intertwined layers or systems. As has been pointed out elsewhere, education policy in Sweden (as in other countries) has shifted focus and changed over the last decade or so. This applies, for example, to teaching patterns, working methods, and perceptions of "what education is, what education is for and how education should be shaped" (Dahlstedt & Fejes, 2019b, p. 2). In this study I discuss these changes at the exo- and macrosystem level as significant for understanding school loneliness and bullying.

Methodological design

The present study is part of an ongoing research project with a focus on school staff's reflections on school loneliness and bullying in Swedish schools. The data has been analyzed inductively and thematically (Braun & Clarke, 2006), with particular focus on what is suggested to be the school staff's "main concerns" related to their experiences of working with school loneliness and bullying (Charmaz, 2014).

Expected conclusions/findings

The findings suggest a complex intertwined picture within which school staff on the one hand highlight micro- and meso-system aspects of anti-bullying work, such as the importance of classroom leadership, relationships and collaboration with colleagues and parents. On the other hand, they emphasize the perceived importance of exo- and macro-system aspects, such as perceptions of the division of responsibilities between pupils, teachers, and principals. Taken together, the findings point to a tension between school staff struggling with prevention in day-to-day work and the seemingly overlooked aspects of a school system which seemingly presupposes a certain type of pupil; one who can establish and maintain their social relationships, and who can manage the context in which they find themselves.

Relevance to Nordic educational research

The findings discussed highlight the importance of more thoroughly considering the exo- and macrosystem level to school loneliness and bullying. The findings are significant for school staff and school policy makers who work preventively with school loneliness and bullying, both in Sweden and in Nordic educational contexts. Not least, the findings can also have great significance for the pupils who experience loneliness and bullying at school more or less daily.

The enchantment of education (swe)

7. Value Issues and Social Relations in Education
Karin Årman[1]
[1] Karin Arman

Research topic/aim
In some rare cases within our lives, we get so deeply affected by something that it changes the whole understanding of the relationship between ourselves and the world. In this encounter the world appears enchanted, and we can sense a promise that there is something more to it than the visible and tangible world explained by the natural sciences. This, I believe, is the magical promise of education.

I base my presentation on the idea that the primary goal of education is to awaken in the student a desire to engage with the world in a grown-up and World-centered way (Biesta, 2022). The experience of world-centeredness, I will argue, is connected to the concept of resonance, explored by Hartmund Rosa (Rosa, 2019), a concept that when situated in the research field of education, is to be understood in relation to the concept of wonder. By contextualizing the discussion within a Bildung tradition I want to bring to life the possibility of beauty and magic that lies within the encounter with the not-yet-known (Wagenschein, 1999).

Theoretical framework

The study is contextualized within the theoretical framework of Hannah Arendt, Gert Biesta and Hartmut Rosa as well as within the tradition of Bildung (Klafki 2000, Friesen 2023, Wagenschein 1999).

Methodological design
The research design is built on the result of my doctoral thesis based on ethnographical fieldwork on upper secondary students understanding of controversial issues.

Expected conclusions/findings
The result indicates that a question is perceived as controversial when it touches deeply existential notions of right and wrong, good and evil, beliefs that are often unconscious and culturally conditioned. The understanding of controversial issues as deep-rooted cultural beliefs have consequences for the school's work to nurture democratic citizens and it's ability to make everyone embrace these ideal.The result of the study also shows a desire on part of the students to understand how society works and which underlying expectations society has on the newcomer (Arendt, 2006). In an Arendtian guise, it can be translated into a desire to become acquainted with, what Arendt calls "the common sense" which is managed by older generations via traditions and shared knowledge.

Relevance to Nordic educational research
With a new demographic landscape in our Nordic countries where students with very different experiences and worldviews coexist in the same classroom, this is a topic with a great relevance to Nordic educational research. Based on the students' visions of controversial issues and their desire to be introduced to the old world I try to find out how policy can meet the desire of the students and at the same time bring educational adventures to life.

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The othered body in narratives on weight-based bullying

7. Value Issues and Social Relations in Education

Anna Eriksson[1] , *Paul Horton*[1]

[1] Linköping University

Research topic/aim

Weight bias in educational settings can lead to bullying and have a severe negative impact on students' mental wellbeing and experiences of their education (Nutter et al., 2019). Indeed, extensive research has found that students who are labelled overweight are more likely to be victims of bullying (Lee et al., 2018; Wang et al, 2018) and that weight-based bullying can lead to loss of self-esteem, lower self-confidence, social isolation, higher levels of anxiety, and the development of psychosomatic issues (Griffiths & Page, 2008; Thornberg et al., 2013). Focusing on three written narrative accounts of school bullying published in the Swedish newspaper *Aftonbladet*, we focus on weight-based bullying and investigate how the narrators depict the bullying to which they were subjected and what it is said to have done to their sense of self.

Theoretical framework

We utilise Butler's (1990, 1997) concepts of performativity, linguistic injuries, and othering to analyse the three narrative accounts. In doing so, we adopt a narrative approach that not only investigates how the narrators depict the bullying and the effects it has had on them, but also how they position themselves within their narratives (Reissman, 2005).

Methodological design

The three narratives were selected because they stood out in their rich descriptions of the weight-based bullying the narrators had experienced and in their accounts of what the bullying did to them. The analysis began with a brief reading of the data set to form an understanding of the narratives. This was followed by closer readings of the narratives to examine how the acts and effects of the weight-based bullying were described. Finally, the narratives were read together to identify what the narrators shared in their accounts of being targeted due to their size.

Expected conclusions/findings

Two themes, 'performative othering' and 'a changeable body', were identified in the narratives. These demonstrate how the narrators were co-constructed as different, othered and dehumanised (Thornberg, 2015) and how the 'normative cruelties' (Ringrose & Renold, 2010) to which they were subjected served to police their corporeality in line with normative societal ideals.

Relevance to Nordic educational research

Taken together, our findings point to the importance of listening to the stories of those subjected to bullying and not only addressing bullying in terms of the negative actions taken, but also in relation to broader societal norms. We argue that this is important if we hope to ensure an inclusive and secure school environment for students with bodies of all sizes.

The powerful and the powerless in Confucianistic classroom - the case of Vietnam

7. Value Issues and Social Relations in Education

Minh Ngoc Do[1]

[1] Malmö University

Research topic/aim

The Confucian value is held at the core of national education in many Asian countries (Littrell, 2005). It demands total respect from students to teachers and implies a powerful-powerless situation in the relationship between teachers and students. The paper brings in a different pedagogical perspective contradict to the democracy and equality in Nordic classroom, by examining the subject of power in the relationship between students and teachers in Vietnam. The paper discusses how this power (im)balance affects learning behaviors, teaching approaches, and classroom environment.

Theoretical framework

Pedagogical methodology is the basis of inquiry as it studies teaching methods as well as considers the interactions that take place during learning, and how they are influenced by the social, political and psychological development of learners. The analysis adopts the post-structural feminism framework to investigate the subject of power - a key aspect in the scholarship of feminism (Mohanty, 1988) in the interaction between teachers and learners.

Methodological design

The paper is conducted in the form of document analysis by gathering and analyzing documents on learning behaviors and mentality of Vietnamese students. This methodology helps provide background information (Bowen, 2009), which is appropriate as this topic of power is sensitive and new in Vietnamese context; thus, it requires preliminary peruse of information that can lead to suggestions for further research ideas.

Expected conclusions/findings

The Confucianism exerts significant impact on teaching and learning approaches in many Asian countries including Vietnam (Littrell, 2005). The Confucian value underlines respect towards teachers, which is argued to create an imbalance of power where teachers are the powerful and students are the powerless. In Vietnam, verbal and even physical punishment for mistakes and misbehaviors is mostly considered as normal. More specifically, the unequal power in the relationship between teachers and students in Vietnam is a fundamental cause of sexual harassment to female students. The image of 'third-world women' described by Mohanty (1988) can be used to illustrate the abused victims: they are traditional, not conscious of their rights, and ignorant.

Relevance to Nordic educational research

The paper has contribution to pedagogical practices of Nordic countries in multicultural context because it discusses learning behaviors of students from countries that have Confucianism at the core of national education. Discussion of power in the relationship between teachers and learners has implication in ensuring justice and equality in education through pedagogical approaches that transform classroom hierarchy.

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Understanding the Positive Classroom Social Climate from Swedish Teachers' Perspectives- a Qualitative Investigation

7. Value Issues and Social Relations in Education

Noam Ringer[1] , *Mara Westling Allodi*[1]

[1] Stockholm University, Department of Special Education

Research topic/aim
The aim of the study was to investigated what elements and features teachers perceive as the constructs and characters of positive social climate.

Theoretical framework
Goals, Attitudes, and Values in School (GAVIS) is a theoretical framework built upon theories of human development and a qualitative investigation of students' perceptions of positive features in their classroom social climate (Allodi Westling, 2010).

Methodological design
The study is based on a qualitative investigation in the form of semi-structured in-depth interviews with elementary school teachers. The analysis method was an inductive qualitative content analysis suggested by Elo and Kyngäs (2007).

Expected conclusions/findings
The analysis resulted with five categories that together describe elements and features of positive social climate in the classroom from teachers' perspectives.

1. Engagement

This category consists of expressions of students' engagement in the classroom. Such expressions are when students actively participate in activities, carry out the task in an active way, answer questions or discus eagerly with each other, as well as expressions of interest, desire, enthusiasm, creativity, playfulness and humor.

2. Improvement

This category entails expressions of students' willingness to improve, develop skills, do their best, and make efforts to manage challenging tasks. Such expressions are for example asking follow-up questions, if students have finished a task, they ask to receive a new task, receiving and using individual or collective feedback from teachers, as well as when good individual performances are recognized by other.

3. Structure.

This category describes aspects related to structure, rules, control and predictability in the classroom. The category includes characters such as having and keeping structure for lectures, coming on time to the class, following classroom rules, and that activities start and end as planned.

4. Fellowship/ Companionship

This category consists of teachers' appraisals related to students' propensity to be helpful, and open towards each other for help. Such descriptions are for example that students take care of each other, take each other's needs into account, share materials, help each other with knowledge or emotionally, encourage, pep and receive compliments from each other.

5. Responsibility

This category entails teachers' descriptions in which students take responsibility and influence their social environment. Such descriptions are when students are involved in taking decisions, get to choose between options of activities, or to influence the content and the way in which they work in the classroom. Students express their own views and suggestions, and teachers consider these views and suggestions. Students receive responsibility from the teacher.

Relevance to Nordic educational research
Positive social climate in the classroom is associated with psychological wellbeing (Tabrizi & Sheikholeslami, 2020), academic motivation (Thornberg et al., 2020), and higher academic performances (Hamre & Pianta, 2001). However, there are still questions regarding the conceptualization of the phenomenon, the components that built it up, and the directions on how to create a positive social climate in the classrom (Ginner Hau et al., 2021; Wang et al., 2020). The results are valuable to theory development, to construct instruments to assess it, and to develop interventions to improve the social climate in the classroom.

Unsafe places in schools: Children's perspective

7. Value Issues and Social Relations in Education

Layal Wiltgren[1] , *Ylva Bjereld*[2]*, Robert Thornberg*[1]

[1] Linköping university

[2] Gothenburg university

Research topic/aim

When students describe unsafe places in school, some places feature more prominently than others. Unsafe places in school can, especially in already vulnerable or bullied students, engender a feeling of unsafety that leads to grave consequences. Previous research shows that students who feel unsafe in school have higher levels of absence, lower grades and more symptoms of psychic ill health.

Theoretical framework

The projects theoretical framework is based on symbolic interactionism and childhood sociology. Symbolic interactionism focuses on individual's social interactions and efforts to create meaning and interpret and handle practical issues in everyday life. "People's efforts to solve their problems in a practical way are just as important to social order as is their routine conduct along culturally established and predictable lines" (Hewitt & Shulman, 2011, s. 162). Students' experiences of safety concerns are based on their interpretation of the places and situations created through complex interactions with the social and physical environments in school.

Based on childhood sociology concepts, the planned projects assumes children to be active, innovative and creatvie agents in their own lives, as opposed to passive recipients of a socialization process.

Methodological design

The project's overarching goal is to study the problem of 4-9 grade student's feelings of unsafety in school spaces from a child's perspective based on both qualitative and quantitative methodologies in the form of interviews and surveys conducted in schools with varying socioeconomic status. The surveys will be constructed based on the themes discovered during interviews, with the aim of generalizing collected qualitative data, and based on grounded theory.

Expected conclusions/findings

Expected results are that students have a clear understanding of spaces they perceive as safe or avoid, along with insights into the strategies employed to steer clear of certain areas. The configuration of school buildings is also deemed pertinent to this inquiry. Additionally, the project seeks to explore the correlation between perceptions of safety and unsafety with local norms, examining their interplay with identity categories like ethnicity, gender, sexuality, age, and other relevant factors.

Relevance to Nordic educational research

The current 10-year compulsory school regime requires student's presence in school spaces for a large part of their childhood. As knowledge is limited, so, too, is the ability to prevent unsafety. By increasing the knowledge surrounding student's experiences of unsafety in specific school settings, this project will contribute to ways to understand, alleviate, and prevent unsafety. This could, in the long term, lead to a more positive attitude toward school among students feeling a lack of safety while being in certain places in school.

We were invisible and had the "wrong" pronoun: LGBTIQ+ young people's lived experiences of bullying in school

7. Value Issues and Social Relations in Education

Camilla Forsberg[1] , *Paul Horton*[1]

[1] Department of Behavioural Sciences and Learning, Linköping university, Linköping, Sweden

Research topic/aim

Homophobic marginalization and bullying are an ongoing challenge in schools (Odenbring, 2022; Pascoe, 2013) and research point to the negative effects on the wellbeing of LGBTQ young people (Bränström, 2018; Espelage et al., 2019). However, we know less about potential protective factors (Bränström, 2018; Espelage et al., 2019) or about the lived experiences of LGBTIQ-youth, especially in Swedish schools (Odenbring, 2022). In this study we contribute to this body of research by exploring LGBTIQ+ young people's lived experiences of homo, - bi, - and transphobic bullying and what might be protective factors from their perspectives.

Theoretical framework

We use the concept of (mis)recognition to understand the participants lived experiences of homo, bi and transphobic bullying. Misrecognition occurs when a person is negatively cognized and denied participatory parity (Fraser, 2001). Misrecognition is not simply an interpersonal issue, but rather has its foundations in heteronormative norms and values that contribute to the subordination of LGBTIQ+ students, who are perceived as not fitting or as a problem.

Methodological design

We use in-depth semi-structured interviews to interview LGBTIQ+ young people between the ages of 16 and 19 who are attending upper secondary school in Sweden. The interviews focus on the informants' experiences of bullying at school, how these experiences have affected their sense of wellbeing and the support and/or assistance provided and are analyzed with the help of the six-step thematic analysis approach (Braun & Clarke, 2006). In our first analysis we have focused on their experiences of bullying.

Expected conclusions/findings

Our findings from the first round of interviews focus on the participants experiences of how their LGBTIQ+ position is misrecognized within school from both peers and school staff, especially before coming to upper secondary school. Three themes have been conceptualized illustrating misrecognition: Being invisible; Refusing to consider; A despised transition.

Relevance to Nordic educational research

This paper could contribute to Nordic educational research, Network 7: **Value Issues and Social Relations in Education** since it concerns bullying in school, from the perspectives of LGBTQI+ youth themselves. Such information is crucial for informing broader efforts at promoting wellbeing and preventing ill health among the LGBTIQ+ population in Sweden and beyond.

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What role does health have in today's teacher education? What role should it have?

7. Value Issues and Social Relations in Education

Lisa Hellström[1] , *Ann-Louise Ljungblad[1], Hanna Sjögren[1], Helena Andersson[1], Mats Lundström[1]*
[1] Malmö university

The role of health in teacher education is a subject of discussion and development. Prioritizing health in teacher education may be of importance, especially given the increasing awareness of mental health and other health-related challenges that students may face. The strong correlation between health and learning also underscores the importance of a more explicit focus on health in teacher education. Health in teacher education is a multifaceted and important aspect that encompasses various dimensions of well-being. It is not limited to physical health but also includes mental, emotional, and social well-being. The role of health in education is to ensure that students are provided with an environment that supports their holistic development and prepares them to lead healthy and fulfilling lives. While children and school students show increasing challenges related to health, we also see that teachers report high levels of work-related stress and that many leave the profession prematurely. Research indicates that a part of this is due to inadequate preparation in teacher training for the reality of being a practicing teacher. Health should be integrated into teacher education in a way that equips teachers to support students' physical and mental health while providing high-quality education. It has been argued for decades that health education (HE) should be anchored more firmly in school curricula. Nevertheless, only a few countries have introduced HE as a stand-alone school subject.

The role of health in today's teacher education can vary depending on the education program, schools, and institutions. However, in general, health is an important aspect of teacher education and teaching. Some considerations are:

- Health as a subject: Teacher education may include subjects related to physical, mental, and social health to teach teachers how to promote healthy habits and well-being among students.
- Health-promoting school environment: Teacher education can also focus on creating a health-promoting school environment where both physical and psychosocial aspects of students' well-being are considered.

Purpose and expected outcomes of the workshop: We want to open up a dialogue about the role of health in today´s teacher education. What is health and health-promotion in a school context and how can teachers work to promote health? What are teachers' responsibilities and how can teacher training equip teachers to support students' health? We hope that this workshop will open up for a genuine discussion about health and its' role for teachers and teacher training. We also want to investigate opportunities to arrange further workshops and initiate research collaborations.

8. Gender and Education

"Actually, I think it could be anyone, but...": Vocational students' descriptions of third party sexual harassment (swe)

8. Gender and Education

Maria Hedlin[1] , *Eva Klope[1], Ulrika Bossér[1]*

[1] Linnaeus University

Research topic/aim

This study investigates how students training for jobs in the hospitality industry describe guests that subject staff to sexual harassment. The research question that guides the study is: Who are the guests who expose staff in the hospitality industry to sexual harassment, according to the students?

Theoretical framework

Sexual harassment is a widespread problem that occurs worldwide. It is mainly women who are subjected and most often it is men who subject them (Latcheva 2017; Svensson 2020). Young women employed in the hospitality industry have been identified as particularly vulnerable, those who target them are mainly male guests (Svensson 2020). Drawing on gender studies, sexual harassment that men subject women to can be understood as an expression of the unequal gender order that prevails in society (Connell 2009). Nowadays, however, there is a widespread belief that gender equality has been achieved. A post-feminist discourse that asserts that gender inequality belongs to the past. Thus, society is presented as gender neutral. Neither gender, class nor other factors are said to play any role in a person's opportunities and future living conditions. Within the post-feminist discourse, the individuals are seen as responsible for both their successes and failures. Referring to things like inequality, gender discrimination and gender-based violence is therefore not possible (McRobbie 2010; Pomerantz & Raby 2017). The discourse is closely linked to neoliberal ideology and has gained a prominent position within the Western world, not least within the Nordic countries, which are also often highlighted as successful examples when it comes to gender equality (Magnusson et al. 2008). On the one hand, sexual harassment that male guests subject female employees to in hotels and restaurants is extensive and well known. On the other hand, the post-feminist discourse constitutes an obstacle to understanding sexual harassment as an expression of gender inequality.

Methodological design

The empirical material consists of focus group interviews (2-8 participants) with female and male students at the Hotel and tourism- and the Restaurant Management and food program in Sweden.

Expected conclusions/findings

The results show that the guests that the students highlight as the people who expose staff to sexual harassment are primary described as older men ["gubbar"]. In the case of this group, the descriptions are particularly negative and the concrete situations numerous. According to the students, sexual harassment also occurs from boys their own age. In addition, it is emphasized that women can also subject men to sexual harassment, which, however, appears to be more hypothetical and contradictory.

Relevance to Nordic educational research

All the Nordic countries want to counter sexual harassment in schools and education. Research has, however, shown the notion that gender equality has been achieved as an obstacle to understanding gender issues (Lahelma 2012; Magnusson et al. 2008; Svensson 2020).

"I wish I had known this as a teenager" - Students' reflections on learning gender studies

8. Gender and Education
Bergljot Þrastardóttir[1]

[1] Assistant Professor University of Akureyri

Research topic/aim

Schools play a major role in transmitting cultural norms. Therefore, schools must nurture and develop capacities for practices that generate equal opportunities and respect for all. This obligation is reflected in Icelandic educational policy and the Gender Equality Act (1976). Several studies in Iceland have suggested that education in Iceland lacks emphasis on gender- and queer studies (Kjaran, 2017; Þrastardóttir, Jóhannesson, & Lappalainen, 2021). Lack of teacher education on gender issues has been suggested as one of the reasons (Guðbjörnsdóttir & Lárusdóttir, 2012; Þrastardóttir et al., 2021). Research on teacher education and gender studies is lacking. This paper explores how teacher students participating in a mandatory gender studies at the University of Akureyri experienced their learning in connection to their expectations, learning, and future teaching practices.

Theoretical framework

This paper uses a post-structuralist conceptualization of identity as felt, embodied, and discursively constructed and performed (Butler 1999; Zembylas 2003). Teachers' identities and experiences are thus influenced by discourses of power and knowledge in society, implicated by politics, regulatory forces, and hegemonic ideologies.

Methodological design

The study draws on written reflections of 36 teacher students. Their reflections were analyzed drawing on Braun and Clarke's (2013) phases of thematic analysis. The initial coding was open and focused on getting to know the participants' experiences without engaging too much with existing literature and theories.

Expected conclusions/findings

The findings imply that gender studies should be provided for teacher students as they are in a prominent position to bring about nessessary changes by gendering and queering school practices. The students found the course and the study material more informing and practical than expected and some referred to eye-openings. Students who had prior knowledge of gender issues were surprised by their own lack of conceptual knowledge. Most of the students chose to produce educational material or promote initiatives to transform school practices and heteronormative views in school settings.

Relevance to Nordic educational research

Nordic policies reflect an emphasis on gender equality in education however, the issue is not prioritized but in a few national curricula, or not enacted at all (Kjaran & Lehtonen, 2020). This research addresses and problematizes the presumed status of gender equality in Iceland and the Nordic concerning the prominent gender gaps and lack of enactment of education on gender issues.

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Bodies, responsibilities and, consent in a Swedish educational program for younger pupils

8. Gender and Education
Emma Axinder[1]
[1] Linköping University

Research topic/aim

Childhood sociological research has highlighted that the connection between children and sexuality is often constructed as challenging to reconcile, where sexuality is portrayed as something exclusive to adults. Children tend to be viewed as asexual and in need of protection. In such a context, sexuality is understood in terms of sexual acts and not as an integrated part of people's identity and as sexual beings (Lee 1998; Sparrman 2015). On the other hand, teenagers are often perceived as overly interested and oversexualised (Jackson 2005). The primary school could be seen as a turning point or interesting "in-between years" where pupils could be understood as both asexual beings and at the same time as sexual becomings (Lee 1998; Sparrman 2015).

Theoretical framework

The article highlights how gender and responsibility are (re)negotiated in discourses about the body and consent. Gender is understood from Butler's framework, where both gender and sex are seen as socially constructed categories, and heterosexuality is the norm (Butler 1993).

Methodological design

Using a multimodal discourse analysis (Fairclough 2010), where power and language are central to the analysis, an examination is made of the educational program series "Snacka om sex" (Utbildningsradion 2018), targeting pupils in grades 4-6.

Expected conclusions/findings

Results highlighted in the article indicate that responsibility becomes a complex practice for pupils to navigate. They are constructed as competent beings who know what they want and don't want and as somebody who can communicate it to a (future)sexual partner, but also as individuals who have the responsibility to communicate with adults. Instead of contextualizing consent as a complex social practice, it is simplified to such an extent that it should be impossible to do the wrong thing.

Relevance to Nordic educational research

The contribution of the study is to reveal the knowledge about gender, body, responsibility, and consent that is emphasized in educational program series. These are crucial for understanding the discourses that create conditions for teaching and learning about sexuality and relationships.

Comparative Study of Diversity in Civics Textbooks in the Nordic Countries and Japan

8. Gender and Education

Kampei Hayashi[1, 2] , *Yukiko Sawano*[3]*, Noriko Hasegawa*[4]*, Reiko Hayashi Nakata*[1, 2, 5]*, Chie Nakazawa*[6]*, Hiroki Sato*[7]*, Aya Watanabe-Kuroda*[8]

[1] Shinshu University

[2] Uppsala University

[3] University of the Sacred Heart

[4] Aichi Institute of Technology

[5] Oslo Metropolitan University

[6] Tokyo Gakugei University

[7] Niigata University of Health and Welfare

[8] Tsuda University

Research topic/aim

The purpose of this study is to approach the question of how school education is trying to deal with a diversifying society from the perspective of textbook research.

In an increasingly diverse society, school education needs to be transformed into one based on diversity. As issues of diversity in education become more apparent in many countries, the challenge is how to reflect this evolving reality in the content of education. This study approaches the issue of diversity in education as a comparative study between the Nordic countries and Japan. The purpose of the comparison is to identify the characteristics of the Nordic countries and Japan in terms of how they deal with diversity in textbooks, by identifying similarities and differences.

Theoretical framework

Textbooks play a role in transmitting traditions, culture, and values, but this can make it difficult to respond to new changes and challenges. Textbooks are often expected to play an enlightening role with regard to new social issues. However, if the goals are too idealistic and detached from reality, they will fail to connect with students' lives. Therefore, in the process of incorporating social diversity into the school education system, it is necessary to examine how the balance between ideals and reality is accounted for and reflected in the actual textbooks.

Drawing on previous studies such as "UNESCO Guidebook on Textbook Research and Textbook Revision" (Pingel, 2010) and Tachi's study on gender bias in textbooks (2000), this study sets six pillars for analysing contents of textbooks: 1) whether it is realistic or enlightening; 2) whether it is stereotypes or free from them; 3) whether it sees diversity as a rich resource or a problem to be solved; 4) whether it sees diversity as something of which it is a part or as others to be understood; 5) whether it is based on an international/global context or a national/domestic context; 6) whether it is dynamic or static.

Methodological design

This study approaches the issue of diversity in education as a comparative study between the Nordic countries and Japan, using textbook analysis as a research method. In the textbook analysis, civics textbooks in lower secondary education are used. To examine diversity in textbooks, content analysis is carried out with regard to the following dimensions: disability, culture, and gender.

Expected conclusions/findings

The Nordic countries' education systems are characterised by democracy, social justice, equality and inclusiveness, which are highly compatible with diversity in education. With such traditional values, it is expected that the diversity in textbooks will also show approaches that are unique to the Nordic countries and different from those in Japan. It is also intended to provide suggestions for the framework of analysis in textbook research.

Relevance to Nordic educational research

The Nordic countries' education systems are characterised by democracy, social justice, equality and inclusiveness, which are highly compatible with diversity in education. With such traditional values, it is expected that the diversity in textbooks will also show approaches that are unique to the Nordic countries and different from those in Japan.

Discussing educational paths: the role of gender, family backgrounds and (m)others

8. Gender and Education

Linda Maria Laaksonen[1, 2]

[1] University of Turku

[2] University of Helsinki

Research topic/aim

In this presentation, I explore how girls studying in Finnish upper secondary education discuss their educational paths, with a specific focus on the discourses related to gender and family backgrounds.

Theoretical framework

The theoretical starting point for this research is an intersectional approach, drawing from previous research on gender, ethnicity, and social class (e.g. Phoenix 1997; Crenshaw 1989).

Methodological design

Methodologically, this study is situated within the field of feminist educational ethnographies (Lahelma et al. 2014). The research data has been produced within two ethnographic research projects conducted in three upper secondary schools in the Helsinki metropolitan area 2017–2020. The data include ethnographic field notes and interviews with 41 girls aged 16–20. In this presentation, I discuss preliminary ideas and results.

Expected conclusions/findings

When discussing their educational paths, the girls often reflected on their family backgrounds, particularly their mothers' educational background. The girls whose parents had higher education degrees frequently discussed how their parents supported their educational choices, given their familiarity with the Finnish educational system and higher education. In contrast, girls whose educational choices diverged from their parents often talked about their parents' lack of familiarity with the education they were pursuing. Some of the girls were the first in their family to pursue upper secondary education and/or higher education. The girls' narratives illustrate how being white and middle-class was often perceived as a norm within schools. Some of the girls described how they had to negotiate their educational positions in relation to their gender and ethnicity, being categorized as "girls with migrant backgrounds" at the school. The girls discussed stereotypical and racist categorizations of migrant girls and women and how they and their mothers were perceived as others within the education system.

Relevance to Nordic educational research

This presentation is relevant in the context of Nordic educational research as it offers insights into the nuanced experiences of girls navigating the educational system and illustrates the diversity among upper secondary education students.

Early childhood education, children and sexuality from a public health perspective (swe)

8. Gender and Education

Helena Bergström[1] , *Anna Westberg Broström*[1]

[1] Stockholm university, Department of child and youth studies

Research topic/aim

In 2022, Swedish teacher training programs and the compulsory school system were given new objectives on sexuality, consent and relationships. Preschool (aimed at children aged 1-5) and preschool teacher education did not, which could be interpreted as an exemption. These exceptions make preschool age a kind of boundary when it comes to sexuality and sexual knowledge in a Swedish context. At the same time, non-profit organizations and authorities are approaching preschool with didactic proposals and educational materials linked to children and sexuality. Statements about the importance of "starting in preschool" are common. Preschool age as a boundary for sexuality and sexual knowledge thus seems to exist and to be negotiated and engaged by actors and arenas other than the preschool itself.

In this paper, we are interested in Region Stockholm's investment in a new health area for preschool on bodily integrity and relationships (https://www.elevhalsoportalen.se/om-portalen). The health area was launched in 2022 and relates to a national public health area on sexual and reproductive health and rights. It includes proposals for structural interventions for preschool personnel. The proposals are not prescriptive. However, an assumption is that they can gain legitimacy through their sender, design and link to the policies of government agencies and established organizations. In this way, they can be expected to have effects and real significance for preschool as an educational practice. Therefore, they are also important to research. The purpose of this article is to contribute with an analysis of these policy proposals. It is about trying to understand what the health area problematizes and how to think about it in relation to preschool as an institutional and pedagogical practice.

Theoretical framework

The theoretical framework has its ground in Foucault's concept governmentality together with Bacchi's analytical interest in governance and discursive problematizations made in policy.

Methodological design

The analysis will present the health area's proposed interventions. The analysis will also discuss how these can potentially construct conditions for preschool teachers' professional approach to younger children and sexuality and for preschool in general as an institutional and pedagogical practice.

Expected conclusions/findings

A preliminary analysis indicates that the field focuses on educating for what should not happen and for what the child should not become. There is a caution about associating younger children with the word sexuality. Consent and adult sexuality are foregrounded. Children's own sexuality or questions are addressed as "knowledge gaps". The paper will further discuss the borders for when and what a public health perspective on early childhood education, children and sexuality in proposals for structural interventions for preschool personnel. The paper will further discuss the borders for when and what a public health perspective on early childhood education, children and sexuality in proposals for structural interventions for preschool personnel in a Swedish context.

Relevance to Nordic educational research

The example is considered particularly interesting to analyze because it links preschool with policy on sexual and reproductive health and rights.

Gender and public health: students' and professionals' views on the extended school-based HPV-vaccination programme

8. Gender and Education

Ylva Odenbring[1] , *Lisa Lindén*[2]

[1] University of Gothenburg

[2] Chalmers University of Technology

Research topic/aim

Around the world, boys have been included in HPV vaccination programmes years after girls began receiving the vaccine. This has resulted in a scarcity of research focusing on boys and HPV vaccination. The first HPV vaccination programme was only provided to girls. As a 'girls only' vaccination programme, it focused on girls' responsibility to protect themselves against cervical cancer and genital warts, thus, to get vaccinated. In August 2020, a new extended HPV vaccination policy including all children born 2009 and later was introduced in Sweden. The target population to receive two doses of the HPV vaccine is all students aged 11 years. This vaccination programme is voluntary, offered free of charge and organized by the student welfare teams at primary schools around the country.

Theoretical framework

Feminist theories on gendered norms and assumptions about HPV, sex and sexuality frame the study.

Methodological design

Drawing on individual and focus group interviews, professionals' and primary school students' reflections on their experiences of implementation of the school-based HPV vaccination programme that also includes boys are analysed. The professionals include investigators at the national level and key officials working in one of Sweden's regions and the students include primary school students in the fifth year of primary school.

Expected conclusions/findings

Our analysis reveals two main themes connected to implementation of the extended school-based vaccination programme: shared responsibility and equal rights. Shared responsibility concerns everyone's responsibility for sexual and reproductive health in society. The theme equal rights addresses the notion that the extended HPV vaccination programme is a matter of equity and equal health.

Relevance to Nordic educational research

Research addressing the extended school-based vaccination programme is still quite limited, in the Nordic countries as well as worldwide. The present study aims to contribute new knowledge to the field from both a professional and student perspective, and with a particular focus on how issues of gender and responsibility are reflected on by these groups. With our focus on HPV vaccination also for boys, we bring new insights into the discussion on responsibility, public health and sex education.

Making sense of gender in compulsory school practices

8. Gender and Education

Bergljot Þrastardóttir[1]

[1] Assistant Professor University of Akureyri

Research topic/aim

The Act on Equal Status and Equal Rights Irrespective of Gender and the current national curriculum for compulsory school education in Iceland emphasise the promotion of gender equality and queer education. However, there are few signs of the enactment of these obligations at the compulsory school level, and research is lacking on the interplay of gender and education. This study contributes to and generates new knowledge on how the school and the culture define and (re)produce gender differences, particularly with regard to the available gender positions in schools. The study presented is on how gender is manifested in school culture and practices in the upper grades of the compulsory school level (age 13–16) in one school in Iceland.

Theoretical framework

In conducting the presented study, I chose the feminist poststructural perspective because it critically focuses on subjectivity, discourse, power relations, and the plurality of textual meaning (Walkerdine, 1989, 1990; Youdell, 2006, 2011). While poststructuralism reveals hidden power relations that construct common sense truths, a feminist lens challenges this power concerning the discursive production of gender and other intersecting identity categories. Together, poststructuralism and feminism provide a powerful framework through which to analyse gender as it is affected by broader socio-cultural forces that cultivate a seemingly coherent way of thinking about the gendered subject (Pomerantz, 2008)

Methodological design

The study consists of one dataset produced through ethnographic methods. Participant observations were conducted for three months, producing deeper knowledge than before on how actors make sense of gender and how it is performed at the compulsory school level in Iceland. Eighty-four students, two school leaders and seven teachers at the upper level of the school participated in formal group and individual interviews. Rich observational data and additional material were collected to acquire insights into the gendered practices and discourses in the school.

Expected conclusions/findings

The main findings indicate that the school environment favour dividing practices between boys and girls in both overt and subtle ways, with a relative lack of resistance to the persistent gender division. This was reflected in (cis)heteronormative understanding of gender and gender-based arrangement of different school spaces that reproduce binary gender relations. Claiming discursive space to resist the normative gender script available to students was an individual effort which came with the risk of rejection. The findings further suggest that schools must do better and comply with their duties to promote gender equality education instead of limiting available gender positions and, thus, students' freedom to express fluid gender and sexual identities.

Relevance to Nordic educational research

This poster addresses and problematizes the presumed status of gender equality in Iceland and the Nordic in relation to the prominent gender gaps and the need for education on gender issues.

Reference

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RESEARCH OVERVIEW OF THE FIELD OF SWEDISH PRESCHOOL, ECEC, GENDER AND GENDER EQUALITY 2002-2022

8. Gender and Education
Mia Heikkilä[1]
[1] Stockholm University

Research topic/aim
This presentation is based on a research review that identifies how research on gender, gender equality and ECEC, including preshool context, has development during the past 20 years, 2002-2023. The resrach context is Sweden and swedish conditions. The aim is to give an overview of this in order to see what challenges there is in this reserach area, and what knowledge is needed ahead.

Theoretical framework
Different theoretical frameworks were found amongst the articles included in the research revew, with a dominance of gender theories of different kind, as well as education related theories.

Methodological design
This reserach review have been conducted by using different search strategies in data bases and metadata bases relevant for the topic. A modified snowball strategy has also been used. After the search process the articles and abstracts have been thematically catgorized.

Expected conclusions/findings
The results of the reserach review are presented in four main categories. These are:
1. The development over time regarding gender equality and gender patterns in preschool.,
2. Changes in the education system, what expression they take within the preschool and how they affect gender equality work in preschool.
3. The organization and implementation of gender equality work in the preschool, such as aspects of preschool curriculum and leadership.
4. Intersectional perspectives on gender and equality in preschool.

Most research are placed in categores number 1 and 3, whereas the fourth category is the one that lacks reserach.

The overview, which is being reworked into a scientific publication, is the final product of a commission from the Gender Equality Agency. The Swedish version can be found here: https://jamstalldhetsmyndigheten.se/aktuellt/publikationer/forskningsoversikt-over-faltet-svensk-forskola-genus-och-jamstalldhet-2002-2022/

Relevance to Nordic educational research
In a Nordic context it can be valuable for others to reflect on the Swedish conditions in relation to the context in other countries. Sweden has for long been regarded as a leading country concering gender equality and this review can initiate a discussion whether that is a reasonable idea concerning preschool and ECEC.

Resistance to sexuality education

8. Gender and Education
Kirsten Hyldgaard[1]
[1] Kirsten Hyldgaard

Research topic/aim
As has been pointed out repeatedly in research literature, teaching about sexuality causes embarrassment and general discomfort among both teachers and students. My research project (funded by Independent Research Fund Denmark 2023) proposes that the subject matter itself causes resistance, with sexuality being inherently transgressive. Hence, its controversial status in both research and teaching. Teaching lessons on sexuality risks jeopardizing teachers' professional identity by challenging societal and professional norms that the student-teacher relationship should be desexualized. I argue that acknowledging this is key to improving sexuality education.

Sexuality cannot be delimited to a set of practices and distinct situations; the question of what is sexual is blurred in practice and in speech. Sex implicates the speaking subject as subject to sexual drives (Freud) and as a subject of desire (Lacan);

Therefore, the aim of the project is to offer insight into why, when, and how sexuality education causes resistance among teachers.

Theoretical framework
This paper is distinguished by its psychoanalytic approach. For decades, psychoanalysis has enjoyed marginal status in academia (symptomatically, C. Millot's groundbreaking *Freud antipédagogue* (1983) has not been translated into English) and the potential of this approach has remained largely unexploited. The paper asserts that the reasons for this marginalized status are the same as those for resisting sexuality education. In classic Freudian psychoanalysis, sexuality and resistance to it in various forms are seen as the key to understanding the formation of the subject. While dominant psychoanalytic traditions in the English-speaking world have placed less focus on sexuality and drive, these concepts have remained at the core of theory and analysis rooted in French Lacanian psychoanalysis.

Methodological design
The project will conduct a qualitative study of how embarrassment is experienced by teachers when teaching sexuality education. To access a range of experiences, interviews will be conducted with a sample of 15-20 teachers, the majority of whom has not specialized in the field. By conducting interviews with teachers the project seeks to produce insight into why and how sexuality education causes resistance among teachers.

Expected conclusions/findings
The approach of this project expects to be able to show how sexuality education places wider-reaching pedagogical challenges in the spotlight and challenges teachers' professionalism. In other words, i expect to be able to show how sexuality represents a paradigmatic example of what I have designated a "pedagogical impossibility" and a "negativity" in pedagogical practices (Hyldgaard, 2010, 2022).

Relevance to Nordic educational research
Concerning the relevance to Nordic educational research Roien, Graugaard & Simovska (2022, p. 70) have stated "Despite fifty years of compulsory sexuality education in public schools in Denmark, the policies and practices relating to sexuality education have received surprisingly limited attention in research, and, consequently, remain largely unexplored".

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Roien, L.A., Graugaard, C. & Simovska, V. (2022). From Deviance to Diversity: Discourses and Problematisations in Fifty years of Sexuality Education in Denmark. *Sex Education. Sexuality, Society and Learning, 22*(1), pp. 68-83

Sensitive hesitations – youth workers' reflections on gender and sexuality in youth work

8. Gender and Education

Katrine Scott[1] , *Helene Falkenberg*[1]

[1] Københavns Professionshøjskole

Research topic/aim

The paper draws on a study exploring youth workers' reflections on pedagogical approaches and strategies in leisure facilities that aim to include all young people as legitimate equal participants, regardless of gender, gender identity and expression, as well as sexual orientation. The context of the study is current discussions about gender, diversity, and discrimination in Danish politics and media, and documentation of mental health issues among LGBTQ+ youth in school and leisure-time (LGBT+ Danmark 2021).

Theoretical framework

The study is informed by international gender and intersectionality research (Butler 1993, Nayak & Kehily 2006) as well as Danish research about how gender and other socio-cultural categories are regulated and negotiated in every day institutional life (Kofoed 2008, Staunæs 2003). We are inspired by Kevin Kumashiro's work on queer perspectives on education, and his concept of *teaching on uncertainty* (Kumashiro 2004). To embrace uncertainty allows to learn something truly new and holds the potential to trouble the status quo and transform oppressive relations in education. In our analysis, we have translated the concept of uncertainty into *sensitive hesitations* to grasp when youth workers are hesitating and searching for the right words especially when talking about gender and sexuality.

Methodological design

Empirically, our material consists of interviews with 20 youth workers in Denmark. The interviews were conducted as part of the research project "The Gendered Youth Club" based at University College Copenhagen (2021-2022). The interviews illuminate youth workers' narratives of forms of inclusion and exclusion that are produced in urban youth work in relation to gender, sexuality, race/ethnicity and class.

Expected conclusions/findings

We find that hesitance - as a pedagogical concept - can be read as a willingness to engage in sensitive reflections on gender and sexuality in youth work, and as a professional awareness under development.

Relevance to Nordic educational research

Our findings add to discussions in the field of gender and education on how to conceptualise and practice gender sensitive and norm critical perspectives.

Sex Education and Religion - Antagonistic and/or productive perspectives

8. Gender and Education
Eva Reimers[1]
[1] University of Gothenburg

Research topic/aim
With point of departure in the query why there is so much religiously motivated resistance against compulsory sex education, this presentation explores and discuss entanglements of norms about sexuality, gender, and religion in education. The paper is based on interest in the prevalence of religiously motivated resistance to sex education and over how people cling to the notion of stable binary gender, heteronormativity, and nuclear family norms. In the paper, I recognise that this interest is based on a series of taken-for-granted assumptions about children, gender, sexuality, the boundaries of private life and religion, which in many cases repeat e taken for granted secularism. The aim is to offer perspectives on connections between religiosity and discourses about sexuality, and about Swedish secularism and sexuality.

Theoretical framework
Theortically the paper draws on sociology of religion, pehenomenology of religion, and secularism theory. The first part center around religious resistance against compulsory sex education. The second part draws on phenomenology of religions to explore roots for this religiously motivated resistance. In the third part the perspective is reversed, using and with point in secularism theory, discussing how and why secular education dismiss religious perspectives and values.

Methodological design
The paper is based on discourse analysis of predominantly Swedish media data, focused on constructions of religion and of sex education.

The first part center around religious resistance against compulsory sex education. The second part draws on phenomenology of religions to explore roots for this religiously motivated resistance. In the third part the perspective is reversed, to with point in secularism theory, discuss how and why secular education dismiss religious perspectives and values.

Expected conclusions/findings
The author argues that more knowledge about different and partly contradictory taken for granted assumptions about how to make sense of religion as well as of Swedish secularism, can offer possibilities to develop more inclusive sex education.

Relevance to Nordic educational research
Sex education is a topic in Nordic Education that from time to time is met with opposition based on religious arguments. By highlighting how different conceptions about religiona (and sex education) are repeated and used in these discourses, this research can offer new ways of forming more inclusive sex education.

Sexuality education in Swedish preschool class to middle school (swe)

8. Gender and Education

Charlotta Billing[1] , *Mats Pers[2], Sara Tobiasson[2], Filip Söderberg[2]*

[1] Stockholm universitet

[2] Stockholm Stad

Research topic/aim

This project draws on experiences from a collaboration between a school organiser, two elementary schools, teachers and school staff working with 6 -13 year-old students and a group of researchers. The study aims to investigate the construction of sexuality education for younger students but also how its progression and overarching structure can be built.

Theoretical framework

In analysis socio-material perspectives, enabling exploration of materialities, relationships, bodies and emotions—important factors in children's learning—are used (Fenwick and Edwards, 2013). Fenwick (2012) has further proposed a socio-material approach when researching professional knowledge on a structural level, which is also the objective for this study. By showing how professional practices are negotiated and co-created, theory can help in the construction of nuanced views and lead towards pluralistic explanatory models (Fenwick, 2012).

Methodological design

Methodology and teaching content are created and negotiated during the ongoing research process and in collaboration with participating teachers and school staff. Accordingly, the research process is performative and co-created in the practice being studied (Fenwick and Edwards, 2013).

Expected conclusions/findings

Based on conversations about the schools' specific conditions and needs, the project has identified what has already been done in school. Inspired by the work of Renold (2018) the participants decided as a next step to elaborate on the subject 'emotions' with students. During work with bodily expressions of emotions, the teachers were astonished by the enthusiasm and seriousness the students showed. This presentation will provide a closer description of the ongoing study, which will have been further developed in March.

Relevance to Nordic educational research

For many years Swedish sexuality education has been a compulsory and transdisciplinary knowledge area engaging several school subjects. However, since several studies and reviews have drawn attention to challenges in teaching, a curriculum revision now pinpoints the need for the knowledge area to be repeatedly covered in teaching (Swedish National Agency for Education, 2022). Although more classroom-based sexuality education studies have been requested (Ketting and Ivanova, 2018) there are only a few in-situ studies on teaching of younger students. This project is a contribution to this field.

Sum it up! Encounters from a four-year study on Swedish secondary sexuality education

8. Gender and Education

Sara Planting-Bergloo[1] , *Elisabeth Lisa Öhman*[1]*, Karin Gunnarsson*[1]*, Simon Ceder*[2]*, Auli Arvola Orlander*[1]

[1] Stockholm University

[2] University of Arts, Crafts and Design

Research topic/aim

The aim of this four-year research project (2020-2023) was to examine how sexuality education is taught, experienced and can be developed. The project further has a practice-based outset focusing on both classroom teaching and collaborative research circles with teachers from five participating secondary schools. This presentation is summing up the diverse, vibrant and unexpected encouters that sexuality education research offers students, teachers and researchers. Especially, we elaborate on the enactments of sexuality education in relation to different school subjects.

Theoretical framework

The research project is grounded in a theoretical framework of feminist materialisms. This framework addresses relationality, affectivity and materiality as central and intertwined aspects of sexuality education. The Baradian concept 'intra-action' further becomes vital in emphasising the relational feature of knowledge production (Barad, 2007). Hence, knowledge is produced collaboratively through the intra-action of the many diverse and co-producing participants including teachers, researchers, spaces and materialities. By stressing invention and intervention, this approach 'moves research into direct engagement with the world' (Renold et al., 2021, p. 540). The practice-based approach then implied working at the interface of research and teaching practice, acknowledging how different worlds of knowing and responsibilities come together (Gunnarsson and Ceder, 2023).

Methodological design

The project has engaged interdisciplinary teacher teams in secondary schools with teachers specialising in a variety of school subjects, such as, Art, Science, Maths, Modern languages, Social science, Music, English, Physical Education and Swedish. This meant considering the complexity of how sexuality education is entacted within the logics of curriculum, lesson plans and subject-specific knowledge. During research circles what topics to teach in class were discussed and classroom activities were jointly constructed. Empirical material consists of audio-recordings and fieldnotes from meetings and teaching, interviews with participating teachers and students and photos from student work.

Expected conclusions/findings

When concluding experiences and explorations from this four-year project we found a diversity in encountering what sexuality education consists of and can become in school. Hence, negotiating and navigating a variety of subject specific and interdisciplinary understandings of sexuality education was a major part of the collaborative research process. This, in turn, created tensions both between teacher colleagues and between teachers and researchers. We also found how the school's setting (e.g. geographic location, the school's leadership, size of school, organisation and culture) became important for finding and organising progression and structures for long-sightedness for the teaching of the knowledge area. Hence, we suggest for sexuality education to be negotiated and constructed at hand and as an ongoing collaboration between classrooms, materialities, school subjects, teachers, students and school leaders in every school. There is no way to calculate the right things to do, but there is a possibility to become responsive to the moment and movement in order to embrace the complexity of sexuality education.

Relevance to Nordic educational research

In the Nordic countries sexuality education has long been mandatory. Despite this, it is an unexplored knowledge area concerning subject didactics and practice-based studies. Accordingly, this project aims at contributing to the field of sexuality education research and to its practice.

The good teacher in the spotlight: Changing teacher ideals in the teaching of sexuality and relationships

8. Gender and Education

Eva Bolander[1] , *Jonas Nordmark*[1]

[1] Linköping university

Research topic/aim

This paper is concerned with the construction of teacher ideals in the teaching of sexuality and relationships - an area where there are many, sometimes conflicting, expectations of teaching and of those who are expected to deliver it. According to the Swedish curriculum, everyone working in the school should start from a norm-conscious approach. This means that teachers may need to develop their teaching and that teachers may need to change their ways, for example in terms of critical self-reflection (Langmann & Månsson 2016). As a result, teachers and other educators who have adopted this approach to teaching about sexuality describe it as transformative in a number of ways (Bengtsson & Bolander 2020; Sherlock 2015). Relevant here is also research that highlights teachers' ideals in terms of desexualised heteronormativity (Reimers 2020). Conceptions of sexuality are thus linked to teachers' identities and roles more generally. For teachers in the area of sexuality and relationships, a further dimension emerges as sexuality is included as content. All in all, this means that this area touches on issues related to both the professional and personal identity of the teacher and potentially generates specific teacher ideals related to this.

Theoretical framework

The empirical material consists of Swedish teacher's manuals on sexuality and relationships from 1956 to 2023. Theoretically and methodologically the study is carried out in a curriculum theory tradition and we specifically use Basil Bernstein's (1971/2003; 1990) code analysis to investigate how the language used in the teacher's manuals produces particular conceptions. Normative documents such as teacher's manuals are assumed, according to this kind of code analysis, to reflect three regulatory principles which determine through specific language use: 1) the meaning of an area of knowledge, 2) possible forms of realisation of the meaning of the field of knowledge, and 3) its place in particular educational contexts. This type of analysis makes it possible to identify not only how an area of knowledge takes shape over time but also how the teacher is expected to relate to it and build teacher identities.

Methodological design

See theoretical framework

Expected conclusions/findings

The results of the study indicate that there are recurring and relatively intact ideas about the role of teachers in terms of personal and professional characteristics over time (1956-2023). In parallel with this continuity, new ideals emerge and shift over time. These shifts tend to be associated with changes in emphasis in teacher manuals. For example, the emphasis on co-existence and pluralism in the 1977 guidelines both implicitly and explicitly called for a change in teacher ideals.

Relevance to Nordic educational research

The study contributes to the growing body of research on the teaching of sexuality and relationships in the Nordic countries. Further it is a contribution to research on the idealised image of teachers' professional and personal qualities (Furuhagen et al. 2019; Rusu et al. 2012). In sum, we can contribute with knowledge of the conditions for teaching complex issues such as sexuality and relationships in the light of changing normative conceptions of the teacher as a role model and a moral example.

The Intricacies of Sexuality Education: Northern European Perspectives on Curriculum, Intimacy, and Politics

8. Gender and Education

Simon Ceder[1] , *Bettina Kleiner*[2]*, Eva Reuter*[2]*, Magdalena Hulth*[3]*, Espen Hoff*[4]*, Stine H. Bang Svendsen*[4]*, Rebecka Fingalsson*[5]

[1] Konstfack, University of Arts, Crafts, and Design

[2] Goethe University

[3] Stockholm University

[4] Norges teknisk-naturvitenskapelige universitet

[5] Malmö University

Sexuality education is an intricate and multifaceted field that defies conventional disciplinary boundaries, making its way into the educational systems of diverse countries worldwide. The approach to integrating sexuality education into school curricula exhibits variation across countries, yielding distinctive challenges concerning organization and the content of knowledge deemed appropriate. Yet amidst these divergences, there remains a shared foundation that unites sexuality education across the globe: its dealing with intricate complexities regarding intimacy, society, and politics.

In research, sexuality education is seen as a dynamic interplay of societal, cultural, and political aspects (Allen & Rasmussen 2017). It transcends the mere acquisition of knowledge; it wields the potential to shape the attitudes, perceptions, and behaviors of individuals, subsequently influencing broader societal perspectives on matters of sexuality and gender. Given this extensive scope, key aspects in this field address the impact of religion and secularization on sex education (Rasmussen 2016), children's access to and right to sex education (Robinson, Smith & Davies 2017), a critique of the instrumentalization of sex education (Allen 2021), identity and transgender issues (Pasley 2021), sex education as part of a liberal-conservative political debate (Alldred & David 2007), as well as normative, racist, and secular aspects of sex education (Bang Svendsen 2018). As a result, sexuality education research explores a pivotal arena in which both the cultivation and resistance of social change are intricately intertwined. The challenges presented by sexuality education are manifold, encompassing concerns related to cultural sensitivity, age-appropriateness, heteronormativity, and inclusivity (Ceder et al. 2021). Balancing the dealing with comprehensive information while respecting the diverse beliefs and values of students and their families is an enduring concern for research in the field.

This symposium brings together a diverse array of presentations from various northern European contexts, spanning educational policy in Germany (Kleiner & Reuter), informal sexuality education in pre-schools (Hulth), Norwegian teacher education (Hoff & Bang Svendsen), and aspects of race in Linnaeus historical sex education (Fingalsson). Based on these presentations, the discussant (Ceder) will moderate a discussion with the presenters around the intricate landscape of sexuality education across northern Europe.

Education Policy and Sex Education in Germany

8. Gender and Education

Bettina Kleiner[1] , *Eva Reuter*[1]

[1] Goethe University

Gender and sexuality are constitutive for everyday school life in many respects. School is simultaneously a place where knowledge is produced and taught as well as a place where young people live: Gender and sexuality become relevant as classroom topics, especially in sex education and as subjects of informal and formal interactions. Discourses about gender and sexuality are always interwoven with contemporary knowledge about the body and gender and moreover, they are part of the social organization of contemporary societies. School is the central place for sex education.

The normative foundations of sexuality education, which are built at the European, state and federal level are subject to constant change. Since 2010, not least due to the requirements of the WHO, a shift in emphasis towards gender and sexual diversity can be observed. The most recent legal changes (introduced in the Federal Republic of Germany), which respond to societal developments and impulses from social movements, also influence the content of sexual education: for example, a third category of civil status and the marriage for homosexual couples were introduced in law and are since also talked about in media and schools. How do these changes influence knowledge production and subject/ivation in everyday school life? How do these changes influence re/productions of in/equalities in a wider sense? This question is at the heart of a research project that combines document analysis and a multidimensional ethnography study of sex education in a German school in Hesse.

In this paper we aim to present first results of a discourse analysis of educational policy documents that form the basis of sex education in German schools. Focus is on constructions of sexuality, gender and social norms in these documents. Additionally, document analysis will be related to ethnographic data we collected and by way of this, it will be shown, how knowledge and norms in documents relate to knowledge productions of teachers and/or students. Both, discourse analysis and the ethnographic study are part of a Foucauldian dispositive analysis, that analyses relations and conditions of different kinds of knowledge constructions as well as their connections to artefacts. Methodological foundations and steps will be part of the paper. Overall, the project will theorise the current sexuality dispositive and critically point out relations of power and domination as re/produced in the field of sex education.

Constructions of Professional Educators and Children's Rights: Children, Sexuality and Sex Education in Preschool

8. Gender and Education

Magdalena Hulth[1]

[1] Stockholm University

In September 2023, Swedish news media reported that false rumours were circulating about sex education taking place in Swedish preschools. One of the rumours was that the curriculum states that preschools should provide sex education and that it encourages children to explore their sexuality. The Swedish National Agency for Education quickly denied and posted texts on its website to help preschools to respond to parents who asked questions about sex education: "Are children taught about sexuality in preschool? No, that's not true. There is no mention of sexuality in the preschool curriculum" (Skolverket 2023). The rumours and the denial are interesting in several ways, because they say something about the view of preschool children, sexuality, Swedish preschool and society. An argument used by the Agency is also directly misleading. How can they know that children don't learn about sexuality in preschool just because it is not mentioned in the curriculum? The curriculum is not based on what children do not learn. International research also claims that there is daily informal sex education in preschool in discussions and in the educators' treatment of children (Martin & Bobier 2017; Robinson & Davies 2017).

Something confirmed by this incident, is that sexuality and children in preschool is a sensitive topic that is difficult to talk about. This paper wants to contribute to making informal sex education in preschool visible. The paper is based on 12 focus group conversations with preschool educators with the aim of examining how educators construct themselves as professional subjects in conversations about preschool children, sexuality and sex education, and to discuss children's rights in the discourses that are produced. With the help of a WPR inspired discourse analysis (Bacchi & Goodwin 2016), it appears how the educators are constructed as professionals in different ways depending on the issues of sexuality at stake. For example, when it comes to issues related to sexual identity, the curriculum becomes part of the subjectification. In this discourse, the educators are created as part of a collective; as representatives of preschool, the curriculum and Swedish society. They become defenders of children's sexual rights when dealing with parents who oppose children being allowed express transgender identity in preschool.

In summary, the paper shows that educators' constructions of themselves as professionals are shaped by the curriculum, The Discrimination Act and their own experiences. Furthermore, in these discourses children's sexual agency and rights are produced in different ways.

Is Everything Normal? Skills and Knowledges in Science Based CSE

8. Gender and Education
Espen Hoff[1] , *Stine H. Bang Svendsen*[1]
[1] Norges teknisk-naturvitenskapelige universitet

In our project Sexuality Education in Teacher Education (SEXTED) we aim to improve student's learning in comprehensive sexuality education (CSE) within teacher education.

Our working hypothesis is that student teachers have sufficient knowledge available, but they lack CSE skills. The theoretical foundation is differentiation between different knowledge forms and learning practices. We have designed two skills-based training designs for teacher education in science and pedagogy, and tested them with students. Our overall findings show that practicing CSE practical skills with real pupils efficiently removes students' concerns about CSE delivery in their future jobs as teachers, and promotes student self-efficacy far beyond what can be documented for theory-based instruction. We also find that students report a need for more theoretical knowledge after they have practiced CSE skills with pupils. But which skills and knowledges do students need to develop?

In this paper we explore the relationship between skills training and specific theoretical knowledge formations in science education, and asks how students make use of skills and theoretical knowledges when training with pupils. We present data on which scientific knowledge elements students used when practicing teaching in CSE with pupils, which skills they use, and which they do not use. Drawing on both observations of students' teaching and interviews with students, we describe students' own perception of important skills and knowledges in the subject. Furthermore, we describe how they make use of knowledges from the sciences and other fields when practicing CSE within the framework of science education. The analysis aims to outline key CSE skills and knowledges in science education, and outline how teacher education can point students to the paths they need to walk to find them. In the process, we outline a few key aspects of CSE interdisciplinarity, focusing on the relationship between science and pedagogy in teacher education.

Naturalising Difference: Carl von Linné (Linnaeus) and Sexuality Education in the 1700s

8. Gender and Education
Rebecka Fingalsson[1]
[1] Malmö University

What can a lecture on sex from the 18th century inform about contemporary sexuality education?

One of the earliest accounts of sexuality education in formal education is provided by no less than the famous naturalist and botanist Carl von Linné (Linnaeus). In his lecture, *Collegium Medicum - Om sättet att tillhopa gå* [*Regarding the way to come together*] from the 1700s, Linnaeus provide a lively account on human sexuality. While sexual reproduction is necessary for all animals, Linnaeus distingued the human from other anthromoporfa species by the Greek motto *Nosce te ipsum* [*know thyself*] (Hoquet, 2014; Müller-Wille, 2014). Thereafter, he divided humankind into four racialized sub-groups. Over the course of 23 years and ten editions, Linneaus work and develop his classifications of man in *Systema Naturae* (1735-1758) and while his "races" sometimes shifted order, they remained (Linnaeus, 2023; Müller-Wille, 2014).

In this presentation I aim to address the normative force of sexuality education by engaging with Linnaeus lecture on human sexuality and reproduction and his racial account in *Systema Naturae*. Reading Linnaeus work in paralell with his lecture is key, for while his classifications in *Systema Naturae* are restrained, his lecture on sex offers vivacious explanations of the "natural" sexual constitution of the *Homo sapiens*. To guide my readning, I ask *how* and *what* Linnaeus lecture on sexuality and human reproduction can inform about the "thyself" that the *Homo sapiens* ought themselves to "know"?

Based on Müller-Wille (2014) epistemological understanding of "races" as *mental tools*, Linnaeus work and lecture are considered to be *functional objects* - which is understood as anchoring points from which values, judgements, and consequences follows. This paper argues that Linnaeus sexuality education operates as a normative force as it provided a foundation for a particular biologization of the human body that naturalised distinction in both flesh and sensation.

The professional yet gendered environment of female novice teachers

8. Gender and Education

Ingólfur Jóhannesson[1] , *Valgerður S. Bjarnadóttir*[1], *Aðalheiður Anna Erlingsdóttir*[2]

[1] University of Iceland

[2] Þorlákshöfn Compulsory School

Research topic/aim

In Iceland and elsewhere there are worries about teacher shortage and that the novices leave the profession too early. For this reason it is important to know about the professional environment of the novice teachers. We had previously studied how seven male novice teachers fared in their first two years (e.g., Jóhannesson et al., 2022). For this research, the goal was to study how newly graduated female teachers fared in compulsory school teaching, with a focus on the ways in which issues of gender mattered in the expectations that they experienced and how these expectations interacted with the professional demands of being a teacher.

Theoretical framework

Two main types of research literature formed the base for the study: research about female and male teachers; and research about novice teachers. The literature on male and female teachers has revealed different expectations to male and female teachers. Women tend to be expected to show care and male teachers to perform disciplinary actions (e.g., Hjalmarsson & Löfdahl, 2014). Our own study suggested that novice male teachers were thought to be capable of "keeping discipline" in the classroom on grounds of their gender (Jóhannesson et al., 2022b). Research suggests that novice teachers need a three to five years to gain proper competence and more time to acquire expertise. Our own research revealed that in addition to gendered processes, the professional atmosphere included several supportive factors (Jóhannesson et al., 2022b).

Hjalmarsson, M. & Löfdahl, A. (2014). Being caring and disciplinary – male primary school teachers on expectations from others. *Gender and Education*, *26*(3), 280–292. doi:10.1080/09540253.2014.901731

Jóhannesson, I. Á., Ottesen, A. R., & Bjarnadóttir, V. S. (2022). Natural disciplinarians or learning from the job? The first two years of seven male teachers in Icelandic compulsory schools. *Education Inquiry*, DOI: 10.1080/20004508.2022.2080343

Methodological design

Eleven newly graduated young female teachers in Icelandic compulsory schools were interviewed four times: In autumn 2021, spring 2022, autumn 2022, and spring 2023. The analysis was data-driven, focusing on capturing how gendered expectations and the professional induction of becoming a teacher evolved.

Expected conclusions/findings

In lieu of and in addition to formal supervision, most of our interviewees were parts of formal or informal teams of teachers. One of the larger challenges was working with non-professional support staff of different ages and the gendered practices and behaviors of these individuals. The novice female teachers struggled to find the balance between the job and private life. One of the interviewees, who had discussed this at length, said, for instance: "You must be fair to yourself" so you do not expect to much of you and burn out easily. The results support the thesis that there may be differences in the expectations to female and male teachers, as well as to support staff.

Relevance to Nordic educational research

The study is a relevant contribution to Nordic research, using research from, for example, Sweden for comparison (e.g., Hjalmarsson & Löfdahl, 2014).

Transdisciplinary STEAM education – opportunities for thinking, doing and being beyond the already known?

8. Gender and Education

Anna Günther-Hanssen[1] , *Sofie Areljung*[2]*, Lena O Magnusson*[3]*, Anna Lindqvist*[2]

[1] Stockholm University

[2] Umeå University

[3] Högskolan i Gävle

In this workshop, we welcome researchers interested in transdisciplinary learning and questions of traversing norms within education - from preschool to higher education. Together we will explore the potentialities of merging STEM (Science, Technology, Engineering, Mathematics) and Arts (dance, drama, music, visual arts) into STEAM.

The concept of STEAM education has become increasingly influential in many parts of the world during the last years. STEAM education is promoted as an arena for developing transdisciplinary knowledge and fostering innovative thinkers who can meet the demands of the future in sustainable ways (Ingold, 2019). One additional argument behind STEAM education is to motivate underrepresented groups, particularly girls, to engage with STEM (European Committee of the Regions, 2019; Ng & Ferguson, 2020). According to research, gender norms connected to STEM and to the arts, imply that some students, thinkings and doings are recognised by teachers and peers, whereas others are not. For example, girls and women have a more narrow space for participating and being recognised as learners in STEM (e.g. Heeg & Avraamidou, 2021; Stephenson, Fleer & Fragkiadaki, 2022), while boys and men have a more narrow space for participating and being recognised as learners in Arts (e.g. Hentschel, 2018; Oliver & Risner, 2017). This implies that children and students face different kinds of normative constraints when they are expected to engage with the world through separate disciplines, that is scientifically, technologically, artistically, engineeringly or mathematically. As we see it, transdisciplinary STEAM education harbours the potential to form new and norm-challenging ways of teaching and learning (Areljung & Günther-Hanssen, 2022).

The transdisciplinary explorations during the workshop will focus on verbs connected to STEM and Arts. You do not need any specific background in STEM or Arts to participate. Expected outcomes are that the workshop will open up to new ways of being and learning, beyond current gender norms connected to different disciplines in education.

When is it OK to Cry Online? Exploring Gendered Expressions of Emotions among 12 to 15 yo on Social Media Platforms

8. Gender and Education

Þórður Kristinsson[1, 2]

[1] University of Iceland

[2] Kvennaskólinn í Reykjavík

Research topic/aim

This paper investigates the intricate realm of gender-based expressions of emotions on social media platforms as perceived and practiced by Icelandic youth aged 12-15. As these young individuals embark on their journey into the digital landscape, they rely extensively on peer interactions and online content consumption to decipher societal expectations placed upon them. This exploration encompasses their engagement with social media "trends," encompassing everything from playful challenges to the sharing of profoundly impactful experiences, including those of a traumatic nature. The interactions that they engage in online are in most parts hidden from the grown-ups in their lives and they refrain from seeking help when they encounter situation that they feel unsafe in as they perceive that adults have no grasp of the intricacies of the social media platforms they navigate.

Theoretical framework

In this paper I will be drawing on post-structural feminist approach to youth studies and feminist affect theories. Judith Butler's concept of the heterosexual matrix and feminist affect theories as they appear in the writings of Sara Ahmed are used to make sense of the data.

Methodological design

Three different qualitative approaches were used to collect data for this research. First, I conducted focus group interviews with groups of friends. Second, there is the story completion method where a few groups of students got a class assignment where they had a first sentence of a story and were asked to continue and complete what happens next. Third, netnography, in which six children, aged 15, were followed on their social media platforms and their use of them examined in partnership with the participants.

Expected conclusions/findings

Although social media platforms have the possibility of resisting and dissenting against traditional gender roles those possibilities tend to elude the participants of the research. The findings of this study shed light on how these adolescents navigate social media, revealing that their behavior predominantly aligns with conventional notions of traditional heterosexual gender roles. Boys tend to assume more passive roles as spectators rather than active participants. However, when they do engage, their online presence is often characterized by humor and lightheartedness. On the other hand, girls are more inclined to openly express their emotions, particularly those categorized as "big feelings." With both boys and girls their online lives are intertwined with their everyday lives.

Relevance to Nordic educational research

Much has been discussed regarding the effects and pressure teenagers feel from engaging with social media and the perceived negative impact it is supposed to have on their wellbeing. We know less about their experience in their own words and how they feel about their presence on social media. The more educators know about the lived experience of youth online the better suited they are in engaging in discussions about how they can best navigate the problematic sides of social media platforms and their impacts on the daily lives of our youth.

Young and LGBTQIA+: students' schooling experiences in Sweden and Denmark

8. Gender and Education

Anne Görlich[1] , *Ylva Odenbring*[2]*, Emma Sorbring*[3]*, Niels Ulrik Sørensen*[1]

[1] Aalborg University

[2] University of Gothenburg

[3] University West

Research topic/aim

LGBTQIA+ students are in many ways a marginalized group in school. Research suggests that a vast majority of LGBTQIA+ students report exposure to homophobia and transphobia in school. Violence and threats related to sexual orientation, gender identity, and gender expression often result in mental health issues. Given this background, the aim of the current study is to investigate LGBTQIA+ youths' experiences regarding mental health issues related to violations in Swedish and Danish schools.

Theoretical framework

Theories on sexuality and norms about gender and identity frame the study.

Methodological design

This comparative study draws on individual interviews with LGBTQIA+ students aged 15-18 years in Sweden and Denmark. The interviews are conducted digitally via online meetings or phone calls. During the first phase of the project, we have interviewed young people living in various demographically places across Sweden and Denmark.

Expected conclusions/findings

Our preliminary findings indicate that a majority of the interviewed LGBTQIA+ students have experienced different forms of vulnerable situations, discrimination, social exclusion, and violations, and in school, which are handled very differently by the schools. Schooling during the lower secondary school years is described as particularly hard. Yet, there are also narratives framed from positive schooling experiences. These narratives draw from experiences from upper secondary school, where the social norms among tend to be more inclusive. Furthermore, the interviewed students call for much more education on LGBTQIA+ issues, preferably integrated into the curriculum rather than being a specific thematic focus. Although there are different policies in Sweden and Denmark, so far the preliminary analyses do not indicate major differences between the Swedish and Danish schools.

Relevance to Nordic educational research

Today, there is a lack of Nordic research investigating LGBTQIA+ youth's own experiences of mental health issues related to victimization in school. As a marginalized group, both with regard to vulnerability and minority position in school, LGBTQIA+ students' schooling experiences are often forgotten and even ignored in research. This study will generate new knowledge about LGBTQIA+ students' schooling experiences, student victimisation, mental health issues, discrimination processes, and how professionals may find ways to prevent these issues in Swedish and Danish schools. The results will also be important for policy makers in Sweden and Denmark, as well as professionals outside of school who meet LGBTQIA+ youth in their everyday work.

'Girly stuff', boys missing out, hard materials and (un)important gender issues within STEM in ECE and ECTE.

8. Gender and Education
Anna Günther-Hanssen[1]
[1] Stockholm University

Research topic/aim
This presentation aims at exploring how notions about STEM (Science, Technology, Engineering, Mathematics) in different contexts, times, scales and places might affect STEM-practices in preschool/ECE (Early Childhood Education) as well as preschool teacher education/ECTE (Early Childhood Teacher Education). For many years, studies have highlighted the urge to deal with gendered notions related to STEM within school and higher education. Latest years, researchers have also started to point at preschool/ECE as a decisive arena when it comes to counteracting and reshaping gendered notions related to STEM (e.g. Campbell et al., 2020; Fleer 2021). While some (e.g. Hachey, 2020) state that the work with fixing 'the leaking STEM-pipeline' (dropout in STEM education) must start in preschool/ECE, I argue that it must start in ECTE.

Theoretical framework
To explore the aim, the presentation is built on diffractive readings of agential cuts (Barad, 2014) made from the STEM area. The concept of agential cuts come from Barad's theory of Agential realism and diffractive methodology (Barad 2014). An agential cut can be a part or detail that is 'cut out' from the world's multiplicity, described by Barad as 'cutting-together-apart'.

Methodological design
The agential cuts for this presentation was made from conceptual and empirical research papers, a popular scientific book, reports, surveys and statistics, as well as a field study in preschool practice. The purpose with these agential cuts was to read them 'through one another' to look for what insights or aspects that could emerge within the 'phenomenon of STEM in ECE as well as STEM in ECTE' that are not apparent in the same way as one confronts each agential cut separately.

Expected conclusions/findings
The findings show that knowledge about gendered notions related to STEM, as well as explorations of alternative ways to know and act in relation to STEM, are as urgent to ECTE students as subject-specific knowledge (e.g. Gullberg et al., 2012). Even students that enter ECTE with positive feelings towards STEM can carry narrow views of what STEM is, which if not getting challenged, might be brought into their future STEM-teaching, risking to cause microaggressions towards children. This makes feminist perspectives that encourages explorations and problematizations of what the STEM-subjects can be, how they can be done, with what and by whom, an important aspect within ECTE. At first, feminist perspectives and a feminist pedagogy might seem especially crucial in relation to girls, so that future preschool/ECE teachers develop ways to not (unconsciously) interpret girls' doings as 'less STEM'. However, the diffractive readings show that this is of importance for all children. The findings include examples of how notions of what STEM is and is not, risk to affect all children's STEM-learning and identity formation in narrowing ways, irrespective of their gender.

Relevance to Nordic educational research
The presentation has relevance to Nordic educational research since gender norms affect both STEM education and the labour market also within the Nordic countries (e.g. Hussénius, 2020) and must as such be dealt with from ECTE, ECE and beyond also in the Nordic context.

"I don't personally change in any way!" Voices from Girls: Making Sense and Navigating Autism in Secondary School

8. Gender and Education

Helena Josefsson[1]

[1] PhD Student, Department of Education and Special Education, University of Gothenburg

Research topic/aim

By empowering the voices of girls with autism this study highlights the experience of making sense of an autism diagnosis and navigating the labelling in a school context. In autism research females have been few in number (Gould, 2017). Moreover, females with autism are often diagnosed in later years of schooling, resulting in poor mental health and academic difficulties (Tomlinson et al., 2021). The current study aim to contribute to a broader understanding of how diagnoses affect a young person's self understanding and daily school life. Adolescents make meaning of their diagnosis within a social context (Han et al., 2022), and there is a need for understanding autism from a first-hand experience in order to provide deeper knowledge.

Theoretical framework

Participation is a key concept and is used both as a tool and as a method of analysis (Black-Hawkins, 2010). Drawing upon Goffman's theory of stigmatization (Goffman, 1963), the girls' narrative of making sense of the diagnosis is explored and deepened.

Methodological design

The study is part of a thesis project focusing on participation in education for girls with autism. A convenience sampling was conducted through a personal network within the school and social media groups focusing on autism. The sample criteria included: female, autism diagnosis, Secondary School. An ethical approval was accepted in April 2022. Two semi-structured one-to-one interviews were conducted with 11 participants. Given the diagnosis and vulnerability care has been taken to make the participants feel safe and with companion if desired, all in order to meet the participants needs and feelings with respect and sensitivity. The data was analyzed according to the principles of thematic analysis (Braun, 2022).

Expected conclusions/findings

A thematic analysis resulted in four interconnected themes; Making sense of the diagnosis on a personal level, Making sense of the autism label in a school context, Navigating disclosure and finally Stereotypical images of autism and finding a sense of belonging. The findings indicate a need for a more gender sensitive awareness of the impact of a neuropsychiatric diagnosis in secondary school to prevent stigmatization.

Relevance to Nordic educational research

The preliminary findings sheds light on the necessity of adopting a more relational approach within a school context regarding diagnoses and diversity. The studie underline the importance to develop an awareness of the impact of an neuropsychiatric diagnos in relation to adolescence and gender.

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9. General Didactics

'Decolonising pedagogy': exploring persuasion and control in secondary school Religious Education lessons

9. General Didactics

John-Paul Riordan[1] , *Katie Clemmey*[1], *Ciro Genovese*[2], *Nqobile Nkala*[1], *Sobantu Sibanda*[1], *Alexandra Brown*[3]

[1] Canterbury Christ Church University

[2] University of East London

[3] Ewell Castle School

Research topic/aim

To understand and explain persuasion and control during school lessons by teachers and/or pupils. The context was a video-based study that explored, from multiple perspectives, 'decolonising pedagogy' occurring during four secondary Religious Education lessons.

Theoretical framework

Grounded Theory (see below) uses a set of procedures to analyse data. Theory emerges from those procedures, the last of which integrates the emergent theory with existing literature. In this present study the emergent theory is integrated with Multimodal Classroom (Inter)action Analysis literature (Norris, 2020) and literature about persuasion and control (e.g., Alexander et al., 2002). Both persuasion and control are recurrent topics in the literature, and both are of significant interest to classroom teachers, pedagogy researchers, and policy makers (e.g., Denscombe, 2012).

Methodological design

Four video-based research methods were used (lesson video analysis, teacher verbal protocols, pupil group verbal protocols (each involving six pupils), and a teacher/researcher focus group interview). Eleven hours of video data were analysed from multiple perspectives using a variety of research designs. This present paper used Straussian Grounded Theory (underpinned by symbolic interactionism and social constructionism).

Expected conclusions/findings

We present how often persuasion/control occurred during one of the lessons, then analyse three transcript excerpts using the Pedagogy Analysis Framework (Riordan et al., 2021) to explore decolonising pedagogy in practice.

Relevance to Nordic educational research

Since the decolonial turn (Grosfoguel, 2007), many struggled with what 'decolonialising pedagogy' might be (e.g., Walton, 2018). Research regarding decolonising pedagogy in secondary school Religious Education lessons is rare. Researchers have urged studies into students' experiences of decolonising curricula and pedagogy (Glowach et al., 2022). Decolonisation in school is not only about curriculum content and resources. This work investigates in detail how decoloniality influences learning and teaching adventures.

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"Already when the turtles came out of Mölndalsån...." Didactic perspective on storytelling during lectures (swe)

9. General Didactics
Ola Henricsson[1]
[1] Ola Henricsson

Research topic/aim

One of the most common forms of teaching on the teacher training courses in Gothenburg is lecture. This means that the student teachers on many occasions encounter a classical form of teaching with a long tradition in academia (Goffman, 1981). One assumption in this study is that even today lecturers use storytelling within the framework of their lectures.

The overall aim of the study is to describe and interpret the oral storytelling of a number of university teachers within the framework of their lectures at the introductory course at the primary school teacher program at the University of Gothenburg, as well as to discuss the didactic implications of the storytelling.

How is the storytelling brought to life in relation to students and the subject of content?

How do the lecturers´ reason about their storytelling and its importance?

What significance of didaktik can the lecturers' storytelling have?

Theoretical framework

Retelling events that are considered to be connected in one way or another to the subject content of the lecture is a teaching method that has explicit roots in didactic history (Comenius, 1657/2002; Herbart, 1835/1993; Hammer, 1909) and academic tradition (Fulford &Mahon, 2020).

Methodological design

This study uses participatory observation with audio recording and interviews as a method. A request was sent to all lecturing teachers on the K14 course at the teacher training at GU. Of ten recorded and observed lectures, six were then selected to be examples. From the six lectures, 21 anecdotes were transcribed in their entirety. Six interviews were then conducted with the lecturers whose stories are included in the study. Furthermore, Young's (1987) phenomenological analysis of oral storytelling was used in the analysis.

Expected conclusions/findings

The result is presented below under the following headings: To contextualize, To explain and to tell scenarios and to visit events

To contextualize

Based on Young's (1987, 2000, 2011) description of the different worlds of experience, the Taleworld is never opened in this category.

To give examples and to tell scenarios

The lecturer uses examples to illustrate a phenomenon. They are too short and summary to be considered stories in Young's (1987, 2011) sense. Nesi and Alsop (2021) describe another type of stories a hypthetical futute stories. It seems that this type of storytelling is more often spontaneous. The stories are usually short and like the examples above, so they are more like pictures and give neither space nor time for the experience of movement in the narration.

To visitit events

Some of the lecturers let their storytelling take up both time and space. The connection to a specific subject content becomes, on the one hand, less clear, but at the same time relational and emotional. Here is the biggest difference in the bodily expression. The lecturer changes position uses more gestures and seeks more interaction and contact with the students.

Relevance to Nordic educational research

To examine a very common way of teaching in Nordic higher education and that from a didactic perspective.

Beyond fragmentation and essentialism: family resemblances as a metaphor for didactic research (swe)

9. General Didactics

Andreas Mårdh[1] , *Johan Öhman*[2]

[1] Umeå University

[2] Örebro University

Research topic/aim
This paper constitutes a philosophical response to the recurring discussion about how the cohesion of didactic research can be conceptualized in the face of its diversity and fragmentation (Gundem, 2011; Ligozat & Almqvist, 2018). So far, the challenge posed by fragmentation has been met with efforts to articulate a common ground on which all forms of didactic research can rest. This is most evident from the field's tendency to define didactics in terms of some core elements or ideas. As a prevailing metaphor in contemporary research (cf. Sfard, 1998), the 'core of didactics' has figured in several key publications and has centered on, for instance, the expanded didactic triangle, the didactical questions or the contingent relationship between educational content and meaning (e.g. Klafki, 1995; Hopmann, 2007; Hudson & Meyer, 2011). While defining the field's coherence is necessary, we argue that the use of 'core' as a prevailing metaphor implies an essentialist notion of didactics that risks limiting the originality of future research. As such, this paper aims to challenge the metaphor of a didactic core by providing an alternative way of conceptualizing the cohesion of didactic research. In other words, we aim to suggest and exemplify a new metaphor by which the field's commonality can be understood in a non-essentialist manner.

Theoretical framework
The suggested metaphor draws on Ludwig Wittgenstein's (1953/2009) philosophy about language-games and how these are interconnected through a series of family resemblances, rather than only a single common feature. As such, we offer a conceptualizaton of didactic research as consisting of many different discourses which are related to each other through a network of similarties.

Methodological design
Although primarily a theoretical study, we exemplify and support our argument by presenting an analysis of empirical research articles published in the journals Acta Didactica Norden and Nordidactica during 2020-2022. By applying a purpose-related selection process (Creswell, 2013), a method of comparative reading (Säfström & Östman, 1999), and a retroductive analytical procedure (Glynos & Howarth, 2018) we tentatively sketch some of the language-games and family resemblances that are present in Nordic didactic research.

Expected conclusions/findings
In total, three langauge-games are outlined: i) didactics as research on curricular conditions, ii) didactics as research on meaning-making, and iii) didactics as research on teacher reflections. While the language-games differ with regards to their objects of study, our analysis shows that their similarities can be sorted into categories based on theoretical, methodological, and practical affinity. The affinities of the language-games are consequently used to illustrate and argue that it is reasonable to conceptualize the cohesion of didactic research, not in terms of a common core, but as a network of overlapping family resemblances.

Relevance to Nordic educational research
In sum, the relevance of this paper is two-fold. First, it presents a new and non-essentialist metaphor for conceptualizing the cohesion of the didactic research field. Second, by using examples drawn from the aforementioned journals, the paper can revitalize the current meta-discussion about didactics within the specific context of Nordic educational research.

Characteristics of high-level discourse in Icelandic lower secondary classrooms

9. General Didactics

Berglind Gísladóttir[1] , *Jóhann Örn Sigurjónsson*[2], *Sólveig Zophoníasdóttir*[2]

[1] University of Iceland

[2] University of Akureyri

Research topic/aim

This study is a part a Nordic centre of excellence for quality teaching in the Nordic countries, (QUINT). The QUINT centre is focused on video-based studies of teaching quality and makes a significant contribution to international research in the field. With the use of Video data, the current study aims to provide some insight into the quality of classroom discourse in Icelandic lower secondary classrooms. Video data was collected in 8th grade in ten Icelandic schools in mathematics, Icelandic language arts and social science. A total of 108 lessons were recorded. The analytical framework PLATO (Protocol for Language Arts Teaching Observation) was used to assess the quality of teaching in the video data (Grossman, 2015). The PLATO framework contains twelve quality elements assessed on a four-point scale, but in this paper the emphasis is on the quality of "classroom discourse".

Theoretical framework

Research has shown that classroom discourse plays a crucial role in student learning as it fosters critical thinking and deeper understanding by encouraging students to articulate their thoughts and engage with diverse perspectives. This interactive process not only enhances communication skills but also promotes active learning, as students are more deeply involved in the educational process through discussion and debate (Hennessy et al., 2020). Our goal in this study was to examine in more detail what characterizes dialogue in lessons where classroom discourse was at the highest level (level 4) according to the PLATO analysis framework, both regarding opportunities for student talk and regarding the teacher's uptake of student responses.

Methodological design

Only nine lessons out of 108 met the requirements, six in Icelandic language arts and three in mathematics. The lessons that met the criteria were transcribed and analysed in more detail with T-SEDA (Toolkit for Systematic Educational Dialogue Analysis). T-SEDA is an analytic tool that allows for a deeper inquiry into the nature of the conversations that take place in the learning process both between students and teachers and among students. Applying these two analytical frameworks, PLATO and T-SEDA, allows for the opportunity to explore the nature of high-level discourse in the context of student teacher interaction and whether discourse characteristics in the classroom differ across subjects.

Expected conclusions/findings

Preliminary findings from the Icelandic data indicate that even in lessons that have a high score on discourse there was surprisingly little demand for argumentation and justification from students and only to a limited degree did teachers use questions to connect students' input and ideas.

Relevance to Nordic educational research

The study provides evidence of the nature of discourse in Icelandic classrooms and due to the structural similarities of Nordic comprehensive classrooms (non-tracked, un-streamed comprehensive model) the study is also very relative in Nordic context.

Didaktik for a World-centred Bildung (as both an Educational Adventure and a term covering Powerful (Subject) Knowings)

9. General Didactics

Jesper Sjöström[1] , *Paul Clucas*[1]

[1] Malmö University

Research topic/aim

This paper presentation will address didaktik for a world-centred *Bildung* (this is a new term recently constructed by us by mixing *Bildung* with Biesta's (2021) concept of a world-centred education).

Theoretical framework

Compared to Anglo-American instructional design, European *Didaktik* has focused much more on content and relevance. *Bildung* is a central element of the humanistic didaktik educational tradition (e.g. Hopmann, 2007; Sjöström & Eilks, 2018). The term didaktik is understood differently to how the word "didactics" is understood in English speaking countries. Didaktik is the art, philosophy and science of teaching and learning (Sjöström & Tyson, 2022, see also e.g. Künzli, 2000; Wickman et al., 2020), which fundamentally concerns questions of what content is important to learn, why it should be taught, and how (e.g. Wickman, 2014). Didaktik "[...] concerns the analytical process of transposing (or transforming) human knowledge (the cultural heritage) like domain specific knowledge into knowledge for schooling that contributes to [...] Bildung." (Duit et al., 2012, p.16). German and Nordic didaktik distinguishes itself from the curriculum tradition common to English-speaking countries in two crucial ways. Firstly, didaktik opens for the teacher's pedagogical arena to include more than the issue of how to teach a particular content, opening also for teachers own informed selections of content (what should be taught and why?). Secondly, didaktik marks a distinction between content that is selected for teaching and the knowledge the student develops in their relationship with that content (Hopmann, 2007).

Methodological design

Bildung is an old and complex concept with at least five historical elements (e.g. Sjöström & Talanquer, 2018; Sjöström & Tyson, 2022). A socio-political dimension is the most recent. As an educational concept it emerged in Germany in the mid eighteenth century (Horlacher, 2016). Especially in Germany and Scandinavia conceptions of *Bildung* became the general philosophical framework to guide both formal and informal education. Posited as a metatheory, eco-critical-reflexive *Bildung* includes ideas of critical reflexivity, emancipation, critical-democratic awareness, socio-ecojustice and socio-political action (e.g. Sjöström et al., 2016, 2017; Sjöström & Eilks, 2018). In this presentation we will elaborate on recent ideas of a further developed *Bildung* conceptualisation and (meta)theory, which we call a world-centred *Bildung*. It is about *Bildung* for our Anthropocence epoch (see also e.g.: Clucas & Sjöström, 2023 – conference presentation at ECER23; Kvamme, 2021; Taylor, 2017).

Expected conclusions/findings

A world-centred *Bildung* can be seen as both a term describing the 'educational adventure' in the Anthropocene and a term covering powerful (subject) knowings (such as ChemoKnowings, see further Yavuzkaya et al., 2022 – see Carlgren, 2020, for a general discussion about powerful knowings). In addition to elaborating on the brand new concept of a world-centred *Bildung*, we will also ask and discuss which implications there are for didaktik, both in practice and for research. How may "didaktik models" and "didaktik modelling" for a world-centred *Bildung* look like? Examples will be given from ongoing research.

Relevance to Nordic educational research

Didaktik for a world-centred *Bildung* is of relevance for all educational research and praxis including Nordic educational research and praxis.

Diffractions from a sensory-aesthetic learning space: an exploration of performative//Bildung-centered collaboration

9. General Didactics

Marianne Nødtvedt Knudsen[1] , *Veslemøy Olsen[1]*, **Alexander Elmies-Vestergren[1]**

[1] University of Agder

Research topic/aim

In this paper we explore the multidisciplinary collaborative process of developing new perspectives on aesthetic learning processes in Norwegian teacher education. The paper builds on a recent pilot with fifth year teacher students, where we transformed a classroom into a *sensory-aesthetic space*. Exploring this process, we seek to contribute to new perspectives addressing the Norwegian curriculum's emphasis on aesthetic learning processes (Minestry of Education and Research, 2017).

Theoretical framework

Our common outset for this project is our shared wish to follow the call of Alexander Baumgarten (1750) to take the aesthetic seriously. For us, this means viewing the aesthetic as a language available to all, offering possibilities to experience, process and communicate the personal, emotional, sensory, complex and diverse (Austring & Sørensen, 2019). The sensory-aesthetic space was created out of the *diffractions* occurring between the authors, our disciplinary and theoretical outsets, the room, the different materials and the overarching theme of the student's pedagogy subject, *school in a pluralistic society*. One theoretical impulse was the idea of *performativity* (Schechner, 2013) where learning is seen as «participation in art events which are constructed in situations of interaction» (Aure, 2013, our translation). It is a shared process of *being-knowing* (Lenz-Taguchi, 2012) *in* and *with* the world (Biesta, 2018, in Østern & Knudsen, 2019, p. 5) where all participants are «prepared to try out, stay open, participate, change direction» (Østern & Knudsen, 2019, p. 2). Another impulse was *Bildung-centered general didactics* (Willbergh, 2021), where education is viewed through *Didaktike teche*; the art of showing what cannot immediately show itself (Künzli, 2000). Thus, the educational situation is seen as a process of showing/representing the world, with the intention of opening both the world and the student to each other (Klafki, 2001). This is understood to require a reflective teacher (Westbury et al., 2000) who assumes responsibility for the world (Arendt, 1961/2006).

Methodological design

To explore our multidisciplinary collaborative process, we draw on the *diffractive analysis* of Karen Barad (2007; 2014) and *a/r/tography* (Irwin et al., 2008), seeing ourselves as artists, researchers and teachers intertwined with the work and material of the process. We stay open to both aesthetic and discursive languages (Austring & Sørensen, 2019) exploring different diffractions occurring as intra-actions (Barad, 2007; 2014) – as pictures, shapes, poetic texts and fragments. In this paper we draw attention to these diffractions, with a special interest in the 'new patterns' appearing in the space between the theoretical impulses brought into the project.

Expected conclusions/findings

We expect that our impulses, through diffraction, will create new patterns, challenging our conceptions and theoretical tensions and widening our perspectives on aesthetic learning processes. One preliminary result is the idea of teaching as *invitation*, both *showing* (representing) and *being in* the world together through the aesthetic.

Relevance to Nordic educational research

Seeking diffractions between our theoretical impulses in a sensory-aesthetic space, we aim to contribute to new perspectives in the field(s) of research addressing the Norwegian curriculum's emphasis on both aesthetic learning processes and "all-round development" (Bildung) of all pupils (Minestry of Education and Research, 2017).

Expectations, opportunities and prerequisites for analyses in teacher-researcher collaborations

9. General Didactics
Eva Lundqvist[1] , *Auli Arvola Orlander[2], Sara Planting-Bergloo[2], Charlotta Billing[2], Per Anderhag[2], Karim Hamza[2], Jonas Almqvist[1]*
[1] Uppsala university
[2] Stockholm university

Different kinds of analyses are performed in research and in teaching and learning practices and there are different levels and naming for these practices, for example didactic analysis, hybrid analysis, critical reflections, etc. In this round table session, the aim is to discuss and explore the different levels of analysis that can be used in collaborative work where both teachers and researchers are involved. For example, a certain kind of analysis is used when analyses are carried out with the aim to publish results in a scientific article and another kind of analysis might be needed for analyses that form the basis for development of teaching. In teacher researcher collaborations these issues are central features in the working process.
In this round table discussion, we will elaborate on what the different levels of analysis mean, why the analyses are done, who benefit from the results and to clarify the expectations that exist in the collaboration by making different levels of analysis visible. The following questions will be discussed.

- What is analysis in a school context?
- What different interests are there in analyses?
- How can different competences be used in analyses?
- How can the results of the analysis be used in teachers' work?
- How can the analysis be used and disseminated? How can this be connected with the school's development work?

The researchers will present experiences from taking part in various teacher-researcher collaboration by presenting narratives from different research projects. Each of the participants will make a short presentation, that will be followed by a discussion where the participants will be engaged in conversations guided by the questions addressed above.

Contributors: Per Anderhag, Karim Hamza, Auli Arvola Orlander, Sara Planting-Bergloo, Charlotta Billing (Stockholm university) and Jonas Almqvist, Eva Lundqvist (Uppsala university)

What are the possibilities and obstacles in joint analyses in teacher-researcher collaborations?

9. General Didactics
Eva Lundqvist[1]
[1] Uppsala university

In this presentation the aim is to make visible different levels of analysis by discussing how analyses can be done in different ways and to discuss the different possibilities and obstacles with analyses performed in teacher researcher collaborations.

During 2019-2021 I was part of a teacher-researcher project with the general objective to create knowledge about how biology education at secondary and upper secondary school could support the development of students' knowledge and action competence in relation to antibiotic resistance. In the project we wanted to use the knowledge created to substantiate teaching that could help teachers to stage teaching that favors students' learning. One result was a teaching material that is now made available online for teachers to use.

Overall, to create the teaching material the teachers contributed with their experience from teaching science and the researchers contributed with didactic theories and models. We planned for, implemented and analysed teaching and the students' learning in two iterations. The lessons learned from the first round was used to adjust the material so that the students could have even better conditions for learning. The plan was to analyse the students' learning based on the analysis method Practical Epistemological Analysis, PEA (e.g., Wickman & Östman 2002). PEA is designed to obtain a detailed description of what persons do or do not do when learning something. It seemed like a feasible idea. However, often there was a lack of time to transcribe the interaction in the classroom. To make a proper work we performed the analyses together with the teachers, and made changes before performing the teaching again. As we could not keep up that work, we ended up making what we came to talk about as hybrid analyses. It meant that we sometimes looked at video recordings or listened to audio recordings and discussed, in a simplified and not always systematic way, what kind of problematic situations that the students encountered and how they proceeded in their learning.

In our cyclical work, we made changes according to the hybrid analyses we performed and the teachers performed the adjusted teaching in other classes. During this work we asked ourselves questions like, is this a proper analysis we have done or had we only done reflections of teaching and learning? If that was the case, we did what teachers do all the time, adjusting their teaching according to the reflections in action that teachers do continuously. We also asked ourselves what contribution we as researchers made. Nevertheless, when we went through this phase, we found out that both parts actually made important contributions to the analyses due to our different competencies, but one question remained about if there was a limit when what we did could no longer be called an analysis. In this presentation I will discuss the different contributions in this work and how systematic the work needs to to be called an analysis.

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Analyzing and working together - experiences from a co-constructed project on sexuality education in primary school

9. General Didactics
Auli Arvola Orlander[1] , *Sara Planting-Bergloo[1], Charlotta Billing[1]*
[1] Stockholm university

This research project concerns the interdisciplinary knowledge area of sexuality education engaging a school organizer, staff from two primary schools, and researchers. More specifically this study investigates how sexuality education could come into being for students in the early stages of school and how the teaching could progress and be coordinated. Research conditions are for teachers and school staff to actively participate in all phases of the research process. Accordingly, the presentation will concern experiences from our joint work on formulating research questions, identifying what to teach and our attempts on joint analysis of generated data. Here, data consists of photos of student work and audio-recordings and notes from classroom activities and teacher-researcher meetings. Since the project is in its initial phase we are interested in discussing what opportunities, challenges and prerequisites the analytical process in teacher-researcher collaboration might hold. More specifically, challenges including all participants at all levels of the research process, making room for different aspects of analysis and challenges of more practical and temporal concerns.

This practice-based study is grounded in sociomaterial ontology and epistemology (Fenwick, 2015) and uses a diffractive approach in analysis of data (Mazzei, 2013). This means that a variety of human and non-human actors are acknowledged in knowledge production (Fenwick, 2013). Further, diffractive analysis does not focus on what something means, but rather what participants' intra-activity with data produces (Lenz Taguchi, 2012). Accordingly, the analysis is tracing the diversity of intra-actions taking place in co-producing processes, making it suitable to work within the complex and messy field of sexuality education.

In the research group there are differences in experiences of teaching/meeting primary school children on a daily basis and academic work. Our

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focus in the round table discussion will be on how the diversity of experiences and knowledges within the group could benefit the research process, how the gaze of experienced school staff could bring new perspectives to analysis, and how the knowledges and experiences could supersede the alleged theory-practice divide within the academic field. Preliminary results also show teachers/staff to find it troublesome to make it to research meetings, hard to find time to elaborate on new ways to teach and question how our joint work will spread to colleagues and be part of the overall structure of the school.

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Analytical competence in school settings: how can teachers' analysis of teaching be acknowledged and formalized?

9. General Didactics
Per Anderhag[1] , *Karim Hamza*[1]
[1] Stockholm university

This presentation is grounded in the notion that teachers continuously make decisions based on analysis of their teaching (Jank & Meyer, 2006). Such informal analyses are part of teachers' low intensity development work (Hamza & Anderhag, 2022) which can be argued to be the core of the everyday development processes within schools. However, for a variety of reasons such analyses are rarely acknowledged and requested when teachers are set to make analyses as part of the schools' systematic quality work. In our experiences, analyses are often made on aggregated data, such as grades and student surveys, rather than the daily teaching and learning processes that teachers deal with. At the same time, research emphasise the importance of developing robust models that teachers can use for analysing and designing teaching (Ingerman & Wickman, 2015). Therefore, we would like to discuss the following questions:

- What is analytical competence in school development settings?
- How can informal analyses of teaching be formalized, developed, and shared by teachers and researchers?

Literature has suggested different aspects that may characterize analytical competence of teachers and usually these skills are grounded in different aspects of content knowledge, pedagogical content knowledge, and various means of inferring the complexity of unfolding classroom situations (Plöger et al., 2020). Analytical competence is argued not only to be important for describing and explaining classroom situations as causalities (what is happening here and why), but also for predicting what is likely to happen regarding student learning given the observed situation (Plöger et al., 2020). It has been stressed that the development of analytical competence is learned through continual analysis of teaching, but that teachers and teacher students rarely have the opportunity to do so in a systematic way (Hierbert et al., 2007). In regard to the questions posed above and drawing on our experiences as didactics researchers, teacher educators, and school developers we would like to open up a discussion on potential models that may address some of the issues raised above. For example, how can teachers' analytical competence be a resource in school development initiatives?

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Collaborative analyses of didactical dilemmas

9. General Didactics
Jonas Almqvist[1]
[1] Uppsala university

This presentation will focus on analyses in didactical development dialogues between researchers and practitioners. It will present and discuss the model Dialogue for Didactic Development, a method which was enacted and developed in a book project (Almqvist et al., 2017) and which is now used in various studies (Levinsson et al., 2021; Olin et al. 2019; Olin et al., forthcoming). The aim of the presentation is to explore and discuss what kind of analyses that are made by researchers and practitioners in this kind of project.

The model Dialogue for Didactic Development is based on didactical research with theories, methodologies and results from the field of action research (Olin et al., 2023). The combination of these approaches makes it possible to study and analyze challenges and dilemmas in didactical practices. In this work, the dialogue between participants (both practitioners and researchers) is central, both as a base for development and as a unit of analysis.

In the very center of the work are didactical dilemmas identified and described by practitioners. These dilemmas are written as cases by the practitioners, describing the problem that they have identified, together with a description of how the dilemma is handled by them in practice. Three experts (researchers and teachers) from different fields contribute with comments on the case from their different perspectives. The comment is based on the case and has to be of a reasoning nature. It can, for example, be about (1) Strengthening: The arguments and points presented by the case author are highlighted, confirmed and discussed. (2) Supplementing: The comment points to things that may be missing in the description of the case and complements additional aspects of how the dilemma has been dealt with in other contexts. (3) Problematizing: The starting points on which the case is based are challenged and nuanced. In this way, the commentary is about changing focus and suggesting alternative ways of understanding the current dilemma.
A chapter editor (researcher) pulls together and summarizes the case and the different comments, and finally, the practitioner discusses and reflects on the comments. We see the last step of each dialogue as very central. This is where the practitioner's voice and agency become most evident in the dialogue. All these steps are built on analyses of the didactical dilemma described by the practitioner and contribute to the construction of knowledge about teaching.

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Inherited, built and rebuilt - teaching in different learning environments

9. General Didactics
Ingrid Bosseldal[1]
[1] Lund University

Research topic/aim

School buildings from different times express different ideas about education and create a living laboratory for researchers interested in the relationship between the physical school environment and pedagogical practices. Questions that researchers in this field ask are, for example, what ideas about education and educational relations are attached to different types of school buildings? How do pedagogical ambitions influence the design, how are different educational goals negotiated in the construction process, and how does the physical environment interact with the pedagogical practice? (see for example Frelin & Grannäs 2022, Rönnlund, Bergström & Tieva 2021, Niemi 2021, Woolner & Stadler-Altmann 2021, Sailer 2019, Ball et al. 2012, Bjurström 2000, 2004).

These questions are also present in this ethnographic study, where a municipal school building project is followed from the planning stage up to and including the newly started upper secondary school's first year in newly built premises. Due to a lack of student places in the municipality, the studied school started five years before the pedagogically ambitious and well-thought-out new buildings were ready. During these first years, the school was housed in three different preliminary premises (c.f. Blennow et al. 2023).

The overall aim of the paper is to investigate the interaction between teaching and learning environment – as experience and as it appears in an ongoing pedagogical practice. In previous research, the approach to the class and the classroom as organizing principles is a watershed in school building projects. The imagined and experienced role of the classroom for teaching and social control is also a central aspect of this study.

Theoretical framework

Theoretically, the study are inspired by Hillier and Hanson's spatio-syntactic perspective (1984) and Karen Barad's agentic realism (2007). This approach put the materiality and discursive function of the physical space into focus, as well as the importance of the space both as an obstacle and a resource for subject creation and agency.

Methodological design

For this paper, I have combined a survey of all staff at school with classroom observations, shadowing and semi-structured interviews with teachers and school leaders. The semi-structured interviews help me better understand the participants' interactions, feelings and thoughts, as well as widen and control the interpretations of the survey and observations (Cohen, Manion & Morrison, 2011).

Expected conclusions/findings

The goal of the study is to generate knowledge about the interaction between the physical learning environment and pedagogical practice and how different expectations linked to a specific physical study environment can be used to control teachers' teaching.

Relevance to Nordic educational research

An essential goal of this study is to investigate how the physical environment is an actor in the pedagogical practice and how, as such, it can function as both an obstacle and a resource for teachers in their teaching. This aspect of the study can deepen or challenge certain assumptions that recur in many school-building projects, such as that flexibility and openness are almost always given positive qualities. The relationship between teachers, students and the physical environment may be more complex than is sometimes assumed.

Knowledge Products from Close-To-Practice Research

9. General Didactics

Per Anderhag[1, 2] , **Maria Andrée**[1], Magnus Levinsson

[1] Stockholm University

[2] City of Stockholm

'Close-to-practice research' has received increased attention across the Nordic countries. Following the British Education Research Association (BERA), the notion of 'close-to-practice research' is used to refer to educational research that is based on problems in practice, often involves researchers working in partnership with practitioners in schools and addresses issues of relevance to practitioners. This roundtable focuses on how close-to-practice research can contribute to the knowledge base of the teaching profession by bringing together perspectives from didactics, school improvement and educational policy. More specifically, the interest is directed toward what characterizes the knowledge produced through practice-based research that may have significance for teachers' professional knowledge base and practice.

The roundtable conversation builds on a previous analysis of what kinds of knowledge products are generated in didactic close-to-practice research where teachers and researchers work together within the research environment Stockholm Teaching & Learning Studies. As a result of this analysis a typology of knowledge products was proposed including: (i) descriptions of knowing, (ii) teaching design, (iii) didactic examples and (iv) methodological tools. It has been proposed that additional knowledge products may be developed, such as artifacts to be used in teaching (e.g. lesson plans, visual representations). The roundtable will include the following points of discussion: 1) a brief presentation of the typology, 2) challenging and developing the typology of knowledge products proposed by previous research by investigating different cases of close-to-practice research from traditions of action research and practice-developing research within subject-didactics, and 3) discussing how the notion of knowledge products may contribute to advancing the conversation on cumulativity in the field of educational research in general, and in relation to syntheses of close-to-practice research in particular. The participants will be engaged in conversations on the desirability and feasibility of striving towards cumulativity.

A typology of knowledge products

9. General Didactics

Per Anderhag[1, 2] , *Maria Andrée*[1], *Sebastian Björnhammer*[1, 3], *Camilla Gåfvels*[4]

[1] Stockholm University

[2] City of Stockholm

[3] Kunskapsskolan Sverige

[4] University of Arts, Crafts and Design

Given the interest and investment in close-to-practice research, this presentation discusses the role of close-to-practice research in strengthening the knowledge base of the teacher profession. The aim is to discuss how close-to-practice research can contribute to the knowledge base of the teacher profession. The study targets what kinds of knowledge is produced through close-to-practice research – i.e., the knowledge products (Anderhag, Andrée, Björnhammer & Gåfvels, 2023). The notion of knowledge products refers to the scientific claims constructed and presented as new knowledge in publications. Such claims may be formulated both explicitly and implicitly, and, to varying degrees, inferred through data and theory.

This contribution presents the results from an analysis of what kinds of knowledge products are generated in didactic close-to-practice research where teachers and researchers work together within the research environment Stockholm Teaching & Learning Studies (Anderhag, Andrée, Björnhammer & Gåfvels, 2023). As a result of this analysis a typology of knowledge products was proposed including: (i) descriptions of knowing, (ii) teaching design, (iii) didactic examples and (iv) methodological tools. A comparison will be made with an analysis of knowledge products by Lindberg et.al. (2023) on research funded by the Swedish Institute for Educational Research.

The contribution targets two points of discussion. First, the value and relevance of the different types of knowledge products for professional practice. Second, the possibilities for developing additional knowledge products, such as artifacts to be used as resources in teaching (e.g. lesson plans, visual representations), and what might be required for such artifacts to be considered knowledge products of research. Previously, Morris and Hiebert (2011) have discussed the importance of creating shared, changeable knowledge products in the form of instructional products. Their idea is that such instructional products could be important for improving educational practice provided that the instructional products are shared, available to be used, continually tested, and refined by all teachers.

Resources from traditions of action research utilized in challenging and developing the typology of knowledge products

9. General Didactics

Anette Olin Almqvist[1] , *Fredrik Dahl*[1]

[1] Gothenburg University

In action research scholars have worked close-to-practice in the educational field since the early 1970s, around the world (Somekh & Zeichner, 2009). The literature in the field has often problematized issues of how researchers and practitioners collaborate. Obstacles such as differing aims and practices, flawed knowledge about each other's situations, inadequate negotiations about expectations of the collaboration, and inappropriate expectations of each other may constrain collaborative projects have been thoroughly described (Olin & Pörn, 2023). A recurring problem when it comes to teachers participating in creating knowledge about their own practice is their position in such work (Olin, Almqvist & Hamza, 2023). On a structural level, a systematic oppression is enacted, which is well described in research on the teacher profession in contemporary times (e.g. Carr & Kemmis, 2005; Hargreaves, 1994). These researchers point out that teachers are seen as implementers of research rather than actors in their own professional area.

In our presentation, we will use a case of action research in vocational education in upper secondary school, describing teachers as translators rather than implementers. A team of vocational teachers and a doctoral student develop teaching in subjects connected to building and construction, focusing on students using vocational language in a meaningful and more elaborate way. The set-up of the project is based on democratic and dialogical principles from action research to give teachers good opportunities to use, deepen, and develop their knowledge in collaboration with the researcher as a critical friend. We use and discuss some examples of how the teachers translate development ideas and didactical models into their own practice. Highlighting how the teachers handle the process, develop methods, and get new insights from their own practice exemplifies outcomes from the project (which is still in its early stages).

Furthermore, we will use literature resources from action research to better understand the character of the outcomes. We will draw on Carr and Kemmis (1986 – building further on Habermas) descriptions of three different knowledge interests: the technical, practical, and critical/emancipatory. We will also use Andersons & Herr's (1998) validity criteria for rigorous practitioner knowledge. With these resources, we will discuss and problematize the typology of knowledge products (Anderhag, Andrée, Björnhammer & Gåfvels, 2023), (i) descriptions of knowing, (ii) teaching design, (iii) didactic examples, and (iv) methodological tools. Each of them may be expanded, mirroring them in the light of action research knowledge. There might even be new typologies to add.

From everyday concepts to concept maps? A subject didactic model for teaching science in the early school

years

9. General Didactics
Marlene Sjöberg[1]
[1] Gothenburg University

This presentation includes results from a close-to-practice research project in collaboration with primary school and preschool. The aim of the project was to develop subject didactic models for science teaching at younger ages. In this part of the study in the project, the use of mind- and concept maps in science teaching in the early school years is investigated as a way of linking students' everyday experiences with science concepts. The guiding research questions are partly how concept maps are used for linking in science teaching in school years 1–3, and partly what happens when concept maps become part of the planning, implementation, and evaluation of teaching. The empirical data consists of logbook entries, audio and video recording of teaching, research meetings and documentation of student work, over a period of two years. The analysis is based on the so-called pedagogical linking (Scott, Mortimer & Amettler, 2011). The analysis focused on which pedagogical linking was made possible when using the mind and concept map in teaching. In the next step, it was therefore analyzed in what ways, what form of linking, that took place in the identified situations in which the mind and concept map appeared. The result shows the importance of sensitivity towards making visible and maintaining the anchoring in students' everyday experiences in teaching about scientific concepts. Introduction and use of concepts in a concept map risk becoming abstract when scientific concepts have a diffuse anchoring in the students' everyday experiences. A second result shows how mind and concept maps can be used in the teacher's planning and introduction of new concepts, thus as a subject didactic model in science education. A conclusion of the study is that a hybrid of mind map and concept map can function as a subject didactic model for teaching for the development of conceptual knowledge in science in primary school.

As previously mentioned, the study was carried out within the framework of a collaborative research project with the aim of jointly developing subject didactic models for science teaching. The two partial results of the study relate to the typology of knowledge products in practice-based research in Anderhag, Andrée, Björnhammer och Gåfvels (2023). The first partial result in the study, on how the mind and concept map is used for linking the students' everyday experiences and scientific concepts in teaching can be seen as a so-called didactic example, category 3 in the typology. The second partial result, how the mind and concept map is used for didactic analysis and design of continued teaching, relates to category 4, methodological tools. The overall result of our study can be seen as an interweaving of the knowledge products didactic example (category 3) and methodological tools (category 4).

Developing and testing a variation-theory based model for teaching critical thinking.

9. General Didactics
Kristoffer Larsson[1] , *Klas Andersson*[1]
[1] Gothenburg University

In this contribution to the roundtable, we present a research product domiciled in the category of "teaching design knowledge product" from a project in civics didactics, focusing on critical thinking. The project departs from the fact that teaching students to think critically has been one of the major goals of the modern democratic school systems over a prolonged period. Given the importance of this mission, there is still a surprising amount of uncertainty about how to successfully teach critical thinking. Teachers find it for example difficult to involve critical thinking in teaching different school subjects. Further, research reviews of critical thinking teaching point out shortcomings of i) linking the development of students' critical thinking to theories of teaching and, ii) not enabling causal inference in intervention designs. In the study presented, we tried to match these problems by creating a model for teaching a particular component of critical thinking, changing perspectives, in the subject of civics, using a framework of variation theory. The teaching model was developed in dialog with teachers, and the first step was to analyze ninth grade students' answers from tasks in the Swedish national test in civics, identifying student's abilities to alternate points of view, i.e., change perspectives. In the second step, the specific variation theory-based teaching model was developed and tested, together with civics teachers. The test was made in a controlled (pre- and post-test) intervention study, measuring students' ability to alternate points of view. The results show significant mean differences in student ability to change perspectives, in favor of the variation theory teaching. Regarding the typology leading this roundtable, we consider the project as an example of a "teaching design knowledge product", yet that also includes the rather unusual component of measuring effects.

Knowledge production in a close-to-practice project on teaching action competence regarding antibiotic resistance

9. General Didactics
Malena Lidar[1]
[1] Uppsala University

In this contribution, experiences from working in a collaborative teacher-researcher project will be scrutinized in the context of the knowledge production in the project. The project had the overarching goal of generating insights into how biology education in secondary and upper secondary school could contribute to the enhancement of students' knowledge and action competence in relation to antibiotic resistance.

A central objective of the project was to produce research-based teaching material. Extensive efforts were invested here in planning teaching that would enable students to acquire action competence, in other words, the ability to make decisions based on knowledge, values, and priorities (e.g. Jensen & Schnack, 2006). We have collectively grappled with the operationalization of action competence—creating tangible tasks that provide opportunities for learning action competence without feeling that the subject matter content was left behind. Various research-based models were employed to facilitate this planning, such as organizing purposes (Johansson & Wickman, 2013), visions I-II (Roberts 2007), and didactic principles for ESE (Östman, van Poeck & Öhman, 2019). In this work, teachers in the project have been challenged to, in cooperation with the researchers, translate these models into concrete teaching. A further way to anchor the teaching material in research was to work iteratively where we used a first teaching design in classrooms with students and analysed the students' conversations in order to inform changes and improvements to the teaching materials. We have learned through this work that these tasks need to be close to students' experiences, engaging, and relevant to their lives, allowing them the autonomy to take action and perhaps even make a difference. This means that descriptions of the student's knowledge (i) in the typology) was central knowledge for the design of the teaching materials.

The teaching material, which can be categorized as teaching design (ii) including methodological tools (iv), has been made available for free use through the National Resource Center for Biology Education to enable dissemination of the results to other schools and teachers. We have also written and published texts in which the theoretical choices we have made in the teaching material are exemplified using, for example, extracts from student-teacher dialogues, which function as didactic examples (iii). In short, all categories of the typology could be said to inform each other. One benefit described by the participants in the project is the development and capacity building they have experienced during the three years of the project. The collaborative process of working towards a knowledge product and the dissemination of it has played a major role in our joint efforts.

Synthesising knowledge products from close-to-practice research

9. General Didactics
Magnus Levinsson

Syntheses of research is key to the development and cumulativity of scientific knowledge in most fields (Bohlin, 2010; Eisenhart, 2008). However, it

is contested whether syntheses of close-to-practice research in education require the application of formal methods, such as the approaches developed within the systematic review movement, based on the following arguments: (1) Syntheses of close-to-practice research are mainly carried out informally within the field and are integrated into the knowledge production of primary studies, as for example when the findings of previous studies form the basis for and are related to the findings of another study; (2) The production of and availability to knowledge from close-to-practice research in education is too poor compared to many other fields, such as the clinical trials within medicine, to justify the development and use of formal synthesis methods (Levinsson, 2019). However, the push for evidence-based practice in education has led to a range of initiatives aimed at bridging the gap between research and practice. Among these are the establishment of so-called 'brokerage agencies' with a mission to synthesise the findings of educational research (Sundberg, 2009). Previous research indicates that brokerage agencies conduct systematic reviews that tend to subordinate the outcomes of close-to-practice research to an aggregative synthesis logic or exclude it by default on the basis of predefined evidence hierarchies and quality assessments that prioritise randomised control trials to measure the impact of interventions (Levinsson & Prøitz, 2017). However, this means that the systematic review movement in education thereby might limit the potential contribution of close-to-practice research to teachers' professional knowledge and practice. This tendency underscores the need of formal synthesis methods specifically developed for close-to-practice research. Drawing on the typology of knowledge products, suggested by Anderhag et al. (2023), this paper argues that configurative reviews (Gough et al., 2012) are more suitable for synthesising complex bodies of knowledge generated from close-to-practice research. The paper considers the four different kinds of knowledge products as a starting point for developing configurative reviews for different strands of close-to-practice research, and further illustrates how each knowledge product might require specific configurative approaches and techniques.

Knowledge Transformation and Didaktik Thinking in History Education

9. General Didactics
Thomas Grønset[1]

[1] University of Bergen

Research topic/aim

This study examines the knowledge transformation process (Gericke, et al, 2018) conducted by teachers. It focuses on how upper secondary school history teachers select and sequence subject curriculum guidelines, and how they transform these into something that is teachable and relevant for students. The aim of the study is to explore the teachers' understanding of disciplinary knowledge content, and to understand what conditions the knowledge transformation process within a subject curriculum framework primarily oriented towards competences and learning outcomes. The study is guided by the following research questions:

- *What are the history teachers' perspectives on disciplinary knowledge content based on the subject curriculum document?*
- *What conditions the teachers' transformation of subject curriculum guidelines into something that is teachable and relevant for students?*

Theoretical framework

Selecting and organising disciplinary knowledge content requires teachers to become "curriculum makers" who identify the "powerful" and "elementary" elements of content and interpret its "educational potential" (Deng, 2022). By making a connection between "powerful knowledge" (Muller & Young, 2019) and the Bildung-centred Didaktik of Klafki, this study follows Willbergh (2016) and Deng (2022) in employing a theoretical framework for conceptualising the knowledge transformation process.

Methodological design

The study is grounded in a qualitative research design based on semi-structured interviews of fifteen upper secondary school history teachers, and informed by a descriptive and explorative method for thematic cross-case analysis. The qualitative approach allowed for a wide range of issues to be explored, including the thinking behind teachers' selection of content, and how they understood what they were trying to achieve in developing student's understanding of history.

Expected conclusions/findings

By choosing a particular subject (history), the study is positioned to concretise general didactic reflection and explicate thoroughly how the selection, sequencing and transformation of disciplinary knowledge content are influenced by a wide range of factors such as suitability for assessment, balancing breadth and depth, and dealing with students' interests.

Relevance to Nordic educational research

This study contributes to the current state of knowledge by demonstrating how transforming disciplinary knowledge content from a competence-oriented curriculum is influenced by the teachers' various perspectives on what constitutes disciplinary knowledge. It also demonstrates how the teachers deal with pedagogical concerns and formative assessment imperatives in relation to content selection.

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Reading for sustainability (nor)

9. General Didactics
Camilla Häbler[1]
[1] Ragnhild Louise Næsje

Research topic/aim
Sustainable development is one of three interdisciplinary topics, together with *Health and life skills* and *Democracy and citizenship*, in the curricula for Norwegian schools. Previous research shows that there is a tendency for teachers and student teachers not to feel confident to teach topics related to sustainable development (Borg et al., 2012; Eames et al., 2010; Guanio-Uluru, 2019).

In this study, we explore the potential of literature didactics in working with sustainable development. The study is based on the Sustainability Library, a Norwegian version of the UN's Sustainable Development Goals Book Club. The Sustainability Library is an online resource that offers teaching programs for schools and libraries to arrange reading circles for children aged 6-15. The library consists of book lists with activities for all 17 sustainability goals and offers participants a literary and conversation-based understanding of the UN's sustainability goals (FN-sambandet, 2021).

Theoretical framework
In the presentation, we will examine the potential role of fiction in conveying values and themes related to sustainable development focusing on UN's sustainability goal number 1 (Heggen et al., 2019; Andersson-Bakken et al., 2022). The study includes four types of data material: (1) recordings of literary conversations between teacher(s) and pupils, (2) interviews with teachers, (3) reflection texts from teachers and (4) pupil assignments.

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Methodological design
The study is carried out as an action research project (Elliott, 1991; Kemmis, 2012). The action research involves researchers at a teacher training course in collaboration with teachers at a primary school. The teachers implemented a didactic literature teaching program in three classes in the 5th and 7th grades, where the pupils read a fiction novel related to the UN's sustainability goal number 1- no poverty.

Expected conclusions/findings
The study preliminary conclusions contribute to knowledge about the didactic potential for work with sustainable development through books from the Sustainability Library. At the same time, the study contributes to strengthening the collaboration between a teacher training institution and the field of practice.

Relevance to Nordic educational research
How education can deliver relevant contributions for sustainable development should be the subject of our attention, and therefore we find our study relevant to teacher educators in all Nordic countries.

Reticence ("blufærdighed") in sexuality education. Løgstrup's phenomenological approach

9. General Didactics
Kirsten Hyldgaard[1]
[1] Kirsten Hyldgaard

Research topic/aim
As has been pointed out repeatedly in research literature, teaching about sexuality causes embarrassment and general discomfort among both teachers and students. My research project (funded by Independent Research Fund Denmark 2023) proposes that the subject matter itself causes resistance, with sexuality being inherently transgressive. Hence, its controversial status in both research and teaching.

The paper aims to offer insight into why, when, and how sexuality education causes resistance among teachers. Why this effect of embarrassment and reticence ("blufærdighed")? What is reticence?

The Danish philosopher and theologian Løgstrup's phenomenological descriptions of "reticence" (in *Kunst og etik,* 2020, Forlaget Klim) can be of service. Is reticence an obstacle that needs to be overcome in order to teach sexuality? Is lack of reticence an ideal? Should it be described and understood as a question of individual psychological inhibitions or even as a trait of character called bigotry? Should it rather be described sociologically as a question of the teacher's formal, professional position in relations to pupils? Or, rather, can it be described phenomenologically as the subject's defense against exposure of sexual difference and sexual orientation?

Theoretical framework
This paper aims to show the congeniality between a psychoanalytic approach and a phenomenological approach in order to discuss whether reticence is unavoidable as far as sexuality education is concerned and in order to show how sexuality education places wider-reaching pedagogical challenges in the spotlight and challenges teachers' professionalism.

Methodological design
The project will conduct a qualitative study of how embarrassment is experienced by teachers when teaching sexuality education. To access a range of experiences, interviews will be conducted with a sample of 15-20 teachers, the majority of whom has not specialized in the field. By conducting interviews with teachers the project seeks to produce insight into why and how sexuality education causes resistance among teachers.

Expected conclusions/findings
The project expects to deepen our understanding of how and why sexuality is not at topic that can be taught like any other topic. In other words, I expect to be able to show how sexuality represents a paradigmatic example of what I have designated a "pedagogical impossibility" and a "negativity" in pedagogical practices (Hyldgaard, 2010, 2022).

Relevance to Nordic educational research
Concerning the relevance to Nordic educational research Roien, Graugaard & Simovska (2022, p. 70) have stated "Despite fifty years of compulsory sexuality education in public schools in Denmark, the policies and practices relating to sexuality education have received surprisingly limited attention in research, and, consequently, remain largely unexplored".

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Teacher representations of transitions within compulsory school

9. General Didactics

Josefin Ånger[1]

[1] Umeå University

Research topic/aim

Transitions are built into most educational systems and within the Swedish cohesive compulsory school the transition equivalent to primary and secondary school is made within the same school form. Although it should be cohesive the organisation bears traces of several reforms, resulting in schools being organised in different ways, and thus transitions can entail different things. This paper are part of an ongoing doctoral project on transitions within compulsory school in Sweden. The research questions in focus for this paper is 1) How is the transition (between year 6 and 7) represented as an object (of thought) by teachers and what assumptions underlie these representations? and 2) What are the possible effects of these representations on teachers' possibilities to create continuity in the students schooling?

Theoretical framework

Theoretically the project is informed by a poststructural framework, building on Bacchi (2009) and Bacchi and Bonham (2016). The underlying assumption made is that people are not able to comprehend a direct reflection of the world, instead they understand things/concepts, through representations. Each thing/concept can be understood in different ways and the researchers' job is to analyse how specific representations are made, what makes them possible and how they could be represented differently. Every representation is assumed to have effects that benefit some and not others, effects that also need to be analysed.

Methodological design

Data is collected through semi-structured interviews with teachers teaching in year 6 and/or 7. The teachers work at schools organised in different ways – at some schools the students change school at the transition and in some schools they do not. Both large and small schools, in cities and rural areas, are represented.

Expected conclusions/findings

Tentative results show that teachers represent the transition in three ways – as changes for the students (e.g. structure, relationships), as transferring information between teachers (about individual students' shortcomings) and as changes for the teachers (relational). Tentative examples of underlying assumptions are whether the transition should be a "continuation" or a "break". A strong assumption is also the focus on individuals. These representations do not include teaching groups of students. That, together with the focus on shortcomings, might affect the teachers' possibility to create continuity for the students negatively.

Relevance to Nordic educational research

Research on transition within compulsory schools in the Nordic context is scarce but growing (see e.g. Strand 2020). This project is a contribution to that field of research, with focus on how transitions are conceptualised in a context where compulsory school organisation differs from the British, continental and American contexts where most research on transitions within compulsory school are made.

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Teachers' Sensemaking of Professional Learning – an individual and/or collegial adventure?

9. General Didactics
Bodil Merkel[1]
[1] Lunds universitet

Research topic/aim

Previous research shows that discourses in policy reforms and trends in education impact how teachers view their profession (Erlandson & Karlsson, 2018). Despite acknowledging the teacher's importance for students' learning, disagreements may occur on what teachers ought to learn and develop in their work. Initiatives to support collegial learning have been introduced by *The Swedish National Agency of Education* since 2011. However, international reports state that Swedish teachers are less willing to participate in collective forms of learning than teachers in other European countries (OECD, 2015). How does individual teachers' sensemaking of professional learning relate to what goes on in collegial forms of learning? The interplay of various meanings of professional learning in specific school contexts has been less in focus in previous research (Löwstedt & Larsson, 2010). This study investigates experienced teachers' sensemaking of professional learning in their everyday practices in a selected upper secondary school in Sweden. Furthermore, it explores how these meaning-making processes concur with the meanings of professional learning in collective forms of learning and what is stated in local documents in the school context.

Theoretical framework

The research project is based on social theory, seeing teachers' meaning-making as socially constructed and situated in practice (Lave, 1991). Learning from practice is conceptualized in three dimensions: interactions through language, physical activities in time and space, and the roles, in social relationships (Kemmis, 2021). The relational interdependency between humans, the context, meaning-making, and learning (Lave, 1991) is emphasized in this theory, where language and interactions play a central role. Therefore, teachers' professional conversations, individual reflections, and interactions are at the center to better understand professional learning in the selected school context.

Methodological design

The research project is designed as a qualitative case study, which allows for exploring complex contexts such as school organizations. Furthermore, this design allows for several methods of data collection such as interviews, observations of collegial conversations, and focus group discussions, which are triangulated and analyzed. The paper uses Weick's theoretical concept of sensemaking (1995) to compare and contrast the meaning-making processes in the various types of collected data.

Expected conclusions/findings

The expected findings are new knowledge of how individual and collective sensemaking processes of professional learning interplay in the school context, and in what way these processes reinforce or obstruct initiatives for improving conditions for students' learning in the school. The paper will provide some empirical examples elicited from the initial stages of the research project, based on interviews.

Relevance to Nordic educational research

The project contributes to Nordic educational research by gaining new insights into how experienced teachers' meaning-making of everyday learning in the context of Swedish upper secondary school, how and when sensemaking of professional learning sometimes syncs with the common strategies to improve the students' conditions for learning in school contexts. The findings can be decontextualized and discussed in other Nordic school contexts, and/or for providers of teacher education in the Nordic countries preparing new student teachers.

Tensions in interdisciplinary teaching about societal challenges-Findings from an empirical study of classroom practices

Anniken Furberg[1] , *Ole Andreas Kvamme[1], Kari Anne Rødnes[1], Hans Christian Arnseth[1]*
[1] University of Oslo

Research topic/aim

In recent years, there has been an increased attention on the key role that schools play in preparing young people's participation in an increasingly complex world where societal challenges such as climate crisis, threats against democracy and social injustice are brought to our attention on a daily basis. The national curriculum (LK20) in Norway describes three interdisciplinary topics to be taught across school subjects and school levels: health and life skills, sustainable development, and democracy and citizenship. In this paper, we report on central findings from an research-based evaluation study examining teachers' instruction about the three interdisciplinary topics.

Theoretical framework

The research is based on a sociocultural perspective, implying that learning and teaching are understood as meaningmaking activities taking place in interaction between people and the resources they engage with (Vygotsky, 1978). This perspective also emphasises the importance of positioning students as active and responsible participants in teaching and learning (van de Sande & Greeno, 2012). With reference to critical-constructive didactics (Klafki, 1998) we address the societal mandate of school and education, exploring how educational content enables students to critically address the societal challenges under scrutiny.

Methodological design

The study is based on three comprehensive case studies involving one lower and two upper secondary schools. The data consists of video recordings of classroom interactions, structured observation notes, student products and interviews with students and teachers. The material is investigated through interaction analysis of classroom data (Jordan & Henderson, 1995) and thematic analyses of interview data.

Expected conclusions/findings

Our analyses show that the teachers used interdisciplinary teaching units as opportunities to support student participation, strengthening the learning environment and building social relationships on school and class levels. Furthermore, the teachers created activities and dialogic spaces where students were provided opportunities for invoking everyday experiences from their life worlds outside school. A challenging tension, though, is that the students' experiences rarely became integrated with subject-specific knowledge. The focus on personal experiences, instigated an emphasis on individual undertakings and efforts, rather than solutions on a structural, societal and political level.

Relevance to Nordic educational research

Societal challenges in school and education, explored in this study, are now given attention in all Nordic countries, necessitating research and sharing across the region. Insights provided by this study can guide teachers and school leaders in their interdisciplinary work aimed at fostering students' understanding, action competence and vigour in their meeting with societal challenges.

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The Foundation Subjects for Upper Secondary School and its Didaktik – for Knowledge and 'Bildung'

9. General Didactics

Niclas Månsson[1] , *Linda Jonsson*[2]

[1] Södertörn University

[2] Mälardalen University

Research topic/aim

In this project we take a closer look at the purpose, content, and knowledge achievement for the common subjects for Upper secondary school and their relation to its social mission in the forthcoming curricula reform 2025. The subjects – English, History, Mathematics, Physical education and health, Religion, Science studies, Social studies, Swedish and Swedish as a second language – main aim are specialised for a particular profession or as preparatory for higher education, but together they contribute to providing a good foundation for personal and social development.

Theoretical framework

Our theoretical framework is inspired by Ivor Goodson's (2005) and Thomas Popkewitz's (2010) understanding of a school subject and its relation to socialisation. When it comes to the organisation of a school subject, and the normalising practice of teaching and learning processes, a transformation occurs when it moves from the academic field to a school subject. Any given school subject must relate to the school's context and organisation, schedule, number of teaching hours, its content, the pupils age, and theories of teaching and learning. Further, the school subject can not only be addressed as to its specific content, but it is also necessary to consider its content in a holistic perspective, or in the words of Herwig Blankertz (1987, p. 135): "The general educational that a curriculum should express is simply the sum of the educational objectives of the constituent subjects."

Methodological design

The methods used to analyse the different curricula are derived from curriculum theory and purpose-related analysis. As a first step in the analysis, we closely read the documents to be able to identify time-typical formulations in relation to the current societal and political context. As a school subject's content vary over time, the social and cultural conditions that form a school subject must also be considered (Goodson, 2005). It was the specific vocabulary of documents and the 'zeitgeist' of society that received special attention in the second round of our reading. The time-typical formulations identified in the first reading then became possible in a third step of the reading to operationalize and relate to the study's purpose and prevailing 'zeitgeist' (Popkewitz, 2010).

Expected conclusions/findings

Although, the subjects differ in its purpose, content, and knowledge achievement that ought to provide a good foundation for work and further studies, the common denominator, as we see it, is the different subject's potential for 'bildung' for personal development and active participation in the life of society.

Relevance to Nordic educational research

The theoretical perspective contributes, together with the empirical findings, to the ongoing discussion about the double purpose of upper secondary education in a Nordic educational research context, since it shreds some light on a common educational denominator that places both the teacher and the student between the tension of knowledge and 'bildung', in a political discourse where the societal part of education seems to be more or less forgotten in favour for a more strict 'subject foci'.

The pedagogical triangle as a model for educational situations

9. General Didactics

Jakob Billmayer[1]

[1] Malmö universitet

Research topic/aim

The paper has its starting point in the assumption that in the Western world we are constantly surrounded by educational situations of various kinds. Never before in history have people spent so much time in formal education, having a career is part of the norm and "looking something up" is an integral part of everyday conversation. However, there is no general model that makes these situations visible, analysable and comparable.

The aim of this paper is therefore to propose such a model, to present its theoretical foundations and to outline its application.

Theoretical framework

The model assumes that educational situations – like other communication systems (Luhmann, 1997) – consist of a triad, that is teacher, learner and content, which in turn are reciprocal. The model thus has its starting point in the pedagogical triangle ("Didaktisches Dreieck") and makes use of its graphical representation. Similar approaches to the didactic triangle as an analytical tool, albeit limited to the context of schooling, can be found in Diederich (1988) and Houssaye (2014).

Methodological design

The model assumes that educational situations are defined by three distinctions, that can be made visible in drawn triangles: (1) Teacher and learner positions are defined reciprocally and in their respective relationship to the content. (2) Teachers and learners devote their energy and shared time in order to be able to reach, understand or control a part of the world, the content. (3) The work that needs to be done initially to create an educational situation is not required of all three components to the same extent. The initial work is understood as semiotic work. Variations in these three distinctions define different educational situations. The model makes it possible to distinguish between 51 educational situations.

Expected conclusions/findings

A total of six such educational situations are described at the end of the paper, three in detail ("the School Lesson", "the Master's Workshop", "the Instruction") and three in summary ("the Academic Seminar", "the Orchestra Rehearsal", "the Theater Rehearseal").

The model presented here is at the beginning of its development and further theoretical considerations and empirical applications are needed to verify and underpin its applicability.

Relevance to Nordic educational research

This paper is relevant to educational research all over the world.

Transferring knowledge from one context to another (swe)

9. General Didactics

Nina Emami[1]

[1] Nina Emami

Research topic/aim

The research topic and aim of this case study focus on examining the knowledge expressed by grade 9 students (14-15 years old) after they have been taught about a specific technical system (the wastewater system) and are then asked to describe another optional technical system. The primary goal is to understand how students' knowledge of one technical system translates to their understanding of another technical system.

Theoretical framework

The theoretical framework for this study involves the use of transfer theory. The researchers utilize this framework to analyze how students apply their knowledge of the wastewater system to describe another technical system. Transfer theory is a lens through which the researchers analyze the data and understand how students transfer their knowledge from one system to another.

Methodological design

The study employs a qualitative research design with a case study approach. Three students were interviewed after being taught about the wastewater system, and during these interviews, they were asked to describe another optional technical system. The methodological design includes data collection through student interviews, particularly focusing on the students' descriptions and the system models they drew.

Expected conclusions/findings

The expected conclusions and findings of the study reveal that the students tend to describe the new technical system in terms of its structure and flow. Importantly, the study highlights that the students tend to exhibit linear thinking when describing the new system, which may be influenced by their prior knowledge of the relatively linear structure of the wastewater system. The new technical system, however, has a more circular structure. Therefore, the study anticipates that the students' knowledge transfer from one system to another is influenced by the structural characteristics of the systems.

In conclusion, the study underscores the importance of equipping students with effective learning strategies to comprehend and describe various technical systems. It emphasizes the need for additional guidance to facilitate the generalization of system knowledge, particularly when transferring knowledge between systems with different structural characteristics.

Relevance to Nordic educational research

The relevance to Nordic educational research lies in the insights provided by the study about how students transfer their knowledge of technical systems. The findings have implications for pedagogy and curriculum development in Nordic educational contexts, particularly in terms of how technical systems are taught and how students can be better supported in understanding systems with varying structures. This research contributes to the broader field of educational research in the Nordic region.

10. Higher Education

Ethical theory to understand the ethics of the teacher as a role model in engineering education

10. Higher Education

Virginia Grande[1] , *Thomas Taro Lennerfors[1], Anne-Kathrin Peters[2]*, **Kristina von Hausswolff[3]**

[1] Uppsala University

[2] KTH Royal Institute of Technology

[3] Mälardalens University

Research topic/aim

The aim is to discuss the ethical responsibilities of being a role model as an engineering teacher in higher education. Teachers represent different ways of being and working in engineering and they are constantly observed, and thus potentially emulated, by students. Teacher unavoidably becomes someone who embodies aspects and achievements that others may (avoid to) copy. Teachers may ask themselves: 'how do I know how to behave in a "good" way considering that my students may observe and potentially emulate me?'. Notice here that role modeling is not only about behavior traits but is shown also in attitudes towards knowledge and science. Grounded in role modeling and ethical theory, we develop an understanding of what it means as a teacher to be a role model.

Theoretical framework

We draw on virtue ethics, care ethics, ethics of freedom and role modeling theory, using Grande's framework ((Grande et al., 2018) for engineering education. We argue that the three ethical theories give different views on the ethics of role modeling as a teacher. Virtue ethics implies that the teacher should behave as virtuously as possible to encourage students to emulate character traits. Care ethics implies that the ethics of role modeling is fundamentally about care practices, emphazising relationships and values such as attentiveness and responsibility (Mariskind, 2014). Ethics of freedom urges the teacher to grant individuals opportunities to develop and be free from the control of others (Biesta, 2017).

Grande, Virginia. 2018. "Lost for Words! Defining the Language Around Role Models in Engineering Education." In 2018 IEEE Frontiers in Education Conference (FIE), 1–9. San Jose, USA: IEEE.

Mariskind, Clare. 2014. "Teachers' Care in Higher Education: Contesting Gendered Constructions." Gender and Education 26 (3): 306–320.

Biesta, Gert. 2017. The Rediscovery of Teaching. New York: Routledge.

Methodological design

This study is theoretical and uses theory to understand a phenomenon that is significant in education, in this case engineering education. By connecting the mentioned ethical theories with role modeling in engineering education, this study furthers the conceptions of role models, especially teachers' ethical responsibilities as role models for their students, not only of their subject domain but of what constitutes the 'good'.

Expected conclusions/findings

Reflections on role modeling as a teacher from an ethical perspective can be supported, with a certain level of high abstraction, using Grande's framework for role modeling. More in-depth reflections for specific aspects of these ethical theories, in particular ethics of freedom, may need other frameworks as a complement. Our work raises the question of how to integrate and conceive freedom in a theory of role modeling.

Relevance to Nordic educational research

Role modeling in engineering education as a teacher can be seen as being virtuous, caring, and free, with the aim of students being able to follow these examples and be virtuous, caring, and free themselves. This conceptualization of role models is not only motivated by the problem of underrepresentation but by a desire to contribute to education for a better world. It provides one entry point to values and novelty in engineering and engineering education.

"Becomings" as novices experience learning programming - three stories, six students (swe)

10. Higher Education
Kristina Von Hausswolff[1]
[1] Mälardalens University

Research topic/aim
Research in computer science education has reported that novices have difficulties when learning to program. While some evidence points to the individual students' activities as important in hands-on work, there is always a social context in with the learning takes place.The aim of this interview study is to investigate novices encountering programming for the first time by exploring students' experiences. In doing so account is taken of the social dimensions of the setting.

Theoretical framework
This study builds on Dewey's pragmatic view of learning; the learning process in terms of experience, habits, and inquiry. Using theory from Dewey, a rejection of the dichotomy of practice and theory is a building block in the conceptualization of practical thinking while programming (von Hausswolff, 2021). Practical thinking while programming is expressed in for example, testing "movements" in the environment building on hunches and non-expressed thought.
To become a subject, is something that could happen in an educational setting (Biesta, 2017) and is used in this study to understand "becomings" relation to programming.Subjectification, an individual's possibilities for new beginnings, depends on how others relate and accept these new beginnings.

Biesta, Gert. 2017. The Rediscovery of Teaching. New York: Routledge.
Kristina von Hausswolff (2022) Practical thinking while learning to program – novices' experiences and hands-on encounters, Computer Science Education, 32:1, 128-152

Methodological design
A qualitative research methodology, abduction is used. Abduction relies on empirical evidence (as induction) and also uses theory to make conclusions on specifics (as deduction).Theory is used and included in the patterns emerging from the data during the analysis. Six students were interviewed on three occasions during an introductory programming course at university level. Other data sets were used as background information (e.g. recorded lab sessions).

Expected conclusions/findings
All students got stuck and were unable to get "unstuck" without help from a knowledgeable other. This help was of a specific type: "Sitting down" with the student and "taking the time" to go through all the code. Differences between the students vere how emotional they felt during the course or when getting stuck: how they thought of self-expression, their self-doubt; and their self-blame. All this seems to come together in how these students were able, or not, to identify with the programming profession to consider continuing with programming. The two females, with good grades concluded that "this is not for me" and described the learning journey as a very negative emotional experience that they would rather not go through again. To present these findings, I categorize the students two by two to put together the stories that are most similar and to help the reader discern the patterns.

Relevance to Nordic educational research
Basic research about how beginners experience and learn to program is needed as the dropout rate in university courses are still high and the diversity amongst the students that decide to continue with programming after the first course is too low. Thus, the aim with the present study is deepen the understanding of learning to program with the focus on hands-on encounters and from the philosophical stance of pragmatism.

Action Research in Higher Education: Exploring and Developing Pre-Professional Identity in Education for a Profession (dan)

10. Higher Education

Nanna Ruengkratok Lang[1] , *Hanne Høyer[1], Birgitte Lund Nielsen[1], Anne Louise Slyngborg Kronborg[1]*
[1] VIA University College

Research topic/aim
This paper discusses action research as a way of exploring and developing pre-professional identity (PPI) in higher education, and as a way of bringing about learning and teaching adventures for both students, educators, and researchers. PPI is a matter of students' dawning professional identity during education. It is a matter of becoming a professional. But how does PPI evolve in a young professional education, like the Danish bachelor's degree Programme of Nutrition and Health? And how can we as researchers and educators explore and support this process through action research? That is the matter of this paper.

Theoretical framework
The paper is based on an action research project that is currently taking place at a bachelor's degree Programme of Nutrition and Health in Denmark. The project draws on a dialogical action research approach and the observation from Saraiva & Anjos (2020, p. 301) "that action-research has the capacity to influence not only the conduct of research […] but also the construction of the student's understanding of the profession". PPI is understood by Jackson (2016, p. 926) as the dawning understanding of the skills, qualities, competencies, culture etc. of a future profession, and the sense of being a professional.

Methodological design
The project follows a class over the course of their education (3½ years) and engages a group of them in action research processes focusing on PPI together with educators and researchers. The empirical material for this paper is group interviews with first year nutrition and health students and educators, field notes from classroom- and action research interactions, and student logbooks with reflections on PPI. Informed consent has been obtained in accordance with the Helsinki Declaration, and data is stored and kept confidential according to the GDPR. Data is analysed using reflexive thematic analysis.

Expected conclusions/findings
The preliminary analysis of the action research process suggests that working with students' reflections on PPI during their education through logbooks might be a promising way to clarify and develop PPI in a young professional education. The logbook seems to be helpful in gathering thoughts and reflections on PPI for the individual student, but it also appears to be useful as an onset for discussion and further elaboration together with fellow students, educators and/or researchers. Data also suggests that action research has potential as an approach to educational development in higher education. The fact that students, educators, and researchers are brought together in an action research process gives room for exchange of perspectives and new understandings, not only regarding PPI, but also regarding the educational programme and the profession.

Relevance to Nordic educational research
This paper discusses how action research can be used in educational development in higher education in furtherance of a shared focus in the Nordic countries.

References:

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Saraiva, C. M., & Anjos, Á. M. G. D. (2020). Action-Research in higher education: A path to individual and social (trans)formation. Administração: Ensino e Pesquisa, 21(3), 282–315. https://doi.org/10.13058/raep.2020.v21n3.1776

Between Delivery and Luck: How Early Career Academics Negotiate the Project Frame

10. Higher Education
Jonatan Nästesjö[1]
[1] Department of Educational Sciences, Lund University

Research topic/aim

One of the most notable features of contemporary academia is the role played by projects. Project is the standard format for organizing research activities and the division of labour at departments. Moreover, competitive project funding is the most common way to decide what research that is deemed worthy of being provided money and what research that is not. This process of projectification has deeply influenced the social and temporal structures of academia with an increase of short-term employment and hyper-competition especially evident among early career academics. For this particular group, projects not only characterise precarious working conditions, but are the very material upon which academic careers are structured, build, and assessed. However, while early career academics are frequently mentioned as those most strongly affected by these dynamics, their own perceptions are much less frequently considered. This paper aims at contributing to a better understanding of how early career academics intepret and repsond to institutional demands structured by projectification.

Theoretical framework

To study how junior scholars respond to their working conditions and academic selves becoming increasingly shaped by projectification, I focus attention to how it functions as a *frame* through which they understand the context they are in and how they should relate to it. Building on, and modifying, Goffman's initial understanding of frames as interpretative schemes which organizes actors' experience and subjective involvement in a given aspect of social life, this is to emphasize how scholars draw on shared frames of meaning to respond to institutional demands. Hence, the article contributes a novel perspective on projectification as process constituted on the level of meaning-making.

Methodological design

The study builds on 35 in-depth interviews with fixed-term scholars in political science and history. Including five departements located at four research-intensive universities in Sweden, the methodological design allows for comparative observations between and within these empirical sites.

Expected conclusions/findings

Findings reveal that respondents jointly refer to *competition* and *delivery* in order to make sense of their current situation. Making up what I call 'the project frame,' these interpretive orientations feed into a narrow regime of valuation and accumulation shaping the respondents' research practices and social identity as early career academics. Still, attempts to align to 'the project frame' varies, indicating the significance of disciplinary background, group memberships, and wider evaluative landscapes to understand the dynamics of projectification. Additionally, early career academics do more than passively accept their situation as a given. By emphasizing the importance of *being lucky* as well as drawing on *imagined futures* respondents alter the normative meanings of 'the project frame.' This let them adopt to certain institutional demands of the early career while committing to broadened recognition and the maintenance of moral worth.

Relevance to Nordic educational research

Both conceptually and empirically, the paper contributes an understanding of academic socialization as a kind of pragmatic problem solving, centred on navigating multiple career pressures and individual aspirations. As such, it brings new knowledge for understanding how junior scholars make sense of themselves and their careers in a much changed Nordic higher education landscape.

Challenges and dilemmas in student-centered learning

10. Higher Education
Verner Larsen[1]
[1] VIA University College

Research topic/aim
This paper focuses on challenges in student-centered learning. Pedagogies that support this approach have been on the rise for many years, partly influenced by constructivist understandings of learning, which have also gained more ground over time. This has taken place in various branches of the education system and has been praised for fostering better motivation and learning. Project work, case work, and PBL are just some of the forms that student-centered pedagogies can take. Student-centeredness has recently come onto the political agenda under the headline "Master of one's own Learning - Student-Centered Learning in a Danish and European Perspective." Despite the many strengths of student-oriented pedagogies, there are, however, a number of contradictions and dilemmas that seem to be underexplored in the didactic research and may risk creating inappropriate learning environments. The question addressed in the paper is therefore how dilemmas in student-centered learning can be conceptualised, so that both teachers and students can better handle them.

Theoretical framework
I apply theory in new combinations. I basically build on the concept of invisible pedagogy by Basil Bernstein (2000), but expand this with Karl Maton's Legitimation Code Theory (LCT), which nuances the former's code theories, also inspired by, among others, Bourdieu's theories of habitus and field (Maton 2014). The so-called specialisation codes contribute to illustrating where control over the pedagogical communication shifts when learners are given more autonomy. By linking the concept of invisibility with the specialisation codes, student-controlled pedagogies are analysed in a new and more comprehensive way.

Methodological design
The paper draws on various empirical sources. My argumentation is predominantly based on a Danish research project from 2018 on dilemmas in self-managed learning spaces in higher education (Larsen et al., 2018). In one of two cases, data was generated through ethnographic studies in a Constructing Architect programme. Several classroom observations were conducted with particular focus on a study group, which was followed during their project work over a semester. Observations were supplemented with a series of group interviews with both students and teachers associated with the specific group of students. Secondarily, I draw on a larger international project from 2019 which is about Chinese students' participation in online education at Australian universities.

Expected conclusions/findings
The analyses in this paper lead to some new concepts and terms that can highlight contradictions, pitfalls, and dilemmas that may otherwise be challenging to identify. Thus, the work of teachers in guiding student-centered learning environments can be qualified, especially by better facilitating students in difficult phases of the learning process.

Relevance to Nordic educational research
Student-centered learning is gaining more ground in Europe, and the challenges for teachers and students are more or less the same. This makes the study relevant in a Nordic context.

Main references:
Larsen, V., Rasmussen, A., & Sørensen, H. B. (2018). *Selvforvaltede læringsrum i pædagogisk praksis: Analyser af dilemmaer og didaktiske udfordringer ved selvforvaltede læringsrum på professionsrettede uddannelser i Danmark.*

Bernstein, B. (2000). *Pedagogy, symbolic control and identity: theory, research, critique.* London: Taylor & Francis.

Maton, K. (2014). *Knowledge and knowers.* Abingdon, Oxfordshire: Routledge.

Educational and professional development in Swedish higher education

10. Higher Education
Henrik Brandén[1] , *Anders Sonesson*[2]
[1] Malmö University
[2] Lund University

We invite all interested participants into an exploratory workshop about possible research designs for studying the relationship between educational and professional development in Swedish higher education. The authors' experience from working in Swedish higher education for a long time is that there are some stories about this relationship that are more frequent than others. The aim of our planned research project is to try to understand some of these more frequent stories. As inspiration for the workshop, please consider the following stories:

- In Sweden, all public power emanates from the people. Through public elections, members are elected to Sweden's Riksdag, and based on the election results, a government is formed with the task of governing the country through laws, ordinances, regulation letters, and special assignments. These laws, ordinances, letters, and assignments govern the work of the Swedish authorities. The task of the civil servants at these authorities is to complete the democratic power chain in such a way that the people is served. In Sweden, universities are authorities, academics are civil servants, and educational development is a professionalisation movement where the academics become increasingly better at serving the Swedish people. Academic leaders and educational developers have a special responsibility for this movement. Their work includes both the deliberation and the domestication of the academics.
- During the 20th century, the academic occupation developed into a profession through the process of occupational closure. This means that today, not everyone is qualified to get a position as an academic. Instead, there are special requirements regarding education and training. It also means that the academic of today is a highly trained and knowledgeable professional, fully capable of working independently, without the guidance of others, as well as together with others. Ideally, an academic masters several scholarships, including the production of new knowledge, the integration of knowledge across topics and disciplines, the application of knowledge outside universities, and the systematic study of teaching and learning in higher education. In practice, however, the scholarship of teaching and learning is less developed and not fully occupationally closed. Educational development is an ongoing grassroot movement towards a full occupational closure in this area and, consequently, towards a better balance between different scholarships in higher education.
- Research became a professional and prestigious activity during the 20th century. It also became an activity that is no longer performed by every academic. Nowadays, there are teaching positions in higher education that do not require a research education and where the duties only include teaching and administration. There are also other groups, such as educational developers, that do not necessarily do any research. Neither do they necessarily teach or meet students. The duties of educational developers are instead to support those who teach students. Educational development is a process where activities related to education becomes more professional and prestigious. This is a movement towards an interprofessional higher education landscape where several academic professions coexist and collaborate.

Employability? On the Purposes(s) of Higher Education

10. Higher Education
Pål Anders Opdal[1]

[1] UiT - the Arctic University of Norway / NMH - The Norwegian Academy of Music

Research topic/aim
Employability is a new buzzword in Nordic education (-al research) and policy. To use my native Norway as an example, the parliamentary white paper *Education for Adjustment*, subtitled *Heightened Workforce-relevance in Higher Education* (Meld.St. 16 (2020-2021)), "urges the HE-sector and other parties on the labor market to cooperate more effectively and better than today, to heighten the relevance of education" (5). The Norwegian student organization (NSO) likewise maintain that "employability in education is important" (student.no 2021). Employability is further central item in The Norwegian Student Survey (studiebarometeret 2023) as well as topic for both academic papers (e.g., Jakobsen, Mehli & Hoel 2020) and podcasts (UiS 2023). On this background, it might seem that employability is the purpose of higher education. But is it? How should the purpose of higher education be conceptualized? No one will deny that the employability of candidates is one important aspect of higher education. But is it a bonus or an intention? Is it an ideal to pursue or an instance of the instrumentalization of education?

Theoretical framework
The paper utilizes a standard quadrant as theoretical framework (e.g., Merton 1938) to indicate possibilities within the range of outliers. The purpose of higher education is thus conceptualized from both an individual and a (more collective) standpoint. Eliot Eisner (1994, 56ff) is utilized to fine-grain possible purposes of higher education as seen from the individual, whilst John Dewy (1944, 54ff) is utilized to fine-grain possible purposes as seen from a collective standpoint.

Methodological design
The paper is of a conceptual nature, meaning that the research-design utilized aims at the development of distinctions to inform the case (e.g., Soltis 1978). The white paper mentioned will then be examined on the background of said distinctions, both to establish its position on employability and to assess whether this position is tenable.

Expected conclusions/findings
As regards expected result, the paper aims first and foremost to present a framework for understanding higher education and its purposes, but at the same time there is an expectation that a focus on employability in higher education is one-sided and thus needs to be amended.

Relevance to Nordic educational research
The paper is relevant to Nordic educational research in that it delineates (possible) purposes for higher education and assesses the current focus on employability in the sector. It thus amounts to foundational work on the purposes(s) of higher education.

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Ethical review of student projects: the responsibility of higher education institutions (swe)

10. Higher Education

Lotta Wendel[1] , *Claes Andersson[1], **Camilla Nordgren**[1]*

[1] Malmö university

Research topic/aim
Students' degree project could if involving research on people, risk infringing on individual´s privacy, processing sensitive personal data and encompassing difficult ethical issues, not least regarding informed consent. If these projects would have been performed by researchers, the projects would have required prior approval by the Swedish Ethical Review Authority in accordance with the Swedish Act (2003:460) concerning the ethical review of research involving humans. However, since the projects are performed by students, who are not obliged to undergo this review, it is unclear how an ethically acceptable approach is to be guaranteed. It is well known that such student projects are carried out, but the extent to which this happens has not previously been investigated, neither in Sweden nor in other countries. We thereby present our experiences of a formalized ethical review process at a Higher Institution site in Sweden.

Theoretical framework
Establishing such formalized ethical review can lead to a greater consensus on which materials and methods are suitable for the students, which in turn leads to increased equal treatment. Also serve as a pedagogical support resource for supervisors, who may experience ambiguities regarding research ethics issues and student projects. By gathering and building up ethics expertise at the university, a specialised support function is also developed that can offer advice and guidance, perspectives, and training. Through interaction and cooperation, the support function can contribute to an active learning environment, where students and supervisors are stimulated to reflect on their own decision-making (Fosnot, 2005). Experimental and experiential learning emphasizes that didactics is best achieved through active participation where participants deal with real problems (Kolb, 1984). Ethically reflective learning specifically emphasizes the development of the student's ability to reflect on their own values, ethical dilemmas, and decision-making on ethical issues (Gill & Thomson, 2020). Common to these theories is the perspective that a formalized assessment offers students and teachers the opportunity to exchange perspectives and to deal with ethical issues in a more concrete way.

Methodological design
Essays that have passed examination during the years 2014-2017 were included. A total of 1215 essays were read through, and the presence of ethically sensitive content was coded in a pre-established protocol.

Expected conclusions/findings
Out of a total of 1215 reviewed essays, 277 (22.8%) contained ethically sensitive content; the most common was sensitive personal data relating to health 165 (13.6%). In accordance, one in five undergraduate students completed studies that would have required the approval of the Ethical Review Authority, had they been researchers. Ethically sensitive content was proportionally more common in essays at the advanced level (32.9%) than at the first level (20.4%). Only 191 of the 277 essays (68.9%) that should have undergone a formalized ethical review process did so. The implementation of formalized ethical review of thesis projects seems to work best when the student's supervisor has their own experience of ethical review. Different institutional/disciplinary cultures also seem to have a large impact.

Relevance to Nordic educational research
The implementation of ethically acceptable approaches in student projects is an under-researched area, nationally and internationally. The relevance is thereby urged.

Experiences from creating opportunities for producing senior lecturers in Sloyd and Visual Art Education

10. Higher Education

Tarja Karlsson Häikiö[1] , *Catrine Björk*[2], *Fredrik Lindstrand*[3], *Patrik Hernwall*[4], *Viveca Lindberg*[5]

[1] Tarja Karlsson Häikiö

[2] Catrine Björk

[3] Fredrik Lindstrand

[4] Patrik Hernwall

[5] Viveca Lindberg

The Swedish Research Council (Vetenskapsrådet, VR), has funded the National Graduate School in Visual Arts and Sloyd Education, FoBoS) (Sw. Nationella forskarskolan i bildpedagogik och slöjdpedagogik). This graduate school is a collaboration between Gothenburg University, Stockholm University and Konstfack University of Arts, Crafts and Design. The work with the Graduate school began in 2019 and the first PhD students for Degree of Licentiate started in January 2020. FoBoS have contributed to practice-based research and quality in higher education in the subjects Visual Art and Sloyd Education and in this way contributed to establishing the subjects on postgraduate level by producing new researchers.

There is an urgent need to do more research in Sloyd and Visual Arts Education in Sweden. The current situation in these minor school subjects is limited. Lack of research programs as well as doctoral positions means that these studies seldom can build an autonomous research environment with advisors which can support the subject's specific inquiries, theories and methods. There is also a lack of educators in Swedish universities in subject didactics in general (The Research Council, 2023).

FoBoS has been part of the strategic investment in graduate schools that has been important for "the supply of skills and to further strengthen the field of educational science as well as the scientific basis of teacher education and the school" (The Research Council, 2023 p. 6). Secure resources for career paths for new researchers and building excellent research environments as a result of the national research schools, subject didactic research, research on learning processes, on professions and professional training. Collaborative doctoral students are important as there is still a "weak connection between research on teaching and the teachers' everyday school life, as well as insufficient conditions to use knowledge from research and proven experience in the activities" (The Research Council, 2023 p. 14).

In this Roundtable discussion we in the steering group of FoBoS share our experiences of our work with the graduate school, in particular challenges in supporting the development of research in this area. Some of these challenges relate to structural conditions and how support for research and graduate schools is organized. Other challenges are how to create possibilities for continued trajectories from licentiate studies to doctoral studies, as well as onwards towards post-doctoral positions. What does the future look like for postgraduate education in the subjects and in higher education? What are the conditions for producing more researchers, career opportunities and postdocs? Despite an increased number of PhD:s in educational science, there is a great shortage of researchers for teacher training, even in the aesthetic subjects "to meet the societal challenges that characterize schools and higher education today" (The Research Council, 2023 p. 6). We in the steering group for FoBoS are interested in discussing how to create new opportunities for more research and researchers in Sloyd and Visual Arts. We invite you in our Roundtable discussion.

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FoBoS – The background for the application of a graduate school and the admission process of doctoral students

10. Higher Education

Tarja Karlsson Häikiö[1]

[1] HDK-Valand, University of Gothenburg

In the roundtable is presented the background to the application for a national graduate school and the collaboration in making this application to the Research Council, as well as the implications for the establishing of the graduate studies. The main goals for the National Graduate School in Visual Arts and Sloyd Education are related to different levels. Firstly, the Swedish education system expects teaching to be based on a disciplinary foundation (*vetenskaplig grund*) and on proven experience (*beprövad erfarenhet*). Therefore, it is necessary that the disciplinary foundation for school subjects as well as their corresponding didactics is broadly represented. There is an equal need for a research base that relates to second-cycle qualification for teacher education. The current situation for doctoral studies in these minor school subjects is limited in many aspects. The lack of research programs as well as doctoral positions means that these studies seldom can build an autonomous (self-evident) research environment with advisors which can support the subject's specific inquiries, theories and methods. Therefore, a graduate school that is based on national collaboration, strengthened by an existing Nordic network, has enhanced not only the knowledge formation of post-graduate students but also that of senior researchers. There are limited possibilities entering as a doctoral student in the CUL research school or at the artistic graduate school of the faculty is deeply problematic for Visual Arts and Sloyd Education. To succeed with admission of doctoral students in collaboration with schools, municipalities, free standing school organizations et cetera, FoBoS had three admission rounds. In the presentation is discussed the conditions for having doctoral students based on this kind of cooperation, and what have been the benefits and problematic areas.

FoBoS – an example with distance education of doctoral students

10. Higher Education

Catrine Björk[1]

[1] Department of Subject Didactics, Stockholm University

In this presentation, the structure of the graduate school is presented as it, for the most part, has been conducted in distance on the web.

As the National Graduate School in Visual Arts and Sloyd Education had a national call in Sweden, the admitted doctoral students are from different parts of the country. Since the education is carried out at half-speed and the PhD students work in schools as teachers, an important prerequisite has been to be able to participate remotely. Therefore the graduate school has been conducted in distance but with a few joint physical meetings each year.

In order to ensure continuity in the education, the graduate school has had various types of seminars and seminar weeks in addition to the joint courses. In this presentation I (we) present the structure of seminar activities and various aspects of distance learnings and remote work.

FoBoS – reflections on possibilities and challenges with education of doctoral students from an institutional level

10. Higher Education

Fredrik Lindstrand[1]

[1] Konstfack – University of Arts, Crafts and Design, Stockholm

This presentation relates to the overall theme of the round table discussion and contributes with reflections and experiences from the perspective of

the department of visual arts and sloyd education (IBIS) at Konstfack University of Arts, Crafts and Design. Similar to other departments with teacher education(s) within the aesthetic domain, we see an increasing need for new peers with qualifications to perform research. This need is articulated in relation to both research and education: in order to expand professional networks, revitalize the fields of research, build critical mass, employ senior lecturers and professors and so on. However, finding solutions to this is a challenge for different reasons. For example, contrary to the other departments at Konstfack, the teacher educations at IBIS have their foundations in educational science while Konstfacks degree right at postgraduate level is restricted to the field of artistic research. Our way forward is therefore to find co-operations with other universities and our engagement with FoBoS is one example of this. Konstfack decided to fund two licentiate projects to be performed in proximity with the National Graduate School in Visual Arts and Sloyd Education and the presentation will focus on possibilities and challenges in this type of set-ups.

FoBoS – Post-graduate programmes for teachers: new career services for whom?

10. Higher Education
Viveca Lindberg[1]
[1] Special Education, Disability and Learning, Stockholm University

Since 2008 the Swedish state has funded post-graduate programmes for teachers and pre-school teachers. The purpose has been to increase the number of teachers in schools. Complementary to the post-graduate programmes for teachers and pre-school teachers, the Swedish state initiated a reform of career services for teachers (CST) which introduced new categories of teachers: first teacher (förstelärare) and lecturer (lektor) (Alvunger, 2015; Kirsten & Wermke, 2017; Westerlund, 2021). Here, the focus is on the lecturers only. Requirements for a teacher as a lecturer, a PhD or licentiate degree is demanded (Statsbidragsförordningen, 2013:70), which is why the state-funded post-graduate programmes become one of the paths to such a position, a position that also is connected to increased salaries, based on vouchers from the state, but the local authorities decides if and how many lecturers they are willing to recruit. Therefore, the interest for lecturers varies between facilitators but also principals for individual school. Furthermore, some school subjects seem (mathematics, science) to have a higher legitimacy while others (sloyd/craft and vocational subjects) seem less necessary local authorities. (Another issue has been the unclear status of lecturers in school as compared with the principals in relation to development of teaching Alvunger, 2015). The issue here is describe and discuss the experiences and solutions of 14 interviewed teachers, graduated with a licentiate from a previous Post-graduate programme who represent subjects considered less necessary when returning to their schools.

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National Graduate School in Visual Arts and Sloyd Education – The funding of PhD students

10. Higher Education
Patrik Hernwall[1]
[1] Department of Computer and Systems Sciences, Stockholm University

In this contribution to the roundtable discussion, the financial set-up for the this kind of National Graduate Schools will be presented and reflected upon. As the prerequisite from the funders (VR) was that the respective school and/or school district payed the salary for the students (50%, or half-speed), the existence of this National Graduate School was dependent on schools/school districts having the means to fund the PhD student. What challenges did we meet? How did we approach them? And, what are our experiences? are some of the questions raised in this presentation.

Genre switching facilitating doctoral students' writing development

10. Higher Education

Susanne Pelger[1]

[1] Faculty of Science, Lund University

Research topic/aim

In higher education, students' writing skills are crucial, not least in third-cycle studies. Yet, writing offers a challenge for many doctoral students. Therefore, it is essential to increase knowledge of how doctoral students' writing development can be supported. In this case study, I analysed twelve students' written reflections on their writing development during the first year of doctoral studies. The aim is thus to investigate what progress the students experienced in their writing and what factors they indicated as significant to this progress.

Theoretical framework

The study draws on theory in rhetoric and writing development. The Canons of rhetoric (see e.g. Pelger & Sigrell, 2016) forms the basis for identifying students' experienced progress relating to four stages, awareness of the reader and the context, textual content, structure, and style. Earlier research on writing development points to the importance of writing, exemplary texts, and feedback (Dysthe et al., 2011), as well as writing for different purposes and in different languages (Bazerman et al., 2017). The genres of popular science writing (Pelger, 2017) and reflective writing (Santelman et al., 2018) have shown to have particular impact on bachelor and master students' writing development.

Methodological design

This case study was conducted in the context of a course on academic writing, addressing doctoral students in educational sciences. The course included three writing assignments: a popular science piece, a scientific abstract, and a reflection on writing. Instructions for the reflection were based on Ryan's (2011) criteria for an academic reflection. In their reflections, students responded to questions about various aspects of writing development. The students' written reflections were collected and analysed using qualitative content analysis, in order to identify experienced progress and success factors.

Expected conclusions/findings

The analysis showed that students' experienced progress could be linked to all stages of the Canons of rhetoric. Further, three major success factors were identified, writing, exemplary texts, and feedback, accompanied by an overarching factor found in all reflections, writing in different genres. In their reflections, students reasoned around how genre switching had contributed to improved writing skills, a different view on the writing process, and plans for continued writing development. In particular, they emphasised which positive impacts popular science writing had had on their development as writers. Several students also pointed to the importance of active reflection to their development of writing skills. In some cases, written academic reflection was explicitly mentioned as a means to writing development.

Relevance to Nordic educational research

In conclusion, this study argues that writing, exemplary texts, and feedback – in different genres – can effectively support doctoral students' writing development. In my presentation, I will exemplify, discuss and suggest how systematic writing training that utilises genre switching can be integrated into doctoral studies. In particular, my presentation will highlight the potential of using popular science writing and academic reflection to support doctoral students' development into skilled and conscious writers.

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Governing learning and shaping the subject through Constructive Alignment

10. Higher Education
Jonas Qvarsebo[1]
[1] Department of Childhood, Education and Society, Malmö University

Research topic/aim
Following the Bologna reform in 2007, higher education in Sweden became a target for a new kind of governing of teaching and learning. Based on Bloom's taxonomy, the SOLO taxonomy and Bigg's concept of "constructive alignment", teaching and learning became goal-oriented in a way that was supposed to be secure, transparent and possible to evaluate, thereby helping both teachers and students to attain a high level of clarity about the contents, requirements, expectations and outcomes of any particular course given at the university. The purpose of this paper is, to study this phenomenon as a technology of government.

Theoretical framework
Theoretically I draw from the work of Michel Foucault and the concept of governmentality and what Mitchel Dean (2010) has described as "an analytics of government". This theoretical framework has four interlocking dimensions which very briefly can be described as: 1. Problematization (or visibilities), 2. The practices and techniques of governing that emerge in relation to the problematizations, 3. The forms of knowledge that have been erected by governmental practices, techniques, and relationships of various sorts, 4. The subjectivities, or identities, produced by certain problematizations, forms of knowledge and specific techniques of governing. I also draw on Carol Bacchi's (2009) WPR-analysis for problematization.

Methodological design
These dimensions described above are intimately connected to methadological issues. Broadly speaking, the method is geared towards analyzing the general logic and rationality of the texts studied, to identify discursive regularities, patterns, and key themes (Kendall & Wickham, 1999). Certain questions about governing the subject thus come to the fore; such as: What is the problematic of governing, that which is questioned and should be changed? Which subjectivities seem to be desired or undesired? Through which means, or what methods and techniques, are these subjectivities to be shaped and what style of governing is involved in this? (Axelsson & Qvarsebo, 2017; Dean, 2009).

Expected conclusions/findings
CA rests on the idea that the learning process that the student should go through can be written out in detail through course syllabus. It is a management of learning in which the learning sought by the student is assumed to be identical to that of the syllabus. This can be questioned. Unexpected learning and subjective learning are thus overshadowed in this type of management of learning. CA presents a learning that wants to create security and eliminate cognitive and emotional insecurities in the students. It has an appearance of rationality and predictabilityand seeks to eliminate elements of uncertainty in the learning process. Students are assured that if they familiarize themselves with the syllabus, the criteria and forms of assessment, learning will follow as a natural consequence. All of this can be problematized and questioned.

Relevance to Nordic educational research
Since the CA thinking has become almost hegemonicat European universities, includig the Nordic Universities, I think that the relevance för Nordic educational research is quite obvious. This study can be part of a process of questening certain things that are taken for granted within Higher education but that are not neccesarily helpful for substantial teaching and learning.

Ideating methods and tools to equip university pedagogy instructors for differentiated teaching adventures

10. Higher Education
Gloriana Trujillo[1]
[1] Center for Teaching and Learning, Stanford University, Stanford, CA, United States of America

University teachers arrive with a range of motivations and teaching experiences to learn about effective teaching practices, much like university students who introduce academic diversity to the classroom. University teachers learn in a variety of settings: compulsory or non-compulsory, formal or informal, via courses lasting many months, shorter "pop-up" courses lasting many weeks, individual workshop sessions, or 1-to-1 consultations. What methods do university pedagogy instructors utilize while working with such a differentiated group of university teachers? How do university pedagogy instructors create effective and customized learning experiences for a group with such a broad spectrum of pedagogical knowledge, teaching experiences, and motivations for learning more? One outcome of this exploratory workshop is to learn from each other how these questions are approached, in addition to: *How might researchers and university pedagogy instructors collaborate to generate a set of methods and tools that efficiently assess university teacher prior knowledge, pedagogical experience, and motivation to learn new or different teaching approaches?*

The exploratory workshop itinerary will lead fellow sojourners to collaboratively uncover current approaches university pedagogy instructors use to address the different needs of university teachers in Nordic universities. Perspectives from university contexts in the United States will be shared, along with insights from initial observations of the Finnish university pedagogy instructor experience. Participants representing contexts beyond Nordic countries and the United States are welcome. The invitation will be to share knowledge and experiences guiding university teachers in pedagogical learning, and in particular, identifying approaches that have been **un**successful, **un**documented, and/or **un**published. The exploratory workshop space will also be for generating ideas about how the group might reconfigure existing frameworks, for example, tools such as teaching inventories [e.g. Wieman & Gilbert, 2014] or unexamined effects of compulsory professional development programs [e.g., Ödalen, et al. 2019].

Possible outcomes for this session include opportunities for future collaboration to create methods or encounter existing tools in new ways for engaging university teachers ahead of pedagogical learning experiences. New collaboration opportunities might allow for testing methods, tools, or frameworks in local contexts and comparing implementation across institutional settings within and beyond the Nordic region.

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Instrumental, strategic and communicative action in preschool teacher educators constructions of the student

10. Higher Education

Emelie Nilsson

Research topic/aim

The fixation around documentation, evaluation, measurability, and efficiency characterizes our time where neoliberalism and new public management is a self-evident condition, a social and political order that affects all forms of education. As actors within the educational system, teacher educators and students are facing various dilemmas as a result of this prevailing order which affect the professional freedom of action and the ability to influence the content and form of the education which has consequences for which kind of education that is possible. A critically informed starting point is used to stress the need for understanding the culture within higher education and the educators' and students' conditions. This paper is part of a doctoral project aiming to describe, understand, and problematize preschool teacher educators' collegial constructions of the student, and the paper aims to understand how student constructions are made and what they relate to using Habermas' concepts of instrumental, strategic and communicative action.

Theoretical framework

Understanding the subjects as actors within the system of education is self-evident when using Habermas' theoretical perspective. Habermas' (1984;1987) theoretical concepts of the three types of action, instrumental, strategic, and communicative action, is used to understand how the educators are constructing the student and what these constructions are related to. Instrumental action refers to a subject-object-focused action while strategic action refers to a social (subject-subject), goal-oriented action to achieve success and benefit. Communicative action, in turn, relates to a mutual, intersubjective understanding and deliberation without any utility-oriented bias. In the analysis the types of action are used trying to understand how and in relation to what educators construct the student, and the characteristics of the different student constructions related to the three types of action.

Methodological design

The analysis is based on material from a five-month-long critical ethnographic fieldwork containing observations of collegial contexts, including various program-related meetings, offices and staffroom, formal and informal conversations with educators, as well as notes from group discussions among educators.

Expected conclusions/findings

Preliminary results suggest that the formation of various student constructions occurs predominantly through strategic action rather than communicative action. An illustrative example is the construction of the student as non-academic, often arising from the participants' own constrained working conditions. Acceptable working conditions are expressed to be of greater importance to protect than the possible pedagogical ideals, ideals which, in practice, seem challenging to uphold given the educators assigned, course-specific hours.

The educators are however reflecting on the fact that this construction may be too destructive, and they express a desire to act differently and construct alternative images of the student. However, the current circumstances where deadlines, learning objectives and working conditions play a significant role for their actions, lead them to believe that they lack sufficient room for action and resources to act in a manner they consider more ideal and pedagogically motivated. These results points at interesting tensions within the professional work of academic educators.

Relevance to Nordic educational research

This presentation contributes to the comprehension and discussion of educators within teacher education in Sweden, serving as a crucial part of the Nordic higher education landscape.

Is the use of language learning strategies efficient for emergent bilingual students' language learning? (swe)

10. Higher Education
Åsa Mickwitz[1]
[1] Faculty of Educational Sciences, University of Helsinki

Research topic/aim
In higher education, versions of content-based approaches to language learning, such as CLIL (Content and Language Integrated Learning), stands out as successful examples of language learning approaches (Dalton-Puffer & Smit, 2013). However, these methods have also been criticised for being implemented without adequate teacher preparation and curriculum planning, which put the responsibility for the language learning process mainly on the students (Hüttner, Dalton-Puffer & Smit, 2013). Nonetheless, students can make their language learning more self-directed and efficient by using a range of language learning strategies (LLS) (Oxford, 2016). Even if various aspects of LLS have been strongly criticised (Dörnyei, 2005), research on LLS is an essential contributor to how we understand the behavior students engage in when learning a second language (Pawlak, 2021).The aim of the presentation is therefore to shed light on emergent bilingual students' (Finnish and Swedish) use of LLS. These students are all studying in a CLIL-like, bilingual bachelor program at the University of Helsinki.

Theoretical framework
In the scholarly debate, the definition of LLS, and how to distinguish this concept from others, has been going on until recently (Griffiths, 2018). Oxford's (2016) analysis of 33 definitions of LLS stresses the learners' active and conscious use of strategies, but also the fact that the learners regulates their learning in a number of ways. However, Griffiths (2018, p. 88) presents a more straightforward and pertinent definition, according to which LLS are "actions chosen by learners for the purpose of language learning". Although the vast amount of research on LLS, there is still a lack of robust theory underlying the concept as well as a lack of consensus of what can be defined as a language learning strategy.

Methodological design
Altogether 184 of emergent bilingual students responded to on a survey concerning their use of various types of language learning strategies, such as compensation, cognitive, social and metacognitive strategies. The data were analysed quantitatively, but qualitative data were also obtained. Statistical analyses were conducted to determine the frequency of LLS use among the students, the difference between Swedish- and Finnish-speaking students' use of LLS and if LLS use improve the students' weaker language.

Expected conclusions/findings
The results indicated that Finnish-speaking students made significantly more use of metacognitive strategies while Swedish-speaking students made significantly more use of compensation strategies. Additionally, some Finnish-speaking students associate the use of Swedish in real-life communication situations with stress and anxiety. Moreover, the students' use of LLS significantly predicts their progress in the weaker language. However, it was clear from the study, that many of the Swedish-speaking students' use of LLS could be regarded as common linguistic behaviour for bilinguals and not as a mean to enhance language learning.

Relevance to Nordic educational research
The subject is relevant to Nordic educational research since versatile language skills are indisputable in Nordic higher education, and more research must be conducted to find pedagogical means to understand how language skills are obtained.

Learning to teach for sustainability in higher education: Findings from an ongoing research project

10. Higher Education

Diana Holmqvist[1] , *Filippa Millenberg*[1]

[1] Department of Behavioural Sciences and Learning, Linköping University

Research topic/aim

This paper presents on-going research on teaching for sustainability in higher education. The project follows two adult educators in a university setting as they design and guide students through learning activities aimed at learning for sustainability. During this process, we aim to explore what effects planning and teaching such activities might have on the educators' own learning and professional development and proficiency in teaching for sustainability.

Theoretical framework

The paper draws on the transformative learning perspective (Hoggan, 2016).

Methodological design

The paper draws on auto-ethnographical data from two adult educators engaged in teaching for sustainability. Over a period of four months, the educators – who both are researchers in the field of adult education and learning, and teach at various teacher programmes – designed a set of learning activities aimed at engaging folk high school teacher students in transformative learning for sustainability. The educators met regularly to design and plan the activities and test the design themselves. This resulted in an optional workshop offered to folk high school teacher students during the second course of their teacher education. After the workshop took place, the educators had two additional meetings to discuss and reflect on the workshop and possible future developments.

The auto-ethnographic data collected in the project consists of video and audio recordings of the two educators' meetings during the project. The data is analysed thematically, paying particular attention to the educators' learning and didactical choices made during the process.

Expected conclusions/findings

An initial screening of the data suggests that the two adult educators both had transformative learning experiences. The task of designing and planning learning activities for sustainability prompted the educators to learn about sustainability and thus engage with this complex subject much more deeply than before. As such, the task functioned as a disorienting dilemma and prompted paradigmatic change in the educators' worldviews. The set-up of having regular meetings to work on the task created a sequential learning opportunity, where changes in both educators' understanding, attitudes, and engagement with the topic were observable in each new meeting session. Engaging in the designed learning activities – testing them – provided the educators with an opportunity for experiential learning. The test session also served as contrasting example to the students' engagement with the learning activities during the offered workshop. In the post-workshop reflections, the educators' reflected on potential strengths, weaknesses and need for improvement in the activities' design, in part by contrasting these two experiences.

Relevance to Nordic educational research

There is a pressing need for education programmes across sectors – from child education to higher and adult education – to facilitate learning for sustainability and contribute to our societies' sustainable transformation. At the same time, many educators feel insufficiently qualified to teach for sustainability learning and are therefore reluctant to approach the subject. This paper shows how teaching for sustainability can serve as a means for educators to develop their own proficiency and move towards becoming facilitators of sustainability learning for their students.

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Narrative Art as a Pedagogical Tool in Professional Ethics Education

10. Higher Education
Sara Andersson[1]
[1] Lund University, Department of Educational Sciences

Research topic/aim
The purpose of this paper is to contribute empirically to the ongoing academic discussion about the meaningful implementation of narrative art as a pedagogical tool in professional ethics education (PEE). In the present work, meaningfulness is conceived of as connectedness, and narrative art includes literary fiction and autobiography. Research questions are:

How do students in engineering and social work education connect discussions and reflections based on narrative art to
(i) real-life ethical dilemmas in the sphere of their future profession?
(ii) their own values, stances, and experiences?
(iii) their own future professional role and practice?

Theoretical framework
The theoretical framework is derived from thematic analysis of current literature regarding the pedagogical potential of narrative art in PEE. Four recurring themes, which can be understood as theorized fundamental potentials, have been identified: Enabling consideration of context; Enabling conceptual approaches; Access to positions of alterity; and Access to possible futures.

Methodological design
The paper rests on two case studies (with approval from the Swedish Ethical Review Authority), one in a social work education context and one in an engineering education context. Data collection for the case studies included interviews with teachers and students, teaching materials, and data from learning activities (including recordings of seminars and the written course work of participating students). Data was analyzed inductively within a matrix generated by the theoretical framework and research questions.

The cases are not viewed as representative of their respective educational contexts, but rather as two unique cases of PEE based on narrative art which together shed light on how conceived pedagogical potentials can play out in situated teaching- and learning contexts.

Expected conclusions/findings
Preliminary findings indicate that the four theorized pedagogical potentials of the theoretical framework manifest in both teaching- and learning contexts, but in different ways.

In the engineering context, consideration of context and accessing of positions of alterity are largely confined to discussions of the narrative art itself, and not connected to the tropes of the research questions. Conceptual approaches and possible futures are connected to real-life ethical dilemmas in the sphere of the future profession, but rarely to students' own values, stances, and experiences, or to the students' own future professional role and practice.

In the social work context, reflections in relation to all four pedagogical potentials begin in relation to the narrative art and are extended to consideration of real-life ethical dilemmas in the sphere of the future profession, the students' own values, stances, and experiences, and the students' own future professional role and practice.

Factors that shape the manifestation of the four pedagogical potentials in relation to the tropes of the research questions in each teaching- and learning context are discussed.

Relevance to Nordic educational research
There is currently a strong interest in arts-based professional education in the Nordic context, as is evidenced by the flourishing of the medical humanities. However, the research about arts-based pedagogies in other disciplines is still sparse and needs to be supplemented, particularly with empirical work.

Pedagogising Virtual Reality in higher Education

10. Higher Education
Verner Larsen[1]
[1] VIA University College

Research topic/aim
This paper is based on a single case study concerning how teachers in a Constructing Architect program transform their knowledge of Virtual Reality into pedagogical practice in the classroom. The paper focuses on the research question: what characterizes teachers' transformation of knowledge about Virtual Reality (VR) into pedagogical discourse? And how may this concept supplement the TPACK[i] -model?

[i] Technological, Pedagogical and Content Knowledge
Theoretical framework
Two theoretical traditions are combined in the study. One tradition is the cognitive oriented TPACK-framework by Mishra & Koehler (2006) and Koh (2019). Another tradition comes from Legitimation Code Theory-framework, LCT, more specifically "specialisation codes" (Maton 2000). The framework is developed based on theories by, among others, Bernstein and Bourdieu. The specialisation codes can be enacted to uncover the underlying principles of pedagogical discourse and thus supplement the TPACK-model.
Methodological design
The paper builds on a single case study, which comprised a three weeks VR-course for students in a CA-program. The case was chosen mainly because the teacher had defined clear goals for the course from the start. The students were supposed to use VR in the early design phase to move virtually around inside their digital building model in order to optimize dimensions, installations and furnishing. An initial interview with the teacher in charge was conducted immediately before the course start. Observations were then carried out of the two 3-hour classroom sessions. Further interviews with the teacher were conducted and finally with two students from the class. Both interviews and observations were audio recorded and a few video clips were taken of classroom interactions.
Expected conclusions/findings
By enacting LCT-specialisation codes it was possible to show how the teacher's transformation process of VR knowledge led to two different pedagogical discourses, each serving its own purpose; One discourse aimed for the students to learn VR as a goal in itself, another discourse aimed for the students to learn VR as a means to acquire knowledge of building technology. The case shows how the two discourses had different emphasis and different impacts. The specialisation codes thus allow for a broader generalisation of the case study, indicating that it is possible to differentiate among more diverse pedagogies than the immediate implications of the TPACK model suggest!
Relevance to Nordic educational research
The paper is considered central to the conference theme, as it generally points to a further differentiation of pedagogies regarding learning subject specific digital technologies, which teachers from different educational programs can benefit from.

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Professional development in higher education: Organisational perspectives and educators' experiences

10. Higher Education
Birgitte Lund Nielsen[1] , *Henriette Duch*[1]
[1] VIA University College, Aarhus, Denmark

Research topic/aim

In 2022 a new educational academy started at a large University College (with programs in nursing, teacher education, engineering etc.) having a strategic aim of hosting professional development (PD) for the educators. In this context the following research questions have been examined:

1)What possibilities, challenges and tensions are identified by stakeholders at the University College concerning the initiation of the new educational academy?

2) What kind of PD activities are designed for associate professors and what experiences and outcomes do they emphasize?

Theoretical framework

PD in higher education (HE) has a growing awareness internationally and organizational strategies can be determent for educators' professional learning. A great deal is known about general criteria for PD like the importance of duration, experiments in own practice, and peer collaboration, and there is some previous research about PD for specific groups like teacher educators. However, there is a need for more knowledge about the dynamic relationship between organizational structure and human agency and the research aim is – based on social learning theory (Wenger-Trayner & Wenger-Trayner, 2020) - to examine the new academy as an organizational frame, and the wider implications regarding PD for educators in HE.

Methodological design

The research is designed as a sequential mixed method study. Referring to research question 1 the qualitative data included document analyses, an interview with the leader of the academy and three semi-structured focus group interviews with stakeholders sampled to represent variation. Regarding research question 2, the experiences from the associate professors were analyzed based on their open reflections in a mainly qualitative questionnaire.

Expected conclusions/findings

Leaders and educators in the focus groups are positive towards the new educational academy emphasizing that PD for associate professors until now have been very scarce. Worries related to boundaries between the academy and other organizational units were raised in the focus groups, foreseeing also tensions due to the large variation in educational cultures across programs. In 2023 so-called laboratories for associate professors were initiated, in the first round under six headlines: Web based professional educations, The hybrid learning room, Informatics in professional education, Experimenting with digital technology, Feedback, and Lecturing. The PD design is informed by the research-based criteria in terms of (some) duration and a focus on educators' (collaborative) experiments in own practice. The predominant focus on informatics and technology however mirrors top-down demands and the possibility for external founding of PD in this specific area. Findings from the qualitative survey with thematized reflections will be discussed in the light of value creation (Wenger-Trayner & Wenger-Trayner, 2020) both immediate, what might be transformative, and strategic.

Relevance to Nordic educational research

There is a growing awareness of the need for PD for educators in HE in all the countries.

Professional identity as part of educating for a profession: Dealing with tensions

10. Higher Education

Birgitte Lund Nielsen[1] , *Anne Louise Slyngborg Kronborg[1], Nanna Ruenkratok Lang[1], Hanne Høyer[1]*

[1] VIA University College

Research topic/aim

This paper discusses differences and similarities comparing professional identity in the context of educations for Nurse, Teacher, Social Worker and Bachelor of Nutrition and Health at a University College. The aim is to compare/contrast what respectively students and educators in the different professional educations emphasize as central elements in the professional identity in their profession including their perspectives on the external understanding of the professions.

Theoretical framework

Professional identity formation during a professional education and in professional practice can be conceptualized as a fluid and socially negotiated process. In the international literature 'professionally identity' is used both about the personal and individual understanding of yourself as a professional and the collective group-identity. In relation to the latter previous research show that identity in the professions is developing in contemporary times in negotiation with related professions, the technological development, political agendas etc. This also potentially affects the personal professional identity. There are a range of international studies about professional identity for nurses and teachers, but a lack of comparative studies. With the growing awareness of the importance of professional identity in the preparation for professional work there is a need for more research situated in higher education. Theoretically we refer to practice theory emphasizing the situated and socially negotiated character of professional identity.

Methodological design

The empirical materials are group interviews with students and educators from the four different educations analyzed by reflexive thematic analysis. Both groups are asked about the collective professional identity and the students also about their (pre)professional identity. The part of the interview focusing on experiences with external understandings was mediated by pictures from a systematic search.

Expected conclusions/findings

The analyses show that empathy in human relations is emphasized by informants from all four educations. There are however also differences including different tensions related to the external understanding of the professions. The educators and student nurses challenge the picture of the nurse as a "nice girl". They refer to the identity in the profession as challenged due to present political tensions related to salary and recognition. The student teachers often must defense their educational choice to friends and family who refer to a stressful occupation, and they position themselves in opposition to the traditional picture of transmissive teaching. Both student and educators from the education for social workers refer to a strong sense of justice also with an international reference, but there are tensions between the ideal of critical social work and the contemporary work in public administration. Bachelor of Nutrition and Health is a new and somewhat diffuse profession. They refer to tensions between professional knowledge and self-proclaimed health prophets. Perspectives related to facilitating discussions with the students about the tensions and dilemmas due to professional occupations inherently entailing a deep integration in the social fabric and broader societal context will be discussed.

Relevance to Nordic educational research

Contemporary political tensions related to the professional occupations are shared in the Nordic countries.

Seeking the educational adventure abroad in the pursuit of internationalisation: the organisational dimension

10. Higher Education
Tea Dyred Pedersen [1]
[1] NIFU, Nordic Institute for Studies of Innovation, Research and Education

Research topic/aim

International student mobility is often promoted by national and institutional policymakers, and pursued by students, as an *educational adventure*; not only an academic activity – but an opportunity to leave the familiar and experience a new education system, society, culture and language (Beech, 2017). To this date, there is abundant research on the policy context of student mobility, as well as mobile students' experiences and outcomes. However, the organisational dimension is often obscured though short-term mobility is an activity strongly influenced by institutional logics and practices, as well as practical possibilities for when and where it is possible to undertake a stay abroad (Pedersen, 2021). Thus, while the 'learning adventure' may take place abroad, it is enabled at the micro-level of higher education institutions, and shaped by relation to internationalisation in this particular context. More specifically, institutions, people, and knowledge are the key elements of internationalisation, in addition to institutional strategies and national policies which provide a strong political undercurrent for it (Kehm & Teichler, 2007). The present study explores and compares how student mobility is being conceptualised, strategised, and organised in a Swedish and a Norwegian teacher education program.

Theoretical framework

Teacher education is generally known to be a field with a complex relationship to internationalisation and limited levels of international student mobility (Zgaga, 2013). The study draws on a four-dimensional framework for studying mobility policies which addresses *discourses, contexts, agents,* and *temporalities* (Riaño, Van Mol, & Raghuram, 2018) to analyse the data material.

Methodological design

The data material consists of 17 qualitative interviews with actors involved in internationalisation in the two programs and key policy documents.

Expected conclusions/findings

By comparing aspects of national policy context, institutional setting, discipline characteristics and individual agency shaping internationalisation, the study sheds light on the possibilities and challenges to student mobility in teacher education, and critically discusses its role in supporting internationalisation.

Relevance to Nordic educational research

The insights advanced are highly relevant in the Nordic context, where internationalisation is high on the political and institutional agendas, but increasingly shaped by distinct national rationales and translations dragging it in different directions (Elken, Hovdhaugen, & Wiers-Jenssen, 2022). Comparative perspectives on similarities and differences may yield possibilities for learning and addressing current needs and challenges for internationalisation in teacher education and beyond.

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Student agency in professional education (dan)

10. Higher Education
Thomas Iskov[1] , *Niels Tange*[1]
[1] VIA UC, Forskningscenter for uddannelseskvalitet, professionspolicy og praksis

Research topic/aim
This paper presents insights from a research collaboration among scholars in Canada, New Zealand, and Denmark, investigating student agency in the three distinct contexts.

The concept of agency is widely used in educational research as well as in social science, however a single common definition may not possible to reach – and may not be fruitful either (Eteläpelto et al., 2013). But there is a great learning potential in understanding the meaning of the concept and the appearance and experience of the phenomenon in different contexts that all seek to design and practice education that aim to support student-centred learning and the students' development of agency.

Against this background the project seek to answer the following research question: *How do students experience agency in three different institutional contexts across Denmark, Canada and New Zealand?*

The purpose of the research is double: 1) To contribute to the understanding and conceptualisation of the phenomenon we call student agency. 2) Compare how student agency is experienced in Denmark, New Zealand and Canada.

Theoretical framework
Klemenčič present "a theory of student agency in higher education as an overarching framework for structuring ideas about conditions of student experiences and student outcomes in higher education. Student agency is defined as students' capabilities to navigate and influence their learning and education pathways and environments." (Klemenčič, 2023/24, s. X)

Our pre-understanding of the phenomenon of student agency is inspired by Klemenčič's conceptualization, but also the conceptual framework by Giddens (1984), particularly with reference to his concept of "structuration", that can underscore the agentic nature of the agency concept. In this perspective, agents are not mere passive products of social structures but active participants who continuously reproduce and transform these structures through their actions.

Methodological design
The methodology employed is informed by hermeneutic phenomenology (Gadamer, 1960; Van Manen, 1997), combining descriptive phenomenology and interpretive hermeneutics. The methodological design draws inspiration from Interpretative Phenomenological Analysis (IPA) (Smith et al., 2009) and reflexive thematic analysis (Braun & Clarke, 2006; 2019).

Data Collection: Students from various educational programs in Denmark, Canada, and New Zealand are recruited, aiming for maximum variation. Qualitative semi-structured interviews are conducted using a common guide, transitioning from open, descriptive questions to more focused inquiries on student agency.

Expected conclusions/findings
At the time of writing, we have only reached the project design and data collection phases, but at the time of the paper presentation it will be possible to highlight our findings and elaborate on how they contribute to an understanding of the concept of agency and possible comparative perspectives.

Relevance to Nordic educational research
It is interesting to develop empirical knowledge about phenomena that unfold within the intersection of a Nordic pedagogical tradition (emphasizing self formation and democratic education) and European education policy, thereby contributing to a research field of significant international attention and regional relevance (Klemencic, 2020; 2023/24; Krejsler, 2024).

Students sense of belonging in Social Education

10. Higher Education

Helene Falkenberg[1]

[1] Faculty of Social Education and Social Sciences, University College Copenhagen, Denmark

Research topic/aim

The paper draws on a current longitudinal study (Hermanowicz (2013) investigating students' sense of belonging and their unexpected adventure within the Social Education at University College Copenhagen (2022-2026). In the field of higher education, the student's sense of belonging is frequently linked to high academic accomplishments, learning outcome, social relations, and the feeling of social acceptance. The study is adding a spatial dimension to this understanding and argue that belonging unfolds in relation to places and spaces of the built environment of the university campus. Following this, the paper addresses the questions: "In what ways are students' academic and social engagement and belonging shaped by the built environment at campus?

Theoretical framework

The study is situated in higher education research elaborating on the concept of belonging as an approach to the students' learning processes and emphasizing belonging as relational and situated processes that are continuously renegotiated depending upon context, situations, and relations (Gravett & Ajjawi 2021, Guyotte et. al 2021). Also, the study is grounded in poststructuralist and feminist gender and intersectionality studies of how the construction of gendered, racialized and classed differences and identities are being regulated and negotiated in the everyday life in different social settings educational settings (Butler 1993, Staunæs 2003).

Methodological design

The study employs a multi-faceted approach that includes mixed methods design. One method employed is an "architectural-sketch-interview-method" which combines students' drawings of and narratives about their movements and rhythms throughout the campus environment. The interviews are carried out as group interviews. 120 students in the program of Social Education were interviewed during 2022-23. The interviews investigate the multiple and unexpected entanglements and relations of the student's way of practicing and sensing the educational spaces and places and their sense of belonging.

Expected conclusions/findings

By emphasizing the materialities and affectivities of everyday educational life, the study produces new knowledge of the potentials and limitations for fostering belonging and facilitating learning in higher education.

Relevance to Nordic educational research

The research project produces knowledge about how the built environment contributes to students' sense of belonging to education. This is important findings in discussions about how to initiate more diverse educational settings and achieve an equal distribution of belonging and participation. These discussions are relevant to Nordic education research in general.

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Teaching in uncertainty – articulations of design teachers' expertise

10. Higher Education
Ebba Berggren[1, 2] , *Maria Weurlander[2], Cecilia Caiman[2]*
[1] University of Gävle
[2] Stockholm University

Research topic/aim

Design education is a field known to foster creativity and innovation. Also outside of design education, fields such as business, sustainability, and education show an increasing interest in design knowledge. However, pedagogical considerations for design are difficult to explicate, formulate and share. The main reason is that discourses of design knowledge differ widely (e.g. on "design thinking": Johansson-Sköldberg & Woodilla, 2013), and design is often considered a "silent" knowledge. The overall purpose of the study presented here is to articulate the more elusive and silent aspects of design pedagogy by exploring design teachers' expertise in higher education.

Theoretical framework

The theoretic approach is of design as intentional change (Nelson & Stolterman, 2012) and as a science of the artificial, (Simon, 2019). Pragmatist theory of inquiry (Dewey, 1938) and knowledge (Dewey, 1925) was used to support that approach.

Methodological design

We conducted 15 teacher-researcher dialogues across 15 separate design courses, in 7 departments at 6 different universities in Sweden. The broad selection allowed for general, "discipline-unspecific", descriptions of design pedagogy to stand out. Theoretical concepts from pragmatism was used in the data analysis and to conceptualize the findings.

Expected conclusions/findings

The findings show that teachers, despite their predictions, have formalized pedagogical strategies for design, even though often expressed as anecdotes and metaphors. The main findings describe how different qualities of activity are supported as learning content for design. The study proposes a conceptual structure where teachers' learning purposes and teaching strategies are described in three distinctive phases. An overall characteristic of the teaching in design processes is the uncertainty of each session with students. Teachers have formed habits of how they can adjust their teaching continuously to support students in navigating the uncertainty of a design process.

Relevance to Nordic educational research

In the Nordic context, partly due to linguistics, design knowledge is more associated with craft and artistry than with complex strategies for change. Further articulations of design knowledge can support new pedagogical strategies for future competencies such as creating new value and dealing with complexity and ambiguity (OECD, 2019).

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Text generation application as a tool to create new – case in master level course in education

10. Higher Education
Vilhelmiina Harju[1] , *Kalle Juuti*[1]
[1] University of Helsinki, Department of Education

Research topic/aim
The development of generative AI applications challenges practices in the universities. Generative AI applications' ability to produce textual and visual outputs is improving rapidly, making them effective tools for learning. This evolution in generative AI applications is not only automating and mimicking expert work and creativity but also shaping how we discuss and understand these tools. In higher education, the development of AI tools cause a need for rethinking what to teach and how to evaluate students' learning.

This presentation describes the use of a generative AI application (ChatGPT3.5) in a master's level online course at the Faculty of Education in the spring of 2023

Theoretical framework
In educational sciences, two traditional metaphors for learning have been predominant: learning as the transmission of knowledge and learning as participation. Socio-cultural learning research has emphasized the role of artifacts, introducing metaphors such as learning as knowledge construction or a hybrid of artifacts and humans, where knowledge appears as epistemic artifacts (Paavola & Hakkarainen, 2005; Säljö, 2015). In the era of global challenges, the need for contributing to a larger whole is emphasized.

Similarly, computer science is a field that includes a lot of metaphors. "Machine learning" includes the metaphorical meaning that computational models *learn*. In the context of large language models, the application can perform new kinds of tasks and they could replace, substitute, at least assist people in tasks needed developed expertise. What kind of metaphor is used within AI applications may influence on the practices how the applications are used in learning. Large language models apply very complex statistical model to generate texts. The model give every time a little different output. The process can be understood metaphorically as improvisation. Another metaphor for text generation AI (especially chatGPT) as an trainee. Trainee is eager to try and do tasks, but has very little contextual understanding about the needs for the output. Therefore, one need to explain carefully, what kind of output is needed and provide detail examples to follow.

Methodological design
Master level students were asked to construct the solution concepts to problems in the field of education. The course assignments were linked to different phases of concept construction process, incorporating tasks with ChatGPT (e.g., identifying problems) Additionally, the goal was for students to familiarize themselves with ChatGPT as a tool. According to university guidelines, students were asked to write a short description each week on how they utilized AI

Expected conclusions/findings
The data, comprising descriptions of ChatGPT use (n=11), was analyzed using thematic analysis. GPT was reported to be used for developing thoughts and ideas, understanding subjects, evaluating personal work, and enhancing texts. Students reported three kinds of use of chatGPT.

1) "Versatile use in different stages of the course for developing one's work.

2) "Utilization especially in the brainstorming phase at the beginning of the course"

3) "Cautious trials"

Relevance to Nordic educational research
In presentation, it will be discussed how generative AI is transforming the study of educational sciences and how the development of the use of AI in universities may influence on educational practices in Nordic countries.

The art of collaborative writing: exploring the dynamics of academic co-authoring among higher education students.

10. Higher Education

Eva Wennås Brante[1] , *Dennis Augustsson*[2]

[1] KSM, Malmö university

[2] K3, Malmö university

Research topic/aim

Mastering scholarly writing can be challenging and first-year students often grapple with understanding the requirements and strategies for producing academic texts, often done in collaboration in a Swedish context. This research project investigates via a case study the intricacies of collaborative academic writing among higher education students. This study aims to shed light on whether students require support in collaborative writing beyond their knowledge of academic writing conventions.

Theoretical framework

Collaborative writing is an activity in which both authors are active throughout the whole process (Storch, 2019). Concepts frequently used to describe the collaborative writing process are equality and mutuality (Damon & Phelps, 1989). "Equality" refers to an equal distribution of turn-taking in conversation, an equal contribution to writing, and an equal level of control over the task's direction. "Mutuality" involves engagement with each other's contributions, reflected in language functions such as confirming statements, elaborating on what someone had said, or seeking an explanation if something wasn't understood (Storch, 2002).

Methodological design

We explored the quality and process of collaborative writing by a questionnaire capturing attitudes towards collaborative writing (n=25 HE students) followed up by repeated interviews with 13 HE students engaged in collaborative writing over an extended writing period. Interviews were performed in Zoom. Each person was interviewed two to three times. The auditory tracks were transcribed and analyzed via content analysis.

Expected conclusions/findings

Both questionnaires and interviews revealed that students had not received any instructions on how they should set up and handle the collaborative writing process. Further, the findings highlight the significance of personal compatibility between co-authors. Students emphasize that beyond writing skills and scholarly writing rules, the key to successful collaborative writing is finding a partner who aligns with their ambitions, and schedules, and complements their strengths.

Relevance to Nordic educational research

Collaboration becomes a positive experience when this synergy is achieved; otherwise, students prefer working independently, whilst the society is moving towards more collaborative digital writing (Graham, 2022). In the highly digitalized Nordic educational field, it is essential to find strategies to support HE-students in collaboration, otherwise students may turn to AI for collaboration.

The transformative potential of peer group mentoring

10. Higher Education
Sofie Bastiansen

Research topic/aim
Peer group mentoring (PGM) is a collegial approach for academic development, where participants discuss and try to solve emerging problems. While most studies on PGM focuses on the practice as it unfolds, this study aims to fill a critical gap in the literature by examining the impact of PGM on postgraduate supervisors' practices beyond the time limited initiative. The study aims to answer the following research questions (RQ):

RQ1: What types of agentic behavior towards change are reported by postgraduate supervisors following their participation in a peer group mentoring program (PGM)?

RQ2: How did PGM support these changes?

Theoretical framework
In this study, agentic behavior refers to active initiatives in reshaping supervision practices. The concept of transformative agency is used to elucidate how individuals actively transform the emerging structure of their work (Lund & Vestøl, 2020).

Methodological design
The context was a PGM initiative conducted at the University of Oslo from 2017 to 2021, aimed at enhancing the quality of a faculty's master programs and increasing student throughput. The course was mandatory for all postgraduate supervisors.

The main data consisted of three group interviews with a total of 11 participants lasting one to two hours. The interviews were conducted two to five months after the participants' completion of the PGM course.

The analytical approach combined thematic analysis and interaction analysis (Braun & Clarke, 2006; Jordan & Henderson, 1995).

Expected conclusions/findings
Reports of agentic behavior were analyzed thematically into three categories: pragmatic, epistemic, and dialogic agentic behavior (RQ1). Pragmatic agentic behavior involved newly adopted strategies aimed at supporting students. Epistemic agentic behavior involved the enhancement of work performance through new or refined perspectives and attitudes towards professional responsibilities. Dialogic agentic behavior involved changes in interactional patterns related to features of the PGM method.

The analysis provided insights into how the PGM supported participants' development of agentic behaviors (RQ2). Three aspects of the PGM were influential: topical discussions in individual sessions, cumulative group reflections over time, and the interactional rules of the PGM. Viewed together, participants' wide array of accounts of new or changed practices indicate that the PGM had a lasting transformative impact.

Literature

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Relevance to Nordic educational research
PGM manifests as a creative adventure for academic development, where participants draw on their peers' expertise to co-construct newfound ways to tackle their ongoing problems. Yet, intriguingly, the impact of PGM extends beyond immediate problem-solving. The experience of PGM continues to have influence on the way participants agentively engage in and transform their professional practices.

University educators professional teaching practice during the pandemic – a review of reviews (swe)

10. Higher Education
Marie Leijon[1] , *David Rosenlund*[1]
[1] Malmo University

Research topic/aim

In this presentation, we share results from a review of reviews with the objective of creating a retrospective map of how the university educator's professional teaching practice was represented in research published during the pandemic (2020-2022). To address this we have chosen the digitalization of HE during the pandemic as our research object. Inspired by the hybrid systematic narrative overview (Newman & Gough, 2020) we provide a map by comparing and synthesizing existing reviews published between 2020 and 2022.

Theoretical framework

We focus on teaching practice as a complex activity that requires multifaceted competencies (Moreira et al., 2023) and draw on the model University Teacher Expertise (UNITE) and the six different tasks for a university teacher (Dijk et al., 2020). We argue that a complex professional teaching practice combined with the impressive speed that research published during the pandemic – highlights the need for a synthesis of knowledge.

Methodological design

This review of reviews is inspired by the hybrid systematic-narrative approach (Turnbull et al., 2023). We employ systematic review techniques to identify and review the literature while applying narrative analysis to synthesise the included articles. By doing the narrative review in a more systematic approach we try to strengthen the rigour and enhance the transparency of the review (Snilstveit et al., 2012). We draw on well-established methods and frameworks from other fields, like the PRISMA checklist, "The Enhancing transparency in reporting the synthesis of qualitative research statement" (ENTREQ) (Tong et al., 2012) and the AMSTAR quality assessment and then add a Reflective Thematic Analysis (RTA) (Braun and Clarke, 2020) to synthesise the thematic patterns.

Expected conclusions/findings

20 reviews (2020-2022) were included, and the result shows that a single discipline –medical education – dominates with nine reviews. The reviews are published globally, and in seven of the reviews, the scientific quality of the included articles is discussed by the authors. The authors reflect that many studies are cross-sectional, without theoretical framing or having an anecdotal and self-reported character. Growing complexity in the university educator teaching practice with aspects like a pedagogy of care, communicative competence, and knowledge about the working environment is represented. The university educator is depicted as either being flexible, innovative and open to change or needing to develop these personal skills.

Relevance to Nordic educational research

In the presentation, we will share results from the study and open for a discussion on how the representations of the university educator teaching practice during the pandemic may affect how we understand professional practice today.

University educators' views on changes regarding post-pandemic teaching quality

10. Higher Education

Adrian Lundberg[1] , *Martin Stigmar*[1]

[1] Malmö University

Research topic/aim

The Covid-19 pandemic with all its consequences has arguably impacted university educators' profession. This study particularly focuses on the digital transformation that has received immense attention with the onset of the global pandemic. Educators at universities around the world were forced to instantly, and in many cases unpreparedly shift from traditional fact-to-face teaching to fully digital solutions. An intense and accelerated digital transformation was the result and it remains to be investigated in what way these processes have led to enhanced post-pandemic teaching and learning environment in higher education. Teaching quality in higher education is a relatively well-research topic. Most often, students are selected as the main source of data. This study's purpose is to investigate academics' own viewpoints on how the quality of their teaching has been changed in comparison to the time before the pandemic.

Theoretical framework

Theoretically, this study draws on the concepts of digital transformation and teaching quality in higher education. Both of these concepts lack conceptual clarity. The former is characterized by constantly changing technologies, disruptions taking place in society (e.g. the pandemic), and strategic responses (Vial, 2019). The latter is described as multidimensional, complex, highly dynamic, and subjective (Dicker et al., 2019; Schindler et al., 2015). Hence teaching quality might include themes such as personal attributes, relationships with students, promoting learning success, and professional development (Parker, 2014).

Methodological design

To investigate a subjective and complex concept such as teaching quality, Q methodology is selected as the well-suited approach for this study's research purpose. In line with qualitative and purposive sampling, the study is based on forty-five participants. University educators from four different higher education institutions in Southern Sweden have shared their individual viewpoints through the means of a Q sorting activity. Quantitative Q method analysis yields some areas of consensus and three significantly distinct factors (F1-F3), illustrating a variety of subjectively experienced changes concerning teaching quality.

Expected conclusions/findings

Based on our data, a lot of change and therefore a considerable transformation seems to have taken place regarding aspects such as university educators' openness for new instruction methods and technical innovations or the provision of cooperative learning moments. On the other end of the spectrum, meaning concerning little perceived change, participating university educators seem to agree that their clear target group and goal orientation in their teaching remained rather unchanged. The emerged factors were holistically interpreted guided by the researchers' abductory reasoning. They are distinct regarding change concerning educators' use of visualizations and their pedagogic knowledge and skills (F1), support for and facilitation of students learning processes (F2), own mental health and awarness of what makes them happy before and during classes (F3).

Relevance to Nordic educational research

This study's findings are relevant for the Nordic context as they shed light on transformative processes in Swedish higher education in general terms and educators' profession and their teaching practice more specifically. As academic developers, we shall use these findings to formulate recommendations for enhanced teaching and learning environments that incorporates subjective preferences and experiences.

11. Historical Research

Educational Word-Pairs Past and Present

11. Historical Research
Morten Bartnæs[1]
[1] UiT - Norges arktiske universitet

Research topic/aim

This paper sketches the history of the use of word-pairs in Scandinavian educational language from translations of Martin Luther's *Small Catechism* (1529) to recent policy documents and curriculum texts, focusing on the effects created by phrases such as "chaste and decent"; "knowledge and skills".

Since Ludvig Holberg's comedies (1720s), word-pairs have been a feature of language mimicking schoolspeak. Luther's extensive use of word-pairs has been noted in previous research (Bendz 1967). The presence of this linguistic feature is even more noticeable in the general parts of recent Scandinavian curriculum texts, e.g., in the Norwegian core curriculum's definition of "competence".

This paper's aim is to explore the educational field's affinity with word pairs:

> What is the historical background of today's usage?

What characteristics of word-pairs make them suitable for the realm of education?

Theoretical framework

Word-pairs have been studied within the theoretical framework of historical linguistics for the last 200 years, with recent research preferring the term "binomial" (Kopaczyk & Sauer 2017).

The ideas of floating signifiers/discursive nodal points, common in discourse analysis, draw attention towards the ways in which privileged concepts such as "learning" are defined through the connection to other representations. Analysis of the use of word-pairs can be seen as a way of studying these processes in detail.

Methodological design

Taking the Norwegian core curriculum's definition of competence as a point of departure, the current use of word-pairs is contextualized by examples spanning from Luther's *Little Catechism* to the OECDs *DeSeCo* report (2003), and interpreted against the backdrop of findings from linguistic research on binomials.

Expected conclusions/findings

Word-pairs may have

- pedagogic functions, e.g., by making it possible to avoid more abstract terms ("heaven and earth" vs. "the universe"), or by supplementing a lesser-known word with a more familiar one.
- rhetorical functions, e.g., by reinforcing the meaning of a single word ("pain and suffering" vs. "pain").
- poetic functions (in the structuralist sense), since they are based on relations of equivalence.

Furthermore, word-pairs present a seemingly contradictory mixture of pragmatic functions. The verbosity achieved by using word-pairs allows the sender to take up more space and might convey an impression of abundance (of ideas etc.; *copia*, according to renaissance rhetoric). At the same time, word-pairs may provide interpretive gaps that enable the receiver to exert epistemic agency.

Relevance to Nordic educational research

By focusing on linguistic form in a historical context, the paper presents an alternative approach to studying the history of pedagogical ideas and institutions.

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Bendz, G. (1967). *Ordpar.* Norstedt.
Kopaczyk, J., & Sauer, H. (2017). Binomials in the History of English: Fixed and Flexible. Cambridge University Press.

From exception to social norm: Images of the historical preschool in the media (swe)

11. Historical Research

Sofia Grunditz[1]

[1] Barn- och ungdomsvetenskapliga institutionen Stockholms universitet

Research topic/aim

How did preschool go from being exclusive for a select group of children in the early 1900s to being a regular part of every family's daily life? The proposed study starts from the hypothesis that media, through its visual content, has been crucial in promoting and disseminating concepts and ideals related to various forms of preschool to the general public, dating back to the establishment of the first preschools in the 19th century.

Theoretical framework

The theoretical framework of the project is based on the fact that photographic images depict a physical reality, while at the same time being inherently constructed. As historical sources, this implies that photographic images contain information about the look of things at a particular point in time, and visualise the image that the maker intended to present to the public/viewer. As the intent is to explore an extended period of time, the use of path dependency theory could be useful in theorising continuity and change in the visualisation of preschool.

Methodological design

The archival ethnography is founded on previous findings and the assumption that media, including films, were important parts of marketing or propaganda to convey ideas and ideals about different forms of preschool to the public. Historical sources will be located and analysed on the broad basis of such questions as: How was visual culture aimed at the general public used to promote preschool? What ideals about preschool and conceptions of preschool childhood were conveyed through the media?

Expected conclusions/findings

Guided by archival findings and preliminary analysis, the project's starting point is newsreels from the interwar period and their entanglement with various other visual media. Here an initial finding is a connection between newsreels from 1929 and 1930 of HSB's Lekstuga Färjan and *Stockholmsutställningen 1930*. Photographs and texts in the exhibition catalogue show that there was a complete, what we would now call a preschool department in one of the exhibition halls. As the exhibition had around 4 million visitors, the idea of a preschool, what preschool could look like must have become widespread. The impact of *Stockholmsutställningen 1930* and its portrayal of preschools as part of modernity and in shaping a favourable perception of preschool education among the general public is an example of an overlooked visualised event in preschool history.

Relevance to Nordic educational research

The study of visual (archival) materials of preschools from media will provide new knowledge about how preschool was introduced to the public as the place and norm for a good childhood, adding to previous studies that mainly examined the texts of the profession or politics.

This analysis will reveal the ideals created around preschools and the childhoods they offer and provide insight into how, when, where, and why the media features this. Investigating the visualisations of preschool as it shifted from an exception to a societal norm is crucial for comprehending the preschool of today, yesterday, and tomorrow. Since 2018, preschool has been explicit as education and since 1998 there has been a curriculum, so it is relevant to place it in an educational historical context.

knowledge has been managed and transformed over time in school sloyds education in Sweden. (swe)

11. Historical Research
Linda-Marie Herger[1] , *Linda-Marie Herger*[1]
[1] National Graduate School in Art Education and Crafts Education

Research topic/aim
The idea that sloyds should be a completely practical subject in school has long been a persistent notion. This is despite the fact that advocates of sloyd such as Lundin and Salomon argued already at the turn of the last century that both hand and brain were needed in sloyds (Hartman, 1993). At regular intervals, the relevance of the subject in Swedish schools is questioned in order to make room for what are seen as purely theoretical subjects (Borg, 2001). The conceptual pair of theory and practice can be traced back to the Aristotelian division of theoretical and practical knowledge (Borg, 2001). Over time, advocates of sloyds have described the subject in different ways, but there has always been an ambition to show theoretical and aesthetic elements in sloyds in addition to the practical ones. This can be seen as a discussion that has taken place over time, where the concepts of theory and practice have been expressed in different ways.

The ambition here is to examine how the conceptual pair of theory and practice has been handled but also changed over time with a focus on the subject of sloyds.

Theoretical framework
To study how the conceptual pair theory and practice has been discussed over time, with relevance to sloyd, Koselleck's (2014) conceptual history theory has been used. Koselleck has shown how certain concepts, such as theory and practice, live on over time, but that the content can change so that the concepts lose their original meaning. With Koselleck's conceptual apparatus, it is possible to study two starting points: temporal levels, such as a linear timeline over time in diachrony, and a historical perspective by delineating semantic fields where something happens to the concepts.

Methodological design
The method used was qualitative text analysis. In the analysis of text material representing the semantic fields, four periods could be distinguished, referred to as four semantic fields.

Expected conclusions/findings
The discussion about practical and theoretical knowledge that has taken place among sloyds advocates and sloyd researchers can be traced back to the origin of the concepts. Sloyd highlights the inadequacy of seeing theory and practice as opposing pairs.

Relevance to Nordic educational research
In sloyds, the division between theory and practice has been a recurring issue, where sloyd advocates have tried to show how sloyd, like many other subjects, contain both practical and theoretical elements. There is a thought dimension in making and an action dimension in thinking that has been invisible in the school's handling of knowledge (Carlgren, 2015). The knowledge development of educational sloyds is still described as an almost unexplored field in all Nordic countries (Westerlund, et.al. 2021).

Reference literature

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Hartman, P. (1993). *Skola för hand: en studie av folkhögskolans praktisk-estetiska verksamhet.* [Doktorsavhandling, Linköpings Universitet].

Koselleck, R. (2004). *Erfarenhet, tid och historia: om historiska tiders semantik*. Daidalos.

Westerlund, S., Borg, K., Porko-Hudd, M., & Lindberg, V. (2021). Slöjdkunnande i förändring.

Nordisk slöjdforskning. *Techne Serie,* 28(4).

Preparing children for war: Swedish preparedness education in transition 1945–2000

11. Historical Research
Esbjörn Larsson[1] , *Björn Lundberg*[2], *Johan Samuelsson*[3]
[1] Uppsala University
[2] Lund University
[3] Karlstad University

Research topic/aim
This organised symposium investigates Swedish preparedness education during the Cold War and its immediate aftermath to highlight historical changes in the perception of children and youth in the event of a national crisis.

Previous research has shown that education in peace and international understanding gained widespread support after 1945 (Evans 2004). The project's central questions concern how preparedness education took shape in the tension between security policy and changing views on childhood and children's rights. We examine how defence issues were conveyed in schools, what roles were identified for children and youth in the event of war, and what competing conceptions of children and childhood lay behind changes in preparedness education. We also pay particular attention to the entanglements between school and civil society, especially children's and youth organizations, in preparedness education.

Theoretical framework
The theoretical framework for this symposium is threefold. When investigating what the preparedness education aimed to convey we focus on the fact that it was not just a matter of knowledge transfer, but rather about changing individual habits and behaviours and create emotional reactions (Kitagawa 2017). Furthermore, this symposium also raises the question about children's citizenship and rights to participation in societal contexts (Lister 2007). Finally, the notion of the autonomous child (Wells 2015; Lindgren & Halldén 2001) and how this notion should be understood in relation to children's need for protection and opportunity for action in military conflicts (Marten 2002), is also an important starting point for this symposium.

Methodology/research design
The symposium centres around three different sub-studies that together addresses the connection between the Swedish school system and different civil society organizations. The first two focus on preparedness education in Swedish schools, examining both the teaching of defence issues in primary and secondary education and the presence of firearm training in the Swedish secondary schools. The third sub-study investigates crisis preparedness in civil society organizations.

Expected results/findings
Preliminary results are presented in the abstract for each sub-study.

Relevance to Nordic educational research
Although the symposium primarily concerns developments in Sweden, the issues discussed also have relevance for a broader Nordic context. For example, Samuelsson's contribution will show how the Nordic countries began co-operation on education and defence as early as 1947.

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Wells, K.C. (2015). *Childhood in a global perspective*. (Second edition.) Cambridge: Polity.

The School, the Bomb and the Psychological Defense Around 1945-2000

11. Historical Research
Johan Samuelsson[1]
[1] Karlstad University

Topic
After 1945, there was a concern that the strong state of preparedness that existed during World War II was on the verge of disappearing. The lingering threat of war and the onset of the Cold War led the government to believe that there was a need for continued high societal support for defense. The school was given a central role here (SOU 1953:72). Among other things, investigations emphasized that the school should disseminate knowledge about defense, but the school should also foster a positive attitude towards the nation to promote a positive attitude towards defense. (It is also worth noting that Nordic conferences in the late 1940s emphasised the role of schools in promoting knowledge of the armed forces.) In this context, the purpose is to examine the pupil's role in the total warfare and psychological defense.

Frameworks
The analysis concerning preparedness and information about defense is based on research that focuses on preparedness pedagogy (Kitagawa, 2017). The parts of the analysis related to knowledge dissemination have been inspired by research on knowledge circulation (Burke, 2016).

Methodology
A qualitative analysis will be employed. State investigation materials addressing education and defense will be examined. Furthermore, I will delve into investigations, textbooks and educational materials in social studies that discuss defense and total warfare.

Results
The initial preliminary analyses indicate that the new subject of social studies played a central role in preparedness pedagogy. The 1950s, in particular, was a period when the world seemed very threatening, and a nuclear war was entirely possible. In the materials, both boys and girls were given important roles in defense. Schools were also assigned a significant role in national psychological defense. Over time, the issues of peace and international relations became increasingly important.

Relevance
The material discusses the Nordic countries as a defense unit. However, there is also a general contemporary relevance for questions about defense, schools, and the Nordic region following Russia's invasion of Ukraine.

Literature
Burke, P. (2016) *What is the History of Knowledge*? Cambridge: Polity Press.
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From Military Training to Sports: The Association for the Promotion of School Youth Weapons Exercise, 1945–1992

11. Historical Research
Esbjörn Larsson[1]

[1] Uppsala University

Research topic/aim
This paper examines the presence of firearms training in Swedish secondary schools after 1945. Weapons exercises in Swedish schools date back to 1863, when the Royal Majesty decreed that school youth should engage in weapons exercises, fencing and target practise to educate the boys physically and strengthen their spirits (Larsson 2013). These exercises were discontinued in 1917 on account of the extension of basic training included in the general conscription (Larsson 2020). Military training for boys was reintroduced during World War II as part of the defence service training programme (Larsson 2019). In the inter-war period target practise continued at several secondary schools within local school clubs connected to the Association for the Promotion of School Youth Weapon Exercises (Larsson 2020).

The question that this paper is trying to answer is what happened with the firearms training at Swedish secondary schools as the defence service training programme was dismantled at the end of World War II.

Theoretical framework
As highlighted in previous research on defence service training during World War II (Larsson 2019) the changing perceptions of children during the 20th century (see e.g. Zelizer 1994) was challenged by the demands that the threat of total war placed on the entire society, including the children. In this paper this tension will be investigated in light of research concerning children's need for protection and opportunity for action in military conflicts (see e.g. Marten 2002).

Methodology/research design
The paper is based on archival material from the association between the years 1945 and 1992. The analysis focusses on how firearms training was conducted and in what ways it was connected to military training and the Swedish armed forces.

Expected results/findings
Preliminary results show that the firearms training continued during the Cold war within local school clubs connected to the association. Much of the activities revolved around shooting competitions. The connection to military training can be seen in the fact that the competitions included field shooting using targets shaped as enemy soldiers and that military officers continued to occupy leading positions within the association. From the 1970s and onwards the exercises started to change as parents seemed more reluctant to let their children engage in firearms training.

Relevance to Nordic educational research
Seen in a Nordic perspective Sweden seems to have been an exception when it comes to military training in schools up until World War II (Meinander 1994).

References:
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Meinander, H. (1994). *Towards a Bourgeois Manhood: Boys' Physical Education in Nordic Secondary Schools 1880-1940*.
Zelizer, V.A.R. (1994). *Pricing the Priceless Child: The Changing Social Value of Children*.

In the Shadow of the A-Bomb: Civil Society Organizations in Swedish Preparedness Education During the Cold War

11. Historical Research

Björn Lundberg[1]
[1] Lund University

Research topic
During the Cold War, several civil society organizations were involved in Swedish civil defense initiatives. Some of these activities affected young people, either envisioned as a vulnerable group in need of protection, or as a potential resource in civil preparedness schemes. This paper delves into the initiatives of three prominent Swedish NGOs – *Sverige Civilförsvarsförbund*, *Svenska Lottakåren*, and *Röda Korset* – and their efforts to engage young citizens in the ethos of civil defense. The paper scrutinizes the techniques employed to instruct and involve young people in preparedness education, how these efforts evolved over time, and the interrelationship between civil society and the state to enforce preparedness education.

Frameworks
Central to this study is as understanding of *preparedness pedagogy* ("beredskapspedagogik") not only as important information but educational efforts that strives to reshape individual habits and emotional responses in times of crises (Kitagawa 2017). Further, the concept of citizenship is used to dissect perceptions of children's need for protection and their envisaged roles in crisis management, including norms governing young citizens' social responsibilities (Lister 2007). The study takes age and gender into account, probing the variances in expectations contingent upon boys and girls of different ages in Swedish military training (Sundevall 2011).

Methodology
By employing qualitative methods, this paper will primarily analyze two kinds of material. First, archival sources like the annual reports of the organizations will be used to critically examine the dichotomy between military and civil activities. Second, the paper evaluates what theoretical knowledge and values children and youth were expected to internalize and how the ethos of civil defense was presented to children and youth by analyzing magazines and similar publications, used by these organizations in their efforts to communicate with young people.

Expected results
Our preliminary studies of civil defense education during this era shows that the expected nature of war changed, which affected the strategies used to prepare young people for a military conflict. One expected result is that the vulnerability of children became more imminent as fears of nuclear warfare increased, while the potential for children and youth to contribute actively to civil defense issues decreased. We also expect to find that notions of gender equality in civil defense education resulted in new ways to organize civil defense for boys and girls, respectively.

Relevance
Using three Swedish civil society organizations as a case study, this paper will present results that are relevant for the Nordic countries and a 'Nordic model of education' (Antikainen 2006) during the Cold War era, including the importance of civil society organizations in providing secondary socialization outside formal schooling.

References:
Anikainen, A. (2006) In Search of the Nordic Model in Education. *Scandinavian Journal of Educational Research*. 50(3): 229–243.
Kitagawa, K. (2017). Situating Preparedness Education Within Public Pedagogy. *Pedagogy, Culture & Society*, 25(1), 1-13.
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Progressive education in motion – Jan Ligthart in Sweden and Norway 1900-1930

11. Historical Research
Brit Hovland[1] , *Anna Larsson*[1]
[1] VID specialized University

Research topic/aim

Ideas of progressive education were circulated throughout Europe in the early decades of the 20th century (cf. Lauto 2023). Academic scholars, school reformers and teachers travelled across the nation borders, visiting influential, progressive pedagogues and progressive experimental schools. Through these knowledge brokers, the progressive education movement was carried between different national contexts.

Some of these progressive pedagogical thinkers are still today well-known in Scandinavian as influential thinkers, like the American John Dewey, the Germans Georg Kerchensteiner and Charlotte Bühler. Others, who were as influential back then, seem to have been more or less forgotten in Scandinavian pedagogical or historical scholarship today. One of these is the dutch teacher and school master Jan Ligthart. Ligthart is highly valued in Dutch educational history as the modernizer of the Dutch school system and founder of "the Humanitarian school" (Parlevliet & Amsing (2021Braster 2014; van Drenth & van Essen 2008). His ideas also had a great influence in both Sweden and Norway in the school reforms of the early 20th century. Ligthart visited both Sweden and Norway giving lectures, his works were translated to Scandinavian languages, and Swedish and Norwegian pedagogues like Ellen Key, Gottfrid Sjöholm, Anna Sethne and Helga Eng made study visits to him and his experimental school in The Hague. His ideas were manifested in the reforms in the interwar period in both Sweden and Norway, especially in the new school subject of hembygdskunskap/heimstadlaere (Heimatkunde/Home Geography) (Larsson 2022; Hovland 2018, 2023)

Theoretical framework

Comparative history: Nordic, scandinavian, international

History of education: Transnational knowledge circulation and knowledge brokers

A broader history developing in between actor and structure

Progressive education in interwar period

Curricula reform and school policies: transdiciplinarity and pedagogy of activity

Methodological design

Sources contain travelogues in educational journals, archival material, published books and articles, secondary literature.

We aim of putting our resarch on progressive education in respectively Norway and Sweden, into a nordic comparative and transnational knowledge circulation perspective by unpacking the prosopography of central progressive teachers and pioners, tracing networking activity among them and among centers of circulation to broaden the picture of trans-scandinavian and transnational knowledge brokers of progressive education in special, and educational development in general.

Expected conclusions/findings

By investigating spreading of texts, networking through personal meetings and study trips (journeys of Bildung), the aim of the paper is to analyze the knowledge circulation of Jan Ligtharts ideas in Sweden and Norway. Through this this paper will shed light on the establishment and development of the progressive education movement in Scandinavia.

The international network activity on the one hand, and the prosopography, personal and very person focused perspective on the other, together broadens and complements a traditional history of education perspectives of progressive education into a new kind of transnational movement of thought and lived life.

Relevance to Nordic educational research

See above, expected findings

Racial biology as an argument for female education: A Swedish case study (swe)

11. Historical Research
Emma Vikström[1]
[1] Umeå University

Research topic/aim
The aim of this project is to contribute to a hitherto sparsely researched area in the Nordic context, namely, the use of racial biology in the argumentation for female education. The overall research question is thus how eugenics and gender were related to each other and became relevant in educational debates in Sweden in the beginning of the twentieth century.

Theoretical framework
The history of eugenics has been characterised by different notions of what is considered desirable when it comes to categories like race, class, gender and functionality. Adopting an intersectional perspective, I will illustrate how different categories and power relations are dependent on and interact with each other (Tolvhed 2010). Consequently, the history of eugenics can be understood in a more nuanced way. In addition, I will use the concept 'knowledge actor', which refer to the knowledge production of historical actors (Östling, Larsson Heidenblad & Nilsson Hammar 2023).

Methodological design
The study focuses on three knowledge actors who worked as doctors and educators with a special interest in the sexual health of girls and women: (i) Karolina Widerström (1856–1949), who became the first female doctor in Sweden 1888. Widerström was active in many women's rights associations, had a gynaecological practice and taught sexual hygiene at a number of girls' schools in Stockholm; (ii) Julia Kinberg von Sneidern (1874–1945), who was one of the first school doctors in Sweden. She wrote "Handledning i sexuell undervisning och uppfostran", a guide for parents and teachers who wanted to teach young people about sex. Kinberg von Sneidern wrote this guide together with (iii) Alma Sundquist (1872–1940), who was also greatly interested in sex education. Moreover, Sundquist was a board member of the Swedish Society for Racial Hygiene, of which Widerström and Kinberg von Sneidern were also members for a time. The study's main source material is the educational writings published by these actors, which will be examined through a qualitative contextualising text analysis.

Expected conclusions/findings
With this study, I aim to answer questions about how racial biology was used in the argumentation for female education and how it became related to gender in, for example, sex education. This is relevant to investigate because the knowledge actors studied, in their roles as doctors, women's rights activists and educators, turned racial biology, the best interests of the child and women's emancipation into educational questions.

Relevance to Nordic educational research
To conclude, these actors represented a kind of eugenic feminism that was closely connected to educational matters, which has not yet been studied in depth in a Swedish or Nordic context (cf. Weβel 2018).

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Schools as places of encounter. Architectural intentions between topology and phenomenology in Norway

11. Historical Research

Bruno Gil[1]

[1] University of Coimbra, Centre for Social Studies, Department of Architecture

Research topic/aim

"Children, Garden and Architecture" was how I have entitled my participation in ECER 2021 (Geneva). The main goal was to recover Friedrich Fröbel (1782-1852) pedagogical theories where nature and pedagogy were paramount to the conceptualization of the 'kindergarten'. By revisiting kindergartens from the end of the 19th century, I have argued that I expected "to highlight how Fröbel's theories were translated in clear architectural briefs, ultimately retaining broader and specific guidelines potentially relevant for current and future learning spaces, where 'kinder' and 'garten' might eventually *reconnect* in a fruitful manner." With this paper, I now contend that this triangle "people, garden, and architecture" is also a trigger for encounters, a spark for desires and adventure in educational spaces.

Theoretical framework

If I had then recovered a pedagogue's theory for this *connection*, I now bring the work of Christian Norberg-Schulz (1926-2001) and, hence, an architect's theory. First drawing from his book '*Intentions in Architecture*' (1963), I will focus on how this connection between education and school spaces is assessed under a 'topological' mindset. Second, with his book '*Genius Loci. Towards a Phenomenology of Architecture*' (1980), the 'phenomenological' perspective is key. If this reflects a paradigm shift from a structuralist to post-structuralist framework, here personalized by Norberg-Schulz's thinking and writings, I will question whether this paradigm shift is also manifested spatially and architecturally in school buildings and spaces in a very specific context of production in Norway, by architects Knut Knutsen (1903-1969) and Sverre Fehn (1924-2009).

Methodological design

Between "topos" and "phenomena" and in-between an analytical and an interpretative *modus operandi*, I will focus on two Norwegian schools as the objects of my research. With Knutsen's design for the National Organization's school Sørmarka - founded in 1939, by Haakon Lie and others -, a "topological" reading will be done on this school for trade union members, where nowadays Martin Tranmæl' statue in front of the building symbolizes the Norwegian socialist movement. As a sign of this "topological" point of view, Knutsen (1961) writes in his text "People in Focus" that "building - it can be a really good one - will always be weakened by its surroundings if there is no connection between them." Knutsen, K. (1961). "People in Focus". In Andersen, M. (ed.), *Nordic Architects Write*. New York: Routledge, 249.

On the other hand, Skådalen school (1975), designed by Fehn, was specifically conceived for children with hearing impairments, and as such spaces were thought as devices for visual orientation, replacing the traditional acoustic understanding of school spaces. Sensory needs were thus taken into consideration for student spatial awareness and giving place to communication and encounter - a phenomenological goal.

Expected conclusions/findings

Lillestrøm school (1951), designed by the architect Finn Bryn, brings a third case that aims to bridge the gap between the two previous schools, considering both topological and phenomenological points of view, here revealing and explicting how key they are as architectural intentions in schools.

Relevance to Nordic educational research

Ultimately, 'topos', 'phenomena', and 'education' will be emphasized as a particularity in this Nordic triangle, which can be further developed in contemporary pedagogical environments and activities.

Stability and/or change? Practical and aesthetic school subjects under curriculum reforms

11. Historical Research

Jorunn Spord Borgen[1, 2, 3]

[1] Jorunn Spord Borgen

[2] University of South - Eastern Norway

[3] Anniken Randers-Pehrson

Research topic/aim

Physical education, arts and crafts, food and health and music each have a long history as practical and aesthetic school subjects in Norwegian schools (Borgen et al. 2020). In the National Curriculum reform "Kunnskapsløftet 2020" (LK20) there are hopes for the subjects' contribution to education by virtue of being and offering something different from other school subjects. In this project, the research question is: Which central elements in the curricula for the practical and aesthetic school subjects are stable or changed within the curricula for the subjects in LK20?

Theoretical framework

The theory of practice architectures is used as a conceptual theory (Kemmis, 2022). In educational contexts, there are several practices that are connected and that are recognized and referred to as "school". The events are formed by practice landscapes and practice traditions and constitute the architectures of practices. The study focuses on the curricula for the four subjects as practices.

Methodological design

The project has an exploratory design, which involves collective discussions, to approach the subject area historically. Inspired by Hsieh and Shannon (2005), we have first carried out a conventional content analysis of the curricula from 1848 up to and including 1987, to gain a richer understanding of the subjects as historical phenomena. Furthermore, we have carried out a thematic summative content analysis of the curriculum works 1997, 2006 and 2020 for the individual subjects. Based on this analysis we have carried out a theory-based content analysis of the three curricula to identify changes between the curricula that may have significance in LK20.

Expected conclusions/findings

The results show that the curricula for the subjects have stable features over time, but also changes that are significant and partly contradictory. LK20 use familiar concepts and verbs from previous curricula in new contexts and established and new subject understandings and framework conditions live side by side. There are new expectations for the relevance and content of the practical and aesthetic subjects, and how each of the subjects should contribute to the pupils' learning and education in LK20.

Relevance to Nordic educational research

Practical and aesthetic school subjects are historical parts of Nordic education, not easily translatable to an Anglophone audience (Krejsler, 2023). Yet, the subjects are influenced by international discourses. This project contributes to a knowledge base for the subject area in primary and lower secondary education in Nordic countries.

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Student agency and freedom of expression as academic rights: Historical Scandinavian school experiments

11. Historical Research

Martin Lantz Ekström[1] , *Tina Kullenberg*[2]

[1] Malmö University

[2] Kristianstad University

Research topic/aim

While young adults nowadays enjoy rising freedoms in their everyday lives, school systems aimed for adult, and nearly adult, learners unfortunately tend to develop in the opposite direction (Macfarlane, 2017), due to increasing practices of control and digital surveillance of students, implicating a less amount of academic freedom (Kinzelbach et al, 2023; Nemorin, 2017). This puzzling paradox serves as our starting point when exploring historical documents from two experimental upper secondary schools: the Swedish *Experimentgymnasiet* in Gothenburg and the Norwegian *Forsøksgymnaset* in Oslo, which in the 1970s sought to practice school democracy in its most radical sense. The students were basically entitled to their own decision-making on how and when to participate in the studies (Jørgensen, 1971; Marjanovic-Shane, Kullenberg & Gradovski, 2023). The ongoing study aims at exploring the premises for the instituted school democracy, as reported in documents by participants and investigators at the time. Our first research question concerns the grounds for launching such radical school experiments and, secondly, we inquiry which forms of academic rights might be distinguished in these particular schools.

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Marjanovic-Shane, A., Kullenberg, T., & Gradovski, M. (2023). Scandinavian Experiments in Democratic Education. Special Issue: Dialogic Pedagogy and Democratic Education. *Dialogic Pedagogy Journal: An International Online Journal, 11*(2), A93-A132. https://doi.org/10.5195/dpj.2023.477

Nemorin, S. (2017). Post-panoptic pedagogies: The changing nature of school surveillance in the digital age. *Surveillance and Society*, *15*(2), 239-253–253. https://doi-org.proxy.mau.se/10.24908/ss.v15i2.6033

Theoretical framework

Drawing on theories conceptualizing student agency and notions of democratic education (Biesta & Tedder, 2007; Kullenberg, Eklöf & Nilsson, 2023; Rajala, Martin, & Kumpulainen, 2016), we finally discuss educational implications of relevance for contemporary education.

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Rajala, A., Martin, J., & Kumpulainen, K. (2016). Agency and learning: Researching agency in educational interactions. *Learning, Culture and Social Interaction 10*, 1–3.. https://doi.org/10.1016/j.lcsi.2016.07.001

Methodological design

We apply an analytic focus on students' academic rights. Our method is based on thematic analysis (Braun & Clarke, 2006).

Braun, V., and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology 3*(77). doi:10.1191/1478088706qp063oa

Expected conclusions/findings

The preliminary findings contain two identified main themes: *student agency* and *freedom of expression* as significant academic rights. Student agency is further distinguished as a) academic rights in terms of decision-making via so called direct democracy and b) agentic learning that stresses learning aspects as motivation, personalized learning, and creativity.

Relevance to Nordic educational research

This contribution bears high relevance for Nordic research/NERA since it provides new and needed research on the radical school experiments in Scandinavian history.

The Nordic space of IQ-testing and "intelligence" in education in the interwar years

11. Historical Research

Christian Ydesen[1] , *Brit Marie Hovland*[2], *Emma Vikström*[3]

[1] Aalborg University

[2] VID Specialized University

[3] Umeå University

Research topic/aim

This paper explores the rise and institutionalization of IQ-testing as a transnational practice in the Nordic education space during the interwar years. Drawing on primary archival sources, pedagogical journals and historical publications, the aim of the paper is to explore and understand the experimental work, interactions, exchanges, and inspirations between key actors engaged in IQ-testing in Norway, Sweden and Denmark.

Theoretical framework

Such an analysis serves as a vehicle for understanding the rise and institutionalization of IQ-testing in the intersections between mainstream education and special education in the three countries (Ludvigsen, Lundahl & Ydesen 2013; Ravneberg 1998). The paper focuses on the uses of the Binet-Simon intelligence test in the first-moving interconnected centres of calculation (Latour 1986; Jöns 2011). The three cities Oslo, Stockholm and Copenhagen served as the cradles of IQ-testing practices and imaginaries about intelligence in education as they came to appear in the three countries respectively.

Methodological design

Empirically, our analysis explores the appearance and agency of key actors and knowledge brokers from the three countries as well as the budding institutionalizations and development of IQ-test practices as they emerge in Scandinavian journals *Tidsskrift for Aandsvage- og Blindesagen i Norden* (1931–1936), and *Værneskolen* (1923–1959) as well as newspaper articles from the period. We also draw on relevant publications from the period, archives from the progressive education movement with which many of the key actors were connected, curricula from early education psychology training courses, correspondence from archives of some actors and institutions, governmental reports and green papers [betænkninger].

Expected conclusions/findings

In this sense, the paper adds to our understanding of how IQ-testing and "intelligence" came to serve as a technology and an imaginary about the common good and meritocratic ideals in the emerging Nordic welfare states.

Relevance to Nordic educational research

This technology and these ideals became a salient approach towards identifying and creating the "right" kind of people for the Nordic welfare state model (Axelsson 2007; Moljord & Bondevik 2022).

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The Sandbox: educational or use in pedagogy, psychology and psychiatry - Norway and Denmark in 1930-1960

11. Historical Research

Brit Marie Hovland[1] , *Bjørn Frithiof Hamre*[1]

[1] Bjørn Hamre, associate professor, Section of Education, KOMM, University of Copenhagen

Research topic/aim

The presentation explores the introduction and yuses of the *sandbox* in respectively Norway and Denmark as a specific lens to identify treatment practices related to progressive ideaes of teaching. The new progressive education ideas and psychological assesment practices on the one hand aimed at a new and more friendly school under the slogan of "the century of the child" (Key 1900), and on the oter hand a system of selection, or sorting out pupils to special schools according to ability (Hamre & Kragh 2023, Hovland (in review); Ydesen, Hovland & Wikstrøm (forthcomming). These practices and ideas influenced the understandings of childrenas learners or as being deviant or disabled. The practices took form in new experimental and exploratory schools, large scale testing of children and youth, interprofessional collaborations, networks and institutions.

Theoretical framework

Our theoretical approach into the field will take form of the existing about these practices (Ydesen et. al. 2013, Hamre et al. 2019, Larsson 2022; Ydesen, Hovland and Wikstrøm forthcomming). These positions will be supplemented with concepts from Foucault's toolbox, as for example genealogy and problematization.

Methodological design

Documentanalysis. We will specifically use documents on the idea of the sandbox and more broadly apply documents and existing research. These will be applied to analyze the the different practices of progressivism, psychology and psychiatry in the two countries, yet on the other hand to compare the two and identify agents interacting with one another in bilateral and international netwok within education, psychology, psychiatry and psychoanalysis.

Expected conclusions/findings

We expect to find out how key-actors in the two countries interacted and influenced ioneanother, does it for example give sense to characterize a speciale Danish-Norwegian space within this field. In what way were they affected by international patters within education, psychology and psychoanalysis? Which institutional newcomers served these needs of the child, school and society(for example within child psychology and psychiatry), and how did the two countries differ from one another? The analysis is focused on the establisments of different institutional settings, networks, journals, books and collaborations around the child.

Relevance to Nordic educational research

The presentation examines the development of the exchange between the two countriws in the ideas of the child when it comes to ideas of progressivism , child psychology, child psychiatry and psychoanalysis. The research is relevant to Nordic Educational research, because it explores and compares the patterns of historical patters that leave marks of todady educational policy and practice.

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Truancy or school refusal? About pupils' absence from school 1950–1970 (swe)

11. Historical Research

Thom Axelsson[1] , *Anna Larsson*[2]

[1] Malmö universitet

[2] Umeå universitet

Research topic/aim

In the School Inspectorate's report "Extensive invalid absences" from 2016, an increase in students' invalid scattered absences as well as more lengthy absences are highlighted. The latter, the cases that the school or social services cannot handle, usually end up at Child and Adolescent Psychiatry (BUP). According to Ek (2018), it often leads to diagnosis and to many students being treated with drugs. There is thus a risk – or chance depending on how one chooses to interpret the absence – that the psychiatric perspective tends to become the dominant explanatory model.

Theoretical framework

Psycho-culture is placed at the theoretical center of this study. Inspired by Pietikäinen's (2007) use of the term to designate the spread of psychodynamic thinking, we will use it as a more general term that signifies a way of thinking formed by language and ideas coming from psychology, psychiatry and psychoanalysis.

Methodological design

School's mental health service are intended to help students to manage schooling, but they also fill a function of helping schools and teachers to manage problematic situations connected to students. However, previous research has shown that what is deemed as problematic in schools is historically contingent and related to institutional arrangements and ideals, and also changes over time (Axelsson 2020; Blythe Doroshow 2019; Larsson 2017; Stewart 2016; Hendrick 2003). Technologies of dealing with students with ascribed mental health problems have been created and developed under certain historical circumstances but once institutionalized they might for a long time influence not only practice, but also how students and problems are being understood (Rose 1996).

Expected conclusions/findings

There are, and have been, varying motives for students to not attending the school's compulsory education. But also the explanations for students' absence have varied over time – everything from parents need for childrens' labour at home to school fatigue, environmental damage, or that they rather want to work and neurotic school refusal have come to the fore. Clearly, school absence has since long been a difficult question for school authorities to handle.

Relevance to Nordic educational research

In this paper, we present a few illustrative examples from an empirical material from the 1950s and 1960s, consisting of acts over students who were considered to have a problematic absence. What type of absence is considered as truancy? What kinds of intervention are taken, pedagogical, psychological, social, medical? What professions are being engaged in these cases? And what changes over time can be seen? By answering these questions, we aim to critically examine the emerging influence of a psychiatric perspective when children and young people do not come to school.

12. Inclusive Education

Boundary Making Between Mainstream and Special Education. An Ethnographic Investigation of Danish Teachers' Practices

12. Inclusive Education

Ida Spangsberg , *Christian Ydesen*[1]

[1] Aalborg University

Research topic/aim

This article explores the production of divisions between mainstream and special needs education in Denmark. The article analyses the boundary making practices produced by teachers and materialities of schooling between students in mainstream education and students with mild to moderate special needs whose schooling is divided between the mainstream classroom and special provision within the walls of the mainstream school (Engsig and Johnstone, 2015; Ydesen, Milner, Aderet-German, Caride & Ruan 2022).

Theoretical framework

Using artefacts like the empty chair, missing names, toilets for specific groups of pupils and movements of doors, the analysis shows how non-human mundane materialities of the school and classroom do performative work in enacting boundaries in mainstream education. The study is situated in materialist feminist theory where space is not simply a physical container, and objects are not inert, fixed or passive (Barad, 2007). Following Taylor (2013) the study gives attention to how objects and space are performative as a vital materiality and the article explores how things and place work to produce a school with divisions between the children in general and special education. Place, space, and materiality are analyzed through a theoretical framework that gives a focus to non-human matter. The focus on non-human matter allows a focus on the mundane object and non-innocent space in schools, and how these will play a role for the enactment of inclusion and exclusion (Taylor 2011, Lenz, Hillevi & Palmer 2013). Besides from the strong focus on matter, teachers' statements on children with special needs provide insights into teachers' imaginaries and perspectives on their responsibilities (or lack of) in relation to students with special needs.

Methodological design

This article is based on an ethnographical fieldwork in two Danish schools in a period over a year with teachers from 4th-6th grade in mainstream education. The schools are both public schools with in-school provision to special education students referred to less than 9 weekly hours of special support. The fieldwork focuses on everyday life for mainstream teachers, including teaching classes, meetings, and small talk doing the breaks in the teachers' lounges and playground. Notes from the fieldwork includes a close attention on non-human materialities.

Expected conclusions/findings

Despite intentions to not reduce opportunities for students with special needs to participate in mainstream classroom activities with their peers, the main findings of this study suggest that there is a strong segregation between the two groups and that teachers and materialities of schooling are reinforcing and reproducing this segregation with objects, (dis)placements, counter-productive imaginaries and statements.

Relevance to Nordic educational research

The abstract also adds to our understanding of how conditions for achieving inclusive education play out in a Nordic education model setting. The Nordic education model - with its comprehensive school organisation - is characterized by a distinct focus on inclusivity and student diversity. This study analyses and identifies how boundaries between mainstream education and special needs education are drawn in a Nordic comprehensive school context.

Collaborative consultation in special education in an upper secondary school context

12. Inclusive Education
Maria Rubin[1]
[1] Senior Lecturer

Research topic/aim
This paper outlines the role of special educators and their perspectives on joint consultation with teachers in a Swedish upper secondary school. Sweden, like many other Nordic countries, is currently grappling with the challenge of educating in a more pluralistic society. Education must provide equal opportunities to all children (Public Law 2010:800), a vision that has been held in Sweden for decades (SOU 1948:27). This places new demands on teachers' knowledge and competencies (von Ahlefeld Nisser, 2017). Furthermore, professionals in special education are expected to collaborate in order to create inclusive learning environments (SFS 2017:1111). However, research on collaborative consultation led by special education professionals is limited (Sundqvist, von Ahlefeld Nisser & Ström, 2014).

The aim of this study is to explore special educators' experiences and reflections on the opportunities created between special educators and teachers during collaborative consultations. The research will investigate the following questions:

1. What are the essential aspects identified by special education professionals in their reflections on collaborative consultations with teachers?
2. What essential aspects do special education professionals describe in the organization when consultation is used as an aspect of working in an inclusive direction?

Theoretical framework
One analytic point of departure is related to an inclusive communicative perspective (Ahlefeldt von Nisser, 2021).

Methodological design
Collaborative learning among teachers is considered an important way to support their ability to critically evaluate their own practice. Therefore, this ongoing study is being conducted as a research circle (Persson, 2009) with the participation of five special education teachers from two upper secondary schools and one researcher. The focus of the research is the dialogue between the professionals and the researcher. Issues of joint consultation are identified and addressed through research in a cycle based on the principle of 'mutual exchange' (Nilsson, 1990; Persson, 2009). The researcher and special educators work together to seek knowledge about a problem. The data consists of three recorded semi-structured focus group interviews (Bryman, 2018) where the special educators formulated the questions. The teacher and researcher conducted qualitative thematic analysis on the data (Braun & Clarke, 2006). The analysis will be approached from an inclusive communicative perspective (Ahlefeldt von Nisser, 2021).

Expected conclusions/findings
The analysis thus far has identified three themes: (a) themes in consultations with teachers, (b) the significance of school leadership and the school context, and (c) the collaborative communication among special educators established in the research circle. The first theme pertains to particular situations regarding additional accommodations and assessment, both in general and in relation to different content. The second theme demonstrates the variation among school leaders with respect to the different national programmes. The third theme highlights the significance of the research circle as a platform for professionals to apply their newfound knowledge towards transforming their own perspectives as special educators, contributing to the development of the school.

Relevance to Nordic educational research
All Nordic countries faces the challenge of educating in a more pluralistic society. This means common questions about demands on teachers' knowledge and competences about creating inclusive learning environments

Competence to act? Possibilities and limitations in the 'construction' of the action competent student

12. Inclusive Education

Lina Grundberg[1]

[1] University of Gothenburg, Faculty of Education, Department of Education and Special Education

Research topic/aim

The topic of this paper is the interface and frontiers between equity and student's action competence, with a particular focus on students in need of special support and additional adjustments in upper secondary school. Developing student competence and agency to act regarding complex societal issues (ie., 'action competence') have been increasingly put on the educational agenda during recent years (cf. OECD, 2019; UN, 2015; SNAE, 2021). To give all students equal possibilities to develop such abilities, a pluralistic and diverse learning environment is essential (Olsson et al., 2022). However, earlier research points toward several challenges: a lack of inclusion (Giota et al., 2023) and varied teaching methods (Ramberg, 2015) as well as normative ideals surrounding the meaning of 'competence' (Ideland, 2015). Thus, the study aims to understand (i) how is student competence and agency communicated and enacted amongst teachers and student health teams? (ii) what portrayals and verbalizations of complex issues are enacted in various teaching settings? (iii) how is action competence supported or limited for students in need of special support and additional adjustments?

Theoretical framework

The theory of practice architectures (TPA) is used to ethnographically explore sayings, doings and relatings within various school contexts and teaching settings, relating them to cultural-discursive, material-economic and social-political arrangements (Mahon et al., 2017). The theoretical framework also includes ethical-philosophical perspectives on power, knowledge, and justice through the theory of epistemic injustice (Fricker, 2007) and a generic definition of action competence based on Sass et al. (2020) model.

Methodological design

Data is generated through participant observation (Fangen, 2005) of formal and informal collaboration between teachers and student health teams as well as various teaching settings. Additionally, the data also entails ethnographic interviews (Fontana & Frey, 2000) with student health team members, subject teachers, and students in need of special support and additional adjustments. The sayings, doings and relatings are analyzed using the arrangements of TPA.

Expected conclusions/findings

The result of the study can contribute to overarching insights regarding how school can support all students in developing trust in their own abilities to know and act in society as well as their own lives, shed light on collaboration amongst school professionals and the teaching of complex issues. Moreover, the study can also contribute to critical discussions on equity, justice, participation and inclusion in school.

Relevance to Nordic educational research

Students' ability to critically examine, analyze and act regarding complex issues have been increasingly emphazised through transnational policy (cf. OECD, 2019; UN, 2015) and national school development initiatives (cf. SNAE, 2021). Research on how this aim is enacted in everyday school practice and how it relates to equity, participation and inclusion should be of interest to all within the Nordic research community engaged in special education, inclusive education, pluralistic teaching, and collaboration between school professionals.

Esports teaching as a pedagogical approach to socialisation in Specialised Youth Education

12. Inclusive Education

Thorkild Hanghøj[1] , *Peter Bukovica Gundersen*[2]*, Anna Kathrine Frørup*[2]

[1] Aalborg University

[2] University College Absalon

Research topic/aim

There is an increase in the number of young people in Denmark, who experience school refusal and are unable to attend regular youth education. Since 2017, several at-risk youth (age 16-25) have been offered an alternative called Specialised Youth Education (Særligt Tilrettelagt Ungdomsuddannelse or STU). Several of the STU students have low well-being and/or suffer from stress and anxiety. Approximately 25% of the STU students are diagnosed with disorders such as ADHD and autism.

In this paper, we will look into esport programmes at three STUs, where students participate in social gaming activities through multiplayer games such as *League of Legends*, *Counter-Strike* or *Valorant*. We have observed esports teaching and conducted interviews with both the teachers and the municipal study counsellors, who document the students' progression. In this way, we aim to answer the following research question:

How is esport teaching organised at STU, and what does educators and counsellors experience as the primary outcomes of the esport programmes?

Theoretical framework

Drawing on the theoretical framework of scenario-based education (Hanghøj et al., 2018), we understand educational gaming as the enactment of scenarios, which involve an interplay of different knowledge domains and practices. In the case of esport teaching at STU, this includes disciplinary domains (e.g. STU and esports curricula), pedagogical domains (e.g. teacher- student relations), game-specific domains (e.g. performing as team leader in a game), the students' everyday life domains (e.g. their out-of-school knowledge and experience with specific games) as well as the students' possibilities for further education or internships, which are mandatory for STU students.

Moreover, our analysis is informed by microsociological theories on gaming interaction and gaming norms (Goffman, 1961; Deterding, 2013) in relation to the esport teaching at the STUs. In this way, we will describe how the gaming activities create a structured framework for participation, where the students assume different roles and engage in specific forms of communication and collaboration through the games being played.

Methodological design

The study is based on field work and observations at the three STUs conducted in 2023. Moreover, we have conducted interviews with 6 STU teachers and 6 study counsellors in order to map their perceived outcomes of the esport programmes. All the interview data has been transcribed and coded using thematic analysis (Braun & Clark, 2006).

Expected conclusions/findings

The preliminary findings indicate that the esport programmes offer meaningful frames for participation for the STU students as it provides them with a safe and structured learning environment. In this way, the esport programmes help the students to become socialised into the learning community of the STUs, which may serve as a gateway to future activities - e.g. internships, friendships, or other educational activities at the STU.

Relevance to Nordic educational research

The use and outcomes of facilitated social gaming (esports) to create inclusive learning environments described in this paper will be of relevance to understanding gaming practices in the Nordic countries among young people at risk. This will provide insight into how and why facilitated gaming may help to socialise young people at the margins of society.

Exploring children's experiences of school(ing) during a pandemic

12. Inclusive Education
Lina Lago[1] , *Kristina Hellberg*[2]
[1] Linköpings universitet
[2] Linnéuniversitetet

Research topic/aim
The aim of this study is to investigate how children with (different kinds of) disabilities experienced pandemic school life. Children with disabilities was pointed out as a particularly vulnerable group in relation to the consequences of the Covid-19 pandemic in the sense that they are often more dependent on adult support, in school and home (cf. Asbury et al., 2021). This implicates that the impact of the pandemic challenged already vulnerable organizations of children's schooling and everyday life.

Theoretical framework
Theoretically, the study is based on the perspective of disabled children's childhood studies (Curran & Runswick-Cole, 2013), in which age and functionality is brought together to understand and problematize the conditions for children, childhood, and disability. Within this field, the perspectives of children with disabilities are highlighted as specifically important as they, based on their age and functionality, rarely given space in research (cf. Runswick-Cole, Curran & Liddiard, 2018).

Methodological design
This specific study is based on conversations with 8 children (ages 8 to 12) attending regular school or special school. The conversations followed a semi structured interview guide but were carried out differently depending on the child's needs. In addition to the child conversations, the parents were also interviewed. The conversations and the interviews were treated as an analytical whole, that is, through these different types of 'stories' about the child's everyday school life during the pandemic, the puzzle was put around the child's experiences.

Expected conclusions/findings
The results show a variety of experiences and the 'stories' about the child's everyday school life during the pandemic contain both descriptions of anxiety and social isolation as well as of a calmer and sometimes more easy everyday life. There are also stories of disappointment over school closures that never came, intrusion of space when school (and parents work) moved to the home setting, and of a discrepancy between adults who hyped the pandemic and the children's own experiences.

Relevance to Nordic educational research
Within the Nordic context, the own experience.es of children with disabilities about school(ing), and the Covid-19 pandemic are under researched. By mapping out these diverse experiences of children the study contributes with knowledge that is important to understand the diverse aspects of Nordic disabled childhoods and schooling for children with disability during a pandemic. However, we argue that the specific circumstances of the pandemic also can say something important about everyday life for this group of children more generally.

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Exploring Special Education Teacher Students' Perspectives on the Use of ChatGPT: Opportunities and Challenges (swe)

12. Inclusive Education

Kim Wickman[1] , *Eva Mårell-Olsson*[1]

[1] Umeå University

Research topic/aim

In the realm of special education, the advancement of technology has opened up new possibilities to provide suitable education for all students. Lately, one such technology that has gained significant attention is ChatGPT, an artificial intelligence large language model developed by OpenAI. ChatGPT offers a unique opportunity to facilitate communication, provide personalized assistance, and engage students in interactive learning experiences. However, it is crucial to understand how special education teacher students perceive the use of ChatGPT in their coming profession, as their insights are invaluable in shaping effective and inclusive educational practices.

Theoretical framework

This study delves into the perceptions and experiences of special education teacher students regarding the integration of ChatGPT, an artificial intelligence (AI) large language model, into special education, all through the lens of the Visioning theoretical framework. This approach, which involves envisioning a desirable future and working backward to identify steps for its realization, is especially relevant when considering the transformative potential of technologies like ChatGPT in educational environments and the future of special education.

Methodological design

Through a qualitative analysis of survey data from 79 first-year special education teacher students, the study utilized Visioning to probe not only current perceptions but also future aspirations and apprehensions concerning the application of ChatGPT in special education. The research sought to reveal participants' opinions on the opportunities and challenges presented by ChatGPT in special education, with an emphasis on its ability to enhance personalized learning, accommodate diverse educational needs, and address ethical considerations in educational practices.

Expected conclusions/findings

Initial findings indicate a nuanced perspective among participants. While recognizing ChatGPT's potential in special education through customized individual learning experiences and increased student engagement, participants also expressed concerns. These concerns primarily revolved around the technology's accuracy, ethical implications, and the competencies required for educators to implement this tool effectively in special education contexts. For instance, a vast majority of the special education teacher students indicated that they are not particularly familiar with, nor have they used, ChatGPT themselves. Consequently, they feel unprepared to integrate ChatGPT into their teaching or to support their students who use the application. This research provides insights into how the use of AI-based tools could shape the future of special education practices and contributes to the discourse on the ethical integration of AI in educational settings, highlighting the complexities involved in adopting emerging technologies in special education environments.

Relevance to Nordic educational research

From a Nordic perspective, the countries place strong emphasis on equality and inclusivity in education. Understanding how AI tools like ChatGPT can be tailored to support students with diverse learning needs aligns with the region's commitment to providing high-quality education for all. The study stresses the necessity for future teachers to be proficient in digital tools. Within the Nordic context, this indicates a need for teacher education, and and perhaps more specifically, special teacher education programs to incorporate comprehensive training in technologies, such as AI, ensuring educators are prepared to meet the diverse needs of their students.

Help to self-help: scaffolding reciprocal help in Systematized Reciprocal Peer Tutoring ('SYKL') (dan)

12. Inclusive Education
Kenneth Reinecke Hansen[1]
[1] University College Copenhagen (Københavns Professionshøjskole, KP)

Research topic/aim
Systematized Reciprocal Peer Tutoring (Danish abbreviation: *SYKL*) is an intervention project where grade 4 students (age 10-11 years) do pair work over the course of one semester in Danish L1 and Mathematics. Teachers receive training in peer tutoring techniques and scaffolding. Students work on *tasks*, which includes specific *tips*, and general *prompt cards*.

In the student pairs, one is *tutor*, the other *tutee*, after which the roles are reversed. Pairing is based on social as well as academic criteria. The intent is inclusion *through* the subjects, which is referred to as *socio-academic inclusion* (Schmidt, 2015). However, research into SYKL implies that it is challenging for some students to offer and (particularly) request help during pair work. The aim of this presentation is to investigate inclusion through the auxiliary roles when students have different prerequisites for participation, by addressing the research questions:

1. How do SYKL students with different prerequisites for participation handle the auxiliary roles?
2. How is reciprocal help scaffolded in these dialogues, and how could the auxiliary roles be qualified?

Theoretical framework
Methodological design and data analysis is mainly based on research into peer tutoring (Thurston et al., 2020; Willis et al., 2012), inclusion (Booth, 2011), participation (Lave & Wenger, 1991) and scaffolding (Van de Pol, 2010).
Methodological design
Based on socio-demographics, 4 classes at 4 schools were selected for research, and the following video-recorded and transcribed data were collected:

- During intervention: observations of 24 SYKL lessons across the semester.
- Post intervention: 12 semi-structured focus group interviews: 4 with students, 4 with teachers, 4 with supervisors.

Data are coded thematically (Willis et al., 2012), and selected dialogues are excerpted for embodied interaction analysis (Streeck et al., 2011), particularly focusing on the auxiliary roles.
Expected conclusions/findings
Preliminary findings suggest that the auxiliary roles can be qualified through careful socio-academic student paring, task design, and systematic use of scaffolding metacommunication and prompt cards.
Relevance to Nordic educational research
By focusing on reciprocal help, inclusion, and scaffolding, the presentation contributes to peer tutoring research, thereby qualifying pair work for all students, despite their different prerequisites for participation, and suggesting how more students can participate in Nordic classrooms where collaboration and dialogue are essential.

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In-service General Education Teachers' Competence for Inclusive Education Practice: A Systematic Scoping Review

12. Inclusive Education

Ling Guo[1] , *Serep Keles*[1]

[1] Knowledge Center for Education, University of Stavanger

Research topic/aim

General education teachers play a vital role in implementing inclusive education practices. However, their competence of working with students with special education needs (SEN) in inclusive settings remains under-researched with inconsistent evidence and inadequate systematic reviews. In this systematic scoping review, studies on in-service general education teachers' competence for inclusive education were reviewed to identify the empirical research on this topic, map the characteristics of the evidence, and conceptually present descriptions of their competences (i.e., knowledge, skills, self-efficacy) for inclusive education practice in the eligible studies.

Theoretical framework

Teachers' competence refers to the knowledge, skills, and abilities that teachers possess, and enable them to perform their duties effectively.Together with its significant importance, teachers' competence for inclusive education has been studied in previous studies such as the Profile of Inclusive Teachers published by the European Agency for Special Needs and Inclusive Education. However, the in-service teachers' competence for inclusive education remains unclear.

Methodological design

This scoping review has been conducted according to Arksey and O'Malley's methodological framework with stages of identifying the research question, identifying relevant studies, study selection, charting the data, collating, summarizing, and reporting the results. A detailed research protocol to guide the review process was drafted and agreed upon within the research group prior to this review study, but it was not formally registered. Reporting of this systematic scoping review has been adhered to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for scoping reviews 2018 checklist (PRISMA-ScR).

Expected conclusions/findings

Based on a comprehensive literature search of relevant peer-reviewed articles published in English in three databases, 117 studies were included according to the priori-defined inclusion criteria. The results reveal a research gap regarding evidence on how to improve general teachers' competence for inclusive education, using multi-informant approach involved students and parents, covering a multi-country sample, and broader types of students with SEN, with randomized control research designs, and longitudinal studies. Findings of this scoping review also highlight the need to clarify definitions of general teachers' competence for inclusive education and identify eight specific knowledge aspects and six skills referred to in the empirical studies, which have implications both for further research and practice enhancement.

Relevance to Nordic educational research

Results from this scoping review will contribute to providing an overview of research evidence and to identifying the knowledge gap guiding follow-up research. The findings will enhance our understanding of general teachers' competence for inclusive education practice, shed light on in-service general teacher support as well as input for pre-service teacher training for inclusive education, and guide direction for future research on this topic. To be specifically, the findings can provide valuable guidance for in-service general education teachers to reflect on their own practices, and identify areas for professional development in Nordic countries. Besides, the results can also inform curriculum development and teacher training programs, ensuring that they effectively prepare teachers to meet the diverse needs of students in inclusive classrooms.

Inclusive assessment at the upper-secondary level in Iceland – a research proposal

12. Inclusive Education
Edda Óskarsdóttir[1] , *Ívar Rafn Jónsson*[2]
[1] University of Iceland
[2] University of Akureyri

Research topic/aim
Considerable discussion on inclusive education from the perspective of learning and participation has taken place over the past decades. Approaches to supporting inclusive education are grounded in ideas of social justice, democracy, and human rights (UNESCO, 2020). A socially just education system is based on the notion that quality education is a democratic right, rather than a prize that individuals must compete for (Reay, 2012). The purpose of this proposed research is to understand the characteristics of assessment and assessment culture that supports inclusive education. Here, inclusive assessment is defined as 'the design and use of fair and effective assessment methods and practices that enable all students to demonstrate to their full potential what they know, understand and can do' (Hockings, 2010, p. 34). The goal is to identify assessment approaches at the upper secondary level used to accommodate the diversity of students. The research questions are: How do teachers construct inclusive assessment approaches? How do students, teachers and student counsellors perceive that assessment meets the needs of diverse students?

Theoretical framework
The theoretical framework is based on social justice (McArthur, 2015) and the view that the conventional idea of assessment is too narrow, and that assessment should be based on a holistic perspective of assessment. Thus, considering assessment in the context of society as a whole and the context of those who are involved in assessment.

Methodological design
This small-scale case study will gather data from two upper-secondary schools. Each school will have two focus groups: one with students and one with teachers, along with individual interviews with student counsellors. Student counsellor's offer valuable insights into assessment challenges that students can encounter. Both schools offer study programs in vocational and academic subjects and their student body is diverse in all understandings of that word. One school is located in the Reykjavík area and the other outside Reykjavík. Both schools have demonstrated an interest in promoting innovative assessment practices. Data collection will begin in the spring of 2024.

Expected conclusions/findings

The authors' pre-analysis of Iceland's National curriculum uncovers conflicting assessment ideologies: Institutional instrumentalism versus a humanistic approach to learner diversity—that may shape school practices (National curriculum, 2011).

Relevance to Nordic educational research
Insight into inclusive assessment encourages and challenges practitioners to create a shared understanding of how to develop innovative assessment practices which can positively influence the education of all students.

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Inclusive digital in HE: enriched relational space for learning or content delivery in a different way?

12. Inclusive Education
Ahnis Fraga do Nascimento[1]
[1] Faculty of Learning and Society, Malmö University

Research topic/aim
The development of online education was a gradual process, with various universities and institutions experimenting with distance learning methods over the years. The concept of online program in higher education used here refers to a structured educational institution offering a degree program that is delivered entirely through digital technologies and the internet. It allows students to access and complete their academic coursework, interact with instructors and peers, and earn academic credentials without the need for physical presence on a traditional campus. In summary, online programs provided access to institutions that the mandatory physical presence on a campus used to represent an unreachable space for some learners. Now students and teachers interact in the digital space connected by the institution's technologies.

The article aims to reflect on elements of distributed cognition that view cognitive systems as extending beyond individual minds. A system that includes people, artifacts (such as tools and technology), and the environment emphasizing the interconnectedness of these elements in the cognitive process. This discussion is focused on human interaction creating learning experiences in a digital space to explore new perspectives for pedagogical strategies.

Theoretical framework
Connectivism is a learning theory that emphasizes the role of networks, digital technologies, and the distribution of knowledge in the learning process (Siemens, 2005). Connectivist principles are a set of ideas and strategies that guide the design of learning experiences in the digital age. The starting point of connectivism is the individual. Personal knowledge is comprised of a network, which feeds into organizations and institutions, which in turn feed back into the network, and then continue to provide learning to individuals. This cycle of knowledge development (personal to network to organization) allows learners to remain current in their field through the connections they have formed. (Siemens, 2005)

Institutions need to recognize and accommodate the diverse needs and backgrounds of learners by ensuring that all students have the opportunity to participate, succeed and feel belonging in the digital space. Culture plays an important role in the distributed cognition system. A change in the physical environment, for example, could lead to changes in interactive processes that could give rise to a new cognitive ability in the interaction system. (Hutchins, 2020)

Methodological design
Quantitative and qualitative methods to address the research question: When this space of interaction is a digital environment, what is key to design experiences that the student can be part of an enriched learning space and guarantee an inclusive digital education?

Participants from HEIs in two different countries (Sweden and Brazil) will answer a survey.

Expected conclusions/findings
Collect data to understand:
1) What the learners need to feel part of an engaging and inclusive digital learning space?
2) What digital features increase the quality of interaction enabling them to reach the desired learning outcome serving their purpose?

Relevance to Nordic educational research
This work will contribute to knowledge about redesigning digital experiences in a complex and constantly changing digital environment that encloses a complex set of interactions among brain, body, and culturally constructed world.

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Lived Experiences of People with Developmental Language Disorder

12. Inclusive Education
Cathrine Redi[1] , *Tamara Kalandadze*[1]
[1] Østfold University College

Research topic/aim
The aim of this study is to explore the experiences of people with Developmental Language Disorder (DLD), a common, but relatively unknown and invisible neurodevelopmental condition. We seek to gain knowledge on how people navigate life with DLD, as well as the educational support they receive and/or require.

The study is guided by following research question: W*hat is it like to live with DLD?*

Theoretical framework
Children with DLD struggle to acquire language without any obvious reasons. DLD affects around 7,5 % of all children, but the academic and psycho-social difficulties these children experience often remain unnoticed. Poor awareness of DLD among educational professionals is identified as a barrier to access to educational support. DLD limits the health, happiness, and success of many who live with it. DLD is also under-researched condition.

Methodological design
The preregistration of this study, including the topic guide can be found here: https://osf.io/q29us. We used a qualitative methodology and semi-structured interviews to elicit the views of 13 adults (+18) with DLD about their lived experiences. We have finalized transcribing the data. We started to analyse the data using the Interpretative Phenomenological Analysis (IPA). The software NVivo will be used to analyse the data.

Expected conclusions/findings
The preliminary findings of this study indicate that DLD has serious impact on participants' lives. Mostly there were parents who were concerned about their childrens' language development and contacted kindergartens or schools to ask for help. In most cases, the participants either did not receive any support at school or the help was not appropriate. On the question what they want future DLD research should focus on, participants stressed two topics: educational adjustments and mental health.

Relevance to Nordic educational research
This study is the first Norwegian study asking people how it is to live with DLD. According to the participants, educational provision is one of the most important topics to focus on for future research. We plan to use these findings to design a future collaborative project with Swedish DLD researchers on the issues related to education and mental health. The study has also inspired us to create a Nordic DLD research network which we are currently discussing with colleagues.

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Multiprofessional Collaboration - for whom and for what?

12. Inclusive Education
Maria Olsson[1]
[1] Dalarna university

Research topic/aim

Multiprofessional collaboration including education, social services and health care, is not a new phenomenon (e.g., Demo et al., 2021; Vainikainen, 2015; Englund, 2017). Despite ambitions of collaboration, initiatives can be carried out in different organisations without professionals' knowledge thereof (e.g., Anderson & Forkby, 2021). This paper is based on an interdisciplinary study in which a pilot project in a Swedish municipality (2018–2020) was investigated. The project's intention was primarily to prevent children in preschool and school from getting into difficulties through improved multiprofessional collaboration. The purpose of this paper is to contribute knowledge regarding professionals' expectations and perceptions of what such collaboration for supporting children 'at risk' can generate and has generated in pedagogical practice.

Theoretical framework

As theoretical framework Billig's (1991) concept of ideological dilemmas was used, i.e., overarching dilemmas in a society consisting of opposing rhetorical positions. Such dilemmas cannot be solved but they need to be addressed for example by professionals in pedagogical practices.

Methodological design

The selection av data consisted of semi-structured interviews which made it possible to examine in-depth the participants', i.e., teachers and head teachers, expectations and perceptions. The interviews were carried out at the end of the project's first and second year. Participation was voluntary and the informants could withdraw from the study at any time. The analysis was inspired by qualitative content analysis, and the concept of ideological dilemmas was used to analyse opposing logics in the participants' utterances.

Expected conclusions/findings

In the participants' rhetoric the pedagogical practice emerges as a given arena for the realization of preventive initiatives. Thus, teachers, who interacted with children in everyday practices are given a special importance, while a few of them participated in the multiprofessional teams. Furthermore, it seems difficult to identify the target group for preventive initiatives. Such initiatives were supposed to be directed to individuals, children 'at risk', but the teachers met and interacted with a collective of children consisting of individuals in varying needs. Regarding the project, teachers' responsibilities appear as vague, and resistance towards the project is formulated. Although, the opposing positions, the individual versus the collective, seem difficult to bridge, some ambitions thereof are illustrated. Teachers used a so-called tool, intended to identify children 'at risk', during conversations with all children and guardians. The tool was also used in regular pedagogical activities for all children while concerning health and learning issues in elementary school. However, an emphasis on the individual child and its private circumstances, appear, while the impact and significance of the pedagogical practice on the child's health and learning seem to be neglected. Throughout the project, opposing, overarching logics emerge, promoting all children's learning and health versus treating individuals' potential deficiencies.

Relevance to Nordic educational research

There is a general interest, as in Nordic educational research, in multiprofessional collaboration, but research on preventative initiatives is still sparse. Contributing knowledge of multiprofessional collaboration can provide a basis for further discussions of such collaboration. In this regard, questions such as for whom and for what multiprofessional collaboration is desirable, can lead to its further development.

Nordic Experiences of Inclusive and Special Education: Diverse Approaches to Social and Educational Values and Practices

12. Inclusive Education
Florian Kiuppis[1]
[1] NLA University College (Norway)

Over the last three decades, research on Nordic approaches in the context of inclusive and special education has shown an emergence of distinctive, but somewhat diverse, characteristics of Nordic educational thinking and practice. Since the World Conference on Special Needs Education held in Salamanca in 1994, theories, models and research designs conceptualised a "new thinking in special needs education" in terms of ongoing processes of inclusive orientation of both general and special educational theory and practice. As a countermovement, some cross-national studies, e.g., in connection with multi-national comparisons of student assessments worldwide, and scholarship in favour of segregated approaches to special education, have pointed to correlations between the new inclusive orientation of education and the weakening of education systems in terms of neo-liberal governance involving the focus on testable, and comparable, achievements of children and youth. The "Salamanca Process" stimulated novel meanings of imagined concepts (e.g., Special Needs Education; Inclusive Education; Special Education; General Education) and new relations, balances, as well as wills of power, particularly when discourses have reached a confusing potential of differentiation.

This Organised Symposium is going to address Nordic conceptions of inclusive and special education. In particular, the symposium will explore the potential contribution of theoretical and empirical approaches of Nordic scholarship, including academic work focusing on Nordic approaches from abroad, to the analysis of inclusive and special education. Emphasis will be made on the distinctiveness and diversity of national, regional and local experience of inclusive and special educational production of meaning, theory formation and empirically grounded social science research. The symposium is connected with a publication project that deals with nordic experience of Inclusive and Special Education (see Kiuppis 2023). The shared goal of the presenters is to craft an account of what the imagined 'Nordic' model of inclusive and special education entails and to explore ways in which this model and the practice associated with it may have relevance beyond the Nordic community.

Reference

Kiuppis, Florian (2023) Call for Papers for Special Issue The Nordic experience of inclusive and special education: distinctive and diverse approaches to social and educational values and practices, European Journal of Special Needs Education, 38:5, 731-733, DOI: 10.1080/08856257.2023.2241323

Experiences of inclusive and special education in Norway

12. Inclusive Education
Marit Mjøs[1] , *Vegard Moen*[2], *Anne Lindblom*[3, 4], *Ylva Jannok Nutti*[4]
[1] NLA University College (Norway)
[2] University of Stavanger
[3] Inland Norway University of Applied Sciences
[4] Sámi University of Applied Sciences

Since 1975, it has been a statutory principle in Norway that all pupils must receive adapted education within the framework of their local school (Haug, 2021). This is linked to long traditions and persistently strong political guidelines on inclusion as a guiding principle of education policy (Faldet et al., 2022). Nevertheless, many young people do not experience participation, belonging, or mastery and benefit following the criteria for inclusive practice. Researchers and politicians point to the lack of connection between general education and special education practice as a challenge, and there has been strong criticism of the support system which is supposed to help those who struggle in school. The municipal educational and psychological counseling service (EPS) is intended to play a central role as a support service for local competence and organizational development. Since the turn of the millennium, several national strategies have aimed to strengthen EPS and adapt their approach to collaboration with kindergartens and schools. This has primarily focused on developing the ordinary educational practice, which in turn will reduce the need for special education. When this has not produced the desired effect, more knowledge about what inhibits and/or promotes the EPS gaining such a function is required (Moen et al., 2018).

We present two projects addressing critical issues in the field of inclusive and special education. Firstly, experiences from the SUKIP project (Collaboration for the development of competence for inclusive practice) (Mjøs et al., 2023) and the prerequisites for the EPS to function as an agent of inclusion are presented. Secondly, paradigmatic disharmonies and dilemmas in special educational practices for Indigenous Sámi children and youth are presented from a unique study with ten Sámi special education teachers. Preliminary results highlight Sámi languages and culture as resources that
strengthen special educational work. Additionally, the ongoing impact of Norwegianization on special educational practices, specifically in regard to lack of teaching and mapping materials in the Sámi languages, and special education teachers who are proficient in the Sámi language of the pupil, as well as culturally and special educationally competent.
As the Norwegian legislation and EPS services apply to all children and youth in the Norwegian school system, these two presentations fit well together; the first one from a dominant paradigmatic perspective, and the second one about Indigenous and Indigenist paradigmatic perspectives (Lindblom & Jannok Nutti, 2022).

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Where are we with inclusion today in Sweden?

12. Inclusive Education
Jonas Udd[1] , *Julie Allan*[2], *Anna-Lena Andersson*[3], *Ida Andersson-Norrie*[4], *Anette Bagger*[4], *Hanna Bertilsdotter-Rosqvist*[5], *Izabela Dahl*[4], *Jimmy Engren*[4], *Stina Stina Gårlin*[6], *Josefine Karlsson*[4], *Cecilia Nakeva von Mentzer*[4], *Jonny Wåger*[4], *Helena Yourston*[4], *Sofia Österberg Wiklund*[7]
[1] University of Gothenburg
[2] University of Birmingham
[3] Mälardalen University
[4] Örebro University
[5] Södertörn University
[6] Karlstad University
[7] Umeå University

This paper displays the value of diversity in the production of meaning and theory formation on inclusion in Sweden and applies to both research

and practice. There have been many calls for transdisciplinary approaches within inclusive education, multidimensionality in the concepts used (Alexiadou & Norberg, 2017) and understandings of inclusion in the wider global context and the social relations and political power within it (Mausethagen et al., 2022). The purpose of the current paper is to display diverse perspectives and practices and demonstrate how these can add to the understanding of inclusion in Sweden.

In the Nordic school system and societies, processes of exclusion and segregation come into sharp focus as schools face new challenges through societal fragmentation and socio-political inequities in schooling. Additionally, researchers on inclusive education and Special Educational Needs Coordinators (SENCOs) must address ambiguities regarding inclusion, tensions within the school system as they engage in equitable and inclusive schooling of all children. While they do so, they contribute to transdisciplinary knowledge production about inclusion (Magnússon, 2020; Udd & Berndtsson, 2023).

The boundary work (Gieryn, 1983) performed by inclusive education researchers and SENCOs is multifaceted and situated in a complex network of overlapping finite provinces of meaning and in which different epistemologies need to be bridged (Schütz, 1962). The movement away from the Nordic model, a school for all and inclusive education exacerbates tensions in both research and practice, making the ability to work on the fringes of these fields of knowledge an important element of a more sustainable and inclusive educational school system.

We display a unique range of conceptualizations and politics on inclusion in research and practice, rather than an endless and useless – hunt for a joint definition, invoking new understandings of the concept in all its multidimensionality. We argue that inclusion can and must be fluent, changing and must always be contextualized. Through this paper, we invite teachers, stake holders and researchers to take up the opportunity to interrogate and challenge the current state of inclusion in a range of contexts.

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Still feeling inclusive? Teachers' self-efficacy and attitudes towards inclusive education in Denmark

12. Inclusive Education
Jens Sand Østergaard[1] , *Thomas Thyrring Engsig[1], Oline Pedersen[1]*
[1] University College of Northern Denmark

Historically children in Denmark have been taught either in general primary school, special educational track in general schools or schools for children with special needs. Ydesen and Andersen (2020) have argued that Denmark has a long history of pursuing comprehensive schooling with a focus on inclusivity and social justice and Engsig (2022) have argued that teachers in the Nordic countries to a certain extend have an inclusive ethos.

In 2012 a new inclusive school legislation was adopted in Denmark which sought to reform the public school system by including a greater number of children with special needs into general primary school classrooms. The aim of the reform was therefore broadly to promote inclusive teaching practices and lessen the need for segregated special education in the public school system. However, since its inception this inclusive school reform has been publicly criticized by school administrators, teachers and policymakers for not providing the necessary guidelines, resources or funding for creating a more inclusive public school system.

A central point of controversy for the inclusive school reform was therefore whether primary school teachers felt that they were able to teach and care for a greater number of children with special educational needs in the classroom. According to social cognitive theories of motivation (Bandura, 1982) this notion of teachers' self-efficacy in managing and teaching a diverse classroom is of central importance for their attitudes towards new inclusive practices (Urton, Wilbert & Hennemann 2014) and attitudes towards including students with special needs in the classroom education (Wray, Sharma & Subban 2022).
This article examines to what extent teachers' experience of self-efficacy impacts their attitudes towards inclusion for children with special educational needs in public schools. A total of 5.166 general and special needs teachers in Northern Denmark completed a questionnaire on their self-reported attitudes towards and concerns about inclusive education on the Sentiments, Attitudes and Concerns about Inclusive Education scale (SACIE) and their notion of self-efficacy on inclusive classroom management on the Teacher Efficacy for Inclusive Practice scale (TEIP). The results of this questionnaire will be analyzed using a multi-level statistical analysis on the individual, school and professional level and will be discussed in relation to the cultural, educational, and political shifts that happened in Denmark ten years after the inclusive reform to the Danish school system.

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Part-time Special Educators' Work in Finland. Towards Inclusive Education

12. Inclusive Education
Riikka Sirkko[1] , *Ninnu Kotilainen[1]*
[1] University of Oulu

Research topic/aim

Part-time special education has had an important role in supporting students' schooling and learning in compulsory schools in Finland. Due to the three-tiered support system and an increase in the number of students with support needs, the content of special education teachers' (SETs') work has changed. In two studies (Sirkko, Kotilainen & Takala, 2023; Takala, Kotilainen & Sirkko, in press.), we observed SETs' views and suggestions for improvement regarding their work description. We were also interested in who is qualified to support students in the third (special) tier of the support system and on the other hand who supports them in different tiers in practice.Theoretical framework

All Nordic countries including Finland have been committed to promoting inclusive education since the Salamanca Statement. Despite the aim,

there is often a gap between policy, ideals and the realisation of the idea of inclusion in practice. At least in Finland, a deeply rooted system-level division between basic and special education still exists.
Methodology/research design The data was collected during December 2022 and January 2023 by an electronic questionnaire advertised in four special teachers' Facebook groups. We received answers from 248 qualified special teachers. The data was analyzed by means of content analysis. Expected results/findings Three categories describing the content of special teachers' work were detected: 1) teaching and supporting students, 2) implementing support in collaboration with others and 3) developing, organizing and planning the support. In practice, class teachers, subject teachers and special teachers support students in the first two tiers (general and intensified) of the support model. Special teachers give special support alone or in collaboration with class and subject teachers. Also, special class teachers provide special support. Areas of improvement were 1) a need to limit the work assignments, 2) emphasizing an individual work approach and 3) unifying the initial education of special teachers and special class teachers. To conclude, special teachers support both students and class and subject teachers. To be able to give this support flexibly, it demands narrowing down the current work description. Special teachers are key figures in the development of inclusive schools.Relevance to Nordic educational research

Other Nordic countries seem to have similar challenges in special education teachers' work. By comparing situations in different countries, it is possible to develop each school system and promote inclusive education.

Challenging old rhetoric and practices -- To embark on an inclusive education journey in Icelandic compulsory schools

12. Inclusive Education

Hermína Gunnþórsdóttir[1] , *Anna Björk Sverrisdóttir*[2], *Bergljót Þrastardóttir*[1], *Edda Óskarsdóttir*[2], *Hanna Ragnarsdóttir*[2]

[1] University of Akureyri

[2] University of Iceland

The Icelandic education system is regarded as highly inclusive with few segregated resources for students. In this research inclusive education is understood as a democratic approach to equity where active participation of diverse students is at the forefront (Allan, 2012). Transforming practice for inclusive pedagogy is therefore a continuous task of school leaders and teachers to meet students' diversity. Teachers are the key in this task as they are the ones who, based on their beliefs and knowledge, decide, and develop the learning environment (Ainscow, 2021).

As teachers are insecure in how to implement the policy of inclusion and call for support (Gunnþórsdóttir & Aradóttir, 2021) it is important to identify inclusive practices for others to learn from. An important question is how these schools work, how they are supported and what is needed to transform the knowledge, beliefs, and practices for inclusion.

The aim of this research is to understand a multiple and complicated reality; that is, how schools work towards inclusive education practices and to generate knowledge about what characterizes successful inclusive practices in Icelandic schools regarding teaching, learning and infrastructure. Our research question is: How do exemplary schools, as regards inclusive education, organize their practice to meet the diversity of students' needs and take account of their voices, and to what extent are their arrangements in accordance with inclusive pedagogy? Data was collected by focus and individual interviews in two Icelandic compulsory schools (age 6-15 years). Altogether, we conducted 21 interviews, with school administrators, teachers, other professionals, and support staff. Thematic analysis (Braun & Clarke, 2006) was used to analyse the data.

Preliminary findings show that there is a difference among the schools on how the term inclusion is used in the teachers' and staff dialogue. Common descriptor between the schools is the emphasis on collaboration, team teaching and creating a learning community. Findings also indicate a difference in teachers' narratives of their inclusive practices as more fluidity was evident when it came to concepts related to the inclusion literature applied in discussion in one of the two schools. Furthermore, the findings reveal the importance of the role of school leaders in creating and sustaining inclusive practices and cultures in the schools. The inclusive pedagogy generated in the schools is exemplified by the notion that teaching and learning is planned for all pupils.

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Nordic Research on school absence in primary schools: A meta-epistemological analysis (nor)

12. Inclusive Education

Esben Søndergaard Olesen[1] , *Ingrid Fylling*[1]

[1] Nord University

Research topic/aim

In this paper we present a meta-epistemologic analysis of Nordic research on extensive school absence in primary school. School absence at the primary level education is regarded a growing problem by politicians, administrators and researchers internationally (Kearney & Gonzálvez, 2022), as well as in the Nordic countries (Brochmann & Madsen, 2022; Friberg et al., 2022; Havik, 2016; Kjeøy & Lysvik, 2023). School absence is a complex problem that can affect children in multiple areas; extensive absence from educational institutions is associated with poor academic development (Carroll, 2010), an increased risk of upper secondary school dropout (Fallis & Opotow, 2003; Maynard et al., 2017) and unstable attachment to labor market (Vaughn et al., 2013). Hence, there is a great need for more research and effective measures in this field.

However, Kjeøy & Ravn Lysvik (2023) claims that the terms used in Nordic research on school absence differ considerably, and that there does not seem to be any consensus on them. The most common distinction is between the concepts 'school refusal' and 'truancy', but in addition to those there is a wide range of concepts used in research to describe and explore extensive school absence among children and young people. The authors argue that the great variation in conceptualization in research on school absence complicates summarization of results, as well as developing general advice on effective measures. Research concepts entails imbedded constructions and understandings of the phenomenon they are used to analyse.

Theoretical framework

Aiming to explore this variation in research concepts in this paper, we make use of elements from a review method such as Juritzen and his co-authors describes as meta-epistemology (Juritzen, Juritzen, Soberg, Røe, Saebu, Engen, Bliksvaer & Engebretsen, 2017). The aim of applying a meta-epistemological approach is to analyse the knowledge *production* process in research literature rather than analyzing the knowledge *content*. Thereby we focus on how knowledge about school absenteeism is produced, rather than research results. This perspective also implies an analysis of how the knowledge production is positioned according to certain methodological and theoretical assumptions.

Methodological design

Methods: The aim of the literature search was to find peer-reviewed publications exploring school absence in elementary schools in a Nordic context. The literature search was carried out in five steps (Creswell, 2014): 1) Identifying key terms, 2) searching up a selection of literature, 3) reading and checking the relevance of the literature (screening), 4) organizing and further analyzing the final selection of literature, 5) systematizing findings and writing the meta-epistemological review itself. We ended up with 38 publications that met the inclusion criterias.

Expected conclusions/findings

Preliminary findings: There is an epistemological distinction in Nordic research on school absenteeism, between research that lays down a causal approach and develops designs where the research will generate knowledge about certain individual and/or familiy/school-related causes of school absence, and research that explores school absence as a contextual and relational phenomenon. This distinction contains many nuances, which we present and elaborate in the paper.

Relevance to Nordic educational research

The paper addresses Nordic research on School absence in primary schools

Participation and inclusion in reciprocal peer tutoring. What happens when students switch roles? (dan)

12. Inclusive Education
Stine Thygesen[1]
[1] Teacher Education, University College Copenhagen

Research topic/aim

This paper investigates how a 13-week intervention called SYKL, which used systematized reciprocal peer tutoring in math and Danish in the fourth grade, affected student participation and socio-academic inclusion. In SYKL students are specifically taught how to help each other and engage in academic conversations when working in pairs. SYKL is intended for students in the mainstream classroom, including children with various difficulties. Teachers match students in pairs while considering the resources and preferences of their students. When working together in pairs, students alternate taking turns in the role of *tutor* and *tutee* in dialogue A and B respectively.

International research shows that peer tutoring supports inclusive learning environments and creates participation opportunities for many students (Thurston et al. 2020). Previous research in SYKL also shows that student engagement increases and that students are on task most of the time (Schmidt & Thygesen 2022). However, it is remarkable how dynamics and participation can sometimes change when the students switch roles within the SYKL-lesson. The aim of this paper is to investigate student's changing participation patterns and explore the processes of inclusion and exclusion:

1. Which participation patterns characterize dialogue A and B respectively when students work in pairs in SYKL?
2. What is important for students' participation, and how can teachers support this?

Theoretical framework

The analysis is based on theory of inclusion (Allan 2008) and participation (Wenger 2004). When students learn together social and academic conversational actions are constantly intertwined. Therefore, the analysis focuses on student's *socio-academic* participation patterns (Schmidt 2015).

Methodological design

Data consists of 24 lessons with video observations collected in 4 classes (out of 19). The analysis focuses on the students' social and academic conversational actions and how these conversational actions are related to inclusion and exclusion.

Expected conclusions/findings

The analysis provides detailed knowledge about students' various prerequisites for participating in reciprocal peer tutoring. The paper concludes by suggesting how teachers can support peer tutoring didactically and pedagogically, e.g., through meta-conversations about the role of tutor and tutee and by designing tasks with scaffolding hints.

Relevance to Nordic educational research

By focusing on the diversity of learners and how peer tutoring can lead to maximizing the participation of all children, the paper contributes to the field of inclusive education and to the improvement of inclusive practices in Nordic schools.

Rather segregated than included? - Students experiences of special education

12. Inclusive Education

Marjatta Takala[1] , *Marjut Kokko*[2]

[1] University of Oulu, Finland

[2] City of Oulu

Research topic/aim

The aim of this research is to study experiences of students who study now or who have studied in special education settings, at special schools or special classes.

Theoretical framework

We mirror the experiences against inclusive education (Booth & Ainscow, 2016) and the three levels of politics of belonging namely: social-locations level, identifications and emotional attachment level and ethical and political values level. We discuss categories, being normal, identifying myself and what kind of boundaries exist. (see Yuval-Davies, 2011)

Methodological design

The first phase of this research has been executed via interviews in various cities in Finland. Together 28 pupils from grades 8. and 9. and 16 young people, who had started professional education after special education have been interviewed. Interviews lasted from 10 minutes to 30 minutes. Most interviews were done at the institute where the person was studying.

The data is responses to interviewer's questions enlarging sometimes to a conversation. The data will be treated as narratives and is analyzed in a common process with theory, previous research, and our own understanding. (Riessman, 2008) We are looking for the produced meanings and descriptions of special education, school and the young students' personal life. Dimensions of inclusion as well as levels of politics of belonging are discussed. While all young people participating have been in special education, we present the results as a many-voiced discussion of the topic and also a bit outside it. To protect the young participants, we do not identify them by any names or type or location of the school.

Expected conclusions/findings

According to the results special education was experienced mostly positively. More than half of the participants had experience of being also in general education, so they could compare these environments. The main strength of special education seemed to be the special educator, peaceful and clear teaching and quickly received help. The main weakness was lack of social relationships leading to feelings of loneliness. To socialize with peers who lived far away was not often possible face to face. Own small group created feelings of belonging, but many struggled with their identity: where do I belong and want to belong. Everyone had experienced bullying, especially in mainstream education. Possibilities having access to suitable special education varied in different locations in Finland and remained of the importance of politics of education.

Relevance to Nordic educational research

Similar types of research needs to be done in other Nordic countries to receive information how is special education experienced elsewhere. In addition, common definition of special education in these countries would be important to include in the study to increase common understanding.

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Reframing the Concept of Inclusive Education (swe)

12. Inclusive Education
Emil Bernmalm[1]
[1] Lunds universitet

Research topic/aim
This paper explores the everyday school experiences of students with severe physical disabilities in upper secondary education in Sweden. At the core of these experiences resides the practice of switching between two contrary modes of education. Within the inclusive mode, students attend the regular system of upper secondary education, while in the exclusive mode, they attend special education exclusive to students with severe physical disabilities. Three ways of framing regular and special education based on the lived experiences of students with severe physical disabilities are accounted for.

Theoretical framework
The study draws from a wide range of theoretical perspectives. Combining analytical tools from social psychology, like the concepts of framing and interaction order (Fine 2012), with normative theories from the field of ethics, such as radical difference (Todd 2011) and ethical responsibility (Namli 2009), the study develops a critical bottom-up perspective to explore challenges and possibilities within the framework of inclusive education (Ainscow, Slee, and Best 2019; Göransson and Nilholm 2014).

Methodological design
The study draws from 20 in-depth interviews and survey data collected from the four schools with national admission targeting students with severe physical disabilities in Sweden. Inspired by the idea of abduction (Timmermans and Tavory 2012), I strive to embrace both the explorative process of inductive analysis and the explanatory form of deductive analysis. The first stage of the process entails deepening the theoretical knowledge about the phenomenon under study. The second phase proceeds with the inductive coding and familiarisation with the collected data. The third phase of analysis aims to generate novel theoretical insights by oscillating between the inductive coding process and deepening the theoretical perspectives on the process of inclusive education.

Expected conclusions/findings
The students' framing of everyday life in upper secondary education exposes inherent dichotomizing elements of the concept and policies of inclusive education, forcing students into predefined positions of exclusion. These positions are made explicit within the paper by theorizing the student's experiences of regular education as responses to stigmatization. Against this backdrop, I propose a circular conceptualization of inclusion, offering a more valid (from the student's perspective) way of understanding the processes and dilemmas of inclusion as accounted for by the students in this paper.

Relevance to Nordic educational research
I understand inclusive education as an ongoing and open-ended process engaging many different stakeholders. The call for inclusion affects teachers, headmasters, students, parents, and the very structure of educational systems. The relevance of this paper resides in its attempt to give voice to a group of students explicitly targeted by inclusive policies, thus offering transmission opportunities between primary stakeholders (the students) and scholars in the field.

SENCOs: Standard Bearers for Inclusion – Working on the Fringes and Bridging the Gaps in Professional Networks

12. Inclusive Education
Jonas Udd[1, 2, 3]
[1] University of Gothenburg
[2] Faculty of Education
[3] Department of Education and Special Education

Research topic/aim

Special Educational Needs Coordinators (SENCOs) are central to the work of enacting inclusion in practice in Swedish schools (Göransson et al., 2015; Klang et al., 2017; Lindqvist et al., 2016). To enact inclusion in practice SENCOs work in complex professional networks which sets high demands on their relational competence (Aspelin et al., 2021; Göransson et al., 2019; Udd & Berndtsson, 2023). Concurrently, there seem to be an increase in special educational needs provisions in general education which possibly creates tensions in these networks and challenges for SENCOs to enact inclusion in practice (Giota et al., 2022; Göransson et al., 2020).

Aim and Research Questions Thus, the aim of this paper is to examine nine SENCOs' lived experiences of working in professional networks to enact inclusion in practice in Swedish upper secondary school. A further aim is to try to understand if and how accelerating use of special educational needs provisions might intertwine with, and challenge, SENCOs work to enact inclusion in practice. Accordingly, the research questions are:

- What are the SENCOs lived experiences of working in professional networks to enact inclusion in practice?
- What are the SENCOs lived experiences of dealing with tensions in their professional networks when working to enact inclusion in practice?

Theoretical framework

The study utilizes a lifeworld phenomenological approach (Bengtsson, 2013) and the analysis is hermeneutical (Gadamer, 2013; Gilje, 2020). The study aims to incorporate a lifeworld phenomenological interpretation of the concept of *boundary work* (Gieryn, 1983) framed by using Schütz' (1962) *finite provinces of meaning* in the analysis.

Methodological design

The empirical material for the study was generated through digital semi-structured lifeworld interviews (Kvale et al., 2014) and open-ended diaries (Wildemuth, 2017) during the spring term of 2021. The participants were nine SENCOs in Swedish upper secondary school, selected through purposive sampling to create a heterogenous group of participants (Patton, 2015). The participants were interviewed three times each and wrote diary-notations on two occasions interspaced the interviews. The empirical material consists of 26 h and 25 min of interviews and 61 pages of diary notations.

Expected conclusions/findings

Preliminary results in the study suggests that the boundary work (Gieryn, 1983) performed by SENCOs is multifaceted and situated in a complex network of finite provinces of meaning (Schütz, 1962) in which and betwixt the SENCOs move daily. The SENCOs continuously bridges the gaps between and within these networks to enact inclusion in practice. In addition, the increase in special educational needs provisions in general education possibly exacerbates tensions in school – making SENCOs ability to work on the fringes of their professional networks, bridging the gaps, an important aspect of their professional proficiency and, possibly, also aids schools' ability to create inclusive provisions.

Relevance to Nordic educational research

To better understand how SENCOs work to enact inclusion in practice in a Swedish context can hopefully add knowledge and perspective to the ongoing conversation on inclusion and the professionals charged with the mission of leading and/or coordinating inclusive education in the Nordic countries, e.g, Cameron et al. (2018); Engsig and Johnstone (2015); Sundqvist and Hannås (2021); Tuomainen et al. (2012).

Students with high abilities in Inclusive Education: A Scoping Review on Teachers' Differentiated Instruction Practices (swe)

12. Inclusive Education

Fredrik Ardenlid[1] , *Johanna Lundqvist*[1], *Louise Sund*[1]

[1] Mälardalen University

Research topic/aim

The aim of this scoping review is to identify and synthesise empirical research conducted in inclusive compulsory school classrooms that incorporates teachers' implementations of differentiated instruction. It is also to gain an understanding of the characteristics of these instruction practices when involving students with high abilities.

Theoretical framework

The review is part of a PhD project where the theoretical framework includes sociocultural theory on learning and development, with an emphasis on the Zone of Proximal Development (Vygotsky, 1978). This zone is defined as the space between what a student can learn on their own or with socially interactive support from a teacher or a peer, thus enabling students with high abilities to further develop and reach their full potential. Additionally, the theoretical framework includes a relational perspective to understand the causes of difficulties and problems at school (Ahlberg, 2015) that may exist for students with high abilities.

Methodological design

A scoping review of 22 peer-reviewed research articles was conducted. The study followed a literature review outline (Mak & Thomas, 2022) and also included a thematic analysis in order to identify patterns in the data, in other words, what characterises teachers' differentiated instruction practices.

Expected conclusions/findings

The review identified 11 themes that reflect the characteristics of differentiated instruction practices in inclusive compulsory school classrooms involving students with high abilities. The following themes emerged from the analysis of the data: (1) A common overall goal together with individual goals; (2) An ongoing formative assessment and elements of summative assessment; (3) Provision of appropriate and meaningful tasks for all students; (4) Provision of various learning activities and resources; (5) Utilisation of digital technologies; (6) Authentic content and generalisability; (7) Enrichments and adjusted pace; (8) Student autonomy and choices; (9) Different question strategies; (10) A variety of grouping strategies; and (11) Nurturing a positive classroom environment and climate. The preliminary review result encompasses instances where teachers differentiate instruction to create more inclusive classrooms, demonstrating its feasibility despite the challenges identified in previous research.

Relevance to Nordic educational research

The PhD project is related to the GiftED doctoral programme and is relevant to Nordic educational research. It is also relevant to head teachers and teachers, teacher educators and teacher students, and those interested in giftedness, high abilities, differentiated instruction, and inclusive education.

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Support for learning in mainstream schools in Finland – students' views

12. Inclusive Education
Ninnu Kotilainen[1]
[1] University of Oulu

Research topic/aim

Finland, like other Nordic countries, is committed to inclusive education and strives to educate all students in general education classes. Subject teachers and special education teachers (SETs) are responsible for the support in mainstream classes. The aim of this research is to explore students' descriptions of the support received in mainstream education in lower (ages 13-15) and upper (ages 16-18) secondary school. Our research questions are: 1) What is support in lower and upper secondary school in Finland according to students who have received support? 2) How would these students develop the support?

Theoretical framework

In upper secondary school, students' right to special education was first mentioned in the renewed legislation in 2018, which obliged all upper secondary schools to offer SET services for their students. In lower secondary school, the support system was reformed in 2011, when a three-tiered support model changed the way support was delivered, altered SETs' work description and made subject teachers more responsible for supporting all students. In this research, we compare students' descriptions of the support with the few guidelines given in the national curricula and legislation.

Methodological design

In 2023, eleven upper secondary schools in Helsinki region sent their students a link to our e-questionnaire. The questionnaire consisted of both open and closed questions. In total, 40 students who had received support answered the questionnaire. The data was analysed by means of qualitative content analysis.

Expected conclusions/findings

The reasons for receiving support ranged from missing study techniques or difficulties in learning or concentrating to mental health issues. Almost all students experienced receiving support as a positive thing. The support differed between lower and upper secondary school. In lower secondary, the support meant studying the same content as in the mainstream group but with some adaptations. The SET had learned to know the students and was able to individualize the teaching and proceed at a suitable pace. In upper secondary, the students met the SET outside their schedule and often individually. The SET supported them by providing different learning strategies or by giving them tips on how to manage stress or time. In upper secondary, students felt they could influence the support they were given, as they usually asked for it themselves. The respondents had suggestions for improving the support regarding themes of availability, information and practices. It seems that the guidelines in the legislation and national curricula, especially concerning the availability of the support, are not always met.

Relevance to Nordic educational research

The Nordic countries have adopted different approaches to inclusive values and special education. Norway and Denmark rely on all teachers' ability to teach all students, whereas Finland and Sweden have two different special education professions. The different approaches to support for learning are worth studying in order to develop each system with both practically oriented and research-based knowledge. Students' views are rarely heard in research but should be asked and valued when developing inclusive schools.

Teacher Ratings of Strengths and Difficulties for Siblings of Children with Chronic Disorders

12. Inclusive Education

Caitlin Prentice[1] , *Susanne Wehrli*[2]*, Stian Orm*[1, 3]*, Matteo Botta*[1]*, Torun Vatne*[1, 4]*, Trude Fredriksen*[1, 3]*, Solveig Kirchhofer*[1, 5]*, Krister Fjermestad*[1, 4]

[1] University of Oslo, Oslo, Norway

[2] University of Zurich, Zurich, Switzerland

[3] Innlandet Hospital Trust, Norway

[4] Frambu Competence Centre for Rare Disorders, Siggerud, Norway

[5] Nic Waals Institutt, Lovisenberg Hospital, Oslo, Norway

Research topic/aim

The educational inclusion of children with chronic disorders – such as developmental and physical disabilities – is a well-studied area, but the siblings of such children are less studied, particularly in relation to their educational experiences and outcomes. Studies of siblings of children with chronic disorders (herein "siblings") tend to utilise mainly parent and self-ratings on measures of psychosocial well-being (Hayden et al., 2019), which offers limited insight into the functioning of siblings within a school environment. The present study aims to address this gap by examining:

- Teacher ratings for siblings on the Strengths and Difficulties Questionnaire (SDQ)
- Agreement/discrepancies between teacher, parent, and sibling ratings on the SDQ

Theoretical framework

The study employs an ecological model (Bronfenbrenner, 1979) to better understand factors that shape siblings' well-being at the individual, family, and societal systems level.

Methodological design

The study uses baseline SDQ scores (n=127) from the SIBS-RCT, which evaluates a therapeutic intervention programme for siblings of children with chronic disorders (Fjermestad et al., 2020). Means and standard deviations of teacher and parent scores were calculated for total difficulties and each of the five SDQ subscales. Total scores were compared with population norms using paired sample t-tests. Agreement between teacher and parent ratings and factors associated with disagreement – such as gender and age of the sibling, impact of the diagnosis of the child with the chronic disorder – will be tested using latent profile analysis.

Expected conclusions/findings

Overall, teachers reported fewer problems across SDQ subscales than parents. While teacher scores were mainly consistent with population norms, parents identified a number of higher than norm internalising and externalising problems for siblings. Both teachers and parents highlighted prosocial strengths of siblings. Discrepancies between teacher and parent SDQ scores were larger for internalising problems; additional analyses on agreement / discrepancy are forthcoming.

Relevance to Nordic educational research

Results of the study provide a novel insight into the well-being of siblings of children with chronic disorders and how their strengths and difficulties may be enacted – and therefore supported, if necessary – in a school environment. Additionally, the study contributes to the literature on factors associated with agreement / disagreement between raters, providing data from a unique sample of children.

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The mathematics is MInE: A Teaching Model for Inclusion and Equity

12. Inclusive Education
Helena Roos[1] , *Anette Bagger*[2]
[1] Malmö universitet
[2] Högskolan Dalarna

Research topic/aim
The mathematics is MInE project contributes with knowledge on how inclusion and equity is conditioned and can be facilitated in mathematics classrooms by proposing a model developed in collaboration with teachers. Scholars increasingly points out structural disadvantages for learners in mathematics (e.g., Gutierrez, 2022).

Theoretical framework
We draw on Ainscows (2020) framework for inclusion and equity and advocate the Inclusive Inquiry Approach (IIA) for exploring ethical dilemmas embedded in moments of inclusion and equity (Messiou & Ainscow, 2020) in relation to teachers' professional judgement.

Methodological design
Two primary schools with different socio-economic settings have participated in a series of workshops. The following reflections guided the workshops: *reflections on teaching, learning from difference* and *development of teaching practices* (Messiou & Ainscow, 2020).

Expected conclusions/findings
The mathematics is MInE model works as a mapping tool for mathematics teaching which facilitate inclusive and equitable mathematics education. The model is multi-faceted and contain four intertwined *core* elements.

The Core elements are *Inclusion* (diversified classroom; individually tailored teaching; visions and values), *Equity* (adapting materials and teaching; routines and restrictions; teachers' opportunities and capacity), *Ethical dilemmas* (managing diversity; allocating resources; clashing values, and *Professional judgement* at work (dispensing justice; ensuring fairness; embracing diversity).

To facilitate inclusion and equity, all core elements need to be present. The ethical reflections and capacity building of teachers' professional judgment is highly lived and situational. Hence, the projects novel approach of valuing diversity in terms of teacher's professional judgements targets the manifestation of overarching societal principles of (in)equity. Through this mathematics education can become accessible to all students, and level structural disadvantage.

Relevance to Nordic educational research
Equity and inclusion are challenged in the Nordic school systems (Frønes et al. 2020) of which Sweden has one of the most segregated school systems (Skolverket, 2022). This segregation is especially clear in mathematics as it has been shown that exclusion and inequity of mathematics education is counting students out (see Swedish National Agency for Education, 2022). Through this, overarching societal principles of (in)equity manifests in the lived classroom and in the teacher's professional judgment (Ainscow, 2020).

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The work of special education teachers in secondary and upper secondary schools in Finland

12. Inclusive Education
Riikka Sirkko[1] , *Ninnu Kotilainen[1], Marjatta Takala[1]*
[1] Univeristy of Oulu

Research topic/aim
In lower and upper secondary schools in Finland, special educators work on the interface of general special education by supporting students' schooling and learning in collaboration with other stakeholders. Both in Finland and internationally concern about the over-expansion of the job description of special education teachers have been raised.

Theoretical framework
All Northern countries as well as Finland have been committed to promoting inclusive education since the Salamanca Statement. Despite the aim, there is often a gap between policy, ideals and the realisation of the idea of inclusion in practice. A deeply rooted system-level division between basic and special education still exists. Finland has a long tradition of special education in comprehensive schools, but also upper secondary school students have been entitled to special education by law since 2018 (Act on General Upper Secondary Education, 2018). Previously special education teachers have been available in some upper secondary schools, but schools have not been obligated to offer special education for upper secondary students. One way to respond to students' support needs is part-time special education provided by special education teachers at all school levels.

Methodological design
In this research, we focus on secondary school special education teachers' work in lower and upper secondary schools and ask 1) What should be the main objective of Finnish special educators' work in a school striving for inclusion? and 2) How do special teachers describe the relationship between general and special education in their work description?   Our data consist of 106 special education teachers' responses to an e-questionnaire which was open in Finnish special education teachers' Facebook groups from December 2022 to January 2023. The questionnaire involved both open and closed questions. The data was analysed using qualitative content analysis.

Expected conclusions/findings
Preliminary results show that special education teachers' main target in secondary school is to support students learning and schooling and promote inclusive education. However, in upper secondary schools, special education teachers nearly always work in segregative settings, most often meeting students individually. At both school levels special education teachers want to support students by giving individual education and rehabilitative teaching by using interventions. The target of teaching and interventions was to support students' learning in their own classes. Co-teaching seemed to be a common way to support both students but also subject teachers in their work in secondary school. In secondary school, the line between special education and general education seemed to lower and special education teachers considered it important to work together with the other teachers. The differences between special education in secondary and upper secondary schools have been discussed in the light of inclusive education.

Relevance to Nordic educational research
Other Nordic countries seem to have the same kinds of challenges in special education teachers' work. By comparing situations in different countries, it is possible to develop school systems in all these countries and promote inclusive education.

VET teachers' experiences of working with students in need of special support before and during workplace-based learning

12. Inclusive Education

My Olofsson[1]

[1] Linköping University, Department of Behavioural Sciences and Learning

Research topic/aim

In Sweden, all students have the right to the same support during workplace-based learning as they have in school. Although there are some difficulties when it comes to designing a functional support for students during workplace-based learning (Swedish National Agency for Education, 2014; Swedish National Agency for Education, 2018.). The students' own experiences of the support they receive during workplace-based learning is an area that has not yet been highlighted in Sweden. Neither have the experiences of VET teachers working with these students in relation to workplace-based learning been researched. VET teachers play a central and important role in a well-functioning collaboration between school and working life, which has a major impact on the quality of vocational education and training (Cedefop, 2016). The aim of this upcoming project is to contribute with knowledge on how VET teachers' experience the work with students in need of support before and during workplace-based learning in Swedish upper secondary vocational education and training. Furthermore, in order to contribute to a wider understanding, the purpose is also to highlight experiences from VET students who are in need of special support.

Theoretical framework

In this project, Biesta's three domains of education will be applied as this theoretical framework enables the visibility of how VET teachers experience the work with a focus on qualifications, socialization, and subjectification. In order to examine how teachers discuss their students, special educational perspectives will also be employed. These include the compensatory, the critical, and the dilemma perspective.

Methodological design

A qualitative approach with semi structured interviews will be used with both VET teachers and VET students in Swedish upper secondary vocational education and training. The criteria for the selection are students who are in need of support in one or more of their vocational subjects and VET teachers with experience of working with students in need of special support in relation to the workplace-based learning. To analyze the empirical data, a thematic analysis will be conducted.

Expected conclusions/findings

Expected outcomes are findings on how VET teachers are working with students in need of support before and during workplace-based learning. VET students' views on support will be noticed later on in order to be able to make a comparison between VET students' and VET teachers' experiences. Hopefully, the final results will be able to make visible strengths and weaknesses in the work with support. The hope is to provide knowledge to Swedish upper secondary schools so that work with students in need of support in relation to workplace-based learning can be enhanced.

Relevance to Nordic educational research

In Sweden, students enrolled in upper secondary vocational programs are required to complete a minimum of 15 weeks of workplace-based learning and should be prepared for employment upon graduation. However, it is important to address the situation of students who encounter challenges in fulfilling this requirement. Understanding how their educational experience compares to that of their peers who do not face such difficulties is essential.

Views of children on the autism spectrum on successful interactions with classmates in inclusive classrooms

12. Inclusive Education

Kaisa Pihlainen[1] , *Anniina Kämäräinen*[1], *Calkin Suero Montero*[1, 2], *Eija Kärnä*[1]

[1] University of Eastern Finland

[2] Mälardalen University

Research topic/aim

Autism is perceived as a neurodevelopmental condition that portraits challenges in social interaction and communication. Social interaction and communication enable children to participate in inclusive education as well as embracing friendships. However, research has shown that children on the AS have difficulties implementing successful strategies for these actions. Even though many studies focus on interaction of children on the autism spectrum, their views are less researched. In this study, peer interaction of children on the autism spectrum and their classmates is studied from the viewpoint of children on the autism spectrum.

Theoretical framework

The research is based on a cooperation type of social interdependence theory (Johnson & Johnson 2002, 2015) where students can achieve the task requirements only if the other students in the group achieve them as well.

Methodological design

The data was drawn from the PEICAS research project that focused on peer interactions involving children on the autism spectrum in inclusive classrooms, funded by the Academy of Finland. Views of six children (11-12 years old boys) were used as research data. Children participated in video-stimulated accounts (VSA) sessions where they watched their own small group activities first with the researcher and later with two other neurotypical students from the same small group of three students. Each individual VSA session lasted about 10-15 minutes and group VSA sessions 20-30 minutes. Children´s views were analyzed using qualitative content analysis.

Expected conclusions/findings

Results show that children on the autism spectrum described group composition, group activities and task characteristics to influence successful interactions with classmates. Interaction was successful when the tasks were accomplished, and students enjoyed collaboration. The results are in line with the earlier studies and strengthen the participatory research with children on the autism spectrum.

Relevance to Nordic educational research

The results can be used to develop inclusive education in the Nordic countries and wider.

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When Professional Collaboration Cultivates Students' Socio-Academic Communities via Peer Tutoring

12. Inclusive Education
Maria Christina Secher Schmidt [1]
[1] Institut for Læreruddannelse, Københavns Professionsuddannelse

Research topic/aim

Over the last 15 years, several advisers have been employed in Danish public schools. For example, inclusion consultants which must take care of students who do not thrive in school. At the same time, special learning programs have been created for students who do not quickly grasp the academic concepts, particularly in reading and mathematics. Unfortunately, the academic and social interventions have not been integrated (Schmidt et al., 2018). However, when examining school's practices, it is characteristic of student's participation that the academic constantly intertwines with social contexts and meanings (Schmidt, 2015).

Research indicates that the current collaboration among professionals often contributes to maintaining existing partial practices, hindering the development of a more inclusive school (Schmidt et al., 2021). The various partial practices in schools are often treated as separate and relatively independent from each other, each with its own logic of practice (e.g., teaching practice, guidance practice, and meeting practice). Furthermore, research shows that when professionals hold meetings to discuss their concerns about students, in 80% of cases, the focus is on the student as the problem, and only in 6% of cases, the issue is attributed to didactics (Schmidt et al., 2021).

This suggest that interventions need to be developed to encourage professionals to collaborate in changing their teaching practices. Systematized Reciprocal Peer Tutoring "SYKL" can be one way to foster professional collaboration, not only in meetings but also didactically in and around the classroom. In Danish, Systematized Reciprocal Peer Tutoring is SYstematiseret KLassekammerathjælp, hence the acronym SYKL.

Theoretical framework

The starting point is theory of inclusion (Allan, 2008; Booth, 2011), dialogic teaching, and peer tutoring (Alexsander, 2020; Thurston et al., 2020), as well as theory on professional collaboration (Friend, 2007; Hansen, 2019).

Methodological design

The two-year intervention project involved 78 professionals (teachers, consultants, and leaders) who received training on the didactic approach of SYKL, which is based on same-age Systematized Reciprocal Peer Tutoring. The paper is constructed on the following data: 24 lessons of video observations of SYKL in Mathematics and Danish (L1) in 4th grade, 14 interviews with students, teachers, counselors, and school leaders, and four audio recordings of meetings where professionals had a didactic discussion about SYKL.

Expected conclusions/findings

The findings suggest that SYKL can help bring different professional expertise into play because the intervention focuses on both the academic and social development of students. When professionals systematically observe both academic and social interactions, their meetings can become focused on developing teaching to provide more opportunities for participation for a greater number of students. Simultaneously, counselors and teachers with different expertise can find a common focus, making teaching a shared responsibility.

Relevance to Nordic educational research

A substantial contribution is made to the field of inclusion regarding how professionals in the Nordic school system can collaborate on inclusive initiatives such as Systematized Reciprocal Peer Tutoring (SYKL).

Why and how drawing can be used to support more inclusive literacy practices

12. Inclusive Education
Jane Catlin[1]
[1] University of Strathclyde, Glasgow, Scotland

Research topic/aim

To understand
-the value of drawing as a tool for learning
-the affordances of drawing for learners who struggling with literacy

My research is motivated by a concern that drawing is underutilised and undervalued as a pedagogical tool for learning and literacy. One of the barriers might be that drawing is too often considered to be as the preserve of a talented or innately gifted few. Reframing drawing as an accessible and versatile practice that can transgress all subject boundaries could offer teachers creative ways develop more inclusive literacy practices.

Theoretical framework

Multimodal Theory (Kress, 2001) offers a critique of the dominance of speech or writing in western schooling systems. This theory suggests that human communication is a complex interplay between different sign systems such as gesture/speech/images/written words/sounds. This theory offers a way for educators to rethink children's literacy practices as being a kaleidoscope of modes interplaying across and between each other. A key principle of multimodality is the idea that each mode is always of equal value, including drawing. I argue that drawing has a significant role in childrens' developing literacy and that teachers need validate and give time and space for children's natural drawing inclinations.

In addition, there is a welcome, global shift towards more inclusive and socially just pedagogies. Using arts-based practcies opens up novel and creative ways for supporting all learners and acknowldeging diverse ways of being, doing, and thinking in the world.

Methodological design

Interviews with 4 Scottish Primary Teachers

3 phase process

Phase 1- Interview 1- teachers own educational experiences of drawing and art practcies in school and ITE

Phase 2- Individual professional log of pedagogical uses of drawing in all curricular areas over a 5 day period

Phase 3-Follow up interview reflections on classroom observations of how and why drawing was used by both children and teachers.

Expected conclusions/findings

Findings
-drawing was present across all subject areas
-teachers lacked confidence in their own drawing. This was due to an over emphasis on Eurocentric and naturalistic interpretations of what good drawing looks like. However, this supposed lack of expertise also created a democratice relationship because children were often more confident in this space than teachers i.e. less inhibited and less self conscious than adults. It was noted that children, who were identified by their teachers as reluctant writers, would often be very accomplished and assured in their drawing. Indeed the knew how to use it as an effective communicative tool.
-teachers had no ITE or professional development about children's drawing. There appears to be a significant gap in teacher's conceptual understanding of this important and naturally occuring phenomenon of children's development. Offering CLPL opportunites to explore drawing as a tool for learning could go some way to supporting more inclusive pedagogies.

Relevance to Nordic educational research

This research is for all educators. A better understanding of drawing allows teachers to consider children's 100 languages (Malaguzzi) and how they might better utilise children's natural creativity for more inclusive leering.

Why is it difficult to walk-the-talk on inclusive education? (swe)

12. Inclusive Education
Christina Johnsson[1]
[1] Malmö universitet

Research topic/aim
In this paper it is discussed why it seems to be difficult to walk-the-talk and make inclusion reality in educational practice. The aim is to identify the obstacles in the organizational structures, support functions and attitudes by help of a qualitative study of a number of academic scholars at a Swedish university.

Theoretical framework
Academic scholars/teachers are compelled to adjust certain aspects of their teaching in accordance with legislation on discrimination in higher education. This is true in many countries in the world where the change within the student cohorts have affected education for centuries, not the least in relation to students with accessibility needs (Gould & Parker Harris, 2019; Hadjikakou & Hartas, 2008; Morgado et al, 2016; Veitch, 2018; Moriña, 2020). In the case of Sweden, the prohibition against discrimination in higher education is primarily regulated in the Act (2008:567) on Discrimination (AD). In this law certain behaviors on behalf of academic teachers are forbidden and other activities considered as unlawful omissions. Still, and even though, as it is argued in this paper, the legislation points at inclusive education, an internation inquiry into Malmö University compliance with the laws (Active measures, 2021) shows a lack of implementation due to little or no knowledge, ability, and/or support or even a conscous resistance due to ideas with an ableist connotation. This is in line with international research, showing that the reality is that the legal demands often are, if known, perceived as burdensome and "brings up feelings of uncertainty, confusion, annoyance, and even anger" (Tobin & Behling, 2018, p. 4).

Methodological design
In this cross-disciplinary paper in legal and educational science, the author give account for and analyze a qualitative study on how academic scholars apprehend working with accommodation and support to students with accessibility needs.

Expected conclusions/findings
The findings show that university teachers lack time, knowledge, support structures to comply with legisaltive requirements on inclusion. The study shows that they all battle with a conflict between upholding academic quality in courses versus accommodation and support to students with accessibility needs. They do not know where to find relevant knowledge and support for balancing between these two values, and find little or no incentive from the organization to tilt it towards inclusive measures.

Relevance to Nordic educational research
This is a cross-disciplinary study combining teaching and learning in higher education and legal science, showing 1. The legal implications on higher education from the point of view of inclusive education; 2 What needs to be done in terms of educational design and institutional support structures for inclusion to become reality; and 3. What seem to be general obstacles to inclusive education in all forms of educational institutions, not limited to universities as such.

13. ICT & Education

Navigating digital transformation: Understanding and addressing learning needs in organizational contexts.

13. ICT & Education
Linus Ellström[1]
[1] Gävle University

Research topic/aim

New approaches are essential for integrating learning in various settings, especially with ongoing digitalization. Investigating designs for learning in non-school environments and the use of digital technologies can provide valuable insights.

This research aims to explore prerequisites of learning for organizations and enterprises involved in processes of digital transformation. In order to achieve this, I will elaborate on key factors involved in designs for learning that frame the selection of content, method, purpose and attitudes for the choices made within an organizations digital transformation process.

Theoretical framework

Previous research indicates that there are numerous theories and frameworks that underline the importance of content, collaboration and explorative attitudes towards the topic (Lave & Wenger). Many of these theories share common ground with concepts from other disciplines such as *learning organizations* (Senge). By utilizing a socio-constructivist theoretical framework as an initial point of departure, I will not only start out from one of the most commonly used frameworks in the field but will also be able to adhere to the notions of the shared creation of (digital and educational) value with the participants. By placing the individuals and organization through the lens of *Sociotechnical Imaginaries* (Jasanoff) I aim to create knowledge on the values, desires, motivations and purpose of the context on a societal level.

Methodological design

To illustrate these ideas, a conceptual model of the digital transformation process will be elaborated upon in collaboration with enterprise managers, employees and business promoting organizations.

The model consists of five different stages: Digital playing field and maturity - (Digital) value creation - Digital competency/Learning - Strategy/Implementation - Relevance/Sustainability.

Using data from surveys, focus groups, semi-structured interviews and analysis of policy and marketing documents along with the aforementioned theoretical framework will provide a strong empirical foundation.

Expected conclusions/findings

This study will provide examples of how digital transformations are shaped by the interplay of organizational context, implementation strategies, and human-technology interactions. *Sensemaking* (Weick) highlights how individuals collectively interpret digital changes, while *Sociotechnical imaginaries* (Jasanoff) reflect shared visions and moralities influencing technology adoption. Additionally, with *Community of Practice,* Lave & Wenger underscores social learning as members adapt to digital innovations. Together, these theories suggest that successful digital transformation transcends technical implementation, and is deeply rooted in communal values, learning, design, and the meanings constructed around new technological tools.

Relevance to Nordic educational research

Like other Nordic welfare states, Sweden has heavily invested in societal digitalization. This interdisciplinary study will offer significant insights to academics, schools, organizations, and enterprises across Nordic regions, particularly as all data is localized in Sweden.

Digital transformation and competencies are integral in today's discussions, especially due to the rise of Edtech in Swedish schools (Serder et al). While important for various organizations, research often targets business economics or educational perspectives. However, interdisciplinary research that integrates educational design could significantly benefit all sectors involved in digital transformation.

Barriers and Enablers of Learning Analytics and Artificial Intelligence in Education

13. ICT & Education

Kristin Børte[1] , *Barbara Wasson[1], Kjersti Nedland Røneid[1], Cathrine Tømte[1, 2], Maria Wasmuth[2], Raquel Coelho[1, 3], Sehoya Cotner[1], Anne E. Bjune[1], Ståle Ellingsen[1], Italo Masiello[4]*

[1] University of Bergen, Norway
[2] University of Agder, Norway
[3] Stanford University, USA
[4] Linnæus University, Sweden

The integration of learning analytics (LA) and artificial intelligence (AI) in education offers a transformative potential that goes beyond traditional teaching methods. However, in Norwegian schools and teacher education, knowledge about what learning analytics and AI is, including their implementation and use for improving teaching and learning, remains limited. There is reason to believe that we find a similar situation in all Nordic Countries. This symposium discusses possibilities and challenges associated with implementing learning analytics and artificial intelligence in education on two levels, policy and practice. First, it presents the beginning of a Norwegian policy-making process, in which an Expert commission, appointed by the Ministry of Education and Research, wrote an Official Norwegian Report (NOU:2023, nr. 19) . This report discusses the use of student data to improve teaching, promote learning, and increase quality in basic education, higher vocational education, and higher education. This presentation will shed light on challenges related to data use, privacy, legal aspects, as well as pedagogical potential of learning analytics and adaptive systems. Second, it presents an example of teaching learning analytics in teacher education. This presentation will shed light on the pedagogical potential of learning analytics in the context of formative assessment and explore how to teach about learning analytics in teacher education. Thus, enabling student teachers to use learning analytics to inform their teaching and learning when they become fully qualified and start working in schools. Third, it presents an empirical example of how learning analytics can inform teacher educators about student teachers' lesson planning processes. Activity data is collected through a digital learning design tool, and the presentation will highlight how learning analytics can inform aspects about lesson planning that require further emphasis in teacher education, based on the activity of student teachers. Fourth, it presents the perspective of students on the use of Large Language models (i.e., Open Ai's ChatGPT). This presentation will shed light on the importance of collaborative dialogue between students, educators and designers to develop guidelines ensuring LLMs support learning.

Together the four presentations provide a background for discussing possibilities and challenges related to the following questions:

- What challenges must be addressed and realized in policy and practice for learning analytics to be implemented in education in the Nordics?
- What are the potential benefits and challenges of gaining this insight for teachers?
- How can we ensure learning analytics and AI support student's learning processes?
- How can learning analytics contribute to informed decision making by educators in teacher education?
- What is important for student teachers to learn about learning analytics that enables them to gain a deeper understanding of pupil's learning patterns that can inform their teaching and learning practices?

The symposium contributes important insights into the barriers and enablers of using learning analytics and artificial intelligence in education from a Nordic perspective, emphasizing the need for awareness at various levels, from policy to practice. The research presented will be part of an upcoming handbook of learning analytics and adaptive learning, set to be published in 2025.

Implementing LA and Adaptive AI in Education in Norway: Possibilities and Challenges

13. ICT & Education

Barbara Wasson[1]
[1] University of Bergen, Norway

Research in the fields of AI and Education (AIEd) and Learning Analytics and Knowledge (LAK) have thrived over the past 30 and 12 years, respectively, yet their impact on education remains limited. Why is it so hard to implement learning analytics in education? This presentation shares the efforts made by the Norwegian Ministry of Education's expert commission to address the technological, pedagogical, ethical, and legal aspects of the use of learning analytics and adaptive systems in the Norwegian educational sector. The commission's findings include four dilemmas associated with the use of these systems, as well as recommendations for the government regarding the use of pupil and student data for learning analytics and adaptive learning systems. Drawing upon my own research projects and my personal experience as part of the commission, this talk provides valuable insights into the complex challenges surrounding learning analytics implementation in education.

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KD (2023) Læringsanalyse – noen sentrale dilemmaer. Delrapport fra ekspertgruppen for digital læringsanalyse. Kunnskapsdepartement. (Wasson is *Expert commission member and contributor to the report, including writing Chapter 4)*

KD (2022) Læringsanalyse – noen sentrale dilemmaer. Delrapport fra ekspertgruppen for digital læringsanalyse. Kunnskapsdepartement. (Wasson is *Expert group member and contributor to the report; AVT project is mentioned in report)*

Teaching Learning analytics for student teachers; How to use data from students in formative assessment.

13. ICT & Education

Cathrine Tømte[1, 2] , *Maria Wasmuth[1]*
[1] University of Agder, Norway
[2] University of Bergen, Norway

Learning analytics has a potential in teaching and learning. In the Nordics, most schools are equipped with 1:1 coverage of digital devices, and most teachers and their students use various digital platforms for communications, evaluations, and adaptive learning resources. This way, digital traces are created. These traces can be analyzed and help teachers in their mapping of students' knowledge level and adapting teaching to each individual student (Munthe et al., 2022; Bond, Viberg & Bergdahl, 2023). However, there is little awareness of this potential in schools and in teacher education. One assumption is that it has to do with lack of knowledge on what learning analytics means, and its pedagogical potential.

The present study aims to explore how to teach about learning analytics, its pedagogic potential along with ethical and juridical dimensions linked to privacy. Moreover, we narrowed the scope to learning analytics as part of formative assessment.

Formative assessment includes that the student contributes to the dialogue related to the development of knowledge. (Hattie & Timperley, 2007; Black & William, 2009; Fjørtoft & Sandvik, 2016). Within adaptive learning technologies, artificial intelligence can also be a dialogue partner.

The study includes the development, implementation, evaluation of teaching plans on the use of learning analysis in formative assessment with student teachers at a university in Norway. It will follow a design-based research approach (Anderson & Shattuck, 2012). The student teachers will be active co-researchers. They will try out the teaching plan, and after the piloting and revisions, they may run with each other, write an essay on their perspectives on learning analytics in formative assessments (as part of our study). Eventually they may implement the teaching plan in school when they go into practice and as fully qualified teachers. The study thus has an iterative nature. The first trial will be carried out with student

teachers in the spring of 2024. The study contributes with new insights on how to teach learning analytics in teacher education.

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Learning Analytics for Pre-service Teachers' Lesson Planning Competence

13. ICT & Education
Kjersti Røneid[1] , *Kristin Børte*[1]
[1] University of Bergen, Norway

This presentation provides an empirical example of how learning analytics can support pre-service teachers' lesson planning competence in teacher education. Lesson planning is a core task in teaching and a competence pre-service teachers must develop during teacher education. Although many guidelines for lesson planning exist, few empirical studies have examined how pre-service teachers learn to plan (König et al., 2020; Mutton et al., 2011) and there is little research on how pre-service teachers can apply professional knowledge in lesson planning (Zaragoza et al., 2023). The digital learning design tool – the ILUKS planner – is designed to support the development of pre-service teachers' lesson planning competence when they learn how to teach. The ILUKS planner provides pre-service teachers with a framework for planning lessons including key components to consider in their planning such as learning goals, content, activities, assessment, learning resources and student prerequisites. The tool allows for flexible planning, feedback in the process and the composition of learning designs in any way the preservice teachers prefer as there are no mandatory fields or prescriptions to follow. Learning designs can also be shared with mentors in school during students' practice placement or university supervisors, who can provide feedback on the plan before the lesson is conducted in class.

Moreover, the ILUKS planner is designed to collect data for learning analytics from its users. Activity data is collected on how and when pre-service teachers create and update their lesson plans. In addition to the lesson plans themself, data is also collected on how pre-service teachers interact with mentors and university supervisors in the process of improving their learning designs. The learning analytics data allows us to identify pre-service teachers' planning patterns. Where do they start their lesson planning and where do they go next? In what order do they compose their learning designs, how many revisions does it take to complete a learning design, and when and on what do they receive feedback and how do they revise after feedback? The following research question is formulated: How can learning analytics support pre-service teachers' lesson planning competence in teacher education?

Contributions from our study will include insights into how learning analytics can provide teacher educators with information about pre-service teachers' planning processes that can inform teacher education. Revealing pre-service teachers' planning trajectory and where they receive feedback in the process can provide important information about topics that need to be addressed more thoroughly in teacher education.

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Integrating Artificial Intelligence in Biology Higher Education: A Call for Students as Partners

13. ICT & Education
Raquel Coelho[1, 2] , *Sehoya Cotner*[2]*, Anne E. Bjune*[2]*, Ståle Ellingsen*[2]
[1] Stanford University, USA
[2] University of Bergen, Norway

Large language model tools, such as OpenAI's ChatGPT can produce a range of human-like outputs, presenting both an asset and a potential challenge in education (Kasneci et al., 2023; Yan et al., 2023). Many focus on the potential misuse of LLMs for cheating (Cotton et al., 2023). However, there is limited insight into students' perspectives on how to responsibly and constructively use these tools. Neglecting students' input effectively reduces students' role to a passive one (Bovill, Cook-Sather, & Felten, 2011). It is crucial to recognize that unproductive uses of technology may not stem from students' malicious intentions. Instead, it could merely be a reflection of students navigating the complex landscape of academic and societal expectations and using available tools to cope with "the pressures, stresses, and struggles of participating in higher education" (Roe, 2022, p. 3). When school activities resonate with students' aspirations and priorities, they may leverage technologies in remarkably productive and innovative ways (Russel et al., 2014). To delve deeper into this, it is essential to foster dialogue between educators, students, and technology designers. Learning more about students' experiences, needs, aspirations, and concerns regarding LLMs can lead to the co-creation of guidelines, best practices, and even novel educational tools that align with students' perspectives. Building on this premise, our study sampled a cohort of post-secondary students (N = 660) studying biology across Norway. Specifically, we asked: (RQ1) How familiar are students with emerging LLMs?; (RQ2) How are students using these tools?; and (RQ3) What are students' perspectives on the use of LLMs in higher education? Findings indicate that students view LLMs primarily as supplementary learning aids, rather than something that should be used on graded assignments. However, they raised concerns about ethics, accuracy, and bias. The study underscores the value of collaborative dialogue between students, educators, and designers to develop guidelines ensuring LLMs support learning.

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Case studies of Norwegian teacher educators` professional digital competence (PDC)

13. ICT & Education

Heidi I. Saure[1] , *Siri S. Madsen[2], Beate Gjesdal[1], Marit H. Lie[1], Johannes Sæleset[1]*

[1] NLA University College, Norway

[2] UiT The Arctic University of Norway

Research topic/aim

Pedagogical digital competence (PDC) is implemented as a mandatory learning outcome in Norwegian teacher educations (TE), but there is a lack of knowledge on to how digital technology (DT) is used within TE-institutions. Furthermore, Norwegian TE has been criticised for not exploiting the full potential of DT as a pedagogical resource. In this study, we have investigated Norwegian teacher educators` PDC, and factors influencing their use of DT, at two different teacher education institutions, one is public (UiT The Arctic University in Norway) and one is private (NLA University College). Both institutions offer teacher education for early childhood education and primary and lower secondary school (grades 1-10).

Theoretical framework

Our theoretical framework is Hämäläinen`s (2021) framework of PDC and Argylis & Schön`s (1978) Theory of action.

Methodological design

A sequential mixed-methods approach was applied. Initially we performed an online survey amongst teacher educators (>70 % participation rate), which was followed up by interviews (N=20) from both institutions.

Expected conclusions/findings

The survey shows that although there are many similarities betweeen the teacher educators at the two institutions (e.g., self-assessed PDC and extent of use of digital technology) they differ with respect to which variables that predict the extent of teacher educators` pedagogical use of DT. The variable *Knowledge & skills* is a significant predictor at both institutions, but *Attitude* is not a statistically significant predictor at UiT. In the follow-up interviews we find that teacher educators present very similar reasons for using DT with students, such as to enhance the pedagogical quality of the learning activities, modelling the use of DT for pre-service students and efficiency. We suggest, however, that structural differences between the study programmes at the two TE institutions (regarding the extent of mandatory use of online learning sessions), may be one of the reasons why attitudes play a smaller role in explaining the use of DT at one of the TE institutions.

Relevance to Nordic educational research

Our findings indicate that teacher educators`self-assessed knowledge and skills as well as their attitudes towards the use of DT are factors that should be taken into consideration when facilitating for enhanced and/ or improved use of digital tools within teacher education programmes.

Computational Thinking and Doing within a STEAM learning Scenario

13. ICT & Education

Erika Perttuli-Borobio[1, 2] , *Aleksi Markkanen*[1, 2]

[1] Helsinki University

[2] Kulosaari Secondary School

Research topic/aim

We designed an inquiry-based STEAM learning scenario for Finnish lower secondary school's 7th graders (13-year-olds). Our aim is to research the students' understanding of CT facets as thinking skills to approach problems within a creative production. We created a situated learning scenario, where the students were challenged to express themselves by designing and creating a t-shirt and its print within a computational environment that consisted of professional softwares, technologies, authentic tools and learning environments.

Theoretical framework

Computational Thinking (CT) is a problem finding and solving skill (Papert 1980). In this presentation, we define CT as a fundamental thinking skill instead of an instrumental one. We are using Shute's (et al. 2017) six facets of CT: *abstraction*, *algorithmic design*, *decomposition*, *debugging*, *iteration*, *generalization*. We designed a situated learning scenario using the Design Based Research (DBR) method of conjecture mapping (Sandoval 2014) that aimed to enable the development of CT as a learning to learn skill within a middle school STEAM inquiry-based creative process.

Methodological design

The development of CT requires analytical reflection, which is at the core of learning to learn. We used DBR to design a learning scenario, where the creative process and the computational environment supported the understanding of CT through formative assessment methods (presented in NERA 2023). We enabled the reflection of learning by using a digital portfolio app, where the students were identifying CT facets within the different stages of their creative process and documenting their problem-solving process. This presentation is from the redesigned 2nd iteration cycle of our DBR. Our qualitative data consists of five semi-structured thematic group interviews where the aim was to see how the students understood CT as an approach in the creative production process within a computational environment.

Expected conclusions/findings

In our presentation, we will offer early observations of our data, where the students' understanding of CT manifests itself both as *knowing* and *doing.*

1. The situated design of the inquiry-based creative process, which enabled autonomy and peer-activity, stood out as an important factor in the thinking and doing.
2. Through the data, we can see that the depth of the student's CT understanding varies but what is eminent, thinking about thinking and doing, are interconnected from each other - Papert's objects-to-think-with seem like objects-to-create-with.
3. The creative process of thinking and doing as self-expression has enabled the students a meaningful challenge where CT was not the instrumental goal but a way of dissecting the process of creating new.

Relevance to Nordic educational research

Our research is part of Mascot: a Nordic collaboration project that aims to develop research based knowledge on the teaching and assessment of CT. CT as a fundamental thinking skill is about understanding how to contextualize problem formulating and solving skills in various contexts of thinking and doing. CT is present in Nordic curricula, but there is little coherence on the implementation. What is needed is educational research, since currently we are missing best practices on how to integrate CT into teaching and learning in a way that takes into account the subject-specific ways of knowing and doing.

Design and implementation of a gamified approach to professional development in higher education

13. ICT & Education
Thilde Emilie Møller[1] , *Marianne Riis*[1]*, Tobias Alexander Bang Tretow-Fish*[1]
[1] Professionshøjskolen Absalon

Research topic/aim
Based on an ongoing research project between three Danish educational institutions, this research article delves into the design and implementation of a gamified approach to professional development for teachers in higher education, emphasizing the integration of digital technology within teaching practices.

The research is guided by the research question: In what ways can gamification elements be optimally incorporated into professional development programs for teachers within various higher education contexts, aiming to amplify engagement, motivation, and knowledge in the realm of digital technology integration with teaching practices?

Theoretical framework
Framed by theory on technology and learning (e.g. Technology-Enhanced Learning), the game is designed to function as a mediating artifact with the potential to serve as a boundary object. With reference to Riis (2023) boundary objects should be considered as means to reconceptualize processes of knowledge transfer, where the emphasis lies on continuously recognizing and utilizing boundaries between domains, practices, and contexts to advance learning and development. The game is designed to function across different higher educational institutions.

Methodological design
Through a design-based research (DBR) approach, we examine gamification aspects and the process of designing a board game, focusing on its potential to enhance pedagogical knowledge related to digital technology. Our research implies viewing research as a process that involves iterative design, testing, and evaluation (Ejsing-Duun & Hanghøj, 2019). The game is tested, evaluated, and redesigned in two iterative cycles with a total of five encounters with the teachers involved.

Expected conclusions/findings
In the article, we present the underlying design of the game and analyse preliminary results from the design process and implementation.

By addressing the research question, we hope to contribute to the ongoing dialogue about effective methods for enhancing teacher engagement, motivation, and knowledge acquisition in the realm of digital technology.

Relevance to Nordic educational research
In the context of the conference theme "Adventures of Education: Desires, Encounters, and Differences" this article explores how gamification can serve as a catalyst for evolving ideas that challenge prescribed ways of teaching fostering encounters with new pedagogical knowledge and technology integration.

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Digital tools as part of the eco-social environment: the example of mathematics education

13. ICT & Education

Jens Ideland[1] , *Marie Sjöblom*[2]*, Karin Ollinen*[1]*, Lisa Björklund Boistrup*[2]

[1] Municipality of Malmö and Malmö university

[2] Malmö university

Research topic/aim

In a practice-based research project, mathematics teachers from two lower secondary schools work together with researchers to explore how a digital tool (GeoGebra) can be used to encourage and support their students' mathematical dialogue (e.g. Sjöblom, 2022) and learning in the classroom. Early analyses indicate that students using the tool sometimes explore, work with, and talk about mathematics. However, introducing the digital tool also creates tensions and causes breakdowns in the learning activity. The aim of this paper is to deepen the understanding of how the interplay between individuals and the eco-social environment shapes the activity and offers different affordances for participation to different individuals when digital tools are a central part of the mathematics classroom.

Theoretical framework

The analysis is based on research (Ideland, 2020) showing that individuals using a digital tool that "takes over" parts of an activity, search for affordances to act upon (Gibson, 1986) – not only in relation to the digital and analog material environment but also in relation to the social organization and framings that bring certain expectations to the situated activity (Goffman, 1974).

Methodological design

The main data consists of film clips from 10 lessons where students work with mathematical tasks and use the digital tool in small groups. The analysis focuses on hot spots (Jordan & Hendrickson, 1995) of both "successful" interaction and breakdowns in the activity. Audio recordings from meetings where the teachers and researchers discuss film clips are used to support the analysis.

Expected conclusions/findings

Preliminary results indicate that the students' possibilities to participate and express a situated identity as "successful" mathematic students are often constrained by their knowledge of the digital tool as well as mathematical concepts. However, the social organization and relations within the groups as well as the students' position in front of the computer also affect the interaction. Some students (and teachers) express frustration as they, when using the digital tool, cannot find the affordances to act and express their mathematical skills as they are used to. A few even "break the rules" and abandon the digital tool. On the other hand, the materiality of the new tool and the framing of mathematics as a "digital" and collaborative activity open up for some students to participate in new and more active ways than they usually do.

Relevance to Nordic educational research

Taken together, the results point to a need for research on how students' affordances to participate in "digital" learning activities are shaped by their interaction with the material and social environment as well as framings that make their situated actions meaningful in relation to activities that evolve over time.

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ENGAGING WITH THE SCIENCE CONTENT: CHILDREN'S AND TEACHERS' INTERACTION THROUGH DIGITAL TOOLS IN PRESCHOOL SCIENCE

13. ICT & Education
Maria Papantonis Stajcic[1]
[1] Högskolan i Halmstad

Research topic/aim

This study explores how preschool children and teachers engage with science content in science activities supported by digital tools. Recent research reveals that digital tools are used for different educational purposes, such as creating stimulating learning environments, complementing other tools, sharing children's experiences, or enhancing critical attitudes towards digital technologies (Walan & Enochsson, 2022). However, more research focusing on how the interaction is enacted between children and teachers within the digitalised science context is needed.

Theoretical framework

Drawing on sociocultural perspectives (Vygotsky, 1978), science education is considered in the study as a social practice and situated in the cultural context in which it emerges. Children and teachers use artefacts such as language and digital tools within the science context. Through the artefacts, children and teachers (re)create and distribute their experiences about science content.

Methodological design

Video recordings (Danby, 2021; Derry et al., 2010) of eight science activities were conducted to access the participants' interaction in three Swedish preschools. Eight teachers and twenty-two children (aged 3-5) interacted with science content such as water phases, water cycle and friction. The analysis focuses on processes regarding the science content and was performed in two steps. Firstly, an overview analysis focuses on using digital tools in relation to the entire teaching activity to discern aspects of engagement. Secondly, a detailed analysis focuses on episodes where teachers and children interact with science content using digital tools.

Expected conclusions/findings

The preliminary findings show that digital tools underpinned children's and teachers' engagement differently: combined with other resources or as the main resources for engaging with the content. In activities where digital tools were the main resources, children's and teachers' engagement revolved around experiences exchange and content "recreation".

Relevance to Nordic educational research

For the Swedish context, changes are proposed concerning the preschool curriculum to ensure that children's education is mainly screen-free. Knowledge about teachers' and children's interaction with science content, promoted by digital tools, is relevant for future preschool science. It can provide knowledge to the field of science education concerning how digital tools mediate science content.

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Forming Future Indonesian Citizenship: Observing the Meaning-Making of Citizenship through the Framing of Ideology

13. ICT & Education
Yanti Sastrawan[1]
[1] Södertörn University

Research topic/aim

When questioning the adventures of education, it puts forward the excitement as well as the unanticipated endeavours of what such adventures can offer. This is present in the current Indonesian educational climate as it dives into innovative and EdTech initiatives through the digitalisation of education. Throughout its development, Indonesia's educational system has been persistent with its ambitious national curriculum rooted in the national state ideology known as Pancasila or the Five Principles that act as a framework for the nation (Frederick et al., 1993). One of its latest advances is the launch of the 'Merdeka Mengajar' ('Emancipated Teaching') digital platform from the Minister of Education, Culture, Research and Technology, with an underlying programme titled 'Pancasila Student Profile'. The focus of this poster is to present a preliminary analysis and where the power lies in determining educational practices— whether it is from the government reign or the technological determinism in defining Pancasila's objective truth in educating 'how to be a good Indonesian citizen'.

Theoretical framework

Fundamentally, these initiatives intend to revive Pancasila values, which raises concerns such as how these digital media tools convey the meaning of Pancasila within educational content. Along with this criticism, the platformisation of education can package and commodify technological solutionism (Facer & Selwyn, 2021; van Dijck et al., 2018). In observing new changes prompted by digital media, the process of mediatisation can offer an observation of meaning-making practice on how educational experiences are impacted by digital media tools (Hjarvard, 2013, p. 39).

Methodological design

By centralising the implementation of citizenship, this poster is part of the analytical chapter investigating one of the research questions, which is: *How is learning shaped at the intersection of the Pancasila ideology and digital tools?* The preliminary findings aim to reveal whether there are tensions between Pancasila EdTech content production and implementation and how policies as well as initiatives have aided this process in the mediatisation of education. With a qualitative content analysis approach, a starting point in understanding this meaning-making practice is through examining archival and governmental documents that are published as statutes, policies, and initiatives on how Pancasila should be implemented into educational practices through a historical lens.

Expected conclusions/findings

The focus of this poster is to present a preliminary analysis and where the power lies in determining educational practices—whether it is from the government reign or the technological determinism in defining Pancasila's objective truth in educating 'how to be a good Indonesian citizen'.

Relevance to Nordic educational research

With this analysis, the study can provide an empirical contribution to exploring the tensions between governmental policies and digital educational content, which can provide a comparative lens in the Nordic setting. Additionally, this study can be a contribution to educational science that I acquired through the Nordic perspective in understanding what good education means today, not only for expecting future citizens but also for what it means to be Indonesian.

How can studies of digitalization of education in practice inform policy and political debates? An empirical example.

13. ICT & Education
Anna-Lena Godhe[1]
[1] Jönköping university

Research topic/aim
This presentation concerns a 3-year research project on digitalization and digital competence in practice in Swedish preschools, compulsory schools, and upper-secondary schools conducted 2020-2023. The aim is to give an overview of the findings and also synthesize them and relate them to resent debates in Sweden about down-scaling digitalization of, in particular, preschools.

Theoretical framework
The projects theoretical framework is based on a socio-cultural understanding of learning as a social practice (cf. Säljö, 2010). Different theoretical concepts, such as dilemmatic spaces (Fransson & Grannäs, 2015) and infrastructures (Star & Ruhleder, 1996), are used in the analysis to answer different questions.

Methodological design
The project involved collecting data from interviews and observations in preschool group and classrooms. Interviews with teachers at all levels, preschool and school leadership and local municipality staff in charge of school development were carried out in the autumn 2021. Observations in preschools and schools were made during the school year 2021-2022. Interview data has been analyzed using a thematic framework (cf. Braun & Clarke, 2019) while interaction analysis (cf. Jordan & Henderson, 1995) was utilized when analysing data from observations.

Expected conclusions/findings
One of the main findings of the project is the need to consider digital competence in a broader context and how it relates to institutional, social, and pedagogical aspects as well as technological ones (Godhe, 2023a, 2023b). Another finding concerns issues of equity. Whereas equity is written about as something that the digitalization of schooling will strengthen in Swedish policy documents, teachers' accounts of the relationship between digitalization and equity paint a more complex picture (Godhe, forthcoming). Teachers can and do work with digital resources in their classroom with the goal of contributing to equity but societal factors which the teachers cannot do much about affect the students' possibilities to develop digital competence. Observations in preschools show that teachers work with digital resources as one of many resources, using them in work relating to stories and reading (Godhe, forthcoming).

Relevance to Nordic educational research
Recent debates in Sweden have tended to focus on young children's screen time, but there is little evidence in the data collected in this project that children are sitting passively in front of screens. The presentation will include questions of how educational research can inform and influence policy as well as political debates in the Nordic context concerning the digitalization of education.

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Impact of tablet implementation on school development

13. ICT & Education
Skúlína Hlíf Kjartansdóttir[1] , *Sólveig Jakobsdóttir*[1]
[1] University of Iceland / School of Education

Research topic/aim
The presentation is on results of an evaluation study on the implementation of tablets (1:1 learning) in an Icelandic school district with 9 schools 2015–2021. The main aim was to study effects of tablet use on personalisation of learning, students' satisfaction, responsibility, motivation for learning; digital literacies, learning outcomes and empowerment. The research also focused on teachers' digital competencies, learning materials, tablet use and their influence on teaching methods and learning activities.

Theoretical framework
The theoretical framework involved social-cultural theories with emphasis on social learning, digital literacies, technological development and institutional expansive learning.

Methodological design
The attitudes of students, teachers and parents in all nine schools were assessed with surveys and district staff was interviewed. Class observations were made in three of nine schools with students of 5th, 7th and 10th grade and teachers, principals and students interviewed. Data was furthermore collected with the EU Selfie tool in all nine schools from administrators, teachers and students.

Expected conclusions/findings
Students' aquisition of a personal learning tool suggested a fundamental change of learning, some teachers gradually abondoned traditional ways of teaching and their control of the learning situation dimished, while students' access to knowledge and tools increased. The tablets' affordances seemed to support students' initiative, agency and independence, and the development of their their digital technical skills and literacies. They also impacted teachers' work, with the introduction of new learning ecologies, learning management systems, assessment systems and tools or apps in most subjects. These affordances furthermore encouraged mobile learning, development of multimodal literacies and collaborative learning environments. The implementation went on to benefit teachers and students alike during the Covid-19 period. The implementation did not progress without hindrances or differences of opinions. The results, especially with regards to attitudes of participants, can be viewed as a circle model of expansive learning where unity and struggle of opposites interfere with each other, caused by differing opinions and tensions, but ultimately result in development and advancement of school activities and learning environments (Engeström og Sannino, 2010).

Relevance to Nordic educational research
Digitalisation in the Nordics has be evolving at a fast pace in recent years. It contributes to the advanced state of education, setting the Nordics as one of the worlds best-educated population in Europe. Good infrastructure and coverage of household internet access sets the Nordic Region as a digital pioneer and schools follow suit by implementing tablets and internet access for all children, testifying to the progress (Nordic Council and Nordic Council of of Ministers, Nd.). This research informs about the approaches in tablet implementation and the agency of teachers and learners in adapting digital learning tools and methods.

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Importance of Digital classroom and challenges of Digital technologies

13. ICT & Education
Sona Palan[1]
[1] Sona Palan

Research topic/aim
Digital Learning can help redesign the Education schema to reduce challenges and make it more inclusive.

Theoretical framework
Digital Learning has remarkably changed education. The existing structure has reformed by connecting with newer experiences. Learning tools such as smart phones, tablets, MOOC, Learning Management Systems, computers, internet, virtual conferencing software have created access for students who do not have facilities like a good university or classrooms. Traditional classrooms have transformed with use of technology by improving communication between the teachers and learners. Technology makes it easier to connect the students and teachers by bringing curriculum, planning, events, content together easily at the click of a button. Technologies used in classroom helps develop skills like problem solving, thinking skills, more flexible and customised as per requirement of students. Several techniques can be used as didactic tool to make learning more meaningful, inclusive and equitable learning (Haleem et. al. 2022).

There are certain challenges in digital learning. Traditional educators and teachers are hesitant to use technology, thinking it as only an interference. Excessive screen time can have adverse health issues. Teachers and students who are not used to learning using computers may struggle with technology, software and applications. Few other problems faced are lack of teacher training, need of motivation, expensive computers, hardware and software are inaccessible to low income groups. The benefits of Digital Learning are it is self-paced learning, interactive learning tools makes learning very interesting and students, teachers can be in different regions or continents. Inviting a guest speaker from another country can be easily organised in online classroom. A classroom can have students, teachers and staff from diverse backgrounds, surpassing differences based on regions, religions, gender, language and skin colour.

Methodological design
This is exploratory research to investigate how Digital Learning can help redesign the education schema to reduce challenges and it make more inclusive. Survey method will be used and questions will be open ended.

Expected conclusions/findings
The result will show that, Digital Learning can improve educational model by bringing teachers and students together making learning inclusive.

Relevance to Nordic educational research
The topic is relevant to Nordic education model where redesigning frameworks and desires are under research. To create a Pluriversal Design where many worlds fit in (Noel et. al. 2023) means, an educational schema where communities connect together, we begin with desire and then think what is needed. Desire is a force that guides us and is like an inner compass (Nelson & Stolterman 2012, p. 110).

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Oracy presentations as recorded and edited videos

13. ICT & Education

Cornelia C Egge [1, 2]

[1] NLA University College

[2] University of Oslo

Research topic/aim

Oral presentations are common in Norwegian classrooms. This research explores how the utilization of semiotic technologies is enacted when the presentation is performed with a presentation tool and, captured, edited, and submitted?as a video file (mp4). interplay between semiotic technology and the use of semiotic technology in the presentations made is the topic of the research.

Theoretical framework

The analysis in this paper build on a social semiotic perspective on text and genres (Jewitt, 2007, Kress, 2010). To understand the role software plays, the term semiotic technology is used. Zhao, Djonov and van Leeuwen's semiotic theory of interaction between design and use of semiotic technologies (2014) constitute the analytic framework.

 Software design and the semiotic resources offered in the software become an integral part of the textual production process (Djonov & van Leeuwen, 2017). The utilization of semiotic technologies and the social context in which the student is situated shape how a task is approached and solved.

Methodological design

The study is based on data from a large, design-based research study in a municipality in Norway. This paper is based on one case from a lower secondary school. The data material consists of student products and video recordings of classroom interactions from an assignment in Norwegian Language Arts. One final student text was chosen for analysis, explaining a context-based phenomenon of oracy presentation and poetry analysis performed as a videopresentation (mp4).

Expected conclusions/findings

The analysis shows how modalities provided by the softwares in use play a significant role in how the analysis of the poem is composed a multimodal text. Due to the constraints of a digital submission, the student must find alternative approaches to showcase his understanding of the poem analysis. This necessitates a departure from conventional practices and an exploration of new possibilities offered by semiotic technology. The student's approach is shaped by both the modalities provided by the software and the expectations associated with the presentation genre. The selection and assessment of modalities within specific software, as well as their synchronization, contribute to other types of communication and knowledge transfer, as previously seen.

Relevance to Nordic educational research

The interplay between the affordances in semiotic technology and semiotic practices shown in this study might provide more insight into the complexity of the shift from classroom, in situ-practices to online asynchronous practices. It is important to gain knowledge on what this shift implicates for both learning and assessment.

Primary teacher´s responses to municipal digital investments

13. ICT & Education

Johan Liljestrand[1] , *Kristina Walldén Hillström*[1]

[1] Senior lecturer, University of Gävle

Research topic/aim

The purpose of our presentation is to examinate primary school teachers' collegial responses to a 10-year investment of one-computer-one-student (1-1) teaching. In Sweden some municipalities have invested for large scale implementation of digitally based teaching. Such initiatives (as for several other projects) usually take shape as top-down-processes based on political decisions, aimed for successful implementation by the teachers in their classrooms. However, without the teacher´s interpretations and responses of such investments no teaching, intended by policy makers, will be realized. From this point of view teachers´ are actors (as the pupils in the classroom) which politicians and administrators depend on to succeed with their intentions.

Theoretical framework

Our theoretical lens is policy enactment (Maguire et al. 2015) focussing on how policy is enacted in local practices, and ethnomethodology wherein meaning is achieved through everyday routines for conversation (Heritage 1984).

Methodological design

We approach our purpose through examination of audio recordings of fifteen focus group conversations between primary school teachers, addressing the municipal 1-1 investment.

Expected conclusions/findings

The preliminary observations make visible the teachers' different responses to the investment such as aligning or aligning with provisions and rejections, but also various patterns of participation such as conflict and agreement.

Relevance to Nordic educational research

Through mapping such responses carefully in collegial talk our study provides insights in collegial teacher reasoning and its different subtleties. Our vantage point is that such subtleties are important, both regarding their meaning and its possible consequences for pedagogical actions (and omitted actions). Our study is relevant for Nordic educational research due to the current debate about possibilities and limits of digitalisation in education, through a close examination of the voices of teachers.

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Pupils display pre-knowledge and exercise agency making meaning with the tablet camera

13. ICT & Education
Johan Lind[1] , *Maria Söderling*[1]
[1] Malmö University

Research topic/aim
In schools in Sweden, a high level of access to digital tools creates environments with possibilities and constraints for education that differ from analogue environments (cf. Almqvist, 2005; Jewitt, 2009; Bezemer & Kress, 2016). Departing from two different theoretical perspectives and with different aims Maria Söderling and Johan Lind explore some of these possibilities and constraints of digital tools by conducting PhD studies where pupils use tablet cameras. As colleagues both as PhD students in the research programme LIT at Malmö University and as lecturers in Burlöv, Söderling and Lind have found commonalities. The purpose of the presentation is to address some of these commonalities.

Theoretical framework
Söderling conducts a social semiotic study with a multimodal literacy perspective. The aim of the study is to contribute to the comprehension of the interplay between literacy practices and affordances for meaning-making. Lind (2023) conducts a study, grounded in a sociocultural perspective on education, where the students use their tablet cameras to frame and focus their perception of technology by taking photographs. The photographs are used to support group interactions: in displaying pre-knowledge and understanding of technological artefacts. Additionally, it gives students opportunities to broaden their understanding of what technology is.

Methodological design
In close collaboration with a group of teachers and their pupils aged 10 to 12 years old Söderling explores the tablet camera as a tool for meaning-making. As analytical tools the four strata *discourse*, *design*, *production*, and *distribution* are used together with *metafunctions* in the analysis of video documentation of lessons and the pupils' photographs (Kress & van Leeuwen, 2001; Kress & van Leeuwen, 2021). While the pupils (8–9 years old), in Lind's study, work in a technology activity their interactions are recorded. The interactions are transcribed and analysed in relation to the pupils' perception of technology manifestations. In the analysis of the findings, it is possible to discern that the students utilize three of the modes presented by Mitcham (1994): technology as objects, technology as activity, and technology as volition. The fourth mode, technology as knowledge, is difficult to identify

Expected conclusions/findings
The preliminary results of Söderling's study indicate that when pupils photograph the meaning-making process is characterized of risk-taking, iterativity, interaction and a high level of agency in relation to the creation of semiotic resources, while the findings of Lind's study indicate that the tablet camera alongside the self-taken pictures provides essential support in the students' development of their perception of technology.

Relevance to Nordic educational research
The preliminary results of the presented studies share some commonalities, which have relevance for Nordic schools with a high level of access to digital tools, and based on their findings the authors suggest that students, by utilizing the tablet camera, can display their pre-knowledge and exercise their agency to enhance their meaning-making processes.

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Safe social media encounters: Simulation as method for teaching digital judgement

13. ICT & Education

Carolina Martinez[1] , *Leonora Bergsjø*[2]

[1] Malmö university

[2] Østfold University College

Young children face many digital dilemmas as they start using YouTube, Snapchat, TikTok and other social media apps and digital games. How can educators contribute to their safe exploration of digital media, helping children to learn and exercise digital judgement in real-life situations, through education which is in an off-line and safe environment? This workshop explores *simulation* as a teaching method for promoting digital judgement among children aged 5-10 years.

Simulation can be defined as a learning activity which reflects a real-life situation, in which pupils can develop competencies in a safe environment (Selander & Kress, 2021). For example, social media apps can be simulated using also analogue materials (Martinez, 2021) to teach *digital judgement*, which include both knowledge, skills, and experience of translating social, lawful and ethical principles into practice (Bergsjø et al, 2020). Simulation as method will, unlike the use of real social media apps, protect the privacy of pupils and not violate age-limits or other regulations. However, there are also potential challenges with educational simulation, such as how to design simulated situations that are meaningful for younger children using social media, as well as for children who have not yet started.

The aim of the workshop is to initiate collaborative, interdisciplinary and transnational research projects on educational simulation as teaching method for digital judgement in an educational setting. Central questions discussed in the workshop will be: What are our current knowledge and practices of simulation as a method for promoting digital judgment and citizenship among children? What are possible fruitful avenues for researching this phenomenon in terms of relevant research questions, age groups, research designs as well as ethical and practical challenges? And which research milieus and educational institutions are interested in participating in empirical research on this topic?

The workshop will be led by Carolina Martinez and Leonora Bergsjø, experts on pedagogy, educational simulation, and digital ethics from Malmö University and Østfold University College, Norway. We argue that focusing on simulation as a method and exploring possibilities for future research is highly relevant for children in our digital world and hence also for Nordic educational research and practice today.

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Serious Mega-games as a learning experience for societal transformation

13. ICT & Education

Ola Uhrqvist[1] , *Ann-Sofie Kall*[2]

[1] Linköping University, Department of Behavioural Sciences and Learning

[2] Jönköping University

Research topic/aim

Serious games are becoming common as an educational resource. Scientific reviews of such games show an increased interest in the topic, that content and narratives of the games reproduce a techno-optimistic view and individual perspectives. Thirdly games facilitate an immersive experience difficult to achieve in more traditional education. This study aims to fill a by exploring the concept of learning experience and what kinds of experiences such games provide, with focus on education for sustainable development and social transformation in line with Agenda 2030.

Theoretical framework

The study contributes to theoretical work on authentic learning in environmental and sustainability education as the empirical findings of the study inform a discussion about what kinds of learning experience serious games can provide. On the one hand they facilitate an authentic experience of negotiating and decision-making in complex social situations, which relates to most of the sustainability competences. On the other hand, a game-based experience take place in a profoundly designed environment, simplifying real-world complexity to make it playable. Simplified as this environment is, it aspires to let participants experience consequences of choices made through the perspective of different roles.

Methodological design

The study builds upon data gathered in the research project Switching the current, that develops a Mega-game where 30-100 participants simulate a transformation towards a sustainable energy system in a region. Game participants represent a broad range of actors aiming for a carbon neutral society by 2045, representing a wide scope of interests and challenges. In each of the six runs of the game, data has been collected through video recordings of all activities in the participant groups, some individual players are also traced with bodycams. A thematic analysis of significant examples from in-game conversations and post-game debriefings explores what kinds of learning experiences the participants display.

Expected conclusions/findings

Our preliminary analysis suggests a multi-layer experience of the interdependencies between roles and interests. Furthermore, the negotiations increase the understanding of opportunities and limitations facing different actors. Participants repeatedly refer to an increased understanding of chains of dependencies that needs to be considered in societal transformations. While this was expected as a part of the design, it is interesting to see how differently participants experience and handle incomplete information combined with a need to act under time and resource constraints. Some turn this lack of control into an opportunity for creativity and innovation while other finds it severely restricting their ability to act. Continued analysis will explore the connection between the different experiences and participants agency in the game.

Relevance to Nordic educational research

Finally, in educational contexts where serious games are becoming increasingly common, insights about different potential learning experiences enable more well-developed reflections on educational designs and debriefings that manage to handle the novel relation between the designed learning environments of games and the real world.

Swedish teachers' diverse use of advanced DLR for teaching aims to motivate and prepare students for the future

13. ICT & Education

Lena Gleisner Villasmil [1]

[1] Mälardalen University, Västerås, Sweden

Research topic/aim

In Sweden and the Nordic countries many teachers have used digital resources for decades in their didactic practice. Resent Swedish research shows that teachers use of DLR has increased during the covid-19 pandemic and that teachers use DLR with diverse didactic approaches and results to maintain the interaction with students, for feedback and for assessment (Bergdahl & Nouri, 2021; Kreitz-Sandberg, et al., 2022; Nilsberth, et al., 2021; Ringer & Kreitz-Sandberg, 2022). However, there is an ongoing debate in Sweden about the risks of using digital resourses in education. Therefore, there is a need of research that focus on how teachers use digital resources to bring adventures to life.

Against this background, the purpose of this study is to investigate how teachers describe which digital learning resources (DLR) they find important for teaching, why they find them important, and how they use them.

Theoretical framework

The sociocultural perspective is used to understand how the teachers use DLR as mediated resources in their didactic practice (Säljö, 2019; Wertsch, 1998; Wertsch, 1991; Wood, et al., 1976).

Methodological design

To answer the purpose approximately 300 open text survey-answers from 243 upper secondary school teachers were analysed through a content analyse. The answers are a part of a questionnaire distributed to 23 schools in Sweden from November 2021 until April 2022.

Expected conclusions/findings

The findings from this study show that teachers use a multitude of DLR, such as digital learning platforms, digital presentations, social media, digital interactive learning materials, digital quizzes, and games for creative teaching, better interaction and rapid feedback with students. Interestingly, many of the teachers mention that they use digital simulation software to motivate and engage students, and to prepare them for the future.

Relevance to Nordic educational research

This study is relevant as the Nordic countries have high levels of access to digital technology in schools and due to the ongoing exploration on teachers´ skills and competence with DLR (Bratland, et al. 2022; Erstad, et al., 2021; Viberg, et al., 2020). Further research is recommended on teachers' classroom practices and students' outcomes, exploring the use of different digital simulation software for a better understanding of pedagogical strategies and teaching adventures with advanced DLR.

Symposium: (Ad)ventures in AI and Education – Conceptual and Didactical Considerations

13. ICT & Education

Linnéa Stenliden[1] , *Carl-Johan Stenberg*[1]

[1] Department of Behavioral Sciences and Learning, Linköping University, Sweden

As artificial intelligence (AI) has become increasingly prevalent in society, policy actors and researchers have developed frameworks for the sustainable implementation of AI in education (Holmes, 2022). In this context, AI literacy (Long & Magerko, 2020) has emerged as a concept addressing the competencies needed to use and evaluate AI in education. While AI brings new possibilities for educational development, the impact of this technological shift is not fully understood and requires further exploration in terms of educational research and didactical practices.

The present symposium brings together researchers from Finland, Greece, Norway and Sweden to provide perspectives on AI literacy and educational practices. The first contribution presents a literature review which examines the current conceptualisations of AI literacy in relation to teacher education, using the Aristotelian concepts of episteme, techne and phronesis. Initial results show that the concept is ambiguous and that the connection to educational sciences is vague. It is a concept still being actively moulded by different scientific, theoretical and methodological approaches. The second presentation takes hold of the conceptual ambiguity of AI literacy and explores how to shape a holistic approach to understanding the practical implications of the new emerging literacies. Here, a critical perspective on how different fields relate to AI literacy is central. The authors highlight a need to transcend current approaches to digital technologies and bridge the gap between social sciences, politics and art. The third presentation will elaborate on a project aimed at exploring how children and teachers experience and understand AI. Addressing stakeholders' perspectives in designing and implementing educational resources is central in order to develop a sense of agency, and this project provides a concrete example of how AI literacy can be co-designed as a cross-curricular set of competencies. The development of AI-didactics is the focus of the fourth contribution, where the project "Learning in the Age of Algorithms" will be presented. The authors will demonstrate two cases of how generative AI can be used to enhance didactic practice, by pre-prompting chatbots. The project provides empirical insights on how generative AI can be introduced in classroom settings. The final presentation discusses how the University of Crete developed a MOOC to facilitate adaption and adoption of AI technologies among teacher students. The MOOC will familiarize students with some of the basic concepts of AI, as well as some of the ethical issues central to AI in education today. AI literacy is advocated as a set of competencies needed for teachers to maintain agency in an AI-infused setting.

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In search of AI literacy in Teacher Education: A Scoping review

13. ICT & Education

Katarina Sperling[1] , *Carl-Johan Stenberg*[1], *Cormac McGrath*[2], *Anna Åkerfeldt*[3], *Fredrik Heintz*[4], *Linnea Stenliden*[1]

[1] Department of Behavioral Sciences and Learning, Linköping University, Sweden

[2] Department of Education, Stockholm University, Sweden

[3] Department of Teaching and Learning, Stockholm University, Sweden

[4] Department of Computer and Information Science, Linköping University, Sweden

Recent developments in educational AI, combined with the increased presence of AI in society, have highlighted the need for K-12 teachers and teacher educators to promote AI literacy (Holmes, 2022). This study aims to examine how the scientific literature conceptualises AI literacy in relation to teachers' different forms of professional knowledge relevant to Teacher Education (TE). A literature review was conducted targeting studies relating to AI literacy between 2000-2023. 534 records from five databases were initially screened, with 34 being included in the final analysis. The included articles were analysed using the Aristotelian concepts of epistêmê (theoretical-scientific knowledge), technê (practical-productive knowledge), and phronêsis (political-ethical knowledge or practical wisdom) as discussed in contemporary writing by e.g., Gustavsson (2000). This analytical construct was deployed to better understand the different professional knowledge implied in the AI literacy concept. The Aristotelian dimensions of knowledge further relate to other competence and qualification frameworks in the EU and elsewhere (Barstad, 2013).

Results indicate that AI literacy is an emerging research topic, and the concept is still being actively moulded by different theoretical and methodological approaches. Computer science and constructionist theories have influenced what types of knowledge are desirable and AI is often seen as an inevitable force in the future of education. Some studies highlight knowledge of the theoretical foundations of AI, such as the difference between AI and machine learning or certain data structures (episteme), while others employ implicit understandings of AI literacy (e.g., by constructing questionnaires against which AI literacy is benchmarked). Teachers' practical knowledge (techne) emerges as the ability to efficiently use different hands-on educational resources in teaching with and about AI, or how to best design AI curricula and professional development programmes. What constitutes teachers' professional judgement and practical wisdom (phronesis) is the dimension least explored in the literature. This form of knowledge entails an ethical and reflexive mindset, enabling teachers to discern when and how to best utilize AI.

Our study highlights the need to further explore, in Nordic educational contexts and beyond, what theoretical, practical and ethical knowledge teachers and teacher educators need. With the literature review as a starting point, the research team aims to conduct a Delphi study to explore the concept of AI literacy further.

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A Critical Perspective on AI Literacy: Addressing Challenges in Educational Policies and Practice

13. ICT & Education

Johanna Velander[1] , *Marcelo Milrad*[1]

[1] Department of Computer Science and Media Technology, Linneus University, Sweden

The discourse on AI literacy, traditionally confined to academia (Ng et al., 2021), has had limited impact on educational policies and practices. The

recent wide use of OpenAI's ChatGPT has sparked public discussions on AI and its educational implications. AI, coupled with its close ties to future scenarios, frequently elicits emotional responses based on incidental information. These outcomes have elicited diverse teacher reactions, spanning from avoidance, prohibition, or evasion of AI to unquestioningly embracing various technologies (Velander et al., 2023).

Swedish educational policy implicitly encompasses digital competence, including digital, data, and AI literacy, to some extent. The dynamic nature of this domain requires teachers to continually enhance their knowledge through lifelong learning. Regrettably, resources, support materials, and professional development opportunities are scarce (Örtegren & Velander, 2023). Consequently, a key challenge is how teachers can adapt to an increasingly uncertain AI-driven future. Recent studies underscore the gap between theory (policy, curriculum, and support materials) and practice (teacher understanding, attitudes, and conceptualizations) (Velander et al., 2023), leaving teachers with inadequate support in addressing the challenges mentioned above. Key competencies essential in an "AI-centric" future have been widely proposed. Examining contemporary research on AI literacy reveals a distinct emphasis on functional literacy. This raises questions about potential implications for individuals and society, given that digital literacy skills, including programming, are primarily associated with subjects such as mathematics and technology in the curriculum (Lindberg & Öberg, 2023).

Our primary inquiry focuses on the incorporation of a critical perspective regarding digital, data, and AI literacies in education. This perspective attempts to connect AI concepts with their practical applications, encompassing a broader spectrum of societal and ethical implications. This holistic approach bridging the domains of social sciences, politics, art, and various other academic disciplines is of utmost importance for effectively navigating the multifaceted and often ambiguous concepts that define the educational and societal landscape of our current era.

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Participatory design for promoting AI literacy in grades 1-6

13. ICT & Education

Linda Mannila[1] , *Susanne Hägglund[2], Mattias Wingren[2], Yvonne Backholm-Nyberg[2]*
[1] Department of Computer Science, University of Helsinki, Finland
[2] Experience Lab, Åbo Akademi, Finland

This abstract builds on a project on AI literacy (Long & Magerko, 2020) in Finland. The main goals are to 1) investigate how children aged 7-12 experience and understand AI, and 2) build upon those insights when developing age-appropriate and empirically evaluated activities for introducing AI literacy in education. The research builds on participatory design (Brown, 2022), engaging students, teachers, teacher educators, and researchers as active participants, whose perceptions, interests, expectations, and ideas are important for forming the activities. Four teachers and approximately 40 students from two schools, and three teacher educators, participate in the project. The participatory design builds on three phases: 1) Workshops with teachers, giving the basis for the first lesson plan versions. 2) Empirical evaluation in classroom settings. 3) Lesson plan revisions with teachers and teacher educators based on the empirical evaluation.

The teacher/teacher educator perspective is crucial to provide agency for teaching the new content. Involving students in the process is important as the Finnish curriculum presupposes that children are involved in shaping their own learning. Research also suggests that children create their own perceptions of abstract digital technology (Wennås Brante & Walldén, 2021; Ottenbreit-Leftwich et. al., 2021). When designing learning resources, it is thus important to leverage children's preconceptions, to build on their prior knowledge and address potential misconceptions (Mertala, et al., 2022). It is also crucial to involve end-users in the process (Slattery, et al., 2020), in this case teachers and students.

The project is expected to shed light on how children, teachers and teacher educators perceive AI, and how these preconceptions can be used to guide the co-design of activities suitable for the students, teachers and the Finnish curriculum. The project will also result in a set of lesson plans. The results contribute to the international research base on how AI literacy can be introduced to children, building on their prior knowledge and perceptions. From a Nordic point of view, the project and its results serve as a concrete example of how AI literacy can unfold in educational settings where computing has not been introduced as a subject on its own, but rather in a cross-curricular manner as part of e.g., digital competence.

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Pre-prompting as AI-didactics: Building AI-literacy in dialogue with subject-specific chatbots.

13. ICT & Education

Øystein Gilje[1] , *Marie Olafsen[2], Sten Ludvigsen[1], Anders Mørch[1]*
[1] Department of Education, Oslo University, Norway
[2] Asker Municipality, Norway

Policy actors and research environments in the EU (Holmes, 2023) and the US (Cardona et al., 2023), in addition to UNESCO and the OECD, have highlighted how generative artificial intelligence such as large language models (LLMs) can be used constructively in teaching and learning. While studies within the field of ITS and CSCL find low to moderate effects using expert systems based on symbolic AI, there is still a need for more empirical evidence from studies on generative AI in the classroom. Simultaneously, the international debate on generative artificial intelligence and LLMs has primarily problematized how students use ChatGPT (OpenAI), Bard (Google), and Llama 2 (Meta) to somewhat uncritical cheat when they submit assignments and texts. Preliminary findings from other similar pilot studies, both in primary education and higher education, indicate that the texts generated by ChatGPT are often challenging for students to understand (Ludvigsen et al., 2023). Additionally, students are primarily

accustomed to receiving answers to their queries through the internet, and bots programmed to have Socratic conversations with students are found challenging to use by some (The learning network, 2023).

In this presentation, we discuss didactic work with LLM divided into five categories based on who makes the pre-prompts to make chatbots for students' learning. In order to illustrate this model, we draw on some examples from the Nordic countries where local or national initiatives have been taken to turn LLMs like ChatGPT into didactic bots for diverse learning activities. Designing and testing these chatbots in school is part of the project "Learning in the Age of Algorithms" (LAA/LAT), a collaboration between Asker municipality and the University of Oslo (funded by the Norwegian Research Council, 2023-2026). The LAA project aims to test various software and chatbots based on large language models to see how they can support student learning in different subjects at the middle school level. AI didactics for schoolteachers will be established based on these case studies, an international review, and an assessment of safety and privacy.

In the first part of the presentation, we demonstrate how we designed pre-prompts to build chatbots that can assist students in learning processes across various subjects and skills. We then show how students engage with these chatbots in two distinct subjects based on two cases. Our conceptual framework for the analysis is under development but will include elements of meta-design and sociocultural theory.

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What is the current state of AI literacy in education? The case of Greece

13. ICT & Education
Eleni Katsarou[1] , *Konstantinos Sipitanos*[1], *Anna-Maria Galanaky*[1], *Nantia Lelova*[1]
[1] Department of Philosophy and Social Studies, University of Crete, Greece

Although Artificial Intelligence (AI) can facilitate personal learning experiences in adaptive platforms and self-regulated learning (indicatively, Lameras & Arnab, 2022), such practices in Greek educational settings are still at an early stage. AI in primary and secondary education curricula (IEP, 2021) is being understood only in the ICT context, all relevant in-service teacher training is limited to ICT teachers and any other extracurricular student activities are focused on technical skills, like coding. That is why basic AI literacy concepts, like ''AI awareness'' and ''AI agency'' are found in official educational guidelines, but not implemented in educational practices.

How should teacher education respond to these emerging changes, and how can educators best be prepared to maintain agency in an AI-infused educational setting?

However, teacher education should care for building professional digital competencies (Krumsvik, 2014) with AI literacy characteristics beyond ICT and informed use of AI tools. Such an initiative has been undertaken by the University of Crete (UoC) in the form of a MOOC to advance AI literacy in Higher education, where the term is still unknown. The objective is to prepare university student-educators on how to adopt and adapt (Krumsvik, 2014) their AI-related practices and attitudes in their teaching and in their everyday lives; to prepare such educators to maintain agency by gaining AI practical efficiency and critical thinking in using AI technologies. To do so, students need to get familiar with foundational mathematical concepts (e.g., regression, classification) that are used in algorithmic AI. They need to understand how and why algorithms make decisions, how personal data are used to drive these decisions, and how biases in the data introduce a lack of fairness in these decisions.

How does AI literacy take current learning theories into account?

A pedagogical theory we consider relevant and appropriate to support the MOOC for AI literacy we are creating at the UoC is the Multiliteracies pedagogy, one of the most successful approaches in literacy education (Cope & Kalantzis, 2000). Special attention is needed on the critical framing phase and on fostering transformative practices proposed by the specific framework, since in AI-infused settings maintaining human (teachers' and students') agency and encouraging transformations is really hard. To achieve this, we propose the analysis of several cases/ examples drawn from students' everyday and university life digital practices, provided that this analysis combines basic principles of educational studies and sociology (bias, stereotypes, etc.) with the mathematical concepts taught.

How are pedagogical approaches, assessment practices and teacher-learner relationships affected by AI technologies?

Not applicable in the context of the designed MOOC.

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Tech-Tonic Shifts: Quaking the Grounds of Collaboration

13. ICT & Education

Rebecca Vetnes[1] , *Minttu Johler*[2]

[1] International School of Stavanger

[2] Inland Norway University of Applied Sciences

Research topic/aim

The purpose of this action research project was to investigate the role of digital technologies in facilitating differentiation in group work as a means to foster more equitable collaboration and inclusion among the group members. The research question was *how collaboration and the roles of individual learners are impacted when using digital tools to help promote a more equitable distribution of tasks and deliverables.*
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Theoretical framework

This project bases its theoretical approach to the very core of sociocultural learning principles (Vygotsky, 1978) and alludes with Wertch's (1998) notions on mastery and appropriation. The project was designed to follow up with the conclusions of Johler (2022), who observed primary school students during a range of group activities in varying contexts in 2020. In her article, Johler (2022) argued that students need more guidance in employing digital technologies in group tasks in a meaningful manner, in order to support the aims of collaboration. Additionally, a need for more explicit instruction and strategies regarding the act of collaboration itself was identified. This notion challenged the common approach of solely assembling students, presuming they would naturally enhance their collaborative skills when presented with a common goal. The inquiry also explored whether students, on their own, could begin utilizing a known digital instrument collaboratively and creatively, even if they hadn't previously employed it for that particular function (distinguishing between mastery and appropriation). These aspects have also been discussed by e.g. Järvelä & Hadwin (2013) and Le et al. (2018).

Methodological design

This project was conducted by a primary school teacher in a fourth-grade classroom in 2022-2023, in collaboration with a teacher education faculty member in a Norwegian university college. The framings of this study follow the methodological principles of action research, as defined by Creswell and Guetterman (2021).

Expected conclusions/findings

The findings enforce the initial observation that collaboration skills are not always explicitly taught or recognised as specific skills that require continuous practice and refinement. However, in this study, it was discovered that once introduced to the use of digital tools to manage group work, students would use them again by their own initiative in other collaborative tasks. By using digital tools in collaboration, the attention on equity, fairness and effort was trackable and discussed within the groups. Students spent time planning their group roles, tasks and responsibilities using digital tools at the start of the project. We conclude with the argument that allocating both time and resources to teach about the use of digital technologies in collaborative assignments, as well as teaching explicit strategies for group work, enforces students' ability to facilitate their collaboration with the help of digital tools more independently.

Relevance to Nordic educational research

We argue that the project and its results contribute towards the ongoing debate regarding meaningful and creative use of digital technologies in schools. As competences regarding collaboration have been found central in a variety of curricula, frameworks, and policy documents regarding education across the Nordic countries, studies focusing on developing and fostering students' skills in collaboration both locally and globally can be considered highly relevant for the NERA context.

THE ONLINE ADVENTURE - From classrooms to workshops

13. ICT & Education
Klaus Thestrup[1]
[1] The Danish School of Education, Aarhus University

Research topic/aim

Online-teaching is much more than screen meetings and lectures only using heads and power points. I teach at the masters *ict-based educational design* at Aarhus University in Denmark. Together with my colleagues we have over the last decade developed and researched upon on how teaching could be done when connecting, experimenting and producing together in groups and as a whole class. The students are not operating in physically oriented and locally based classrooms, but they are spread out over the country and can during the course even be situated in both Europe and the rest of the world.

The adventure is that we are changing online teaching from being another form of traditional classroom teaching based primarily upon delivery to workshops where one construct questions, methods and knowledge together with the students involved. It is possible to connect using a combination of analogue and digital methods in synchronous and asynchronous ways and it seems possible to establish actual workshops in productive networks. One can be both inspired and challenged by the work of other parties even to the point where common meaning-making might be within reach.

Theoretical framework

We base our research upon an understanding of digital media and digital technologies as something the participants in a proces use and change the use of. The relationship between pedagogy and technology is that these parts are entangled in unstable connections, where the learning outcome is unpredictable. The answer to this is experiment with, construct and reflect upon pedagogical formats and platforms to support the development of experimenting communities and open laboratories. Pedagogical processes are understood as constructive processes, where the participants are active in their investigation of themes, expressions and the technologies in question.

Methodological design

We ask how teachers can use digital technologies to both construct pedagogical activities, so that students experiment with these technologies and at the same time construct knowledge in communities. We are inspired by action research and practice-based research in doing our investigations. That means that we as reflective practitioners and preactise researchers discuss new possibilities, try out different methods and reflect upon the results on the way and finally implement these results. This has happened in several minor and bigger projects over time and continue to do so.

Expected conclusions/findings

The paper will sketch out the history of our developments and present our recent frontlines of questions and actions including the use of cameras, screens, spaces and objects in the present research. At the very moment we work with how to establish and connect concrete virtual and physically based workshops in flexible networks.

Relevance to Nordic educational research

We believe that our understanding of online teaching as worksplaces in a network can support a more informally based local, regional and global educational processes, where the nordic countries connect more closely with each other and the rest of the world simultaneously and where the nordic values may be of importance and played out in global problemsolving and culturally based encounters, exchanges and developments. The world might be smaller than ever but cooperation is more needed than ever.

The Role of ChatGPT in Enhancing Interactive Learning Environments in Higher Education

13. ICT & Education
Ammar Singh[1]
[1] Østfold University college

Research topic/aim
The Role of ChatGPT in Enhancing Interactive Learning Environments in Higher Education

The contemporary educational landscape in higher education is increasingly complemented by artificial intelligence (AI) tools, fundamentally altering teaching and learning experiences. This research aims to meticulously examine the role of AI, particularly the ChatGPT model, in enhancing teaching and learning processes in Nordic higher education settings. Leveraging Vygotsky's concept of the Zone of Proximal Development (ZPD) as a theoretical framework, the study delineates how ChatGPT can facilitate learning through guided interactions.

The central research aim is to unearth how ChatGPT can be utilized to foster a supportive learning environment, potentially aiding learners to reach their ZPD, a realm of optimal learning facilitated through guided assistance. The inquiry specifically revolves around higher education in the Nordic context, seeking to align AI-enhanced learning experiences with the regional educational philosophies and methodologies that are deeply rooted in collaborative and student-centric learning approaches.

Theoretical framework

Grounded in the theoretical framework of the ZPD, the research hypothesizes that ChatGPT can act as a scaffold in the learning process, assisting learners in traversing from what they know to what they can know with aid. The role of ChatGPT is examined as a tool that fosters incremental learning, aiding learners to build upon their existing knowledge structures through guided AI interactions, a premise deeply embedded in Vygotsky's educational psychology principles.

Methodological design

Adopting a qualitative research methodology, the study undertakes an analytical exploration of interactions with ChatGPT as primary data. The data corpus consists of the researcher's real-time interactions with ChatGPT regarding the role of technologies in education. Through thematic analysis, the research interprets the nuanced ways through which ChatGPT can facilitate guided learning experiences, delving into the qualitative dimensions of learner-AI interaction and the potentialities therein.

Expected conclusions/findings

While in its investigative stage, the research anticipates conclusions affirming ChatGPT's role in nurturing a guided learning pathway conducive to reaching the ZPD. It envisages identifying structured approaches wherein ChatGPT assists in breaking down complex concepts into manageable segments, potentially facilitating deep learning. Moreover, it expects to highlight the complementary role ChatGPT can play in enhancing learner autonomy, fostering critical thinking, and encouraging self-directed learning through its interactive and responsive design.

Relevance to Nordic educational research

The outcomes of this venture hold substantial significance for the Nordic educational research arena. The Nordic education ecosystem, with its core values of student-centricity and collaboration, stands to benefit immensely from a nuanced understanding of ChatGPT's potential and limitations. By centering on learner feedback and experiences, the study aims to furnish crucial insights and directives for Nordic educational stakeholders, empowering them to leverage AI for heightened educational efficacy and quality.

The introduction of ChatGPT in Nordic higher education opens up avenues for enriched learning experiences, guided adeptly through AI mechanisms. Viewing through the prism of the ZPD, this research undertakes a critical analysis of the potential pathways to augment learning experiences, seeking to establish a well-grounded space for AI tools in the Nordic educational panorama through substantiated research.

The role of prototyping in co-design of innovative immersive learning experiences

13. ICT & Education
Hans Christian Arnseth[1] , *Morgane Domanchin*[1]
[1] Department of Education, University of Oslo, Norway

Research topic/aim

In educational policy, the importance of societal challenges that require interdisciplinary approaches in the classroom is emphasized. We provide insights from a co-design project where teachers and researchers explored emerging learning designs supported by immersive technologies. Teachers face considerable practical pedagogical uncertainties in how to design for cross-disciplinary learning, but teacher-researcher collaboration could provide powerful contexts for developing educational practices (Goldman, Hmelo-Silver & Kyza 2022). We are particularly interested in examining the role of prototypes in co-design processes and their functions as shared objects for developing pedagogy.

Theoretical framework

We take a sociocultural approach, focusing on prototypes as objects of activity and mediational means for developing pedagogy (Säljö, 2010). In co-design work prototypes become means for engaging with and understanding the world, and they are emergent and entangled with the everyday life of the classroom. According to Pink, et al. (2022) prototypes are situated and contextualized by their creation and use and they are inserted into activities that are already in motion. They invite exploration, experimentation and evaluation in and through practice.

Methodological design

We have been inspired by design ethnography and have anchored emerging design suggestions in practitioners' local concerns (Pink, et al. 2022). Traces of the co-design process were analyzed across the datacorpus collected throughout our 15-month project. Data consisted of videorecords, pictures, documents and informal interviews. Three interdisciplinary prototypes of learning activities were developed to be framed around different approaches to 'the body' as a conceptual learning goal in relation societal challenges related to health and wellbeing.

Expected conclusions/findings

Through detailed analysis of prototyping, we found that they became useful for exploring a complex problem without a clear solution. Prototyping became a way of understanding the problem, conceptualizing it and for introducing technologies and practices that might provide solutions. Prototypes became a way of framing the emerging learning design, so that it could be talked into being and fitted to local contexts. Thus, prototyping became a continuous process of developing and trying new pedagogical ideas and concepts. Prototypes also have an existence after the project finished, morphing into new ideas and following new pathways through the actions of the participants. Thus, prototyping contributed to opening new futures rather than offering simple solutions.

Relevance to Nordic educational research

There is a long tradition for democratic and participatory approaches to developing pedagogy in the Nordic countries emphasizing the autonomy of teachers as participants in co-design of learning and teaching. This research contrasts with more technocratic approaches to making change in schools, by focusing on how prototypes become emergent tools for exploring and testing new concepts for interdisciplinary teaching and learning.

Goldman, S. R., Hmelo-Silver, C. E., & Kyza, E. A. (2022). Collaborative Design as a Context for Teacher and Researcher Learning: Introduction to the Special Issue. *Cognition and Instruction*, 40(1), 1-6.

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Use of augmented reality for "deeper learning" (nor)

13. ICT & Education

Anders Kluge[1] , *Silje Balsnes Haugan*[1]*, Marlene Hasle*[1]
[1] University of Oslo

Research topic/aim
In general, research results from studies of the use of Augmented Reality (AR) in school show positive learning outcomes. Still, focus of research have mainly been to motivate students and pupils, more than to integrate use of this type of technology in standard curriculum and to use for a regular school topics. In this study, AR have been used by students and pupils to learn two different topics in Norwegian school curriculum, one in 5th grade and one in upper secondary school. Both topics are within natural science, and related to the human body. The study investigates how students are able to integrate knowledge.

Theoretical framework
The study applies a socio-constructive perspective on learning. We investigate how the students are able to interact and make sense of visualisations and interaction with technology and with each other. In particular, we study the role of technology and of collaboration, and how the processes they engage in can indicate that they integrate knowledge, and engage in "deeper" learning. The frameworks of Andrea diSessa (coordination classes and "knowledge in pieces") and knowledge integration as it is formulated by Marcia Linn are used to shed light on the learning processes. From this outset, we explore how augmented reality can contribute to a process of learning beyond the declarative stage and towards the integration of knowledge.

Methodological design
The students (upper secondary and 5th grade) are observed as they have a short sessions using the technology. They work in groups of two and three. The teachers selected the students. Video and audio were used to capture the activities, such as talk, gestures and interaction with technology. All the activities were transcribed. Some episodes were selected based on how the students were taking an active approach to the model by identifying parts of it and while also verbally explaining what they saw. To investigate the activity on a level of sense-making. interaction analysis was extended with activity descriptions to examine how the pupils moved and acted during the verbal exchanges.

Expected conclusions/findings
We looked for integration of knowledge in particular, and preliminary findings indicate that the students are able to engage in processes to integrate knowledge by using the technology as an arena for visualisation, while at the same time engaging in discussions with their fellow students. In particular, they explore relations between the elements in the models visualised on the screen, and also seek to place what they see and discuss into a larger context.

Relevance to Nordic educational research
In Norwegian curriculum, deeper learning ("dybdelæring") is a central concept, and do also play a part in the curriculums of other Nordic countries. It is important to explore this concept, both in terms of what it may imply in different concrete examples, but also to explore how technology can facilitate and help students and teachers to engage in activities of knowledge integration as one candidate for deeper learning.

Use of Learning Analytics in K-12 Math Education – Systematic Scoping Review of Impact on Teaching and Learning

13. ICT & Education

Rebecka Rundquist[1] , *Kristina Holmberg[1], John Rack[1], Zeynab (Artemis) Mohseni[1], Italo Masiello[1]*
[1] Linnaeus University

Research topic/aim
The generation and use of digital data and analyses in education comes with promises and opportunities, especially where digital materials allow use of Learning Analytics (LA) as a tool in Data-Based Decision-Making (DBDM). An exploratory *systematic scoping* review was conducted regarding the use and impact of LA and DBDM in classroom practice to outline aspects related to Digital Learning Material (DLM), teacher usage, and student learning in the context of K-12 mathematics education.

Theoretical framework
LA implies, analysing data to understand and optimise learning and learning environments (Siemens & Baker, 2012). In this study we discuss LA as "a sophisticated form of data driven decision making" (Mandinach & Abrams, 2022, p. 196). Data driven decision making or DBDM is a process used by teachers to make decisions based on data, to implement improvement actions and evaluate these innovations (Schildkamp & Kuiper, 2010). LA in DLM can offer learners adaptive functions *embedded* in DLMs or provide learners (and teachers) compiled student assessments in relation to learning goals *extracted* from learning activities (Wise, Zhao & Hausknecht, 2014). We focus on LA-use based on digital data for student learning, for teaching and for teachers' DBDM.

Methodological design
The methodology used the five-stage framework (Arksey & O'Malley, 2005), identifying the research question, identifying relevant studies, study selection, charting the data, collating, summarizing, and reporting the results. For the analysis, thematic summary and synthesis was used to answer:
RQ1: How are analyses of digital data from DLM used in mathematics education?
RQ2: How do analyses of digital data from DLM impact teaching and learning?

Expected conclusions/findings
3653 records were identified whereof 15 studies were included. Results show that LA-research is an emerging field where LA-applications is used across many contents and curricula standards of K-12 mathematics education. LA-usage supports a wide variety of teachers' data use. However, teaching by DBDM focused on supervision and guidance. LA-usage have a positive effect on student learning where high-performing students benefit most. Finally, we suggest a definition of an additional class of LA, which we introduce as *Guiding analytics for learners*.

Relevance to Nordic educational research
Research on using LA and DBDM is essential to support teachers and school leaders to meet today's demands of utilising data, to be aware of possible unwanted consequences, and to use technology to enhance active learners and students' ownership of learning.

Using mathematical dialogue and digital tools to develop good teaching

13. ICT & Education

Karin Ollinen[1] , *Lisa Björklund Boistrup*[2]*, Jens Ideland*[1]*, Marie Sjöblom*[2]

[1] Municipality of Malmö and Malmö university

[2] Malmö university

Research topic/aim

In a practice-based research project, mathematics teachers from two lower secondary schools in a Swedish municipality, cooperate with researchers to explore how a digital tool (GeoGebra) can be used to encourage and support their students' mathematical dialogue and learning. Earlier studies show that Swedish schools have digital equipment, but there is a need to further develop how this may be used in constructive ways (Grönlund, 2014; Ollinen, 2019). Sjöblom (2022) raises questions about how teachers and researchers can cooperate to develop teaching and promote mathematical dialogue amongst students. The aim of this paper is to address the opportunities and obstacles that emerged during the project with the teachers.

Theoretical framework

In the analysis, TPACK has been used to explain what happened when the teachers were planning and conducting the lessons. Mishra and Koehler (2006) created the framework TPACK to show that teachers need to combine technological, pedagogical and content knowledge to create a good learning situation. The context has always been a part of the framework, but in 2019, Mishra upgraded the framework, so from now on, the context should be seen as knowledge as well (Mishra, 2019).

Methodological design

At the two participating schools,10 mathematics lessons with a special focus on students working together and solving problems with GeoGebra, were videotaped during three semesters. Discussions and cooperation between the teachers and the researchers were audio recorded. This included designing lesson activities, analysing classroom interaction, and reflecting on the results.

Expected conclusions/findings

During the project, there were sometimes discussions about how to create tasks that promote mathematical dialogue, and that technique should not be in focus, neither when the teacher was planning lessons, nor when the students were working together in the classrooms. It appeared that it was important to give the students a clear mathematical problem as well as clear instructions regarding GeoGebra to initiate the dialogue within the groups, and the questions from the teacher were crucial to make the students' discussions fruitful. However, the teachers were not always aware of the opportunities and limitations of GeoGebra, and therefore the tool did not always add much value to the content to be taught. This might have been due to a lack of technological knowledge or the knowledge area did not interplay with each other.

Relevance to Nordic educational research

TPACK has been used in several Swedish and international studies to demonstrate the complexity of teaching and the importance of combining different knowledge areas to create a fruitful learning environment when using digital tools and resources.

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Visual representation in Learning Design

Peter Gundersen[1] , *Bjarke Andersen*[1]
[1] University College Absalon

Research topic/aim
The aim of the explorative workshop is to investigate the possibilities of using Johanna Druckers work on knowledge dissemination and visual representation in the field of Learning Design.

Theoretical Framework
Learning Design, in essence, does not align with traditional pedagogical theories, such as constructivism. Instead, it represents a higher layer of abstraction above these theories, aiming to construct a comprehensive descriptive framework capable of encapsulating diverse teaching and learning activities, each possibly rooted in different pedagogical paradigms.
Drucker's primary interest lies in exploring the ways in which graphical forms can facilitate the production and dissemination of knowledge. Her work underscores the importance of visual interpretation in the organisation, representation, and analysis of data. By examining the history of graphic design and visual communication, Drucker provides a critical perspective on the visual rhetoric used to convey complex ideas and information. However, she does not address educational contexts or learning designs. Thus, in the following we will present her six formats of visualization. We interpret them specifically with reference to learning design and education, and reframe them as different purposes of visualizations.

Methodology/research design
The explorative workshop is a collaborative process facilitated by the hosts and is based on the preliminary work and especially the three stage model developed in the project MUSC.

Expected results/findings
The workshop aims at creating a more concise visual language for representing teaching and learning situations based on the inputs from the participants.

Relevance to Nordic educational research
In the Nordic countries there is a growing interest in design-based research within the educational field. The outcome of the workshop can help to generate a consistent and research informed visual language for disseminating teaching and learning sessions with respect to Nordic traditions such as teacher autonomy, etc.

Who holds the future? Teachers' work with students' future thinking, sustainability & technology

13. ICT & Education
Anna-Lena Godhe[1] , *Ylva Lindberg*[1], *Maria Bäcke*[1]
[1] Jönköping University

Research topic/aim
In this presentation, we raise questions concerning how we as educators can grapple with connections, or perhaps rather disconnections, between digital technology and sustainability in education. Fervent activities to develop digital tools and digitalize societal sectors, including education, have until recently avoided sustainability perspectives that are not only ethical in nature, but also include energy infrastructures (McKenzie & Gulson, 2023) and the environmental impact that everyday digital activities have (Tiernan, 2023). Education research focuses either on the digital technology or on sustainability issues, and rarely considers the way they intersect (cf. Tiernan 2022). The question of sustainability and technology in education is urgent as datafication, intensifications of data infrastructures, including increasing and diversified uses of artificial intelligence (AI), and automated processes at different levels will impact on students' futures. Selwyn (2022) concludes that based on the environmental damage caused by such technologies, we may have to reassess the whole educational technology project.

Theoretical framework
The empirical material is discussed through theoretical inroads to problematize (dis)connections between sustainability and (digital) technology in education. This analytical lens explores how futures studies and 'futuring' activities with students supports critical thinking regarding (digital) technology and sustainability (Buch, Lindberg, C Pargman, forthcoming).

Methodological design
Against this backdrop, we explore and discuss how teachers engaged with a learning adventure, wherein they designed a Futures Day to involve students in the 'not-yetness' (Ross 2023) and uncertainty of (digital) technology and sustainability. The initiative was motivated by teachers' expressed need to get to learn about students' imaginaries about the future, to further develop their educational programme regarding (digital) technology and sustainability. The learning adventure, carried out in spring 2023, focused on four classes in a technology programme of a Swedish upper secondary school.

Expected conclusions/findings
Preliminary findings uncover how teachers can frame learning and instruction to include sustainability and (digital) technology through a focus on futures, and, thereby, explore uncertain skills and knowledge of tomorrow with students. Students' stories point to sacrifices that need to be made in the future to sustain human life and planet Earth, which is in line with recent critical views in scholarly work, including the "dedigitalisation" of tomorrow (Monnin 2018).

Relevance to Nordic educational research
We argue that this is an area of research that is of relevance to the NERA-community since discussions of how to grapple with sustainable technology use in education are needed. The presented empirical findings explore one possible way to start this discussion.

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"I could no longer be their teacher": Online education as a negation of the teaching profession

13. ICT & Education

Marita Ljungqvist[1] , *Peter Svensson*[1], *Sinikka Neuhaus*[1], *Anders Sonesson*[1]

[1] Lund University

Research topic/aim

The digitalization of education is a prioritized field for governments and policymakers all over the world, not least in the Nordic countries. The educational sector is expected to play an important role in the digitalization of society and in fostering digital citizens, and to harness the potential of technology for improving its own practices (ITU, UNESCO & Unicef, 2020). Common watchwords in policies are: flexibility, choice, inclusion and individualization. Digitalized education is seen as particularly important in relation to socio-economic disadvantages, growing performance gaps and regional inequality (Ljungqvist & Sonesson 2022). As a consequence of digitalization, a growing share of teachers' and students' work will be located outside the classroom, as both independent study and teacher-student/student-student interaction becomes increasingly mediated by various digital tools. What such a development might mean for teachers, students and schools is difficult to say with certainty; research is still meagre (Lai & Bower 2019). The Covid-19 lockdown, however, offered a unique opportunity to study digitally mediated distance education as a natural experiment. This paper examines, through a dialectical theoretical framework, how the transition to distance learning in Swedish upper secondary schools in 2020-2021 affected teachers and their teaching.

Theoretical framework

We use a dialectical framework as an interpretation grid for our analysis, in order to study contradictions and absences in the material.

Methodological design

Utilizing life-history interviews, 33 teachers were interviewed about their experiences during the lockdown.

Expected conclusions/findings

A main finding was our interviewees' experiences of a *negation* of their previous professional practice, a negation that exposed important, previously partially hidden aspects of the teaching profession. Large parts of the teachers' work were hindered as a consequence of the transition to distance education. Without the physical school building and the classroom as material and symbolic framings of the teachers' work, much of the pedagogical, social, professional, collegial and interpersonal aspects of teaching were lost. The seriousness and solemnity connected to the teaching profession disappeared. Teachers were overwhelmed by a sense of powerlessness as they could no longer carry out the school's compensatory mission. Through the digital transformation, they were deprived of opportunities to *be teachers*.

Relevance to Nordic educational research

There are strong reasons to take the experiences of these teachers seriously in relation to the ongoing digitalization of education. We believe that our paper contributes to the growing field of critical research on digital pedagogy and digitalized education, with a special relevance for the highly digitalized Nordic countries. If 33 experienced and skilled teachers, who fought for almost two years with the best interests of their students in mind, could not digitally recreate the classroom that the pandemic closed – in Sweden, one of the world's most digitalized countries – why should we continue to believe in the promises of digitalization?

14. Multi Cultural Educational Research

Are migrant children and young people the new 'Third Culture Kids'?

Angela de Britos[1]

[1] University of Strathclyde, Glasgow, Scotland

Research topic/aim

As patterns of migration shift across the world, the mosaic of languages and cultures in our societies and schools also evolves. This paper will explore the 'adventures' that linguistic and cultural diversity and difference can bring, and it will also challenge traditional, homogenised educational practices of assimilation and acculturation when teaching newly-arrived migrant students. This is increasingly important as families are often globally mobile and may later return to their country of origin or relocate to another.

Theoretical framework

Approximately half of all migrants relocate with a partner or a child (Caligiuri & Bonache, 2016); this highlights the significance of recognising and understanding the experiences of the children and young people who have travelled with their families to live in another country. The rapid increase of global migration has yielded a significant consequence—a growing generation of individuals who will have spent a substantial portion of their childhood years residing in countries that differ from their parents' countries and the nation associated with their passport (Ra et al., 2023). Previous research has highlighted the positive impacts of globalisation on these 'third culture kids' (TCKs) (Useem & Downie, 1976), however other studies have provided insight that they may face greater difficulties as young adults (Smith & Kearney, 2016; Pollock, 2017). For example, many American TCKs that repatriated felt like 'nomads' with sentiments of displacement upon returning to the USA for university, and a belief that they were not understood by either culture (Firmin et al., 2006). Therefore, with mounting globalisation, and people moving from one country to the next, where do migrant children call 'home'?

Methodological design

This study of fourteen Spanish-speaking bilingual families involved semi-structured interviews with 36 participants, with children and young people aged between 2-16 and their parent/s. Interviews were conducted in the family homes of participants to make them feel more comfortable and at ease in a familiar environment. It helped counter power dynamics between the researcher and the participants, and it also meant that the children could take a break or exit the interview if they wished. To reflect the bilingual identities and repertoires of participants, the interviews were conducted using the linguistic strategy of translanguaging, whereby the researcher alternated between Spanish and English mirroring the language use of the participants.

Expected conclusions/findings

Findings revealed that monolingual mindsets and the negative influence of English as a *lingua franca* were the two biggest barriers to nurturing migrant children's bilingual and bicultural identities. Additionally, the impact of Brexit and unconscious bias/racism from not only professionals within education but wider society, had a direct impact on the extent to which families fostered bilingual and bicultural practices.

Relevance to Nordic educational research

This study is relevant to Nordic educational research as the increasingly diverse cultural and linguistic profile of Scottish schools is similar to the context in the Nordic regions, including the geographical challenges faced by rural and remote schools. Celebrating diversity and difference should be a common aim for all European countries.

Dilemmas in education for migrant students, part 1

Ulrika Jepson Wigg[1] , *Finn Aarsaether*[2], *Helene Fulland*[2], *Angela de Britos*[3], *Sören Sindberg Jensen*[4], *Mette Vedsgaard Christensen*[5], *Thomas Enemark Lundtofte*[4], *Line Krogager Andersen*[4]

[1] Mälardalen University, Sweden
[2] Oslo Metropolitan University, Norway
[3] University of Strathclyde, Scotland
[4] University of Southern Denmark
[5] VIA University College, Denmark

This is part one of a two-part symposium that aims to highlight and disseminate what dilemmas present themselves in education for migrant students. Issues regarding migration and education have been at the forefront in many Western countries, not least in a Nordic context. For the purposes of this symposium, we have chosen to use the term migrant students, as the definitions and terms vary between countries.

We have chosen to address dilemmas in order to emphasize that not all issues which arise in education for migrant students are problems that can be solved. The Cambridge dictionary online defines dilemmas as: a) A situation in which a difficult choice has to be made between two different things you could do, and b) A situation in which a choice has to be made between possibilities that will all have results you do not want. Theoretically, dilemmas may be understood as a manifestation of systemic contradictions, which are not observable in themselves but possible to understand through their discursive manifestations (Engeström & Sannino, 2011). Further, dilemmas might not be preventable, or have a given solution. Addressing an issue as a dilemma rather than as a problem gives room for other perspectives and ways of action.

In previous research carried out by the contributors to this symposium, a few key dilemmas have emerged, two of which provide the underpinnings of the presentations. The first is whether migrant students should be placed in an introductory class or not. That issue ties in with both organisational, pedagogical and social aspects of education, as well as with processes of inclusion. The other key dilemma is teaching an increasingly transnational group of students within a strictly national curriculum. Migrant students may not plan to stay in the country in which they receive their education, which means that at least some of the curriculum may not be geared towards their needs. For instance, learning the dominant or national language is more often than not the threshold for moving forward in their education, but in a transnational perspective, learning another language might be more beneficial.

With these overarching dilemmas in mind, the different contributions will look into educational settings for migrant students, and further investigate what dilemmas can be identified and how, who they effect, what the effects are, how the dilemmas can be understood theoretically as well as point to possible ways forward in handling the dilemmas.

The symposium will delve into these issues with a broad perspective, both regarding national settings, educational settings, disciplinary approaches, and theoretical perspectives, with the purpose of contributing knowledge of how dilemmas in education for migrant students can be understood and handled in an international perspective.

"How much English should we speak?" Teachers' and students' multilingual practices in an introductory class in Norway

Finn Aarsaether[1] , **Helene Fulland**[1]
[1] Oslo Metropolitan University

Research topic

In this study, we followed a class for newly arrived migrant students at a Lower Secondary School (grades 8-10) throughout the schoolyear 2022/23. The school was new to introductory classes; thus, several experiences were gained and discussed as the classroom instruction proceeded. During the year, several issues raised by the teachers turned out to be too complex to simply solve. In our view these issues had the character of dilemmas (cf. the symposium abstract).

Here, we will tune in on one reoccurring topic brought to the fore, namely the question of what language(s) should be used in the classroom. For instance, one teacher asked, "How much English should we speak?". Another teacher commented on the students´ use of different first languages in the group: "[…] it´s fine for clarifications, (…) but not necessarily ok if others are excluded from understanding". Furthermore, teachers worried that the students did not practice Norwegian to a great enough extent. According to our observations, questions regarding language use and language learning remained an underlying issue for the teachers throughout the school year.

On this background, the paper will shed light on teachers' and students' balancing of different approaches to language practices and second language learning in a multilingual classroom. This encompasses perceptions of first languages as a resource, English as a lingua franca in a globalized context, and the need for practicing and learning the host country´s language.

Theoretical framework

In our analyses we will relate to current discussions within the translanguaging framework (Cummins, 2021; Garcia and Li Wei, 2014; MacSwan, 2017). Finally, we discuss how the dilemma of balancing can be met by practitioners, by adding concepts from the holistic model of multilingualism in education proposed by Duarte and van der Meij (2020) and crosslinguistic pedagogy proposed by Cummins (2021).

Methodology and expected results

To empirically unpack the dilemma, we will conduct content analysis of perceptions about language use and language learning displayed by teachers (meeting minutes, interviews, observations), students (interviews, observations) and parents (interviews). The analyses will also contain a time aspect, as we will investigate how time spent in Norway as well as expectations for the future may be related to perceptions of language use and learning (Darvin and Norton, 2017).

Relevance to Nordic educational research

This paper ties in with the second key dilemma to be addressed in this symposium and is relevant for understanding education of migrant students in a Nordic context.

Developing the biliteracy skills of Spanish-speaking migrant children in Scotland

Angela de Britos[1]
[1] University of Strathclyde

Research topic

As patterns of migration shift across Europe, the mosaic of languages used in our societies and schools also evolve and change. This paper will

explore the dilemma around developing and maintaining biliteracy in Spanish-speaking migrant families in Scotland, where English is the language of instruction in 99% of schools.

Theoretical framework

Grosjean (2019) describes biliteracy as the ability to read and write in two or more languages, whereas-Lo Bianco (2003. p.27) goes further to define biliteracy as "literacy interdependency between two languages", highlighting the relationship and connection between languages. Where children have a secure knowledge of reading and writing in their heritage language, studies have suggested that their literacy skills in the language of schooling are better (Cummins & Swain, 2014; Baker, 2011; Fielding & Harbon, 2020). Research evidence outlines that literacy in English improves in line with literacy aptitude in the heritage language (Tsimpli, 2017). However, biliteracy is not simply the ability to encode and decode written text in multiple languages, it is the ability to navigate flexibly across and between not only the languages themselves but also the cultures and identities of the child (Bauer & Colomer, 2016).

In the Scottish context, Hancock (2020, p.6) explains that most teachers were "unaware that the bilingual children in their class were involved in learning literacy outside of school, and they showed little interest in their accomplishments outside English literacy acquisition". Molyneux, Scull and Aliani (2016) state that negativity and the promotion of monolingualism sends strong messages about the value of heritage languages.

Methodology

This study of fourteen Spanish-speaking bilingual families involved semi-structured interviews with 36 participants, with children and young people aged between 2-16 and their parent/s. Interviews were conducted in the family homes of participants to make them feel more comfortable and at ease in a familiar environment. It helped counter power dynamics between the researcher and the participants, and it also meant that the children could take a break or exit the interview if they wished. To reflect the bilingual identities and repertoires of participants, the interviews were conducted using the linguistic strategy of translanguaging, whereby the researcher alternated between Spanish and English mirroring the language use of the participants.

Findings

Findings revealed that developing and maintaining children's biliteracy skills in reading and writing was extremely challenging due to several factors. For example, the lack of texts in school and in public libraries was a hinderance and meant that families had to purchase books and magazines at their own expense. Furthermore, teachers' negative attitudes and value of bilingualism were a barrier to biliteracy, as was low parental confidence and knowledge in how to teach reading and writing to their children. Nevertheless, families were innovative in their use of digital technologies to overcome some of these barriers.

Relevance to Nordic educational research

This study is relevant to Nordic educational research as the increasingly diverse cultural and linguistic profile of Scottish schools is similar to the context in the Nordic regions, including the geographical challenges faced by rural and remote schools.

What's the purpose? Preliminary findings on the reception of Ukrainian children and youth in the Danish school system

14. Multi Cultural Educational Research
Sören Sindberg Jensen[1]
[1] University of Southern Denmark

Research topic

This paper presents preliminary findings from the *Ukrainian children in Danish schools*-project regarding the school-based reception of children and youth, who arrived from Ukraine in the wage of the Russian invasion in February 2022 Specifically, the paper investigates how the purpose of the reception system in the primary and lower secondary school system in Denmark was formulated in the special legislation, which was put in place during the Spring, and how the purpose evolved when the legislation was implemented on the level of the municipality and on the school-level.

Theoretical framework

The theoretical framework includes on a critical perspective on 'integration' in a Danish context (Rytter 2019) and is informed by a central tenet in the research field of refugee education, that variation among models for reception institutions, according to various purposes, is linked to the matter of what future the refugee children and youth, in question, are thought to be facing (Dryden-Peterson et al. 2019).

Methodology

The empirical material is generated via document analysis and an ethnographical-inspired design, including observations of everyday activities in reception classes, interviews with children, teachers, school management and key personal from two municipalities.

Findings

It is found that the purpose of the school reception was ambivalently formulated in the special legislation. On municipality and school levels, the purpose can be subject to contractionary reformulations, which can lead to confusion regarding the scope and content of educational practices implemented in reception classes.

Relevance to Nordic educational research

The paper offers insights from the Danish educational context to the field of refugee education, in particular regarding the reception of children and youth from Ukraine, alongside other studies (Karbowniczek, Ordon, & Łapot, 2022; Parmigiani et al., 2023; Van Esveld, 2023). Focusing on a core theme in refugee education – the purpose – with regard to a comparable situation – the reception children and youth from Ukraine – the paper might offer a vantage point for better understanding similarities and difference in thinking and practice regarding refugee education in general across the educational systems of the Nordic countries.

The role of digital technologies in lives and learning: Dilemmas and potentials for migrant students and schools

14. Multi Cultural Educational Research
Mette Vedsgaard Christensen[1] , *Thomas Enemark Lundtofte*[2], *Line Krogager Andersen*[2]
[1] VIA University College, Denmark
[2] University of Southern Denmark

Research topic

The Ukrainian refugee children who arrived in Denmark, found themselves in a highly digitalized school environment, where learning materials and activities are organized around so-called learning platforms. Additionally, tools for translation, writing and content-searching are widely available,

and the result is, that teaching and learning in the reception classes can be seen as a series of practices, that are neither analog nor digital but rather an entanglement of the two (Fawns, 2022).

Theoretical framework, methodology and findings

However, this digitalization raises both ethical, pedagogical and linguistic issues: Using learning platforms and making for-profit and non-educational technologies an integrated part of teaching and learning can be problematic in a free, public school system (van Dijck, Poell & Waal 2018). From a language pedagogical viewpoint, the often highly individualized digital learning activities pose a challenge to language pedagogy, as language acquisition is linked to a communicating classroom. The learning platforms can also introduce pedagogical practices for feedback not normally associated with current pedagogical trends. At the same time, we also see that the access to just-in-time linguistic support in the form of translation technologies enhances opportunities for active participation in teaching activities and peer interaction. However, the use of automatic translation constitutes a practice that may overlook linguistic and cultural aspects of translation and language acquisition (Lundtofte, Andersen & Christensen, forthcoming).

Digital technologies also provide the students in our study with a unique possibility of continuing their Ukrainian education, as many of them participated in online education provided by the Ukrainian government. The initial purpose of the online-school was to make sure the students were able to follow a Ukrainian curriculum and hence facilitate their return to the Ukrainian school system. However, the students who participate in Danish and Ukrainian schooling experience long school days and conflicting demands from two very different school systems, and they are faced with questions regarding their investment in both language and subject learning in the new country (Christensen, Kapustian & Nielsen, forthcoming).

Relevance to Nordic educational research

In our presentation we will explore the dilemmas and potentials regarding the observed practices in our study and we will discuss these in the light of teaching and learning for migrant students and more overarching pedagogical discussions regarding the use of digital technologies in schools.

Dilemmas in education for migrant students, part 2

Ulrika Jepson Wigg[1] , *Anna Ehrlin[1], Hanna Ragnarsdóttir[2], Lara Wilhelmine Hoffman[2], Hermína Gunnthórsdóttir[3], Eyrún María Rúnarsdóttir[2], Samúel Lefever[2], Mette Rose Kjaer Thomsen[4], Gro Hellesdatter Jacobsen[4]*
[1] Mälardalen University, Sweden
[2] University of Iceland
[3] University of Akureyri, Iceland
[4] University of Southern Denmark

This is part two of a two-part symposium that aims to highlight and disseminate what dilemmas present themselves in education for migrant students. Issues regarding migration and education have been at the forefront in many Western countries, not least in a Nordic context. For the purposes of this symposium, we have chosen to use the term migrant students, as the definitions and terms vary between countries.

We have chosen to address dilemmas in order to emphasize that not all issues which arise in education for migrant students are problems that can be solved. The Cambridge dictionary online defines dilemmas as: a) A situation in which a difficult choice has to be made between two different things you could do, and b) A situation in which a choice has to be made between possibilities that will all have results you do not want. Theoretically, dilemmas may be understood as a manifestation of systemic contradictions, which are not observable in themselves but possible to understand through their discursive manifestations (Engeström & Sannino, 2011). Further, dilemmas might not be preventable, or have a given solution. Addressing an issue as a dilemma rather than as a problem gives room for other perspectives and ways of action.

In previous research carried out by the contributors to this symposium, a few key dilemmas have emerged, two of which provide the underpinnings of the presentations. The first is whether migrant students should be placed in an introductory class or not. That issue ties in with both organisational, pedagogical and social aspects of education, as well as with processes of inclusion. The other key dilemma is teaching an increasingly transnational group of students within a strictly national curriculum. Migrant students may not plan to stay in the country in which they receive their education, which means that at least some of the curriculum may not be geared towards their needs. For instance, learning the dominant or national language is more often than not the threshold for moving forward in their education, but in a transnational perspective, learning another language might be more beneficial.

With these overarching dilemmas in mind, the different contributions will look into educational settings for migrant students, and further investigate what dilemmas can be identified and how, who they effect, what the effects are, how the dilemmas can be understood theoretically as well as point to possible ways forward in handling the dilemmas.

The symposium will delve into these issues with a broad perspective, both regarding national settings, educational settings, disciplinary approaches, and theoretical perspectives, with the purpose of contributing knowledge of how dilemmas in education for migrant students can be understood and handled in an international perspective.

Dilemmas of inclusion and exclusion: teachers' experiences of teaching newly arrived students at a newly diverse school

Anna Ehrlin[1] , *Ulrika Jepson Wigg[1]*
[1] Mälardalen University, Sweden

Research topic

The aim of this presentation is to contribute knowledge about teachers' experiences of facing unfamiliar situations in meeting and teaching a new student group, and the dilemmas that arise from those experiences. The research questions guiding the analysis are: 1. How do these new teaching experiences impact the teachers' professional practice? 2. How are the newly arrived students perceived in the teachers' statements in relation to diversity and inclusion? 3. How can the dilemmas be understood in relation to the theoretical concepts of communities of practice and institutional thought?

Theoretical framework

The theoretical points of departure are *communities of practice* (Wenger, 1998) and *institutional thought* (Ahmed, 2012). Within a community of practice, an individual's participation can be understood as a shift from being a legitimate peripheral participant or actor on the outer edge of a community to, over time, becoming an increasingly central participant or actor who has mastered that community of practice. Newly arrived students' experiences of belonging can affect their ability to position themselves as increasingly central actors within the school as a community of practice. This might affect their possibilities to be included in other communities of practice in society and create conditions for either inclusion or exclusion. Institutional thought is part of Ahmed's (2012) theory of diversity and inclusion within organizations and refers to routines and norms within an organization that facilitate or hinder participation and agency. Institutions as acting bodies are made up not only by policy and different kinds of documents. Institutions are what they do. This is also tied to the policy of stranger making, that is, who is able to create an inhabitable space within institutions and who is not. Different bodies within the institutions may not be given the same space.

Methodology

The study was carried out through semi-structured qualitative interviews with nine teachers at a newly diverse, countryside upper secondary school, and carried out at the school. The interviews were recorded, transcribed and analyzed using a content analytical approach.

Findings

The teachers interviewed describe a feeling of professional frustration in not being able to support the newly arrived students needs the way they want to, as well as a sense that the newly arrived students are bringers of diversity to a school where diversity is lacking. Using Wenger's (1998) concepts we will identify the dilemmas of being an experienced teachers moved to the outer edge of a well-known community of practice. Ahmed's (2012) term institutional thought provides a tool for understanding the dilemmas, that processes of inclusion and exclusion may bring with them in an educational setting.

Relevance to Nordic educational research

All Nordic countries are facing similar issues regarding inclusion and schooling for newly arrived students, and knowledge of what professional dilemmas may arise for teachers in that process, would add value to Nordic educational research.

A Part and Apart? Education and social inclusion of refugee children and youth in Iceland (ESRCI)

Hanna Ragnarsdóttir[1] , *Lara Wilhelmine Hoffman[1], Hermína Gunnthórsdóttir[2], Eyrún María Rúnarsdóttir[1], Samúel Lefever[1]*
[1] University of Iceland
[2] University of Akureyri, Iceland

Migration to Iceland has grown rapidly in recent years, including asylum-seekers and refugees. The research project, *Education and social inclusion of refugee children and youth in Iceland (ESRCI)* aims to critically explore the inclusion of refugee children and youth at pre-, compulsory, and upper secondary levels and the structures created for their learning and wellbeing. In 2015-2019, Iceland in cooperation with the UNHCR received 207 resettled refugees from Syria and Iraq who settled in eleven reception municipalities all over the country. While there has been some research with refugee groups in Iceland, ESRCI is the first extensive research with refugee groups from Syria and Iraq. The aim of this paper is to present the project and preliminary findings from data collection (autumn 2023 and spring 2024).

A diverse body of research shows that educational policies and practices frequently exclude, devalue, or marginalize students with migrant backgrounds and position them within a deficit framework, rather than acknowledging and affirming their strengths and abilities (Gunnthórsdóttir & Ragnarsdóttir, 2020; Race & Lander, 2014). Burns (2008) regards language proficiency as a proxy indicator for inclusion. Schools as sites of language teaching and learning therefore become key facilitators in the inclusion of refugee children. Wellbeing as a concept to analyze physical, mental, and emotional health of individuals in society is increasingly being recognized in scholarship. Refugee children are at significant risk of developing mental health difficulties given their often-traumatic migration experiences. Therefore, a focus on their wellbeing in schools is essential along with an awareness of the trauma they may have experienced (Bajwa et al., 2020).

Theoretical framework

Ethnological, cultural, and anthropological perspectives are applied in the study to provide a holistic and in-depth understanding of the children's and youth's social and learning environments.

Methodology

Data is collected via semi-structured in-depth and focus group interviews, using interview guides developed by the research team. Interviews are conducted with about 40 families in eleven municipalities, children, the children's teachers and principals, municipality employees and NGOs. To ensure children's participation and agency this study also incorporates active instruments including participatory place-based methods, child led "walk-along" interviews, short diaries and narratives (Dennis, et al, 2009).

Expected findings

The findings are expected to give an overview of the inclusion and wellbeing of refugee children and youth and how social and educational structures contribute to their state.

Relevance for Nordic educational research

The main value of the project for policy makers and practitioners in the Icelandic education system and the Nordic countries is providing insight into the educational experiences of refugee children and youth, challenges they face, their academic engagement and social wellbeing.

Ball games as a mean to foster togetherness and belonging in a Ukrainian reception class

14. Multi Cultural Educational Research
Mette Rose Kjaer Thomsen[1] , *Gro Hellesdatter Jacobsen*[1]
[1] The University of Southern Denmark

Research topic and methodology

Physical education (PE) and joint physical activities has often been given a special role regarding students' transition from reception to mainstream class and in collaboration between reception and mainstream classes. In this presentation, our focus is directed towards these aspects of the refugee education. During our fieldwork in the pilot project, Ukrainian Children in Danish Schools, we have seen how teachers use PE and ball games to create a common ground in an attempt to prepare the Ukrainian children for mainstream classes. There was typically an expectation that barriers related to language and cultural differences would be reduced in ball games and other physical activities. However, as we will argue, it has not been that simple. In the presentation, we show how 1) PE in the reception class, 2) PE lessons for both reception and mainstream classes as well as 3) ball games outside PE, for instance, the popular Danish longball game of 'rundbold' [Swedish: brännboll, Norwegian: slåball], do not always function as community-oriented as intended.

Theoretical framework

Theoretically, we are inspired by concepts and understandings from the German tradition of general education (Allgemeine Pädagogik), among others a distinction between weak and strong forms of pedagogical action. In strong pedagogical forms of action (Komischke-Konnerup, 2018), the educator's intention is made clear to the children for instance in the form of clear instruction and explanation of rules in a physical activity. Drawing on previous research (Jacobsen, Larsen & Nielsen, 2020), we argue that educational activities, where all children must do the same thing at the same time – such as ball games and other rule-based physical activities – can have a marginalizing effect on some children, namely those who cannot live up to the rules.

Expected findings and relevance for Nordic educational research

In the analysis of empirical examples, we will show how newly arrived children from Ukraine are marginalized through joint physical activities, albeit the intention being inclusion. We will also discuss how specific ball games seem to be positioned as an important means to integration into the Danish school system for refugee children in a norm critical perspective (Kumashiro, 2009). In closing, we will point to options to rethink and change the pedagogical practice to give newly arrived children access to the school's communities through PE and ball games, which is also relevant in a Nordic context. The project is supported by Centre for Primary and Lower Secondary Education Research, University of Southern Denmark, and involves researchers from VIA University College, University College Absalon and University of Southern Denmark.

Discursive practices in lower secondary school diverse classrooms – recognition among multilingual students (swe)

14. Multi Cultural Educational Research

Anneli Marceteau[1]

[1] Linnéuniversitetet

Research topic/aim

Swedish classrooms are linguistically and culturally diverse, supported by intercultural teaching policies (Aronson & Laughter 2015). However, tension exists between these policies and the prevailing monolingual practices in schools (e.g., Lundberg 2019; Paulsrud, Juvonen & Schalley 2023), creating a cultural hierarchy where the dominant language is favored, leaving multilingual students feeling marginalized. (e.g., Siekkinen 2017; Yoxsimer Paulsrud 2014). We need insights on reducing or increasing tensions between intercultural norms in policy and the monolingual practices in schools, to guarantee equitable education for all students.

This ongoing PhD-project aims to understand how discourses on language and cultural diversity are manifested in Swedish lower secondary schools, and its impacts on multilingual students´ experience of social and cultural recognition.

Theoretical framework

The theoretical framework draws from Foucault (2010), focusing on discursive practice that reveals the interplay between power, knowledge, language, and texts, and shaping our thoughts, identities, and society. Discursive practices encompass not only spoken words but also unspoken, influencing who has a voice in society. Students and teachers in this study, actively engage in these practices while being influenced by broader societal norms. Within diverse classrooms, languages and communication affect power dynamics, language value, and student participation. The Foucauldian framework is complemented by Honneth's (1995) recognition theory, emphasizing society's responsibility to ensure recognition for all, regardless of gender, ethnicity, or other aspects of identity. It manifests as discrimination, prejudice, social exclusion, and social conflict, making recognition a fundamental human need.

Methodological design

Ethnographic classroom observations and interviews are conducted in two ninth-grade classes within separate schools, during one school year. Data includes field notes and recorded interviews with students and teachers. The study has received ethical approval in Sweden.

Expected conclusions/findings

The results are expected to clarify the tensions between intercultural norms and monolingual practices and how these tensions can be alleviated to promote equitable education for all students.

Relevance to Nordic educational research

This study is relevant to Nordic educational research and the conference theme by addressing the vital question of language and cultural diversity in education, reflecting current global challenges, and urging researchers to seek innovative solutions.

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Educators' knowledge and practices with refugee pupils: negotiating the space between local and national priorities

14. Multi Cultural Educational Research
Caitlin Prentice[1]
[1] University of Oslo

Research topic/aim
Schools play a crucial role in the settling-in process for newly arrived refugee and asylum-seeking children – in terms of academic and language learning, but also in terms of providing routine, social relationships, and a sense of identity (McIntyre & Abrams, 2021). This presentation draws on findings from a project investigating educators' knowledge, attitudes, and practices when working with refugee and asylum-seeking pupils in England. It examines the ways in which study educators acquired relevant pedagogical knowledge and enacted positive practices with refugee young people in a context of little national guidance or support.

Theoretical framework
The study is guided by an adapted version of a Knowledge, Attitudes, and Practices (KAP) model, where knowledge, attitudes, and practices are each bidirectionally related to each other; for example, pedagogical knowledge can shape educators' practices, but practices can also shape knowledge (Guskey, 1986).

Methodological design
Data was collected through a survey (n=295) across one local educational authority in England and interviews and participant observation with 17 educators – including teachers, teaching assistants, and school leadership – at two case study schools – one primary, one secondary. Survey and case study data was analysed both deductively and inductively and thematically combined to address the research questions.

Expected conclusions/findings
Educators reported acquiring knowledge mainly through experience – both personal and professional – and they emphasised informal, ad hoc support from colleagues over formal training courses. English as an Additional Language leaders at the two case study schools were particularly relied upon to pass on relevant knowledge they had acquired across their careers. Numerous examples of positive practices were identified, from creating welcoming environments to promoting social-emotional well-being to supporting English language learning. These practices were shaped by educators' pedagogical knowledge and internal school-lead ethos and initiatives. Some aspects of the national education system – mainly rigid, exam-based curricula – were also influential.

Relevance to Nordic educational research
Overall, this study offers insight into how educators and schools can acquire pedagogical knowledge and enact positive practices with refugee pupils despite an unsupportive national context. Whilst situated in England, the results are relevant to other northern European countries, including the Nordics. Recent research has noted key similarities and differences between the UK and, for example, Sweden, when it comes to education policy and provision for young refugees (McIntyre et al., 2018), raising broader questions around visibility/invisibility, labelling, and relationships between local and national education priorities.

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Engagement in Activity Settings of First and Second Language Learners in Swedish Preschools

14. Multi Cultural Educational Research

Lena Almqvist[1] , *Johannes Finnman*[1]

[1] Mälardalen university

Research topic/aim

In Swedish preschools, second language learners show lower engagement in activity settings than first language learners. Environmental prerequisites, including classroom structure and the presence of qualified teachers, have been reported as potential factors influencing second language learners' engagement. In this study, we aimed to examine the relationship between language status (L2/L1) and engagement in preschool activity settings, as well as the moderating effect of the L2/L1 classroom structure. Our hypotheses were (1) Language status significantly affects child engagement in preschool activity settings when accounting for classroom structure, (2) Child engagement is significantly influenced by the classroom structure in the preschool classroom when controlling for language status and the proportion of qualified teachers, (3) The proportion of qualified teachers in the classroom significantly impacts child engagement when controlling for language status and classroom structure.

Theoretical framework

Our theoretical stance is rooted in the bioecological model of development, highlighting children's role in shaping their social context, including people, activities, and locations where reciprocal interactions occur. In the preschool context, both children and staff contribute to constructing the preschool experience, with engagement serving as the foundation. Proximal processes, or the active interaction between the child and the immediate environment, drive development and functioning, becoming more complex as the child grows. Engagement measures offer snapshots of these proximal processes. In this study, we assume that children's characteristics affect both preschool teachers and the contextual conditions of the preschool environment, particularly in the context of classrooms with a majority (2L-classrooms) or minority (1L-classrooms) of second languge learners. Thus, children's learning opportunties and engagement are partly a consequence of the classroom structure and the qualitative conditions in the classroom.

Methodological design

We used a multilevel model to explore the relationship between children's language status and engagement in preschool activity settings, as well as the moderating effect of classroom structure and teacher qualifications. The sample included 148 children (ages one to five years) from classrooms with different first and second language learner compositions. Child Observation in Preschool (COP) was used to observe child engagement.

Expected conclusions/findings

Language status significantly predicted time spent in high engagement, indicating that second language learners are less frequently engaged unless classroom structure is considered. Specifically, in classrooms with a majority of second language learners, high engagement in activity settings is significantly less frequent when accounting for language status and teacher qualifications. A higher proportion of qualified teachers in the classroom significantly increased the time children spent in high engagement.

Relevance to Nordic educational research

Sweden's preschool context is a particularly instructive case for analyzing quality standards for second language learners, given the significant rise of these children in preschools during the last decade. At the societal level, a disparity in quality learning opportunities for second language learners has been recognized and many attend ethnically segregated preschools. The issue of ethnical segregation has led to government intervention, aiming to reduce segregation and ensure equal opportunities but with a focus on school settings, leaving preschools overlooked. Our study aims to contribute to knowledge of engagement disparities of second and first language learners in Swedish preschools.

Ethnographic explorations of a Language Introduction Programme: Methodological and ethical considerations. (swe)

14. Multi Cultural Educational Research

Björn Hagström[1]

[1] Kultur, språk och medier. Malmö universitet

Research topic/aim
Björn Hagström, PhD student in Language and Literature Didactics, Malmö University

Ethnographic explorations of a Language Introduction Programme: Methodological and ethical considerations when unveiling teachers' and students' thoughts, and emotions through video-stimulated recall interviews.

My research interests involve studying teachers' instructional text practices provided in two instructional contexts within a Language Introduction Programme (LIP) in upper secondary school. I make use of video-stimulated recall interviews from video recorded observations. I intend to show clips from teaching as a basis for interviews with teachers and students for developed reflections. The purpose of the paper is to present methodological considerations when it comes to VSRI as a method in multilingual contexts.

Theoretical framework
The following research questions guided this study: (1) How can the otherwise marginalized students voice their opinions and express agency by sharing their views on their school situation in a supported way through VSRI? (2) How can the teachers purposefully reflect on multilingualism as a resource in their subjects and language teaching for newly arrived students through VSRI?

Methodological design
I use an ethnographic approach; video-recorded observations, video-stimulated recall interviews and fieldnotes.

Expected conclusions/findings
Findings: I can present some results and analyses from observation of two teaching contexts and some analyses from conducted interviews of teachers and students using ethnographic methods concerning students' opportunities to make their voices heard. The study is expected to contribute knowledge about the use of video recordings and video-stimulated recall interviews among newly arrived students can be a contribution concerning ethnography.

Relevance to Nordic educational research
Multilingual educational contexts, at least in Sweden, have traditionally been characterized by a deficit perspective. Nevertheless, the study illuminates students' active engagement during the VSRI interviews. Therefore, the study does demonstrate its relevance in the Nordic educational context. In addition to this, I want to provide examples of the ethical consequences of this method. Moreover, I aim to highlight how VSRI can be a pathway for teachers' professional development within the Language Introduction Programme (LIP).

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Family Language Policies in Iceland: Children's views on their bi- or multilingualism and language portraits

14. Multi Cultural Educational Research

Hanna Ragnarsdóttir[1] , *Renata Emilsson Peskova[1], Kriselle Lou Suson Jónsdóttir[1]*

[1] University of Iceland

Research topic/aim

The diversification of Icelandic society as a result of growing immigration to the country in recent years is reflected in schools on different levels. Thus, around 100 different heritage languages are spoken by children in preschools and compulsory schools in Iceland.

The qualitative research project, *Language policies and practices of diverse immigrant families in Icelandic and their implications for education* (LPP) aims to critically explore the family language policies of 16 different immigrant families with diverse educational and socioeconomic backgrounds living in four different municipalities. The aim of this paper is to explore the views of children in these families on their bi- or multilingualism and their family language policies.

Theoretical framework

The theoretical framework includes writings on children's bi- and multilingualism as well as their agency. Wilson (2020) emphasizes the unique character of every child's bilingual experience, and her research indicates that children's perspectives may differ greatly from their parents', potentially leading to disharmony within the family. Schwartz (2018) has discussed agency in interactions between children, teachers and parents, including children's language-based agency. According to Lanza (2007), children should be viewed as active social agents who contribute to adult society, while at the same time producing their own culture.

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Methodological design

Data was collected in 2022 and 2023 in semi-structured interviews with altogether 14 children (age 10-16) about their multiple languages, in addition to a dialogue with them about their language portraits where they expressed their views on their languages and language preferences.

Expected conclusions/findings

The findings indicate that the children are active agents in developing language policies and practices in their families. They have clear ideas about their languages and have preferences regarding the importance of each of these. They make decisions about what languages they use and in what contexts. They contribute to the development of language policies with their input, ideas, choices, and preferences concerning their multiple languages. The findings also reveal that although the participating families have different language policies, they all value their children's language repertoire and use diverse tools to support their children's multilingualism.

Relevance to Nordic educational research

The main value of the paper is providing insight into children's view on their bi- and multilingualism and their agency in developing family language policies. Examples of these bi- and multilingual children's language use and preferences will provide important information for schools in Iceland as well as in other Nordic countries on how to support children's active bi- and multilingualism. Furthermore, it can provide information for parents and policy makers on effective language policies and practices.

Immigrant background parents experiences the support for a sense of national belonging

14. Multi Cultural Educational Research

Lassi Lavanti[1] , *Anna-Leena Lastikka*[2]*, Outi Arvola*[3]*, Jonna Kangas*[1]*, Arniika Kuusisto*[2]*, Heidi Harju-Luukkainen*[3]

[1] University of Helsinki; University of Jyväskylä

[2] University of Helsinki

[3] University of Jyväskylä

Research topic/aim

Immigration to Finland has increased significantly over the past two decades, especially recently, when the war in Ukraine increased immigration to Finland. This has led to a growing number of immigrant children and families in Finnish early childhood education and care (ECEC). However, research on how to support these families, particularly from their viewpoint, is scarce within the ECEC field. Supporting a sense of belonging promotes identification with a new community. Thus, this study analyses the perspective of immigrant guardians. The study explores the experiences of immigrant childminders in relation to ECEC and how it supports a sense of belonging to the national identity in Finland.

Theoretical framework

The paper uses curricular frameworks to understand the constructs of belonging in Finnish ECEC. The theoretical framework specifically focuses on the notions of a sense of belonging, national identity, and Finnishness. It then defines Sameroff's (2010) biopsychosocial ecological system model, which is used to present the findings.

Methodological design

The research analyses semi-structured interviews conducted with guardians with an immigrant background (n=11) from different ECEC centres in Southwest Finland, following Charmaz's (2014) constructivist grounded theory (CGT)-based content analysis. The research process followed CGT, particularly the structured coding process of open and axial coding, and continuous reflection on Sameroff's (2010) biopsychosocial ecological system model and empirical research throughout the data analysis process. The coding categories were derived from the data and not predetermined. Atlas.ti was used for the analysis due to its proficiency in data management.

Expected conclusions/findings

The results indicate the need for more support for families to make them feel more included. In summary, acquiring a language facilitates interactions with others and increases the sense of belonging. They had very limited contact with other families. Currently, they rely significantly on their children in order to feel a sense of belonging. Whereas the ECEC teachers tried to strengthen the families' sense of belonging in different ways, for example by taking into account their wishes. In conclusion, learning a language makes it easier to interact with others and to experience a sense of belonging. Further research is necessary on this topic, as immigrant background families' national identity experience was rather weak and should be strengthened from an inclusive perspective.

Relevance to Nordic educational research

A critical public discourse on immigration is currently taking place in the Nordic countries. This study aims to provide more relevant research on supporting families with an immigrant background in the context of ECEC. Studies have shown that changes in people's behaviour and attitudes in an intercultural context can have a significant impact on their adjustment to school and long-term academic growth. ECEC can be the first meeting point between a new family and a new society. Hence, ECEC has an important part in supporting families settling in a new country.

Immigrant parents' perspectives on their children's language upbringing and education in Iceland

14. Multi Cultural Educational Research

Kriselle Suson Jónsdóttir[1] , **Hanna Ragnarsdóttir**[1], *Artëm Ingmar Benediktsson*[2], *Samúel Lefever*[1]

[1] Háskóli Íslands / University of Iceland

[2] Høgskolen i Innlandet / Inland Norway University of Applied Sciences

Research topic/aim

A steady increase in immigration to Iceland has been apparent in the past decades, from around 8000 immigrants (3% of the population) in the year 2000, to about 71000 (18%) in 2023 (Statistics Iceland, 2023). Accordingly, Iceland's children and youth population is becoming more culturally and linguistically diverse, presenting challenges for immigrant parents to cultivate their children's languages while supporting their formal education.

This qualitative research project, *Language policies and practices of diverse immigrant families in Icelandic and their implications for education* (LPP), seeks to investigate the family language policies (FLPs) of 16 different immigrant families with diverse, linguistic, educational, and socioeconomic backgrounds from four different localities in Iceland. This paper explores participating parents' perspectives on their role in their children's language and literacy upbringing. Furthermore, it analyses parental support and involvement in children's academic progress.

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Theoretical framework

The theoretical framework of this project uses the three main elements of Spolsky's (2004) FLP, namely, language ideologies, language practices, and language management. Studies imply that immigrant parents' perspectives are influenced in part by the language education they received, what their children are currently receiving, and what parents aspire for their children, which are exhibited in their explicit and implicit practices and strategies toward their children's language upbringing and education (Curdt-Christiansen, 2018; Gallo & Hornberger, 2017; Schwartz & Verschik, 2013).

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Methodological design

 The data were collected in 2022 and 2023 through semi-structured in-depth interviews with parents whose children are ages 2-16. Parents were interviewed twice during the period. Content analyses, coding, and constant comparison were administered for the analytical process.

Expected conclusions/findings

The findings indicate that parents form their FLPs and develop them based on varying circumstances. They desire to promote their children's multiple languages and incorporate different tactics. Some parents prioritize their children's literacy skills in Icelandic more than in the other languages while others engage in fostering their children's multiliteracies. Parents relied mostly on the information and guidance from their children's teachers and schools on how to support their children's Icelandic academic progress.

Relevance to Nordic educational research

By exploring immigrant parents' perspectives and experiences in raising multilingual children and their involvement in their children's academic progress, this study acts as an important contribution to educational policy and reform in Iceland as well as in other Nordic countries, specifically in terms of supporting and providing guidance and information for parents as well as for enhancing home-school collaboration.

Intercultural encounters as educational adventures

14. Multi Cultural Educational Research
Gunhild Brænne Bjørnstad[1] , *Andrew John Thomas[1], Abrahman Babu[2], Ragnhild Louise Næsje[1], Said Juma[2], Mwanamrisho Gora[2], Maryam Jaffar Ismail[2]*
[1] Østfold University College
[2] State University of Zanzibar

Mobility across continents and cultures provide ample opportunities for educational adventures. For students and staff participating in such mobility projects the adventures are not limited to the geographical movement across exotic cultures but also delving into the rich narratives of differences and similarities in the in-between. As part of a process to decolonize education, this roundtable discussion will focus on how ideas of decolonialization may be implemented in or affect educational systems at large, and specifically the multicultural classroom.

Our point of departure is the NoZa – Intercultural Mobility Project, which is a collaboration between Østfold University College (HiOF) and State University of Zanzibar (SUZA). Through our collaboration we have developed a joint course called *Learning together – educating for multicultural democracies* for teacher students from both institutions, with the aim to enhance future teachers' intercultural competence in the multicultural classroom. The presentations in the discussion address the educational encounters this course has provided through a variety of perspectives.

Andrew Thomas (HiOF) kicks off the discussion with a critical, theoretical framework of postcolonialism, using the ideas of Spivak and Andreotti to uncover how complex power relations may be identified in narratives of culture, and further used when teaching intercultural competencies.

Giving an account of how intercultural teaching might be in practice, Abrahman Babu (SUZA) takes us into the community of agreement and disagreement. The exploration gives examples from the multicultural classroom in our course and highlights how teachers can encourage and facilitate disagreement in the classroom.

Ragnhild Næsje (HiOF) and Gunhild Brænne Bjørnstad (HiOF) share their experiences of storytelling across cultures through a practical session, exploring how Spivak's notion of inter-literacy might be useful. Their approach opens the opportunities for expressions of desires, encounters and differences as entry points into culture.

Taking in the perspectives of the Zanzibari students, Said Juma (SUZA) and Mwanamrisho Gora (SUZA) present the findings of their ongoing research regarding the learning experiences of going abroad. The academic as well as the personal growth that takes place is essential in the argumentation for mobility.

Summing up the roundtable discussion, Maryam Ismail (SUZA) explores how the project as a whole assists transformation of educational paradigms. She argues the need for deeper intercultural competencies when designing and implementing educational policies and development work.

Throughout the presentations participants are invited to ask questions, comment or express their opinions in order to bring our project forward.

Grafting roots: Spivak's educational use of story

14. Multi Cultural Educational Research
Andrew John Thomas[1]
[1] Østfold University College

Topic and theoretical framework of the presentation

A number of responses to the "Decolonising the curriculum" and "Why is my curriculum white?" movements have involved adding to and changing the literature and stories available to students. However, in her seminal "Soft versus Critical Global Citizenship Education", Vanessa Andreotti distinguishes between inclusive and more critical approaches to future educational frameworks. In this presentation, I will identify the pluralisation of story-telling education as "soft" global citizenship education, and the work of Gayatri Chakravorty Spivak as an example of "critical" global citizenship education. Spivak's readings not only introduce students to different stories but go against the grain of those stories. Not only does she use postcolonial literature as frameworks to think with her pupils and students, but she sabotages the stories that have shaped the thought of European and North Atlantic educational thought.

Research design and findings

In the collaborative module "Learning Together", teachers from Norway and Zanzibar drew on literary resources from two very different contexts to develop the educational skills and thinking of students from both countries. This in itself was an eye-opening experience. Students learnt not only to read each other's stories, but to engage them and teach them as new ways of thinking. The stories we live with structure the brains and lives that we grow.

Relevance to the Nordic educational context

Spivak's educational platform takes the same starting point. Time and again she addresses global and local issues of inequality and depression by deploying a reading of great works of literature. It is an example of her trademark "double bind" that she does not accept the premises of either western or typically postcolonial literature. In this respect, she refuses to accept the benign diversity of soft global citizenship education, but neither does she naively embrace the values of postcolonial contexts. There are no safe spaces unaffected by the struggles of (for example) gender, racial discrimination, and the tyranny of the majority. In this respect, hers is precisely the kind of approach to complexity and power relations that Andreotti describes in her call for critical global citizenship education.

Agreement and Disagreement in Multicultural Classrooms - Students Engagement in Promoting Multicultural Understanding

14. Multi Cultural Educational Research
Abrahman Babu[1]
[1] State University of Zanzibar

Research topic and theoretical framework

Multicultural classrooms are dynamic and richly diverse spaces in which students hailing from various cultural backgrounds converge to embark on their educational journey. While the promotion of agreement is undeniably vital in fostering a constructive and harmonious learning atmosphere, it is equally imperative to recognize that disagreement constitutes an inherent and essential component of the educational process.

Methodology/research design

The study is tailored under a qualitative paradigm through observation and interviews of 20 Masters degree students. By using social construction

theory the study explored the contemporary landscape of multicultural pedagogy classrooms, drawing from students' classroom experience and shed light on the far-reaching consequences of both agreement and disagreement within these unique educational settings. The current study is rooted in classroom experiences of multicultural pedagogy courses as part of the NOZA Intercultural Mobility Project on pre-service teacher education through a lens of paradigm shift and intercultural competence cultivation. The study unpacked a comprehensive exploration of the repercussions associated with agreement and disagreement as they intersect in the pursuit of knowledge.

Findings

The findings show that agreement and disagreement assume a pivotal role in these diverse learning environments by virtue of their capacity to nurture trust, resilience, tolerance and friendship among students. Nevertheless, the study also underscores the threats of excessive agreement particularly when it challenges preexisting individual or group worldviews. On the other side, disagreement emerges as a catalyst for critical thinking, compelling students to reevaluate their beliefs and values. It forges empathy and an appreciation for diverse viewpoints. However, the findings show that unrestrained disagreement can devolve into disruption and conflict unless managed accordingly. Consequently, the findings indicate the nuanced duality of agreement and disagreement, acknowledging their intrinsic significance in the context of multicultural pedagogy classrooms.

Relevance to Nordic educational research

Therefore, the study suggests the importance of cultivating an educational environment wherein students feel secure and respected in expressing their ideas, even when these ideas stand in contrast to prevailing opinions. Teachers, as instrumental guides in this process, bear the responsibility of facilitating the art of respectful disagreement, while also orchestrating opportunities for students to improve this skill. It is also essential to underscore the ultimately harmonious equilibrium between agreement and disagreement serves as the cornerstone of effective learning in multicultural pedagogy classrooms. In such a balanced ecosystem, students are not only able to construct knowledge collaboratively but also develop the art of embracing diversity in thought and perspective as a catalyst for their educational growth.

The desire for inter-literacy as a driving force when working with storytelling in multicultural classrooms

14. Multi Cultural Educational Research
Ragnhild Louise Næsje[1] , *Gunhild Brænne Bjørnstad*[1]
[1] Østfold University College

Topic and theoretical framework

Storytelling is a vivid part of any culture, and the stories we tell reflect our values and implicit world views. According to Gayatri Spivak, being familiar with the culture where the story is situated makes us an implied reader, easily getting access to unspoken understandings communicated through the story. In multicultural classrooms however, there will probably be students not recognising themselves in the culture of the story or being implied readers. When working across cultures, we therefore need to be aware of such tacit understandings in the stories we use. We need methodologies that transcend culture in order to develop the inter-literary competencies needed to communicate across, connecting to other cultures and stories.

Methodology/research design

In this presentation we draw on experiences from a storytelling-workshop in a multicultural classroom in the course Learning together – Educating for multicultural democracies, to create a practical exploration of how we can enhance our inter-literary competencies. Through a short interactive session, the participants will explore narratives of culture with the multicultural classroom as a backdrop, as one example of how storytelling may be utilised to enhance inter-literary competencies.

Expected results/findings

The practical work consists of sharing and investigating how our own historical and ideological background colours our view on narratives. The insights provided by the practical work may assist us in a process of ideological transformation in order to read other texts also with pleasure.

Relevance to Nordic educational research

We need knowledge and understanding of the contexts we operate in, as well as in between these contexts, if we want to avoid neo-colonialism. We need to be able to recognize and experience "with pleasure" the different cultures that are in play in a multicultural classroom. If we merely compare, we will not be able to move forwards and will end up being critics without insight. But being inter-literary means that we gain insights from different perspectives and appreciate these as they broaden our horizons.

Exploring Zanzibari exchange students' impressions and learning experiences in Norway

14. Multi Cultural Educational Research
Said Juma[1] , *Mwanamrisho Gora*[1]
[1] State University of Zanzibar

Topic and theoretical framework

It is widely acknowledged that staff and student exchange programmes can deliver different experiences for those involved. While such programmes aim to promote international understanding, their objectives differ, and consequently, the experiences encountered may also vary. Such programmes may provide students with an opportunity to study and stay in a foreign country, thereby enhancing their intercultural competence and understanding of multicultural classrooms. These experiences can be life-changing, and students often return home with a new perspective on the world.

The NoZa – Intercultural Mobility Project aims to enhance the understanding of multicultural classrooms among student teachers in the collaborating institutions Østfold University College in Norway and State University of Zanzibar. One of the objectives of this partnership is to strengthen the intercultural competence of future teachers through observation and practical training in a foreign country. In September 2023 six SUZA master's students had the opportunity to visit Norway for three weeks, being exposed to a variety of school environments and practices.

Methodology

This presentation focuses on the first impressions and experiences of the participating SUZA students after their trip to Norway. The data consists of the students' reports, which were submitted to their respective head of department, as well as semi-structured interviews conducted in Kiswahili. The interviews, which lasted between 40 and 60 minutes, were used to gather data on the students' cultural experiences, culture shocks, reactions to cultural diversity, experiences from Norwegian school visits, and what they learned from the Norwegian school system. The research also aims to understand whether the students had any experiences they believed could be transferred to their respective societies, especially in their teaching profession.

Findings

The study is ongoing, but pre-liminary findings indicate that the intercultural transfer needs time to process. The student teachers' African culture and life in the Global South, living with solid religious affiliation, is being challenged but also affirmed through the educational encounter with the

multicultural society of the Global North.

Relevance to Nordic educational research

The findings may provide valuable insights for enhancing the project in the future by providing a better understanding of the students' learning experiences in the project and how they align with the project's objectives. The project has also conducted similar interviews with Norwegian students exchanging to Zanzibar, providing opportunities for comparative studies. As many Norwegian educational institutions offer collaboration with institutions from abroad, the insights from this project may be useful for designing partnerships with mutual benefits for the involved partners.

Paradigm Shift, Intercultural Competence, and Pre-service Teacher Education

14. Multi Cultural Educational Research

Maryam Jaffar Ismail[1]
[1] State University of Zanzibar

Topic and theoretical frameworks

Intercultural competence as a critical component of modern teaching, is nurtured through interaction and collaboration. Exposure to different educational systems, cultural contexts, and teaching practices encourages the development of empathy, adaptability and effective communication skills.

This presentation explores the transformative impact of the NOZA - Intercultural Mobility Project on pre-service teacher education through the lens of a paradigm shift and the cultivation of intercultural competence.

Research design

The presentation investigates the project's influence on the prevailing paradigms in teacher education and the development of intercultural competence. The paradigm shift in teacher education is reflected in the evolving pedagogical approaches, course design and a deeper appreciation for cultural diversity. The project challenges traditional teacher education paradigms by introducing international experiences and perspectives, fostering an inclusive and culturally responsive learning environment.

Results

As a result, the pre-service teachers involved in the NOZA exhibit increased awareness of the complexities of global education. Drawing from empirical data and qualitative analysis from our project participants, our discussion highlights the key strategies and practices employed in the project which facilitate this paradigm shift and foster intercultural competence in pre-service teachers.

Relevance to Nordic educational research

The findings underscore the importance of international collaboration and experiential learning in shaping and reshaping the next generation of educators, who are better prepared to meet the challenges of an increasingly diverse world. The NoZa collaboration serves as an example of how diverse cultural contexts, educational systems, and pedagogical approaches interact and influence one another. The collaboration also reflects upon the challenges and opportunities that emerge from cross-cultural collaboration, offering valuable insights for the design and implementation of future mobility projects in the field of education. The findings will be of interest to educators, policymakers, and education stakeholders and partners who have invested in internationalizing teacher education programs.

Neoliberalism in Vietnamese education: new modes of inequality and exclusion or a source of empowerment?

14. Multi Cultural Educational Research
Minh Ngoc Do[1]
[1] Malmö University

1. Research topic/aim
The purpose of the paper is to examine the impact of neoliberalism on the reforms of Vietnamese higher education system. Neoliberalism is a major force in the politics of higher education reform, its manifestation in contemporary landscape is intimately tangled with complex social inequalities, injustices and oppressions (Burke et al., 2017). Neoliberalism produces new forms of inequality and exclusion but at the same time the neoliberal effect on entrepreneurship, innovation and human capital makes a potential source of empowerment (Foucault, 2008).

2. Theoretical framework
The paper draws on intersectionality as a framework to investigate the privileged and the disadvantaged groups of students, how individuals' different social and political identities result in discrimination and privilege. Furthermore, social identity as an aspect of intersectionality is emphasized to highlight that social class and other social identities interact to create complex and diverse patterns of inequality and social justice (Crenshaw, 1991).

3. Methodology/research design
The paper adopts discourse analysis methodology. Discourse is not only a way of communicating, but also a way of constructing and contesting power relations, ideologies, identities, and knowledge; thus, discourse analysis helps to reveal and challenge the hidden assumptions, values, and interests that underlie the use of language in different contexts (Fairclough, 2013).

4. Expected results/findings
In 2005, Vietnamese government issued a decree that reduces the State's control over higher education and grants autonomy to universities and colleges. Because of the new financial independence, Vietnamese higher education institutions pursue quick profit-making by rapidly expanding the scope and size of program offerings (Do, 2020). Public universities that used to be the most affordable are now also increasing fees annually and offering special programs that charge higher fees than before. Neoliberal academic produces more service-oriented teachers who empower students and adopt innovative student-centred teaching practices. Nevertheless, neoliberalism creates a competitive and exclusive academic environment that marginalizes and create disadvantages for certain groups of students, especially those who are disabled, ethnic minorities, or from low-income backgrounds.

5. Relevance to Nordic educational research

The examination of Vietnamese context has an implication for Nordic educational research because the Nordic countries share some similar values and goals for education such as equality and democracy with Vietnam. Neoliberalism also challenges the Nordic values of equality, democracy, and social justice, and introduces new forms of governance, accountability, and assessment in education. Neoliberalism affects the curricula, pedagogies, and practices of education, and creates tensions between different traditions, ideals, and concepts of knowledge in the Nordic countries.

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Refugee Parents and ECE Professionals Experiences of the Early Childhood Education Partnership in Norway (nor)

14. Multi Cultural Educational Research

Hilde Hjertager Lund[1]

[1] Western Norway University of Applied Sciences

Research topic/aim

Children in Europe and Norway are growing up in an increasingly diverse society. As of 2022, 19.3% of Norwegian Early Childhood Education (ECE) children have a minority background (according to Statistics Norway). It is essential for parents and ECE staff to work together to ensure a good start for these children. Partnership between the ECE and parents is a statutory right and duty, and parents should, on equal terms, participate and influence what happens in ECE. However, research has shown a wide variation in how ECE professionals create partnerships with minority and refugee parents, and many find working with this group of parents difficult. This paper explores the experiences of the interactions and encounters between refugee parents and ECE professionals in a Norwegian ECE setting. These interactions and encounters show tensions arising from differences in cultural norms and understandings among refugee parents and ECE professionals. The aim is to analyze the tensions in this partnership and provide insights into the negotiation processes and experiences of the encounters between refugee parents and ECE professionals.

Theoretical framework

The findings are discussed within the theoretical frameworks of cultural capital and power relations (Bourdieu, 1995; Power, 1999; Bourdieu et al., 2006; Bourdieu and Prieur, 1996) and critical pedagogy (Røthing and Bjørnestad, 2015; Røthing, 2019, May and Sleeter, 2010). By examining the data through these lenses, the paper aims to understand the challenges and opportunities of cultural diversity in Norwegian ECE settings.

Methodological design

The study is based on semi-structured interviews with twelve refugee parents, interviews with six pedagogical leaders, and one kindergarten manager. Additionally, fieldwork was conducted in one ECE institution to provide contextual depth. The data is analyzed thematically using an inductive research design.

Expected conclusions/findings

The data is analyzed thematically using an inductive research design. Through the analysis, three prominent themes emerged: 1) *Barriers*, 2) *Norwegianness*, and 3) *Trust*. In summary, this paper examines the challenges posed by cultural diversity in ECE settings and argues for using cultural sensitivity to foster more flexibility in these encounters to enhance inclusion and belonging in the ECE.

Relevance to Nordic educational research

The findings are relevant to scholars in the field of ECE research within the Scandinavian context especially, but are also transferable to a wider European educational research addressing issues of inclusion and belonging in and ECE context and how professional practices play an important role in inclusion processes.

Renewal of the curriculum in Norway from a Sámi perspective

14. Multi Cultural Educational Research

Hege Merete Somby[1] , *Ylva Jannok Nutti*[1], *Nils Dannemark*[1]

[1] Sámi University of Applied Sciences

Research topic/aim

This research investigates intentions of implementing Sámi perspectives in the renewal of the curriculum in Norway and evaluate to what extent these intentions are manifested in the curriculum that came into effect in 2020. From a historic viewpoint, the educational system, the school, and the teachers, has been instrumental in what is referred to as Norwegianization policy (in Norwegian: fornorskningspolitikken), as stated by the Truth- and reconciliation committee. Educational policy has since shifted, and White Paper 28, Report to the Parliament (2015-2016) *Fag – Fordypning – Forståelse* [Subjects – In-depth learning – Understanding. Renewal of the Knowledge Promotion Reform] aims to safeguard 'the Sámi perspective' in the curriculum as a whole. The scientific point of departure in this research is grounded in Indigenous methodologies when investigating to what extent the Sámi perspective is safeguarded in the renewal of the Norwegian curriculum.

Theoretical framework

Indigenous methodologies are diverse and can vary among different Indigenous peoples, communities and contexts. In Indigenous methodologies, scientific methods take into account how Indigenous Peoples has been understood and assessed from a more Western point of view, not by the premises of the Indigenous communities themselves. "Centring our concerns and world views, and then coming to know and understand theory and research from our own perspectives and for our own purposes" (Smith, 2021, p. 43), is a core value of such methodological approaches. Indigenous research, coming from an Indigenous research community, would investigate if topics of Indigenous matters is viewed from that perspective and on its own premises, or if it is the perspective of the majority society which dominates.

Methodological design

In this presentation, we have analysed parts of the Norwegian curriculum, The Knowledge Promotion 2020, used in non-Sámi schools, using critical discourse analysis inspired by Fairclough. The main aim is to investigate how Sámi topics are portrayed in non-Sámi schools. In addition, interviews with representatives for writing subject plans in the curriculum are conducted and will be included as part of the data collection. These data will shed insights into what intentions were and how they steered the work of implementing Sámi topics in the curriculum.

Expected conclusions/findings

The result reveal differences in expectations from learning outcomes of Sámi pupils and non-Sámi pupils and that several of the subject plans in the curriculum has a strong majority perspective. Though intentions in the preparatory work of the curriculum concerning safeguarding the Sámi perspective are expressed, it still seems to be an area of education where majority issues are considered first and foremost.

Relevance to Nordic educational research

Education concerning Sámi pupils a cross national issue as Sámi live in several of the Nordic countries. Even though there are huge differences in Sámi pupils rights and educational framework cross national states, it would be of interest for researcher in Nordic countries to learn from each other seeing that Sámi educational premises have been under investigated on a general level.

Stories of Spaces and Practice of Translanguaging Among Youth in Oslo

14. Multi Cultural Educational Research

Hanne Höglind[1]

[1] Inland Norway University of Applied Sciences

Research topic/aim

The aim of this paper is to try to answer the research question: *What spaces do youth in the city of Oslo have for their translanguaging practices?*

Theoretical framework

Post-colonial theories makes a frame of this paper, understanding «post» not as time, but as a way of thinking (Jones, 2011). Together with critical perspectives of legitimate languages (Bourdieu, 1991; 1977) and the pedagogy of the opressed (Freire & Ramos, 2014), I will try to describe some of the possibilities of translanguaging the multilingual youth have in todays Oslo. The theortical framwork for this paper builds on García's (2009) term of dynamic bilingualism and translanguaging as described by García & Wei (2019). It also includes the term polylingualism (Jørgensen, 2008). The construction and re-construction of language is a central part of this paper (Daugaard, 2015; Makoni & Pennycook 2006), aiming to a post-colonial understanding of legitimate and un-legitimate languages (Bourdieu, 1991; 1977; Makoni & Pennycook, 2006).

Methodological design

With semistructured qualitative groupinterviews of five teenagers, I look for their stories of spaces and practice of translanguaging. The youth in this study are five teenagegirls from eastern parts of Oslo, Norway. They are raised in Norway by immigrant parents and speaks more than one language in their everyday life. The interviews are done with a social-fenomenological approach (Postholm, 2020), with inspiration of ethnograpic studies (Beiler et al, 2021).

Expected conclusions/findings

None of the teenagers interviewed are allowed to speak other languages at school than Norwegian and English. One of the girls told about the exception, when the school she attends does not have an interprenter and the school needs to communicate with parents who speaks one of her languages, this is the only time she is allowed to use her homelanguages at school. The students tell stories of both translanguaging, but also about polylingual (Jørgensen, 2008) practices among friends. Inclusion of everyone seems to be a discursive policy from school that the students also brings out of school, the importance of everyone understanding everything is told to be important for them.

Relevance to Nordic educational research

The relevance of this study to the Nordic educational reserch is how the educational system practice language policy and which influence this have on the students' possibilities to move in and between spoken languages (Bonacina-Pugh, 2012; 2020). The schools the interviewed students attendes did not only have languagepolicies for the classroom, but for all the time students spend at school. This will be discussed in the paper with some of the findings from the interviews.

Teachers' ways to facilitate teaching in Sámi schools that enhance pupils' identity and wellbeing

14. Multi Cultural Educational Research

Ylva Jannok Nutti[1]

[1] Sámi University of Applied Sciences

Research topic/aim

This paper explores an on-going research project that investigates the implementation of the renewed national curriculum for Sámi schools in Norway (LK20S). Central in the renewed curriculum for Sámi schools is that the point of departure for the teaching shall be based on Sámi values, language and culture, and Sámi contents are included in the school subjects. Further as Karseth et al. (2020) emphasised, it is up to professional practitioners to ensure that aspects that are not an explicit part of the competence objectives are nevertheless safeguarded, and the professional latitude for exercising discretion is emphasised in the work on professional renewal. They note that the overall part of the LK20 curriculum has been assigned an important linking function in the renewal of disciplines and that values and principles are directly linked to school practice. They point out the following:

The values are expressed academically and action-oriented in the subject curricula in the section "the subject's relevance and central values", which always begins with the sentence "All subjects shall contribute to realising the value base for the teaching". (Karseth et al., 2020, p. 145)

Naturally, opinions differ on what these values and knowledge are and what provides the best prerequisites for learning them. The aim is to examine what characterises teachers' interactions with the pupils and the teaching that they were carried out.

Theoretical framework

Sociokultural perspectives teaching and learning where meaning making activities take place in interaction between people and the surroundings. Further is Honneth's (2006) theory of recognition used to analyse the teachers' ways of interacting with the pupils.

Methodological design

The scientific point of departure in this research is grounded in Indigenous methodologies (Smith, 2012). The used research method is school ethnography, and the data material consists of observation notes, interviews with teachers, school leaders, pupils and parents, and analyses of local policy documents. In this paper, a lower secondary school's mountain hike will be used to analyse and discuss teachers' ways to interact with the pupils and implement teaching. During the walking with teachers, pupils and elders, and different methods of practicing attentiveness emerged through the "walking-with multiple others" (Salema & Valtonen, 2019).

Expected conclusions/findings

The teachers' ways to 'teach' along the hike that connected Sámi and intercultural values, traditions and knowledge in the present day with the past. The teachers made room for Sámi and intercultural perspectives, and the interacting enhance the pupils' belonging and identity which enable wellbeing.

Relevance to Nordic educational research

Sámi youth experience a wide range of challenges related to well-being. Protective factors that affect wellbeing include opportunity to be recognized and respected as an Indigenous people (Hansen & Skaar, 2021), Sámi language competence, use of natural resources, and Sámi knowledge strengthen youth identity, which in turn act as potential resilience mechanisms (Nystad et. al., 2014). The relevance and significance of the research is found in its examination of in what ways the teachers made room for Sámi and intercultural perspectives, and what characterises teachers' interaction with pupils. The teaching and interacting enhance the pupils' belonging and identity which enable wellbeing.

The Art of Language - a family learning project at St Mungo's Primary School, Glasgow

14. Multi Cultural Educational Research
Clare Mouat[1] , *Jane Catlin*[1], *Sarah Reid*[2]
[1] University of Strathclyde, Glasgow, Scotland
[2] St Mungo's Primary School, City of Glasgow Council, Scotland

Research topic/aim
Scotland is a multilingual, multicultural country with over 150 languages currently spoken in schools and at home by learners and their families. Welcoming the plurilingual repertoires of learners and their families begins with the commitment to include home languages in school life. Such an inclusive approach is being adopted in St Mungo's Primary School, a culturally and linguistically diverse school in Glasgow city centre, typical of many contemporary, urban schools.

Noteable feature of St Mungo's Primary School are:
- 45% of children live in poverty
 - A transient school population - some parents are on student visas, migrant, asylum seeking and refugee families
- 25% of children have an identified additional support need
- 44% of children have English as an additional language
- 36 languages are spoken within the school community.

The aims of the research are to:
- strengthen community links
- celebrate the diversity of the St Mungo's school community
- engage parents further in the life of the school through creative and novel approaches
- enhance partnerships between the school and university
- contribute to our knowledge and understanding of the dynamic nature of human (and non-human) languages and communication systems and the role of the arts in fostering community connectedness and cohesion.

Theoretical framework
This project actively embraces learner diversity as a natural, positive dimension of a pluralist modern society. We aim to trial what we consider to be 'pedagogies of cooperation and solidarity' (UNESCO, 2022). The UNESCO (2022) report highlights a shift from monolingualism to plurilingualism which 'needs to be sustained and expanded'. Our focus on plurilingualism through arts-based practices will introduce new and innovative pedagogical approaches designed to promote family engagement and collaboration. We draw on the multiliteracies approach developed by the New London Group (1990).

Family learning is based on a wealth or social practice model. The social practice model is 'built on the understanding that learning is embedded within a social and cultural context. (Community Learning and Development Managers Scotland, 2018)

Methodological design
The Art of Language project offers a collaborative approach to explore culture, diversity and identity and language through the arts as an accessible, common language for everyone.

The project:
- was open to all families
- consisted of a series of collaborative arts-based workshops for parents and carers
- facilitated by the Principal Teacher for Family Learning and Parental Engagement and staff from Strathclyde University Institute of Education

Gathering of qualitative data through a mosaic approach (Clark and Moss, 2001)

Expected conclusions/findings
Expected findings might include:
- the importance of developing innovative projects in school beyond traditional parental engagement approaches
- the need to reframe relationships with staff and parents in a non-threatening environment and disrupting hierarchies that normally exist in home-school partnerships
- fostering creativity in everyone
- Families can see and feel that their cultural and linguistic identities are valued and celebrated by the whole school community.
- Families have opportunities to be an active part of the learning community and are confident in working in partnership with school staff.

Relevance to Nordic educational research
As communities become increasingly diverse through global migration trends, this research is relevant to all educators.

The current status of education and its transformation for Sámi, an indigenous people in Northern Europe

14. Multi Cultural Educational Research
Noriko Hasegawa[1]
[1] Japan Comparative Education Society

Research topic/aim
The purpose of this research is to clarify the current status of education and its transformation for the Sámi, an indigenous people in Northern Europe. It will examine from the perspective of Indigenous Studies how school education and local communities are responding to changes in the Nordic countries, which are transitioning to societies based on diversity.

Theoretical framework
The Language and cultural education systems for indigenous peoples in the Nordic countries are being guaranteed and improved. Norway has introduced a Sami language curriculum and is attracting attention as a pioneering initiative in multicultural education (Ngai: 2015)
Starting in 2020, the national curriculum for the Sami people will be revised in stages, and the purpose and content of Sami education will change from being biased towards the Sami language and history to include not only Sami issues but also an understanding of globalized society. There has been a shift towards a more diversified.

Furthermore, in the field of educational research for indigenous peoples, Ngai (2015) and colleagues, suggest there is a need for an integration of mainstream school education and indigenous education, arguing that not only the indigenous peoples themselves but all citizens need to be educated about the issues, cultures, and histories of indigenous peoples.

In fact, some Sámi language administrative districts are even planning initiatives to introduce Sámi knowledge into general school education. However, such educational efforts can be seen not in the North Sámi region, where many Sámi people have lived, but rather in the South Sámi region, where they have lived as a diaspora within Norwegian society.

The current state of education varies depending on the Sámi region. the South Sámi people's histori- cal, linguistic and political position as a so-called minority within the Sámi minority in Fennoscandia has been ponted out (Håkon 2019).

Therefore, this research will clarify the changes in the position of Sámi education in society in the South Sámi region, its diversity, and its relationship with the local community.

Methodological design
This research will attempt a cross-sectional approach to Sámi education in the Southern Sámi region. Specifically, it will examine the content of the newly revised Sámi National Curriculum starting in 2020 and analyze the content of Sámi textbooks in line with the curriculum. In addition to this analysis, this study will conduct institutional/policy analysis, interview research, and participant observation.

Expected conclusions/findings
In conclusion, this research will clarify the transformation of the curriculum and educational content of Sámi education in Norway. Furthermore, although not in all regions, changes will shown in the identity and participation of Sámi youth who have received Sámi education and their participation in the local community. This will provide an example of how regional revitalization is being created through collaboration between multicultural education and society.

Relevance to Nordic educational research

This study is not limited to research on multicultural education or indigenous studies in Nordic countries, but by showing the actual situation of Sámi education and local social systems, it may suggest a part of the mechanism for the transmission of indigenous culture in a globalized society.

Young multilingual student's own experiences with first language learning

14. Multi Cultural Educational Research
Hanne Höglind[1]
[1] Inland Norway University of Applied Sciences

Research topic/aim

In 2021 only 47 of Oslo's 13 142 elementary school students recived first language teaching in a language other than Norwegian and Sami (Statistisk Sentralbyrå, 2021). This study aims to search for young multilingual student's own experiences with first language learning, with qualitative semistructured interviews of five multilingual teenage students from Oslo. With a critical view of the history of the curriculum for primary school in Norway, this study aims to create more knowledge about the history of and the future for multilingualism in Norwegian schools (Biseth, 2009; Bjelland, 2005; Kjelaas & Ommeren, 2019; Seland, 2013; Utdanningsdirektoraret, 2020).

Theoretical framework

Post-colonial perspectives frame this study with an approach to understanding that colonialism is not only a past but also present, in many aspects of our lives including education (Jones, 2011). The study takes in perspectives from different countries and educational systems (for example: Biseth, 2009; Collier & Thomas, 2017; Conteh et al., 2014; Daugaard, 2020; Daugaard & Dewilde, 2017; Guzula et al., 2016; Lartec et al, 2014; Salö et al, 2018), trying to make an understanding of how to include a multilingual society into the school system. The theoretical framwork of the study is base on legitimate languages (Bourdieu, 1991, 1977), and bilingual education (Cummins 2003, 2017; García, 2009).

Methodological design

This study is based on two semistructured qualitative interviews with five teenage students, with three students in one group and two in the other. The interviews builds on a social-fenomenological approach inspired by ethnography (Postholm, 2020). The conversations with the students was divided thematically and this paper deals with topics related to the student's own experiences with learning multiple languages and their views on how the school system has supported or not supported, their multilingual developement.

Expected conclusions/findings

The students did not have experience with first language teaching in public schools, most of them were tought their first language(s) at home, and three of them had experience with first language teaching in the local mosque. They said that their teachers did welcome their multilingualism but do not show any interest for it and do not include multiple languages in their teaching.

Relevance to Nordic educational research

The study aims to contribute to the debate in Norway as well as other Nordic countries, in the possibilities and importance of first language learning within the public schools. The Scandinavian countries have some differences in their approach to multilingualism (Daugaard & Dewilde, 2018; Salö et al., 2018) but also many similarities. The experiences and perspectives from other parts of the world, can contribute to a wider perspective of multilingual societies, to move closer to a post-colonial pratice in the mulitlingual classroom.

15. Literacy Research Network

A Plurality of Stories: The Adventure of Teaching Literature in a Global and Digital Society (swe)

15. Literacy Research Network
Anette Svensson[1] , *Stina-Karin Skillermark*[2]
[1] Malmö University
[2] Jönköping University

Research topic/aim

The movement towards a more global, digital and media-dense society has made visible a plurality of stories – stories from various cultures, told through various media. This plurality may lead to a decrease in people's shared frames of references (Sörlin, 2020), and to a society in which people need to navigate and make sense of what is important by themselves (Bauman, 2007). These changes in circumstances also affect literature education in the Swedish school subject Gren & Erixon, 2020), and the following questions need to be asked – and answered – anew: Why do students read literary texts? How should they read literary texts? and Which literature should they read?

The aim of the present study is to contribute with knowledge regarding how a teaching design marked by border-crossing in terms of literature and culture, aesthetic and medial forms of expression, which places stories in the centre, can make visible and possible students meaning-making and encourage understanding of others and their stories. The following research question is addressed: How do students demonstrate understanding of stories through creative production?

Theoretical framework

The concepts liquid modernity (Bauman, 2007), as well as general and literary repertoires (McCormick, 1994) are used as a theoretical framework of the study. The tentative results show that the students use various parts in order to construct a whole story in various ways.

Methodological design

A teaching design, which was created together with six upper secondary school teachers, has been implemented in seven classes studying Swedish 1. The teaching design consists of a pre-test, a lesson sequence in six lessons and a post-text. During these lessons, the students met and discussed stories in various forms such as music video, short films, poems and pictures. Based on these discussions, they also created stories. Hence, the study focuses on how students make sense of stories in a receptive as well as productive way, and how they connect unfamiliar stories to stories they are familiar with and connections they make to the surrounding society, that is, how they use their general and literary repertoires (McCormick, 1994), whey they create meaning through stories as well as how they respect other students' opinions and ideas.

Expected conclusions/findings

The tentative results show that the students use various parts in order to construct a whole story in various ways.

Relevance to Nordic educational research

The study's focus on new conditions for teaching literature in L1-education is of high relevance to the Nordic educational context, since the Nordic countries have undergone similar societal changes that affect the view of L1-education in terms of globalization and digitalization.

AI and ChatGPT in L1– threat or opportunity? (swe)

15. Literacy Research Network
Caroline Graeske[1] , *Niclas Ekberg*[1]
[1] Luleå tekniska univeristet

Research topic/aim
Artificial intelligence (AI) has been increasingly discussed last years, especially in school contexts. The debate is still very polarized between those who see huge risks and those who realize opportunities. Researchers in the L1-field (Swedish and education) have seen the necessity to create new designs for learning in a digitized society (Blikstad-Balas, et al., 2022; Graeske, 2023) and the importance to re-negotiated school subjects, especially L1 (Green & Erixon, 2020).

This paper presents results from a pilot study where mother tongue (L1) teachers discuss how they can use AI and ChatGPT in L1-education in upper secondary school. The aim of the study is to investigate what opportunities and challenges teachers see with ChatGPT and how AI influencing their work and the conceptions of the Swedish school subject.

Theoretical framework
In the study theories of teacher agency is used. Teacher agency is a multifaceted concept, and, in this context, an ecological approach was used that emphasize contextual factors in conjunction with teachers' actions, agency, responsibility and professional judgment. Teacher agency is created in collaboration with a variety of factors and situations where teacher agency is governed by the capacity to act and contributes to a deeper understanding of teachers' actions, deliberations, priorities, and choices and underline the importance of contextual factors such as culture and social and material structures (Priestley et al., 2015).

Methodological design
The study was conducted during 2023. In order to answer the purpose L1 teachers (n: 8), at two different secondary schools, were interviewed. The interviews were semi-structured and analyed by reflective thematic analysis (Braun & Clark, 2022). During the entire study ethical guidelines formed by The Swedish Research Council (2017) have been followed.

Expected conclusions/findings
The study shows that AI and ChatGPT effects L1-teachers' agency in many different aspects. Almost all teachers highlight their work to prevent cheating, but several teachers also highlight the possibilities, like quick individual feedback and ChatGPT as a study friend. The teachers also stress the importance to focus on orality, prompt literacy, critical thinking and ethical perspectives like relationship between humans and machines, materiality aspects which ultimately affect subject conceptions.

Relevance to Nordic educational research
The study strives to contribute with new knowledge about AI and ChatGPT in L1 and how these tools are influencing L1-teachers work and conceptions of the Swedish subject.

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Body-Sensory Dimensions and the Becoming of Young Readers - Critical Discussions and Novel Considerations

15. Literacy Research Network

Anna Martín-Bylund[1] , *Eva Reimers*[2], *Mattias Arvola*[1], *Malin Blix*[2], *Olle Widhe*[2], *Radel James Eumague Gacumo*[3], *Natalia Kucirkova*[3], *Linnéa Stenliden*[1], *Elin Sundström-Sjödin (discussant)*[4]

[1] Linköping University
[2] University of Gothenburg
[3] University in Stavanger
[4] Mälardalen University

What is reading all about? This question is a societal and educational heart issue connected to the reading habits of young generations. This symposium seeks to problematize reading through focusing the role of the body and the senses in reading practices involving young and becoming readers. This is further related to dominant norms of what reading is, why it is important and how it is achieved.

Through the past, the young student body has foremost been positioned as an obstacle in academic practices, and reading has historically been used as a disciplinary activity, seeking to eliminate the body as a disturbing element in the classroom. While the visual and audial dimensions of reading are often taken for granted, other sensory, and esthetical dimensions are mostly overlooked, in discussions on the technical and social dimensions of reading literacy as well as on children's/students' attitudes towards reading.

A holistic approach to reading, that includes these overlooked dimensions, might help thinking beyond what is already known, broadening general understandings of what reading is about, and opening possibilities of novel considerations and practices. The global trend of measuring and comparing students' reading habits/performance/literacy/results contributes to powerful conclusions that tend to affect education at all levels. Therefore, nuanced perspectives, and understanding the underpinnings of such conclusions – what these do and do not entail – are important. It is crucial to consider the complexity of children's reading in education, including the whole reading body, the sensory and esthetical dimensions. Aiming to channel a productive research dialog this symposium opens for a critical discussion of reading literacy, understood as emerging in situated body-sensory relations.

The symposium includes five presentations, starting with Eva Reimers' critical scrutiny of PIRLS2021 and the creation of a "reading crises" in the Swedish public discourse in 2023. Dominant norms that form the basis for different measures to enhance reading proficiency are discussed. Next, the predominant idea of the benefits of physical activity to student proficiency may be nuanced, in relation to reading, when Mattias Arvola reports on a study with primary students showing a weak negative correlation between physical activity and reading comprehension and more negative sentiments towards reading among students with higher levels of physical activity. Thereafter, Malin Blix and Olle Widhe discuss the potential of shifting away from the instrumental idea of reading literature in middle school classrooms, specifically related to second language learning of Swedish. The transformative power of reading is associated to reading literature as embodied, collective, and aesthetic. The fourth presentation builds on a study on the olfactory sense in young children's reading process. Radel James Eumague Gacumo and Natalia Kucirkova propose a model for theorizing children's engagement in multisensory reading environments. Anna Martín-Bylund and Linnéa Stenliden conclude with a study that sheds light on how institutionalized reading challenge 10-11-year-olds to a complex body-sensory maneuver, when performing private, unshared reading during collective classroom participation. Different physical assets (hair, hoodies, earmuffs, and walls) are shown to become active parts in the "sensory orchestration" of reading classrooms.

Discussant: Elin Sundström-Sjödin

The Political Significance of Reading - Reading Literacy in Public Discourses

15. Literacy Research Network

Eva Reimers[1]
[1] University of Gothenburg

May 16, 2023, the Swedish minister of education held a press conference presenting the Swedish results from PIRLS 2021. The main message in the presentation was that the results showed a decrease in Swedish students' reading literacy. The minister claimed that Sweden had a "reading crisis", and if nothing was done, the country would become a country inhabited by "functional illiterates". Although the PIRLS figures from Sweden showed less decrease in reading literacy than most other countries, still PIRLS served as argument for a series of measures focused on making students into better readers.

This paper explores discursive constructions of "reading" as a political tool in Swedish public discourses. It is based on critical discourse analysis of media representations of reading literacy in the wake of PIRLS 2021, with a specific focus on how reading is constructed. With point of departure in questions such as: why is reading important? For who is reading important? What is the problem in relation to reading literacy? What is the solution represented to be? What is the relation between reading and the nation? The theoretical vantage point is norm critique, elucidating how norms-about education, the nation, migration, gender, class, economy - are repeated, subverted, and affirmed in relation to reading literacy.

One preliminary result is that the PIRLS report was reframed from a segregation crisis of Swedish education into a "reading crisis" for individual students. Hereby, the increasingly segregated school system that characterize Swedish compulsory education, did not become an issue. Another preliminary result is that lacking reading skills are represented as consequences of migration and Swedish as a second language. It is also salient that reading literacy is constructed as important for the formation of a Swedish heritage and the prosperity of the nation. Reading literacy is important for learning and for participating in society. It is therefore of interest to explore dominant norms that form the basis for different measures to enhance reading proficiency.

Sitting Still Reading or Running Around?

15. Literacy Research Network
Mattias Arvola[1]
[1] Linköping University

The aim of this study was to investigate the relationships between physical activity during the school day, reading comprehension, attitudes towards reading, and reading media preferences, in three research questions: (1) What is the relationship between students' level of physical activity during the school day and their reading comprehension levels; (2) what is the relationship between students' level of physical activity during the school day and attitudes towards reading; and (3) what is the relationship between students´ level of physical activity and their preferences of reading media? We investigated the correlation between the level of physical activity during the school day among 50 Grade 4 students (aged 10–11) and their reading comprehension levels, preferences of reading media, and attitudes towards reading.

A weak negative correlation between physical activity and reading comprehension was found. There were more negative sentiments towards reading among those with higher levels of physical activity. A negative correlation between physical activity and silent reading of a book was observed, as well as a positive correlation between physical activity and reading on a screen.

We conclude that reading requires disciplining your body to focus on the text, and comprehension was lower for the physically more active students. Overall, however, the students enjoyed reading. Experimental studies are necessary to disclose any causal relationships.

Enhancing the Role of Literature: Access, Embodiment, and Resonance in Multilingual Literature Classrooms.

15. Literacy Research Network
Malin Blix[1] , *Olle Widhe*[1]
[1] University of Gothenburg

Our presentation explores the issues of access and participation within multilingual middle school classrooms. It's important to note that this presentation is a work in progress, outlining a theoretical framework for a future classroom study.

In a multilingual classroom, teachers must differentiate their instructions to accommodate varying language proficiency levels and address diverse learning needs. The central question we explore is how teachers can design a literature workshop that fosters what we refer to as an inclusive learning environment, welcoming students from various cultural and linguistic backgrounds. The primary objective of this inclusive literature workshop is to enable all students to actively contribute to the construction of meaning and to identify themselves as readers based on their individual needs and resources. The aim is to achieve this without inundating teachers with the need for a multitude of personalized teaching instructions and reading materials tailored to different proficiency levels.

Furthermore, the inclusive literature workshop embraces the concept of reading literature as an embodied and collective experience. This entails a shift away from the idea that the purpose of reading literature is primarily to enhance language development. Instead, we recognize that what is commonly described as physical sensations and cognitive processes are interconnected. Emotions are not isolated as inner psychological states or subjective experiences but are, in fact, shaped by social and cultural influences. Our presentation delves into the unique way literature functions as an aesthetic object and explores how instructional design can be adapted to empower students with diverse backgrounds and learning conditions to appreciate the transformative power of reading.

The Sensory Books Project – Olfactory Sense in Children's Reading Process

15. Literacy Research Network
Natalia Kucirkova[1]
[1] University in Stavanger

Reading, understood as an embodied experience, has been little researched from the perspective of sensory learning. In particular, sensory dimensions like taste, smell, and proprioception often remain untapped. The Sensory Books project funded by the Norwegian Research Council and based at the University of Stavanger, delves into these overlooked areas, particularly highlighting the depth and richness the olfactory sense can bring to the reading process.

Our findings underscore the significance of integrating all senses, especially smell, into children's narratives. In the presentation, we will report on children's engagement with story-related smell in an interactive exhibition in the local museum and an experimental study looking into children's engagement with olfactory books. In both studies, the type of smells used and their sequencing, were important factors implicated in children's engagement. We reflect on the findings from the perspective of the transactional reader theory and propose a new model for theorizing children's engagement in multisensory reading environments.

Institutionalized Reading as Sensory Orchestration. Bodily Dimensions of Unshared Reading in Primary Classrooms.

15. Literacy Research Network
Anna Martín-Bylund[1] , *Linnéa Stenliden*[1]
[1] Linköping University

This presentation delves into the intricate dynamics of children's reading as an institutionalized practice in primary school. While reading inherently fosters an individual interaction with a text, its manifestation in a classroom makes of reading a simultaneously collective activity. In this study we seek to further explore the simultaneous, collective participation during private, unshared reading, focusing bodily practices among students when reading "silently" in the classroom. How can bodily practices of unshared reading in primary classrooms be described? How can the relation between bodily practices and the individual-collective situation of reading in classrooms be understood?

The data employed consist of photographs and notes from classroom observation, and students' logbook notes, of different reading activities performed with 10-11-year-old students in grade four, at two different public primary schools in Sweden. The reading activities were mainly performed during Swedish language classes, where students read a book of own choice individually, alongside their classmates in the classroom. An abductive approach to data and theory was performed. In the analysis the concepts of micro-discipline and sensory orchestration were associated and employed.

Results show that bodily practices of classroom reading are confined, primarily by the local interaction of text and eyes. Other body parts, furniture, and further physical dimensions close to the student in the classroom, play part in students' performance of a variation of reading postures around this disciplinary logic. The disciplinary logic of reading in classrooms further interacts with the collective logic of classrooms. Body postures are hereby also seen as mutually shaped, with reciprocal sensory affect between the group and every single student, while reading. Classroom reading, hence requires students to orchestrate their sensory work in a way that prioritize the stimuli provided by the text in front of them, while simultaneously keeping other sensory relations neutral, passive, or simply "rear". Different physical assets (hair, hoodies, earmuffs, and walls) are shown to become active parts in this orchestration. Furthermore, socially constructed adaptations during reading activities, such as students and teacher generally refraining from verbal interaction and physical displacements in the room, also play a part. Nevertheless, what constitutes a "reading supportive" environment that is helpful to both individual readers and the collective of a reading classroom is not obvious. Institutionalized reading forms a significant part in the becoming of young readers. The joint-individual, body-sensory dimensions of classroom reading may thus be critical to the early stages of young people's "careers" as readers. This study contributes to a further understanding of these often taken for granted aspects of reading.

Comic reading as a social event in education (swe)

15. Literacy Research Network
Johanna Frejd[1]
[1] Linköpings universitet

Research topic/aim
This study demonstrates how comics can be used in science education. Comics are a potential resource for education (see Wallner & Eriksson Barajas). In this study, we provide knowledge on how students and their teacher engage in meaning making during a read aloud of a comic, as part of a lesson about evolution.

Theoretical framework
Meaning making is a socially situated practice, where access to materials (pictures, books), used as multimodal resources, play a crucial role for students' interactions (Frejd, 2019).

Comics are a medium that combine text and images (Eisner, 2008; McCloud, 1993). As image sequences also commonly illustrate scientific processes, the sequential narrative form could be fruitful for presenting a story about evolution. Furthermore, the inclusion of fantastical elements (e.g., time travel), is a way to illustrate the complexity of prolonged evolutionary processes.

Methodological design
The comic used in this study is a 44-page portal-fantasy comic, called *Cats on the run – an exciting evolutionary journey*. The comic was designed by the researchers for use in schools, and builds on science educational research (Frejd, 2019) and research on comics in education (Wallner, 2017).

Video and sound recordings were made with two fifth-grade science classes (students N=20) divided into a total of nine small groups. While projecting the comic on a whiteboard, the teacher read the first 14 pages of the comic to the class, who also had their own comics in front of them. In total, about ten hours were recorded. We then performed a fine-grained multimodal analysis (Wilmes & Siry, 2021) of the students' actions in the reading event.

Expected conclusions/findings
During the teacher's comic reading, intersubjective exchanges involving gaze, body language and verbal expressions take place. For example, the students make eye contact across the room as the teacher engages in theatrical expressions of the narrative, and both verbal and pictorial aspects of the comic are made relevant. Furthermore, the students show engagement by reading ahead and drawing each other's attention to different images and words. The reading of the comic is, thus, constructed as a social event where the students' and the teacher's readings are entangled.

Relevance to Nordic educational research
The current study makes an important contribution to the field of science education and teaching of evolution, as well as advancing the general knowledge we have of the use of comics for education, and children's interactions around sequential art.

Didactical applications of creative writing: An integrative literature review (swe)

15. Literacy Research Network

Alexander Brauer[1]

[1] Malmö University

Research topic/aim

Although research shows creative writing to have the potential for facilitating learning, Swedish upper secondary school policy documents do not mandate or suggest it as a pedagogical tool. Consequently, upper secondary school teachers may find creative writing to be didactically valuable yet difficult to legitimize except as extraneous activities, due to the lack of support in both policy documents and textbooks (Malmström, 2017; Pulls, 2019).

Theoretical framework

The present integrative literature review explores research on the didactical potentials of creative writing in secondary education to "assess, critique, and synthesize the literature on a research topic in a way that enables new theoretical frameworks and perspectives to emerge" (Snyder, 2019, p. 335). The review maps the uses for creative writing in education, making use of abductive analysis (cf. Timmermans & Tavory, 2012) and Ivanič's (2004) discourses of writing in education: the *skills*, *creativity*, *thinking and learning* (see Sturk & Lindgren, 2019), *process*, *genre*, *social practices*, and *sociopolitical* discourses of writing.

Methodological design

A total of 318 peer-reviewed articles – both empirical and theoretical – on creative writing in secondary education and beyond have been systematically collected and categorized according to their discoursal positionings in the abstracts, introductions, and/or conclusions (in order of priority). These excerpts have also been inductively coded for topics and themes. Furthermore, several articles have been both randomly and purposefully selected for close reading.

Expected conclusions/findings

The review shows that despite a large body of international research showing didactical affordances of creative writing, few Nordic studies on the issue exist. The research portrays creative writing as relevant within all the writing discourses, thus demonstrating its usefulness in comprehensive pedagogical practices. For instance, creative writing is found to support learners' general, literary, and critical literacies and to foster students' interpersonal, cultural, and writerly identities.

Relevance to Nordic educational research

These findings may a) inform in-service teachers interested in integrating creative writing into their pedagogical repertoires, b) facilitate precise assessment of creative writing without necessarily making judgments on learners' creative or artistic abilities, and c) inspire research on the topic to be carried out in the specific contexts of the Nordic countries.

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Feedback on writing in the virtual classroom. "It became a new way of thinking of learning for me as a teacher" (swe)

15. Literacy Research Network
Marie Nordmark[1]
[1] Dalarna University, School of Language, Literature and Learning

Research topic/aim
The Covid-19-pandemic gave desires to stive for new pedagogical and didactic ways and habits of literacy use in classroom teaching. In this paper I explore the linking of teachers' feedback on writing and students' achievement of disciplinary literacy in social sciences in virtual classroom teaching at upper secondary school. The aim is to turn attention to the influence of the teachers' feedback as a tool for thinking, talking and meaning-making to develop disciplinary literacy (Shanahan & Shanahan, 2008, 2012; Sandahl, 2015; Gibbons, 2006) in students collective writing for learning. Questions asked are:

- How does the teacher use feedback in writing to contribute to the students' knowledge development?
- What function does the use of text and collective writing have in the virtual teaching?
- How are the use of digital breakout rooms reshaping classroom teaching?

Theoretical framework
This study takes a multimodal approach to learning and digitalisation in the classroom (Jewitt, 2006; Bezemer & Kress, 2016; Jewitt & Kress, 2003; Nordmark, 2023). In accordance with Jewitt and Kress (2003), four aspects for representing meaning are considered: materiality, framing, design, and production.

Methodological design
Data were collected in 2020-2022 and consist of classroom audio recordings in social science during the pandemic, and post-pandemic video recordings. In total 7 lessons and 10 video recorded interviews with students.

Expected conclusions/findings
Preliminary findings, the teacher's feedback on writing during the students' text composition is highly appreciated and seen as very valuable. Also that the teacher in virtual teaching classroom is always present as an expert who helps the students to develop the text and answer questions. The text-oriented teaching contributes to students gaining access to more complex forms of text and text composition through social studies subject concepts and thinking tools. Students identify writing in social studies as focused on the content and not on form and structure.

Relevance to Nordic educational research
This study is relevant in a Nordic context and contributes to greater understanding of how virtual classroom teaching requires language awareness, and teachers planning for students' active participation to scaffold learning in disciplinary literacy.

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Improving Technology Literacy among Health Professional Students

15. Literacy Research Network

Chunfang Zhou[1] , *Anna Marie Lassen*[2]

[1] Centre for Research in Science Education and Communication, Department of Mathematics and Computer Science, University of Southern Denmark

[2] Research Centre of Health and Applied Technology, Department of Occupational Therapy, University College of Northern Denmark

Research topic/aim

Issues related to technology literacy among health professional students have drawn much attention. This has motivated health professional educators to explore new methods of teaching and learning, for example, Reflectice Practice-Based Learning (RPL). Under such background, this paper aims to answer two questions: 1) how can we deepen our theoretical understanding on regarding Reflective Practice-Based Learning (RPL) as a friendly pedagogy to educate technology literacy? And 2) how can we improve technology literacy in health professional education in RPL in practice?

Theoretical framework

A new theoretical framework will be developed that bridges studies on technology literacy, learning, knowledge, and health professional education. Becoming technology literate involves knowledge with active awareness of technology: how it is used, how it works, and how it changes the practice These points drive us to link the understanding on technology literacy with tacit knowledge and explicit knowledge. The integration of problem-solving and knowledge occurs both within the mind of a single participant and among multiple participants. This further drives us to note that technology literacy development often occurs in the conversations between tacit knowledge and explicit knowledge, and between individual knowledge and collective knowledge. The approach of RPL may provide a supportive learning environment to develop health professional students' technology literacy. RPL has roots in social approaches to learning theories that regard knowledge as achieved more from construction than memorizing and learning as developed more by interactions between person and environment and by collaborative process than individual cognitive process.

Methodological design

We highlight a case to show an example that links the theoretical framework with practice in the particular setting of RPL at UCN. In the case, we will show how a course is organized. The case involves a detailed description on how physiotherapy and occupational therapy students participated in and learned from a 2-week interdisciplinary elective subject 'Technology in the Present and Future.' One of authors' own teaching experience provides the resource of the description of the case that visualizes the process of a course development.

Expected conclusions/findings

From the case study, we learn that collaboration between UCN and the Centre for Welfare Technology plays an important role to motivate students to apply theories into practice. This reveals that the successful implementation of RPL and the development of health professional students' technology literacy requires efforts of professional education institutions in developing or participating in practice of professional communities. Technology can be thought as the phypothesisractical implementations of solutions of problems; it is also related to non-technological dimension of reality, which means there are diverse associated types of will, drive, motive, aspiration, intention, and choice that aim to survive or satisfy some basic biological need or pursuit to efficiency. Technology liceracy education basically calls for the design of pedagogies which may provide appropriate conditions to facilitate interactions and conversations between different knowlege models.

Relevance to Nordic educational research

This paper has implications of technology literacy education for other Nordic cutlures. The curriculum is built around practice-oriented teaching and learning activities, with inspiration from fundamental principles, methods, and techniques for reflective practice-oriented learning in the future.

Leveraging digital technologies to promote equitable learning opportunities in Swedish multilingual classroom practices (swe)

Lisa Molin[1] , *Catarina Schmidt*[2]

[1] Department of Pedagogical, Curricular and Professional Studies, University of Gothenburg

[2] Department of Language, Aesthetic Learning and Literature, Jönköping University

Research topic/aim

Today nearly a third of Swedish compulsory school students speak languages other than Swedish. The persisting educational challenges faced by these students, in comparison to their Swedish-background peers, are well-documented. Among the significant obstacles confronting these students, particularly those lacking a strong academic first language, is their struggle to access the academic discourse and language used in schools, such as the comprehension of subject specific concepts and terminology.

This study aims to deepen our comprehension of the potential benefits that multilingual students can derive from educational opportunities offered within primary classrooms.

Theoretical framework

Our research is grounded in the notion that these opportunities are cultivated through deliberate educational design, leveraging the diverse assets and experiences that multilingual students bring to the educational setting. Additionally, we explore the role of digital technologies as tools capable of enhancing the learning experiences of multilingual students. Through the integration of images, audio, and videos, these technologies offer the potential to facilitate access to curriculum content in comprehensive and engaging ways.

Methodological design

Our investigation revolves around the orchestration of learning experiences, with a specific emphasis on the dynamic interplay among the teacher, students, and digital technologies during two Natural Science lessons in a 6th-grade classroom. Thematic analysis has been applied, drawing upon video observations and field notes.

Expected conclusions/findings

The empirical findings shed light on the seamless integration of digital technologies into the collective educational practice, providing a fertile ground for multilingual students to tap into their diverse linguistic and cultural resources during their learning process. This integration is most apparent in the way the teacher facilitates and coordinates classroom activities, fostering a collaborative learning environment, where students and educators function as co-designers. The activities harnessed in this process leverage the unique affordances of digital technologies, reinvigorating and enhancing traditional classroom-based pedagogy.

However, it is essential to underscore that achieving equitable engagement among students from diverse linguistic backgrounds is not an automatic outcome. Rather, it demands a deliberate orchestration that harnesses the inherent potential of these technologies to accommodate and support even the more marginalized languages within the classroom, thereby ensuring that all students can fully participate in and benefit from these innovative learning experiences.

Relevance to Nordic educational research

Investigating multilingual classroom practices is vital for Nordic educational research due to recent immigration-driven demographic changes. This research aligns with Nordic values of equality and inclusion by ensuring that all students, regardless of their linguistic background, have equitable access to quality education, addressing disparities and promoting educational equity.

Literacy events as interactional encounters in ECEC and primary school

15. Literacy Research Network
Sara Routarinne , *Helen Melander Bowden[1], Riitta Juvonen[2]*
[1] Uppsala University
[2] University of Helsinki

This symposium focuses on literacy events in primary school and ECEC from various theoretical and methodological perspectives. Literacy events in these educational contexts are complex and dynamic encounters that play a pivotal role in children's developing literacy. The papers in this panel focus on interactional encounters between children and their teachers during literacy events. The panel participants share an interest in the social, embodied, and material practices through which children engage in collaborative text production. The papers involve analysis of children's interactions around and with texts and text production that is understood in a broad sense. The targeted age group is children from 5- to 12-year-olds. Literacy events vary from writing with pens and paper to multimodal text production in digital environments to being entangled in relationships and the material dimension. Theoretically, the presentations are based on ethnomethodology, multimodal interaction analysis/conversation analysis, linguistic anthropology, sociolinguistics, linguistic pragmatics, and sociomaterialism. Methodologically, the papers are based on empirical data such as video or audio recordings of everyday literacy practices and interactions. The papers identify literacy events in these interactions and analyze them in detail within the theoretical framework adopted. The panel brings together scholars with shared points of departure in considering the relevance of interaction for literacy events and evolving literacy practices. The presentations shed light on (multi)literacies by drawing on data from a variety of contexts that are analyzed using different theoretical perspectives. The scope of presentations range from adult-child reading and talking sessions in early childhood education, collaborative literacy events in different socio-material configurations to post-qualitative relational and material-discursive processes. The panel makes a contribution to the timely issue of children's declining literacy skills and a deeper understanding of children's literacy development in a wide sense. It also addresses the ongoing debate about digital media and platforms aswell as learning environments in the Nordic countries. In order to inform Nordic educational policies, we need to understand the many ways of literacy development.

List of presentationsLong-term coaching in dialogic reading: Development of teacher-child conversation patterns in preschool

Collaborative practices of text production in primary school environmental studies and history classrooms

Composing a blog post: Emergent collaborative writing on a digital device

Encountering literacy as affective and relational in early childhood education - Thinking with a storybook project

Synthetic speech as an unreliable resource in students' collaborative writing on tablets

Literacy in the Forest: The Invisible Lines

Long-term coaching in dialogic reading: Development of teacher-child conversation patterns in preschool

15. Literacy Research Network
Janne Lepola[1] , *Anu Kajamies[1], Mikko Tiilikainen[1]*
[1] University of Turku

Theoretical framework. Shared book reading supports children's literacy development for many reasons, but a primary ingredient in meaning-building readings is frequent, and extended conversations (Dickinson & Porche, 2011). A teacher can stimulate children's participation in conversation, for instance, with open-ended questions (Zevenbergen & Whitehurst, 2003), listening and elaborating children's responses (Cabell et al., 2015), providing all children opportunities (Hadley et al., 2020), and having fun with children.

Research aim. This study examines teacher-child conversation over the three consecutive cohorts of five-year-old children that were guided by the same early education teachers who participated in coaching of dialogic reading over the three years. Thus, our design enabled us to evaluate the potential cascading effects of PD on the changes of teacher-child conversation about text. The following questions were addressed:

1. How do the conversations change within and between each cohort of children?
2. To what extent do teachers' dialogic practices change during the three years of coaching?
3. How do the amount and quality of children's responses develop in each cohort and across the three cohorts?
4. How are teachers' initiations and follow-up sequentially related to the level of children's responses?

Method. Five ECEC teachers participated in coaching of dialogical reading across the three academic years. Five story groups (3 to 6 children each) of each child cohort were video-recorded in the fall and spring (29 videos in total). 7 -Minutes-to-Stories model, including 29 stories read aloud, was implemented. The PD was based on on-site coaching visits and scripted stories to support dialogic orientation (Lepola et al., 2022). Teachers' and children's verbal turns were codified using the Initiation-Response-Follow-upcycle (e.g., Mascareño et al., 2017). *Closed and open-ended* questions reflected teacher initiation. Three categories of teacher follow-up were constructed, *evaluative, elaborative and explorative function*. Six categories were used for children's responses: 1) no verbal response to teacher move, 2) irrelevant to story, 3) incorrect answers, 4) literal and 5) inferential answers, as well as, 6) creative, new perspective reflecting imagination.

Preliminary results. The average length of all conversations (f =318) was 8.61 turns (range 0 – 54). The volume and length of conversation underwent a positive change in Year 1 and remained high in Year 2 and Year 3 cohorts. A conspicuous increase was observed in teachers' initiations and all follow-ups during Year 1 and same trend continued during Year 2 and Year 3. Of the children's responses (f = 2238) most were literal in nature (39%). Teacher open-ended questions triggered more child inferential talk, whereas exploratory f-up was linked to literal talk.

Relevance to NERA24 theme. More detailed micro-analytic findings, for instance, of children's adventurous perspectives beyond story, such as riding to the sky with rockets launched in New Year's Eve and landing safely with a parachute to the sea, will be presented and discussed.

Collaborative practices of text production in primary school environmental studies and history classrooms

15. Literacy Research Network
Riitta Juvonen[1] , *Sara Routarinne[2]*
[1] University of Helsinki
[2] University of Turku

Research topic
Our study contributes to research on literacy practices in other school subjects than language arts (Routarinne et al. 2023) and more generally, to the emerging field of research on writing in interaction (Mondada & Svinhufvud 2016). The paper focuses on literacy events of collaborative text production in the context of primary school environmental studies and history. While collaborative information retrieval and joint text production are common tasks in Nordic classrooms, our knowledge is still scarce on these emerging practices. The focus sheds light on the processes of accomplishing literacy tasks in collaboration as we analyze how students read, write, and manipulate curriculum materials. In this context, we explore students' negotiations between peers when they locate, evaluate, and choose information in curriculum materials and recycle and reformulate it in their own texts.

Theoretical framework
Theoretically, the study draws on Ethnomethodological Conversation analysis, and aims at understanding participants methods of achieving literacy

Methodology/research design
The research data for the study consist of video-recordings of Finnish comprehensive school lessons from two schools. The language of instruction in these schools is Finnish. The students were fourth graders (approx. 10 years old) at the beginning and sixth graders at the end of the study. As a method, we draw on multimodal conversation analysis (Goodwin, 2000).

Findings
In our analysis, we demonstrate the ways in which processes of reading, writing, and manipulating curriculum material intertwine in sequences of text production. We show how negotiations unfold sequentially in peer interaction and how the students adapt their actions and organize bodies, hands, and gaze to display participation in joint text production. Our analysis demonstrates that the negotiations do not only involve verbal practices but manipulating and referring to material objects such as textbooks, notebooks, and evolving texts. Through these multimodal actions that are laminated and unfold temporally both simultaneously and subsequently, the students orient to produce a shared understanding of the existing and emerging norms of producing texts collaboratively in the classroom settings.

Relevance to Nordic educational research
We will discuss the rich affordances of collaborative text production in the light of goals set for multiliteracies across the Finnish curriculum in comparison to curricula in other Nordic countries.

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Composing a blog post: Emergent collaborative writing on a digital device

15. Literacy Research Network
Helen Melander Bowden[1]
[1] Uppsala university

Research topic
This study explores the social and embodied practices through which four children (10 years old) in a Swedish elementary school class, engage in the collaborative and emergent writing of a blog entry.

Theoretical framework
 Using the theoretical frameworks of ethnomethodology and multimodal conversation analysis (e.g., Goodwin, 2018), the study examines processes of collaborative and creative text production in a digital environment (cf. Mondada & Svinhufvud, 2016).

Methodology
The analyses are based on video recordings of a writing activity in which the children are reporting on how they worked with computer programming in the sports hall. The data are drawn from a larger project examining children's digital literacy practices in school and at home.

Findings
The analyses highlight the interactional dimension of writing and the role of collective remembering as the text emerges as a contingent result of the children's choices, negotiations, revisions, and corrections. As the children collaborate to create one shared text on one shared digital device, there is a distribution of roles and responsibilities that changes as they take turns writing at the same time as they verbally negotiate formulations. The different temporalities of talking and writing sometimes displace the sequential organization of actions, as several versions of verbal formulations may be presented during the writing of a few words. By focusing on writing as a material and multimodal practice, the analyses demonstrate the impact of the digital tool on the organization of actions. The emergent writing on the screen has a materiality and a fixation in time, making the text available for scrutiny in a different way than the verbal formulations, as the text gradually becomes visually accessible for all participants to comment on and correct. Simultaneously, the digital tool affords a gradual effacement of the production process as reformulations, mistakes, and corrections become invisible in the finished text. The results of the study thus show how the digital tool constitutes an intrinsic part of the contingency of the situated text production.

Relevance to Nordic educational research
The study contributes knowledge about collaborative writing and digital literacies from an interactional perspective, an as yet relatively under researched area, in Nordic as well as international educational research. As such, the study also provides a deeper understanding of the use of digital technologies in school, in a time when the digitalization of school is widely debated and disputed.

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Synthetic speech as an unreliable resource in students' collaborative writing on tablets

15. Literacy Research Network
Niklas Norén[1] , *Helen Melander Bowden*[1]
[1] Uppsala university

Research topic
This study investigated how students in grades 3 and 4 in a Swedish elementary school used text-to-speech technologies as interactional resources in collaborative writing on tablets in the classroom.

Theoretical framework and methodology
The study was a multimodal and conversation analytic study within a larger video ethnographic project that explored the literacy practices that children and students develop when using different digital and mobile technologies. Students were videotaped while writing together on a tablet, or sitting next to each other and writing on their own tablets. In the analysis, Conversation Analysis was used to identify students' own methods of organizing writing and to investigate how students orient towards the synthetic voice in the writing process.

Findings
Previous research has shown that text-to-speech features such as letter sounds and speech synthesis can provide tools to confirm linguistic choices during the ongoing writing process, as well as to correct local problems with spelling and word choice. These functions have been found to be particularly supportive when students already know how the written words should be pronounced, enabling to decide whether the speech synthesis

representation is reasonable or not in the context (Norén et al., 2021). In this paper, however, we present results from the same material that show that the speech synthesis can also be an unreliable resource in students' writing when it is used to correct problems with spelling forms that students do not already know. When students do not know or are unsure which spelling form is correct, the repair sequences involving speech synthesis is prolonged and do not advance the writing process. The speech synthesis generates spoken language forms of misspelled and contextually incorrectly chosen words that do not support students in their attempts to find the right word or spell correctly, and in our material, these spoken language forms can be an obstacle rather than a support in students' attempts to move forward in the writing task.

Relevance to Nordic educational research
The study contributes with knowledge about digital literacy practices, knowledge that is called for when children's literacy skills are considered to be on the decline and the use of digital technologies in schools is highly debated in the Nordic countries.

Norén, Niklas, Melander Bowden, Helen & Evaldsson, Ann-Carita (2021) Young students' treatment of synthetic voicing as an interactional resource in digital writing, *Classroom discourse*, https://doi.org/10.1080/19463014.2020.1814367.

Encountering literacy as affective and relational in early childhood education - Thinking with a storybook project

15. Literacy Research Network
Alexandra Nordström[1]
[1] University of Helsinki

Research topic
This paper explores how relational thinking might be deployed in literacy research and practice in early childhood education.

Theoretical framework
Literacy is attended to as an affective and relational encounter, conceptualised as "literacy-as-event" (following Burnett & Merchant, 2020). Engaging with the notion of literacy-as-event and thinking with theory (Jackson & Mazzei, 2013) entails approaching literacy as fluid and messy. A relational ontology is concerned with what and how we know and why it matters (Murris, 2021). Therefore, literacy is attended to as both knowing and being – or, more precisely, a becoming (Barad, 2003). By shifting focus away from the intentions and attributes of individuals and turning attention more to what is becoming in relation, the complex meaning-making and knowledge production that take place in early childhood is being brought to the forefront (Hackett, 2021).

Methodology
This paper examines unfolding literacy practices in a Finnish early years classroom. The empirical material consists of videos, artefacts, photographs, and notes from an early years multiliteracies project named The Storybook.

Findings
The aim of the paper is to draw attention to the relational dimensions of young children's literacy in its moment-to-moment unfoldings in seemingly unremarkable and mundane events. This study contributes to the emerging field of affective and embodied research practices in early childhood education by disrupting and reimagining the way in which literacy is, and can be, thought about and researched.

Relevance to Nordic educational research
Exploring young children's literacy events from a post-qualitative methodological approach and drawing on a relational ontology will afford novel research insights and new knowledge about literacy as a phenomenon and encounter beyond the individual human.

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Literacy in the Forest: The Invisible Lines

15. Literacy Research Network
Sara Sintonen[1]
[1] University of Turku

Research topic/aim
Literacy can refer to a variety of activities. This study focuses on preschool children reading the forest, which is transforming, vital, and dynamic, using the concept of living literacy and the frameworks of posthuman thinking and new materialism. The primary concentration in this presentation is on children and sticks and invisibles. What does it have to do with literacy? In this case, sticks are considered loose parts, innately versatile living literacy companions with endless possibilities.

Theoretical framework
Some conceptual tools are required for reimagination. Donna Haraway's *sympoiesis* is useful here. Sympoiesis means making-with, which differs radically from preparing-with. Sympoiesis is making-with through experiences, always in the process of becoming, an unpredictable evolution with system. What is worth mentioning is that sympoiesis reconfigures literacy as a relational materia-ldiscursive worlding process. Sticks have a mutual relationship with children because they carry them around, walk with them, and use them as an extension of their hand in a variety of ways.

Methodology
This presentation offers a postqualitative perspective on literacy by using an ethnomethodological case study of "The Childrens' Forest" (2023-24). The case examines preschool children's literacy events in a forest environment where they engage in living experimental interactions and relationships with humans and nonhumans. The invisible lines refer to children's sympoiesis with sticks as this presentation looks into an idea involving invisible lines. This presentation demonstrates the "linear extensions of the sticks", making the invisible lines visible by drawing on the collected data.

Findings
Sticks of various sizes, thicknesses, and shapes are used in children's literacy events in the forest: things are because they are connected to and impact one another. By demonstrating the children's potential imaginations, notions, such as connections, crossings, swirls, waves, circles and beams, the main target is to consider the young children's emergent literacy (reading-writing) through drawing(-writing) and imagination.

Relevance to Nordic educational research
We can gain a sense of what literacy can involve in childhood by focusing on the forest, children, and sticks. Considering literacy as a relational and material-discursive process, this research will offer new perspectives on preschool children's literacy events in a forest environment.

Literary discussions with young children – ECEC staff teams' descriptions. (swe)

15. Literacy Research Network
Hanna Thuresson[1]
[1] Hanna Thuresson

Research topic/aim
Reading books for children has a long tradition in Nordic Early Childhood Education and Care (ECEC). Previous research indicates the relationship between reading aloud as a basis for stimulating children's literacy interest (Beck & McKeown, 2001; Hargrave & Sénéchal, 2000), but also difficulties for the preschool teachers; not starting from children's literacy curiosity (Dybvik m.fl., 2022; Nicholas & Rouse, 2021) or not planning the reading-aloud events (Alatalo m.fl., 2023). Reading aloud are thus important sources of literacy development for the youngest preschool children and are part of language teaching. Since 2018 the curriculum in Sweden (LPFÖ, 2018) also stipulates that children should be "given the opportunity to develop their language by /…/ discussing literature and other texts" (p. 9). In the shadow of a strong political focus on linguistic skills in ECEC, there are concerns among researchers that overly structured literature teaching without consideration for children's interests may prevail (Dahlström m.fl., 2023). Therefore, it is concerning that there is a lack of research on how literary curiosity can be conducted with the youngest children in ECEC, especially children under the age of three who have not yet developed verbal language. The purpose of this study is therefore to investigate how ECEC staff teams in Sweden describe what working with literary discussions entails and means in practice for the youngest children in the preschool when play, non-verbal, and multimodal communication are emphasized. The study is based on the following question: What different practices for literary discussions exist in the descriptions of literary activities provided by ECEC staff teams in Sweden?

Theoretical framework
Theoretical framework is based on a social and multimodal approach to literacy, drawing from New Literacy Studies, where the social significance of literary discussions is seen as a creation of a practice, where literacy learning is an ongoing and not a separate activity. (Barton & Hamilton, 2000; Rowsell & Pahl, 2015).

Methodological design
The material is created through photo-elicited interviews with ECEC staff teams (Birkeland, 2013; Milne & Muir, 2020) and explored with thematic analysis (Braun & Clarke, 2013)

Expected conclusions/findings
The results shows that the ECEC staff teams establish practices between two different approaches to literary discussions. The practices consist of different emphases regarding; children's participation and interaction, how the staff teams use images in and from the literature, and how they emphasize the significance of the literacy environment. The two different practices are positioned on a continuum between literary discussions being created as episodic events – related to reading aloud and linguistic stimulation, and literary discussions being created as integrated events– related to play, aesthetic, and sensory experiences.

Relevance to Nordic educational research
The study's results emphasize that teaching in ECEC can create practices where literary discussions range beyond 'speech-to-print' language stimulation, where literary curiosity is based on various nuances of language learning and play. Here, children's active participation and play are seen as the central driving force for a continued engagement with reading literature. The result is important as it appears to be a shortage of research on how experience based literary discussions can be performed with the youngest children in ECEC.

Mathematical literacy and science literacy in the context of societal challenges

15. Literacy Research Network
Ulrika Ryan[1] , *Petra Svensson Källberg*[1]
[1] Malmö University

Title of symposium: Mathematical literacy and science literacy in the context of societal challenges

Chair of Symposium: Ulrika Ryan

Organisation: Malmö University

Email: Ulrika.ryan@mau.se

The symposium consists of 4 presentations

Abstract for symposium

We find ourselves in times of what Rosi Braidotti (2019) refers to as the convergence of the 6th mass extinction of species and the 4th industrial revolution. At this convergence, global, national, and local societies are facing a range of interconnected and complex challenges. For example, the *climate crisis* challenges unsustainable lifestyles. Due to conflicts and war zones, and as an adaption to the climate crisis *migration* is increasing. Further, *technological developments* such as machine learning and artificial intelligence transform our understanding of, and participation in society. To engage with these complex challenges raises questions about *sustainable development* and fairness.

In what ways may the above-mentioned societal challenges be addressed as issues of *literacy* in relation to mathematics and science education? We see literacy as going beyond traditional subject-centred or individual-centred educational models because the notion of literacy could be deeply connected to the needs, challenges, and aspirations of the world and its communities. In other words, we see literacy as connected to so called 'World-Centred Education' (Biesta, 2022) that aims at cultivating students to engage with their social, cultural, and ecological context critically and in solidarity with others. However, we argue that there are present dimensions of literacy in relation to the above-mentioned societal challenges that are subject-specific to mathematics education and science education.

In this symposium we address the following societal challenges: *climate crisis, migration, technological developments,* and *sustainable development* from the perspectives of mathematics and science literacy. We ask the following questions:

- What mathematical literacies and science literacies are relevant in relation to the societal challenges?
- How could mathematical literacies and science literacies be enacted in relation to the societal challenges?

To discuss the questions that we ask we provide four presentations that comprise empirical findings from contexts in Norway, Sweden, and the United States. The empirical findings in the presentations represent a range of of educational contexts from teacher education to elementary school contexts. The titles of the presentations are 1) *Literacy in a world-centred education in science and mathematics - an explorative case study on a school project on textiles,* 2) *Mathematical literacy and migration,* 3) *Technological and Mathematical literacies in times of change,* and 4) *Children's mathematical literacy as education for sustainable development.*

In the symposium the four presentations provide an invitation to open an overarching discussion about what kinds of mathematics literacies and scientific literacies that may be relevant in the future to handle and/or engage with the societal challenges that we address and what this means in terms of teaching and policymaking.

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Literacy in a world-centred education in science and mathematics a case study on a school project on textiles

15. Literacy Research Network
Kjellrun Hiis Huge[1] , *Helen Hasslöf*[2], *Trude Fosse*[1], *Inger Elin Liiand*[1]
[1] Western Norway of Applied Sciences
[2] Malmö University

Presenter: Kjellrun Hiis Hauge, Western Norway of Applied Sciences, Kjellrun.Hiis.Hauge@hvl.no

Co-authors: Helen Hasslöf, Malmö University, helen.hasslof@mau.se, Trude Fosse, Western Norway of Applied Sciences, Trude.Fosse@hvl.no, and Inger Elin Lilland, Western Norway of Applied Sciences, inger.elin.lilland@hvl.no.

In what ways may climate and sustainability issues be addressed as issues of *literacy* in relation to education? Gert Biesta emphasizes in his framework of a 'World-Centred Education' (2022), the importance of going beyond a purely skill-based or competence-driven approach to education. Instead, he encourages a more holistic view of education as a process where students engage in a deeper exploration of their roles as social subjects within the world, which thereby includes identity perspectives.

A world-centred education places a strong emphasis on the interconnectedness of education with the broader world, society, and the environment. It goes beyond traditional subject-centred or individual-centred educational models, focusing on the idea that education should be deeply connected to the needs, challenges, and aspirations of the world and its communities. Biesta's (2022) world-centred education posits that education should cultivate students' abilities to engage critically with their social, cultural, and ecological context. Parts of the Norwegian and Swedish curriculums implies that students may, or should, engage in controversial issues that concern their everyday lives, locally, nationally, and globally. The science and mathematics curriculum also include elements in line with a world-centred education, such as critical scrutiny of science- and mathematics-based argumentation in society.

Guided by the framework of a world-centred education (Gert Biesta, 2022), as an overarching literacy perspective, we discuss educational potentials and challenges in science and mathematics education in the light of climate crises and unsustainable lifestyles from a Global North perspective. We start by using the framework to analyse a case from Norway where four preservice teachers were challenged to develop and carry out a project on sustainable development in a class of 14-year-olds, grade 9. They decided on textiles as the sustainability issue and integrated the subjects of mathematics, social science, and natural science.

The results show how the preservice teachers chooses content and activities that connect lifestyles in Norway to negative environmental, social, and economic conditions elsewhere in the world. Examples include asking the students to write reflection notes on their own clothing habits, a documentary where teenagers are faced with global unfairness related to textiles, and a classroom debate with role play where interests of various stakeholders of the textile industry are played out. During the three-week project, some students chose to work on problematic aspects of fast fashion in ways that suggest they draw on their identity. Although the preservice teachers develop a project that seems to fit well with Biesta's understanding of World-Centred Education, the students get feedback on their group work based on rather traditional understandings of literacy.

With this case as a backdrop, we further discuss possibilities of a world-centred literacy perspective in science and mathematics education, with possibilities to meet the challenges of sustainability issues and changing climate.

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Mathematical literacy and migration

15. Literacy Research Network
Petra Svensson Källberg[1] , *Ulrika Ryan[1], Anders Jakobsson[1], Annika Karlsson[1], Tamsin Meaney[2], Pia Nygård Larsson[1]*
[1] Malmö University
[2] Western Norway of Applied Sciences

Migration is a reality for nearly one billion people. About 270 million (or 3.5% of the global population) have crossed international borders (Balsari, et al., 2020). Looking ahead migration will increase. One reason is that migration is an adaption to climate change. This means increased diversity in terms of the experiences, and linguistic, epistemological and cultural resources that students and teachers bring into mathematics classrooms of today. We argue that the notion of mathematical literacy, which we define as the ability to use mathematics in relevant situations in in-and-out of school practises (Jablonka, 2003), needs to be addressed in relation to migration. Consequently, mathematical literacy relates to social practises. Therefore, privileging a particular kind of mathematical literacy means privileging particular social practises (Jablonka, 2003; Källberg & Ryan, 2022).

School mathematics is a social practice that is constituted by particular language use and ways of knowing mathematics that are based on practises of the dominant culture. In this sense, school mathematics as a social practice establishes a certain kind of mathematical literacy that includes some ways of knowing mathematics while other ways of knowing mathematics are excluded. The pedagogical choices that teachers have to make reflects personal, systemic and societal conceptions of mathematical literacy. Because of teachers' pedagogical choices, mathematical literacy for some kinds of social practises becomes privileged while mathematical literacy that relates to nondominant social practises risks being downplayed or excluded. In Sweden and Norway for example, where the national language and culture significantly influence pedagogical choices in mathematics classrooms, some students may experience inclusion or exclusion based on how they perceive their experiences, and linguistic, epistemological and cultural resources as relevant and important (or not) in relation to the privileged social practises.

In this presentation we highlight the intersections of mathematical literacy, migration and processes of in(ex)clusion. We use empirical examples from two research projects, *Spaces for multilingualism? An interdisciplinary study of pedagogical potentials and limitations of multilingual approaches and activities in mathematics and science education* conducted in Sweden, and *Learning about teaching argumentation for Critical Mathematics Education in Multilingual Classrooms (LATACME)* conducted in Norway and funded by The Research Council of Norway, to show how (un)consious pedagogical choices can generate processes of in(ex)clusion in relation to migrated students' linguistic, epistemological and cultural resources.

We close by asking what kinds of mathematical literacies could be relevant in the future to handle issues of migration in mathematics education.

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Technological and Mathematical literacies in times of change

15. Literacy Research Network
Jordan T Register[1] , *Christian Andersson[2], Marie Sjöblom[2]*
[1] University of North Carolina at Charlotte
[2] Malmö University

The need for technological and mathematical literacy in global society has surpassed its demand in the past. Recent societal and technological developments, e.g. digital tracing, Big Data, predictive analytics, machine learning, and artificial intelligence (O'Neil, 2016), have transformed our understanding of, and participation in, society completely, calling for a shift in the goals of technology use in mathematics education.

The technological systems that govern us today are grounded in mathematical and statistical ideas that must be understood to prevent harm. Beyond this, learners must understand the nuances, inner workings, and consequences of technology use for their navigation and protection in society. As such, we argue that the need for technological literacy in the mathematics classroom must not only encompass the desire to enhance mathematics learning, but should also seek to understand the technologies themselves, including the mathematics that grounds them and their impact in society. In this symposium, we will offer three examples of how such literacies can be promoted.

- The first example speaks to how digital tools can support mathematical dialogue (Sjöblom et al., 2023), but also alter the way mathematics is viewed. It speaks to the potential of digital tools for providing opportunities to focus on cooperation and problem-solving, a consideration that may change or challenge how digital tools are used outside the mathematics classroom.

- The second example explores the mathematical modeling of prediction algorithms in the context of authentic Facebook data. Tentative results indicate that teachers require a form of technological literacy that includes mathematical understanding and ethical theory, e.g. feminist theory, in the context of social media.

- The third example offers findings from a study that sought to develop an ethical data science course for high school students (Register, in press). The reported findings focus on the characteristics of the tasks and the learning environment that promoted students' critically conscious ethical reasoning and equitable participation in ethical data science discussions. The latter is important for ensuring that diverse experiences and perspectives are heard, especially from members of social groups at risk of facing discriminatory practices by new technologies.

In sum, the examples offered seek to highlight some of the ways that technological and mathematical literacy work to dialectically support one another. Hence, the co-development of mathematical and technological literacy *together* may encourage students to become robustly literate in one or both of these areas, while at the same time, enhancing their ability to respond to societal challenges.

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Children's mathematical literacy as education for sustainable development

15. Literacy Research Network
Tamsin Meaney[1] , *Trude Fosse*[1]
[1] Western Norway of Applied Sciences

The United Nations Education and Scientific Organisation (UNESCO) has promoted education for sustainable development (ESD) for almost 20 years (Li & Tsai, 2022). UNESCO (n.d) states,

ESD gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality. It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process and an integral part of quality education. It enhances the cognitive, socio-emotional and behavioural dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.

Although ESD is considered a life-long learning process, the possibilities for children in the early years of school to engage in this in meaningful ways is often reduced to understandings about environmental sustainability (Vásquez et al., 2020).

In this presentation, we consider how six- and seven-year olds posing and solving their own problems make use of everyday experiences, as examples of mathematical literacy. We look at how contexts, especially to do with fairness, illustrate aspects of their understanding of inequality and their possibilities for action. The examples come from an ongoing project to investigate children's problem posing and problem solving as mathematical argumentation.

In analysing the children's problems and solutions, we use the OECD definition of mathematical literacy, which is:

Mathematical literacy is an individual's capacity to formulate, employ and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts and tools to describe, explain and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgements and decisions needed by constructive, engaged and reflective citizens. (OECD, 2017, s. 67)

The results show that there are inconsistencies in how students represent their problems and solutions, through their written sentences and questions as well as in the use of drawings. It seems that the structure of mathematical word problems and examples provided in textbooks or as lesson prompts may strongly influence on students' decisions about what kinds of problems they pose and solve. Consequently, there is a need when devising new tasks to take into consideration children's choices of context and the inconsistencies that may arise in their presentation of results in order to better understand and develop the connections between mathematical literacy and EDS.

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Negotiating Empathy and Otherness in a Comic Narrative – Upper Secondary Students Reading Report from Ukraine

15. Literacy Research Network

Lars Wallner[1] , *Robert Aman*[1]

[1] Linköping University, Department of Behavioural Sciences and Learning

Research topic/aim

Ambitions to promote empathy has been discussed from different angles and contexts, and empathy is generally seen to be fostered within the realm of education, achieved through a variety of materials. Researchers have analyzed the ways in which empathy can be enhanced through art (Phillips, 2003), literature (Rydén Gramner, 2022), and photography (Lorenz, 2011). This article sets to contribute to this research by including comics; a medium that has been granted sparse academic attention in education (see Wallner & Eriksson Barajas, 2020).

Theoretical framework

Identity construction can be seen as establishing a border between the self and the other by articulating who we are and who we are not; while fiction enables us to see ourselves through others (Felski, 2008). Therefore, the purpose of this article is to explore how students can use a comic text in upper secondary school to construct empathy towards 'the other'.

Methodological design

This article builds on data from five Swedish upper secondary classes in Year 10 (16 years old), with 91 students and 4 teachers. The students read a comic story in Swedish called "Report from Ukraine", a freely accessible online comic from Swedish publisher Galago. Students read the comic and discussed it in small groups during a one-hour lesson. Some group discussions lasted only about 15 minutes, while others talked for almost the whole hour. Video and audio were recorded, resulting in a total of 13 hours and 18 minutes of data. This was then analyzed using thematic analysis (Braun & Clarke, 2006), focusing on students' verbal and non-verbal actions, in order to explore how students construct empathy. The category of 'them and us' turned out to be the most common (n=38 out of 218), wherein students compared, e.g., Swedes and Ukrainians.

Expected conclusions/findings

The results can be summarized through three themes: 1) *Portrayal of the other*, wherein students construct otherness as being both similar and different to themselves, and how imagery is used to construct this. 2) *Knowledge*, how students' knowledge about the situation in Ukraine, the invasion, etc. differs, and how this is important for their (empathic) reading of the story. 3) *Fear and other emotions*, containing both students' emotional narratives about the war, as well as perceived emotions interpreted through the comic characters.

Relevance to Nordic educational research

We consider this to be indicative of how comics, as multimodal narratives, can engage students in discussions on empathy, relating current global events and issues of ethnicity and otherness to their personal experiences and individual viewpoints.

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RE-CREATING STORIES: ENCOURAGING CRITICAL AWARENESS AND NARRATIVE COMPETENCE THROUGH TRANSMEDIA STORYTELLING

15. Literacy Research Network
Anette Svensson[1]
[1] Malmö University

Research topic/aim

An effect of the digitalized society is that teenagers spend much time using stories in English in various media and thus gain narrative competence across media boundaries and across media platforms. In this media dense society, English teachers are challenged to utilize the opportunities for varied learning that the screen culture provides. Focusing on acts of transmedia storytelling, this paper reports on a study that offers a critical perspective of literary classics directed towards, or used by, teenagers or young adults.

By combining aspects of literary studies with aspects of media studies, the aim of this study is to analyse manuscripts where upper secondary school students have been tasked with re-creating *Anne of Green Gables* into a TV series in order to discuss how transmedia storytelling can encourage narrative competence and critical awareness. Hence, the study is based on the following research questions:

- How do the participating students use gaps in the story?
- Which aspects are foregrounded in the students' manuscripts?
- What possible effects are visible of transmedia storytelling?

Theoretical framework

As this study focuses on encouraging students' social, cultural, global, and critical awareness through transmedia storytelling, a theoretical framework consisting of Applebee's (1996) concepts of *knowledge-out-of-context* and *knowledge-in-action* and Jenkins' (2007) concept *transmedia storytelling* is applied. Applebee's (1996) concepts of knowledge-out-of-context and knowledge-in-action relate to different aspects of meaning-making and what kinds of knowledge are considered important in a socially construed tradition. The media landscape of today is described as consisting of plural, overlapping and simultaneous processes of media use. This study pays attention in particular to transmedia storytelling, where every medium adds a unique contribution by developing the story further (Jenkins, 2006).

Methodological design

The research method applied in the project is design-based research (DBR), which aims to bridge the gap between research and practice in the formal education system. Therefore, DBR aims to develop and improve the practice by implementing educational research (Anderson & Shattuck, 2012). DBR shares epistemological, ontological and methodological traits with action research, but where action research primarily focuses on questions that arise in the practice, DBR is "conceived not just to meet local needs, but to advance a theoretical agenda, to uncover, explore, and confirm theoretical relationships" (Barab & Squire, 2004, p. 5). The participants are two teachers and 89 students who all studied English 6. The empirical data consist of 22 manuscripts generated through a group exercise, which have been thematically analysed in accordance with the six-phase guide put forth by Braun and Clarke (2006).

Expected conclusions/findings

The preliminary results show that when re-creating the story, the students write makeovers. They use gaps in the story to expand the plot, characterisation and timeline. The design emphasizes the relevance of classics and make visible students' narrative competence and critical thinking.

Relevance to Nordic educational research

The study's focus on new conditions for teaching literature in L2-education is of high relevance to the Nordic educational context, since the Nordic countries have undergone similar societal changes that affect the view of L2-education in terms of globalization and digitalization.

Reading as a Societal Desire and a Scientific Fact

15. Literacy Research Network

Daniel Pettersson[1] , *Tatiana Mikhaylova*[1], *Elin Sundström Sjödin*[2]

[1] University of Gävle

[2] Mälardalen University

Research topic/aim

Reading is said to have a unique place in human civilization, transcending times and cultures. It is considered crucial for school performance and the development of democratic citizens (Skolverket, 2022). However, according to the Programme for International Reading Literacy Study (Skolverket, 2023) reading habits in Sweden are declining. Overall, the act of reading is perceived to be at risk – a concern that has been eloquently articulated within and beyond the Nordic context. Declining reading habits are seen as a major challenge in contemporary societies, with potential negative effects on children's cognitive, emotional, and personal development as well as on the formation of a well-rounded, critically thinking, and informed citizens.

In examining how reading is produced as a societal, scientific and political concern (cf. Latour, 2004a), we have elsewhere introduced the concept of the 'reading industrial complex' (Sundström Sjödin, et al., in press). This concept posits reading as a multifaceted matter involving a wide range of actors, each holding their own view of what reading is, what it entails, and why we should care about it. The present study focuses more narrowly on the role of science in shaping perceptions of reading as a valued activity, influencing policies, and informing pedagogical practices.

Theoretical framework

Theoretically, the study is inspired by Latour's concepts of matters of facts and matters of concern (Latour, 2004a, 2004b, 2014) to explore how scientific knowledge about reading is constructed and transformed into established 'facts' or 'concerns'. This involves uncovering the desires and aspirations behind research initiatives and examining the 'laboratory life' (Latour et al., 2013) of reading science.

Methodological design

To achieve this aim, we trace the shifting epistemologies of reading research as reflected in the Journal of Literacy Research from 1969 to 2022. For that, we selected over 200 articles which we coded in accordance with our analytical interest and the purpose of the study. Of particular interest was to explore how the value of reading is constructed within the selected articles.

Expected conclusions/findings

Preliminary findings indicate significant shifts in reading research over time. These include expanded conceptions of what counts as reading and literacy, increased interest in contexts and the use of qualitative research methods. Nevertheless, reading continues to be treated as essentially one thing, albeit complex and multifaceted, that can be observed, measured, and assessed, often at the level of the individual. In Latourian terms, then, we can say that while reading is widely recognized as a political and societal concern, it still tends to be approached as a matter of fact.

Relevance to Nordic educational research

Nordic literacy research is well intergrated with the international scientific context, thus, this review is relevant for international audience in general and for the Nordic context specifically.

Syncretic Literacy Practices Among Arab Heritage Students in Denmark

15. Literacy Research Network
Ulla Lundqvist[1] , *Işıl Erduyan*[2]
[1] Oslo Metropolitan University
[2] Boğaziçi University

Research topic/aim
In Denmark, the PISA scores across 2000-2018 show a gap between the reading performances of linguistic minority and majority students. Several educational reforms highlighting accountability and assesment have been implemented to diminish this gap. However, minority students have not obtained better learning conditions (Frønes et al., 2020). Our knowledge about the home literacy practices of linguistic minority students in Denmark is limited and this eclipses efforts to improve the policies, and pedagogies of literacy education of these students (Christensen, 2019; Hedman & Ganuza, 2019). This presentation investigates how students of Arab heritage in an urban area in Denmark interpret Islamic literacy artefacts from their homes, and how these interpretations reflect broader faith literacy practices in their homes and community.

Theoretical framework
Employing a syncretic literacy analysis as an underrepresented domain of literacy (Rosowsky, 2016), we investigate the ways in which students respond to faith literacy practices. We employ the notion of syncretic literacy practices to show how the participants construct "new practices and forms by drawing on dual or multiple cultural memberships" (Volk, 2013, p. 237), as they interpret artefacts related to Islamic faith practices that link with their families' cultural heritage literacy practices (Duranti et al., 2004; Heath, 1983).

Methodological design
This presentation draws on a linguistic ethnographic (Copland et al., 2015) fieldwork in and out of a compulsory school in an urban area in Denmark with a cohort of 11-13 years-old students of Arab Muslim heritage, their families and teachers (Lundqvist, 2016, 2019a, 2019b). Data in the study at large comprises field notes, audio and video recordings of activities in school and at home, semi-structured interviews with teachers, students and parents and photographs. The data under focus in this presentation consists of the participants' self-elicited photos of Islamic literacy artefacts and their subsequent discussion of these photos in group-interviews.

Expected conclusions/findings
Our analyses document the multilingualism and multimodality of faith literacy practices among an Arabic Muslim community in Denmark. We analyse photos of a book of Islamic ritual practices, a wall carpet with a decoration of a Quranic verse, and a piggy bank that the parents brought home from a local mosque with an Arabic text on it respectively in terms of their reception by the students as home literacy artefacts. The students' interpretations of their photos not only resonated with the Islamic faith literacy practices of pre-prayer ablution, the protectionary power of the Throne verse, and the sadaqah money circulation, but also with the dialogic teaching style they are taught in the compulsory school they attend. Islamic faith literacy practices at home and the diaspora community play an important role in the formation of these students' transnational identities. The conceptualisation of literacy as cultural, social and syncretic practice bears potential to contribute to improve the policies and curriculum of literacy education, and linguistic minority students' literacy learning.

Relevance to Nordic educational research
This study addresses a topic that is under-investigated in Nordic research (Daugaard, 2019). Moreover, the study raises an important argument about educational equity, and the findings points to implications for better addressing this issue in compulsory schools.

The Potential of Picture Books in Early Language- and Literacy Education

15. Literacy Research Network
Catarina Schmidt[1] , *Ingvill Krogstad Svanes*[2]*, Sara Hvit Lindstrand*[1]*, Emilia Andersson-Bakken*[2]
[1] Jönköping University
[2] OsloMet

Diskutant: Robert Walldén, docent i svenska med didaktisk iMalmö universitet
In Norway and in Sweden, there is an ongoing discussion about young students' literacy abilities and reading engagement (e.g., Regeringskansliet, 2023; Udir, 2023). The question of how to support young students' language- and literacy learning as well as their positive reading experiences is of uttermost importance. Picture books constitute a potential for experiencing literature while at the same time creating opportunities of interpreting and thinking critically about the content as well as exploring and learning about language and vocabulary via verbal and visual texts.

The aim of this symposium is to shed light on how classroom practices may support reading engagement while at the same time scaffolding language- and literacy learning through shared picture book reading. Two practice oriented ongoing projects will be presented, one Norwegian and one Swedish. Both projects constitute examples from early literacy education, from preschool to primary school with children aged 1-9 years old. Researchers and teachers have collaboratively planned and designed activities centering around different picture books. These activities were conducted by the teachers and analyzed by the researchers, creating a basis for cumulative pedagogical development.

Common theoretically approaches draw on students' opportunities of agency (Vaugn, 2020) through literary conversations (Langer, 2011) active language use (Cummins, 2001), and multimodal interaction and communication (Kress & van Leeuwen, 1996) in relation to the content of the book. Further, both projects are inspired by design-based research (Anderson & Shattuck, 2012), including iterative interventions over time, however carried out from various methods.

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Childrens multimodal language throughout reading of picture books in preschool.

15. Literacy Research Network
Sara Hvit Lindstrand[1]
[1] Jönköping University

Research topic

The presented study is part of an ongoing intervention study focusing on the use of picture books, carried out in collaboration with principals and teachers at six preschools in Sweden, characterized of multilingualism. The study contributes to the pedagogical question regarding how experience-based and shared reading can strengthen preschool children's language and commitment to read, constituting the aim of this presentation. This aim is formulated by these questions:

- In what ways might the identified processes enhance children's language, i.e., all the languages they have access to in their everyday lives?

Research design and theoretical framework

The research project has an iterative approach with three interventions, each spanning a period of 6-8 weeks. The empirical data consists of a compilation of documented theory informed teaching staged in six preschool groups with children aged 1-5 years. The designed teaching was based on several picture books. Empirical materials as reflection logs, photographs from the text practice and notes from reflection meetings with researchers and teachers were analyzed abductively in following three stages with a conscious sensitivity to theoretical concepts.

1. i) language activities and communicative resources (Kress, 2010; Garcia & Kleifgen, 2020)
2. ii) identified central events based on recognition, enchantment, knowledge, and shock in the encounter between child, preschool teacher, and text

iii) stances during envisionment building and text mobility (Langer, 2011)

Expected result

The result emerges in themes of central events showing dimensions in early language- and literacy activities, multilingual- and modal resources, and children's agency related to text mobility and envision building. Regarding children's agency related to text mobility and envision building it is clarified that there is no divide between bodily and verbally expressions and the exploration of these.

Relevance to Nordic educational research

The result will be discussed as a possible cue, given from the children involved, for teachers and researchers to draw in the continued research process, and in their future design of teaching striving for equity, a prerequisite for education in all Nordic countries.

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The Picture book – a world to experience and communicate about in the primary school classroom.

15. Literacy Research Network
Catarina Schmidt[1]
[1] Jönköping University

Research topic

This paper draws on an ongoing intervention study focusing on the use of picture books, carried out in collaboration with principals and teachers at two multilingual Primary Schools in Sweden. The aim is to develop a model for dialogic reading enabling empowerment, while at the same time supporting the multifaceted mission of literacy education in the Primary School years. The research questions are:

- In what ways do the identified pedagogies support functional reading, immediate and experiencing reading and reflective and critical reading and from what kinds of teaching resources?
- Are multilingual connections made, and if so, how?

Theoretical framework

The project is grounded in Cummins' (2001) framework for language- and knowledge development, in the sense that fiction content is continuously made comprehensible and used for active communication, striving for the enhancement of vocabulary, meaningful dialogue and text production. The words and phrases, on and between the pages, are processed in various ways, in line with Langer's (2011) understanding of envisioning literature. As known, early literacy education are to give young students opportunities to take part in practices supporting their functional reading, i.e., automatized decoding, and practices giving them opportunities of immediate and perceptual experiences of reading together with practices supporting their reflective and critical reading (Schmidt, 2020). The ongoing project seeks to integrate these practices of reading, while at the same time motivating students' agency and reading engagement. Via dialogic reading, in the sense that the teachers are reading a picture book aloud in whole class, while continuously inviting the students to think about and act in relation to the written and visualized content, the strive is to develop the quality of classroom teaching, and the equality of education.

Research design

The research project has an iterative approach with three interventions, each spanning a period of 6-8 weeks. This presentation builds on intervention 2, and the use of the picture book *Pudlar and Pommes* (Lindenbaum, 2017). The empirical data draw on teachers' logbooks (n=8), in which they have documented, described, and reflected on their teaching and their students' learning, and one meeting where the designed teaching has been reflected on collaboratively.

Expected result

Preliminary results will be presented which highlight the importance of young students' bodily, orally, and multimodally active participation while envisioning literature. Further, the result will clarify when and how specific dimensions of literacy are supported, or not, as well as the fact that they are interwoven. Lastly, multilingual considerations, like collaborations with caregivers and/or mother tongue instruction are identified.

Relevance to Nordic educational research

The paper is relevant in a Nordic context as efficient and empowering literacy education, including multilingual considerations are conditions that are strived for in a Nordic context.

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Picturebooks as starting point for developing critical thinking and agency

15. Literacy Research Network
Ingvill Krogstad Svanes[1] , *Emilia Andersson-Bakken*[1]
[1] OsloMet

Research topic

Picturebooks may be suitable in developing young students' critical thinking and agency both when they stimulate discussions about themes raised in the books and when they open up for students' interpretations of the gaps between pictures and text (Nicolajeva & Scott, 2006). The aim of this paper is to study how shared reading of picturebooks in the classroom may promote students' agency and critical thinking. To answer this, we have developed the following research question:

- How is students' agency and critical thinking realized in shared book reading?

Theoretical framework

Critical thinkers are able to take different perspectives and consider others' point of view (Ennis, 2015), relevant for reading and interpreting literature. We build on Ennis' definition of critical thinking as *"reasonable reflective thinking focused on deciding what to believe or do"* (Ennis 2015, s. 32), stressing critical thinkers as acting subjects. This demands a degree of student agency. We follow a sociocultural perspective where the notion of agency refers to an individual's capacity to distance himself from ongoing activities in the surroundings, to actively participate in and influence on them (Wertsch, Tulviste & Hagstrom, 1993).

Research design

The data for this paper consists of video observations from five lessons in grades 1 and 2, reading five different picturebooks. In each classroom the teachers and students undertook a shared reading of a picturebook with reading stops (Langer 2011) encouraging classroom conversations. We analyze the data in following categories for student agency in literacy inspired by Vaugn et al. (2020): agency as interactive, agency as identity making, agency as adjusting and agency as resisting. Included in this we analyze the students' reflections connected to critical visual literacy and critical thinking.

Expected result

Preliminary findings reveal that the students got engaged by the themes in the picturebooks, especially if they included ethical dilemmas. They also noticed visual details and gaps in the picture-text interaction. Strengthened by the reading stops and the teachers' facilitation, the students made independent and active interpretations of the books. The students reflected on the visual affordances and connected them to their own experiences and other texts, thus demonstrating ability of agency and critical thinking.

Relevance to Nordic educational research

The paper is relevant in a Nordic context as critical thinking and young students' agency are values that are emphasized in all the Nordic countries' curricula.

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The School Subject Swedish - a Subject for Bildung and Democracy?

15. Literacy Research Network
Eva Hultin[1] , **Magnus Svensson[1]**
[1] Mälardalen university

Research topic/aim
The aim of this study is to contribute with knowledge on how *bildung* and *democracy* can be analytically discerned in the proposed syllabus of Swedish in the coming educational reform of Swedish upper secondary school (Gy25). Historically, selective school traditions for Swedish as a subject have emerged in different educational settings: Swedish as a Higher Subject of Bildung, Swedish as a Proficiency subject, and Swedish as an Experience-based Subject (Thavenius, 1999; Hultin 2006). These traditions have given the notions of bildung and democracy different status and meaning. Since the beginning of the 2000, there has also been a debate about how the subject of Swedish as a democracy subject can be realized (Hultin, 2003; Molloy, 2003; Alkenstrand, 2016; Hultin, 2021). Lately it has been pointed out how democratic values, especially in terms of subjectification (Biesta, 2013), have been marginalized in the last curriculum and syllabus (GY11). However, in the directive of the mentioned ongoing reform of secondary high school (Gy25), the Swedish National Agency for Education states that democracy and bildung among other things should be specifically visible in the new curriculum and syllabus.

Theoretical framework
Theoretically, the study is placed within Curriculum Studies, where educational policy texts as curricula and syllabi can be understood as political compromises that can be interpreted in different ways; interpretations that often can be linked to different selective traditions (Englund, 1990; Hultin, 2006).

Methodological design
A deductive analysis of the proposed syllabus of Swedish is conducted, with two analytical foci: 1) What *democratic functions* can be discerned in the syllabus? 2) What interpretations of *bildung* can be discerned in the syllabus? The first analytic focus is informed by Biesta's three functions of democracy in citizenship education: socialization, qualification, and subjectification (2013); the second one is informed by the notions of bildung in terms of a free and open process and bildung in terms of a fixed cultural heritage (Sörlin, 2019).

Expected conclusions/findings
The preliminary results of the analysis show that 1) socialization and qualifications as democratic functions are dominant in all parts of the syllabus (in aim, central content, and assessment criteria), while only traces of subjectification can be discerned, mostly in the part called the aim of the subject; 2) the notion of bildung in terms of fixed cultural heritage is dominant in all parts of the syllable, while traces of bildung as a free and open process can be discerned mostly in the aim of the subject. Conclusively, democracy and bildung are rather narrowly articulated in the syllabus where democracy as subjectification and bildung as a free and open process are still marginalized.

Relevance to Nordic educational research
The result of the study is relevant to Nordic educational research as *democracy* and *bildung* are educational values present in curricula and syllabi in all Nordic countries. Analyzing how these values are articulated in an ongoing educational reform in one country can shed light on an educational trend that might be relevant for the rest of the Nordic countries as well.

Unpacking Disciplinary Literacy in Technology Education textbooks: An Analysis of Industrial Processes Content (swe)

15. Literacy Research Network

Susanne Engström[1] , *Charlotte Hurdelbrink*[1]

[1] KTH/ITM

Research topic/aim

This study aims to investigate technology education textbooks and identify the characteristics of the content related to the development of disciplinary literacy in the subject of technology for students in grades 7-9 (ages 13-16). Specifically, it delimits the analysis to content related to industrial processes, a topic that is prescribed by the curriculum for students in the Swedish school system.

The study investigates the use of disciplinary-specific terminology, which may be unfamiliar to students, and how such terminology is explained and described. The primary goal is to evaluate the potential for developing disciplinary literacy and to assess whether the provided examples contribute to students' comprehension of the subject and their ability to communicate their understanding.

Theoretical framework

Previous research has indicated that many textbooks lack elements that promote reflective thinking. Additionally, the language used in textbooks plays a fundamental role in how students comprehend the content. Elements such as fact boxes and text boxes, though visually appealing and interesting, can sometimes confuse students. For students to engage effectively with the material, tasks in the textbook need to be relevant and relatable. Traditional textbooks often serve as reference materials for students, but the texts, images, and tables within them can also pose challenges to students.

Our analysis covers the textbooks' texts, headings, fact boxes, images, and tasks, as well as the text's structure and content. We have drawn inspiration from Ammert's (2011b) analysis model, which enables the interpretation of various presentation styles. According to Ammert (2011b, p. 260), content can be presented and conveyed in different ways, influencing how readers interpret it. These presentation styles, as described in the analysis model, include stating (reporting, affirmation, facts), explaining (explanation, description, background, consequence), and reflecting/analyzing (connecting to the reader, relating to experiences or prior knowledge, parallel contexts, concepts, terms, or models).

Methodological design

Textbooks are a crucial foundation for education, and this study focuses on analyzing the sections related to industrial processes in four commonly used technology textbooks for students aged 13-16. The content of these sections is assessed in terms of (1) its treatment of language development, (2) its discussion of concepts and terms, and (3) the prior knowledge that students bring to upper secondary school through these textbooks.

Expected conclusions/findings

The results reveal variations in the content of the textbooks and differences in the opportunities they offer for developing disciplinary literacy.

Relevance to Nordic educational research

These variations result in significant differences in students' understanding of technology concepts and terms, as well as their ability to explain and describe industrial processes. These disparities present challenges for teachers who may need to accommodate students with varying levels of technological knowledge. Teachers may also need to find alternative methods to cover content and introduce disciplinary-specific language.

"It's Important to get into the Community" – Opportunities and Challenges in a Linguistically Diverse Classroom

15. Literacy Research Network
Viktoria Waagaard[1]
[1] Dalarna university

Research topic/aim

Student 1: It's important [to focus on language] to get into the community, like, to be able to come in and talk to neighbours and like ...

Student 4: Otherwise you feel like... so alone and strange.

The traditional approaches to education are today both challenging and challenged. An important task for schools, in a society with diverse and unexpected demands on students, is reflective and linguistic competence including reasoning (Skolverket, 2022). The aim of this study is to contribute with knowledge about opportunities and challenges in civics, with a focus on language-oriented content teaching and disciplinary literacy, in the case of students with a foreign language background. The research question is:

- What opportunities and challenges, related to language and disciplinary literacy in civics, can be identified in the case of students with a foreign language background?

Theoretical framework

Students need explicit support in the classroom (Cummins, 2015; Hajer, 2018), since learners' literacy backgrounds are very diverse (Cummins, 2015). Schools therefore have a crucial role in supporting understanding of language and content, especially for students with a foreign language background. Explicit teaching with a focus on subject words and disciplinary thinking tools might support students reasoning (Waagaard, 2023).

Methodological design

The interviews were analyzed through thematic content analysis (Braun & Clarke, 2006) where opportunities and challenges were identified. Semi-structured interviews (Kvale & Brinkmann, 2014) with 11 secondary school students with a foreign language background were conducted in connection with civics lessons.

Expected conclusions/findings

The civics teaching was based on reading fiction related to the current work area. The results show that a focus on subject words and disciplinary thinking tools (cf. Sandahl, 2015) can support students' understanding of language and content. Reflection time, teacher support and well-thought-out group division seem to favor students' comprehension and reasoning. Some of the students with a foreign language background however felt they had to "work much harder" than students with a Swedish language background (cf. Waagaard, 2023).

Relevance to Nordic educational research

In today's often time-pressured world, students need access to tools to support language comprehension and reflective reasoning. A focus on disciplinary literacy (subject words, social science thinking tools) can be a way to support multilingual students to gain access to a diverse and unexpected community, both in Sweden and in a Nordic context.

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"Dare to fail": Supporting literary understanding and language development in Swedish as a second language

15. Literacy Research Network
Anna Lindholm[1, 2] , *Robert Walldén*[2]
[1] Karlstad University
[2] Malmö University

Research topic/aim
Despite Swedish as a Second Language (SSL) being its own subject in the Swedish school system since 1995, there is surprisingly little research on the actual teaching practices within the subject, particularly in the earlier school years. The purpose of this study is to contribute knowledge about the conditions teachers create for language and knowledge development in the subject of Swedish as a Second Language in elementary school. More specifically, it examines how experienced SSL teachers support students' literary understanding and develop their language repertoire.

Theoretical framework
The study is theoretically based on Langer's stances (2011) for developing students' literary understanding, in conjunction with the notion of interactional scaffolding to support language and knowledge development (Gibbons, 2006; Walldén & Nygård Larsson, 2021).

Methodological design
Data was collected during two months in the spring of 2023 in two sixth-grade classes, where a large proportion of the students had a migration background. During this period, both teachers worked with shared reading of a fiction book. The material consists of a total of 31 recorded classroom observations, field notes, photos, and interviews with the two teachers. Thematic content analysis was used to analyze the material in tandem with Langer's stances.

Expected conclusions/findings
Preliminary results show that in the work of shared reading of a fiction book, teachers use various types of reading-related activities in their instruction. They discuss the content of the books and link the reading to both their own reading experience and to contexts outside the text. There is a consistent focus on developing students' language in the instruction, which is shown in discussions and through various support materials such as visual aids and reading and writing strategies. Metalinguistic strategies are also highlighted by encouraging students to "derive" and "pull apart" words. The attention to language is integrated into a collaborative reading practice in which the students are encouraged to seek for deeper meaning in the texts and "daring to fail" when they express ideas using the target language.

Relevance to Nordic educational research
The findings of this study are relevant to the conference as it contributes to knowledge about SSL subject teaching practices.

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16. The Nordic Society for Philosophy of Education

(no) Arctic Pedagogy?

16. The Nordic Society for Philosophy of Education

Louis Waterman-Evans[1, 2]

[1] Karlsruhe University of Education

[2] UiT The Arctic University of Norway

Research topic/aim

The topic of this presentation is 'Arctic Pedagogy'. The term is enticing because Arctic branding sells: UArctic has a definition of 'Arctic Pedagogy' that is already being leveraged to gain funding and guide research projects. Moreover, research such as the 'New Northern Pedagogies Project' is now investigating how the principles of Arctic Pedagogy can be applied elsewhere. Evidently, there is interest in 'Arctic Pedagogy', and this attention appears to be nascent but growing. Such interest invites a discussion of the concepts being used: 1) how is 'the Arctic' conceived and, importantly, what aspects are pedagogically relevant?; 2) what is 'pedagogy'?; 3) in what ways (if any) do features of the Arctic affect how pedagogy is understood?

Theoretical framework

This presentation addresses these questions through a hermeneutic discussion of the concepts involved.

Methodological design

I first consider the Arctic and identify possible relevant pedagogical aspects. Second, I consider pedagogy, situating my argument between Anglo-American and Continental traditions. Then, to deepen the discussion of pedagogy, I present an interpretation of Schleiermacher's 1826 'Outlines of the Art of Education', which can be considered a foundational text in the academic discipline of education studies. Last, I question whether the two concepts can be brought together and analyse whether distinctive features of the Arctic affect an understanding of pedagogy.

Expected conclusions/findings

I conclude that it is not pedagogy itself that changes in the Arctic since pedagogy is the structural lens through which educational practice can be analysed. So, any proposed construction of Arctic Pedagogy should not be interpreted as a fundamental rewiring of pedagogy, but instead more of a retuning in which the direction to answers raised by pedagogical questions takes on more of an Arctic hue. In drawing this conclusion, I resist formulating a concrete definition and instead raise questions for an Arctic Pedagogy to respond to. I also call for greater deliberation of the term and challenges it presents before its widespread adoption.

Relevance to Nordic educational research

The presentation is relevant to Nordic educational research and answers the NERA conference call because it asks questions that invite imagination in educational thinking and acknowledges the unexpected adventures inherent to the relational nature of education at the core of Continental Pedagogy.

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(Un)masked forms of education

16. The Nordic Society for Philosophy of Education
Dion Rüsselbæk Hansen[1] , *Bjørn Ribers*[1]
[1] University of Southern Denmark

Research topic/aim
"We are constantly involved in different development projects that are oriented

towards solving societal and economic problems."

This utterance stems from one of the teachers that have been interviewed as a part of an Erasmus+

project about loss of meaning and shaping of meaning in Nordic higher education of teachers. What

this utterance mirrors is how schools are expected to resolve both "political, economic, and ethical

and moral problems by absorbing them into its frameworks, domains, and practices" (Fendler, 2018:

1169).

Theoretical framework
Drawing on psychoanalytical (Ruti, 2012, 2014) and ethico-political (Agamben, 1998;

Fricker, 2007) theory and concepts such as the constitutive other/otherness, lack, and epistemic

injustice, we argue that influential (trans)national policy seems to overlook or even mask the

impossibilities that are linked to many of the contemporary expectations, which schools must live

up to. For example, educate students to become democratic citizens that strive for visions of

common collective goods for all and simultaneously educate students in ways that focus on their

private individual desires and competitiveness on the (job)market.

Methodological design
When teachers are trying to adhere to and realize dominant policies, e.g., improve students' test

scores with the aim of ensuring "social and economic justice, or dignified life for all" (Scalia and

Scalia, 2011, p. 60), they are confronted with impossible tasks. It can, as we will show by means of

empirical interviews with teachers, produce ethical dilemmas and painful experiences (Rüsselbæk

Hansen, 2023; Ribers 2022).

Expected conclusions/findings
This can lead to different responses. Some teachers seek to disavow

their responsibilities by doing 'the best' they can within the existing structure. Others acknowledge

their responsibility by trying to solve the problems that these structures produce. However, it is a

lost cause. Instead, we advocate that we need to re-frame the entire educational structure that

produces the coordinates for teachers' desires and which at the same time place them in hopeless

situations filled with cruel forms of optimistic hope. Only then, can new 'unmasked' forms of

education emerge that does not disavow its own impossibilities (Rüsselbæk Hansen and Phelan,

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Relevance to Nordic educational research
The abstract is based on a Nordic educational research project.

A quest for a more adequate method/approach for educational research and practice (nor)

16. The Nordic Society for Philosophy of Education

Eldar Taraldsen[1]

[1] Nord university

Research topic/aim

I am engaged in an ongoing project, a longitudinal study, with the aim of developing a philosophy of science that can better approach educational research and practice, aligned with a truth correspondence tradition that originated with Martin Heidegger and his essay "Vom Wesen der Wahrheit" ("On the Essence of Truth"). The project is an ongoing endeavor, and the initial part is presented in the book "The Path of Love," which was published as a peer-reviewed book in 2022. By presenting the study as it stands now, I hope to receive feedback from peers within such discourse by creating a poster for NERA 2024.

Theoretical framework

Theoretical aspects of this study have so far traversed existential philosophy, ethics of proximity, and philosophical aesthetics, drawing on theorists such as Heidegger, Sartre, Marcel, Buber, Levinas, and notably, the Norwegian literary scholar and philosopher within the historically philosophical school, Carl Vilhelm Boye Holst. In the first sub-project, I developed a preliminary approach referred to in the book "The Path of Love" as "Elements of an Aesthetic Phenomenological Hermeneutics." This newly composed theory is presented in the book as a model suitable for a poster format.

Methodological design

My path, or method, in this longitudinal project is grounded in Hans-Georg Gadamer's ontological hermeneutics described in his main work "Truth and Method." This is a biased journey where I present my insights and biases, encountering resistance and corrections in the face of new expressions, which I can choose to let influence me. This aesthetics of expression has also inspired me and my method through the writings of the Italian philosopher Benedetto Croce.

Expected conclusions/findings

Through the ongoing search for new meanings in the work of finding new and truer approaches within educational research and practice, I expect to contribute new insights to the educational field, increasing self-awareness, and simultaneously developing thoughts for discussion with peers. As Gadamer claims, there is currently no adequate research or practice method within the humanities. Therefore, such work is a small contribution within such discourse.

Relevance to Nordic educational research

Although this project is not specifically oriented towards Nordic conditions, the humanistic tradition holds particular strength within the Nordic context, as evident in school laws and governance structures in Denmark, Sweden, and Norway (which I am most familiar with). Therefore, theories within existentialism, ethics of proximity, and philosophical aesthetics correspond and are significant in terms of pedagogical foundational thinking in alignment with the anthropological perspective that permeates Nordic school laws.

Against Adventure. A Reminder from Thomas Kuhn

16. The Nordic Society for Philosophy of Education

Gustav Borsgard[1]

[1] Dalarna University

Research topic/aim

The aim of this study is to critically and theoretically problematize the idea that education can or should be an "adventure."

Theoretical framework

By turning to theorists such as Gert Biesta (2022) and Jonna Bornemark (2018), the study explores how knowledge acquisition can be conceptualized as a particular form of "event," a kind of interruption that always occurs against the backdrop of an imagined normality. Considering this, the study argues that the notion of education as an "adventure" seems to depend on "the unadventurous" – the normal, business as usual – in order to appear as an adventure. Or in other words, if everything were an adventure, nothing would be an adventure. The study then turns to Thomas Kuhn (1962), who in his studies of the philosophy of science has argued that unique events or anomalies only appear against the background of a given paradigm. For Kuhn, this means that so-called "normal science" – that is, science that is not revolutionary or disruptive – is a necessary condition for major scientific discoveries or breakthroughs.

Methodological design

This is a theoretical study that consists of comparative readings of the philosophical works of Gert Biesta, Jonna Bornemark, and Thomas Kuhn. The study particularly focuses on how the mentioned theorists depict the tension between reproduction (what Biesta calls socialization and qualification, Bornemark calls ratio, and Kuhn calls paradigm) and unique events (what Biesta calls subjectification, Bornemark calls intellectus, and Kuhn calls anomaly) when it comes to questions of knowledge acquisition.

Expected conclusions/findings

The study argues that the unique interruptions or "events" that Biesta and Bornemark write about depend on education that is not revolutionary, radical, or "adventurous." The study also argues that, on the one hand, it is easy to sympathize with the idea of education as an adventure because it can challenge a standardized, uninspiring, and measurement-focused view of education. On the other hand, as education researchers, we should not forget how "the unadventurous" is a prerequisite for adventures to take place, which can be demonstrated using Kuhn's concepts of convergent and divergent thinking. The study suggests that for educational adventures to occur, the unadventurous, ordinary, or traditional must be both appropriated and transcended simultaneously.

Relevance to Nordic educational research

The study clearly relates to the conference's theme and aims to be a critical contribution to the discussion on educational adventures. It understands the emphasis on the adventurous nature of education as a refreshing counter-reaction to the focus on standardization and measurability that has characterized educational policy discourse in recent decades (Borsgård 2021). However, the study wishes to contribute to a dialectical and self-critical perspective regarding the possibilities of achieving "adventures" within an educational context.

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An Evading Language of and for Education: producing discourse and crafting meaning as a shared practice

16. The Nordic Society for Philosophy of Education

Luís Paupério [1, 2, 3, 4]

[1] Aalto University; Department of Art and Media, School of Arts, Design and Architecture

[2] University of Porto

[3] University of Lisbon

[4] Fundação para a Ciência e a Tecnologia

Research topic/aim

This paper discusses how can a language of education *be* in the present.

Theoretical framework

The sociopolitical situation provides a context that fuels language as informative and self-sufficient, education being no exception [4; 6; 7]. Its compression into an instrument at service of a predetermined aim [5; 8] defines its logic as an answer. *What is* education? It *is* learning [4]. The results are not innocuous: this language constitutes pedagogy as a service where knowledge is a product [4], dimming the emergence of commonalities *during* an educational process [2]. Nevertheless, there has been critical resistance to this instrumentalising of education, via language [3; 4; 8]. I accept Biesta's [4] invitation to re-invent a language for education, proposing a different way to relate to one of the concepts presented as particular to educational relationships — transcendental violence. I notice a transitional logic in such arrangement, and I suggest a hesitation *in violence*. Rather than approaching learning as responding to a question [4], where an overcoming is entailed, I propose an insistent negation of a response as a radically active engagement with a question. Here, I draw from Blanchot's «conception of the nothing (*rien*) that retains its insistent quality, insisting without the possibility of its own negation [...]» [1: p. 33]. Violence is kept, not transcended.

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Methodological design

This is a critical reading of the references provided, where I intend to establish bridges between different (living) thinkers so as to promote a conversation on the topic.

Expected conclusions/findings

Maintaining the violence of thought alive is thus what retains ourselves in the present, now, here, together. The language of education, then, would not be one which would move towards, transcending some kind of condition; rather, it is ultimately non-intelligible, always-to-be-established. So, we hold *sheer violence*, concerned with learning as a non-response; a process of continuously being present, necessarily inviting different contemplations and other languages in/to the world.

Relevance to Nordic educational research

A pedagogical shared experience of difference, linked to democratisation, is critical in discussions within the Nordic Context, particularly under neoliberal and authoritarian pressings. Moreover, I see that a radical commitment with the present, may also entail an important ethical discussion of pedagogy.

Becoming and belonging - two ways of being in the world

16. The Nordic Society for Philosophy of Education
Birgit Schaffar[1] , *Camilla Kronqvist*[2]
[1] University of Helsinki
[2] Åbo Akademi University

Research topic/aim
Through the last 200-300 years the notion of *Bildung* has been a catalyzer for discussions and theories on the European continent about what it means to become a human being and about what the meaning of being human is in the world.

Theoretical framework
In one of the tradition's key texts, Wilhelm von Humboldt (1793) describes the subject's relation to the world in an ambivalent manner, as both a necessary and productive *dialogue* and as a restraining and fierce *confrontation*. Developing distinct human abilities, the human subject needs the world as the material counterpart to work with and learn from, to become who they are. Yet at the same time the world is threatening the subject's very essence since the material and social conditions of the world are often shaping the subject in a restrictive, hindering way (Humboldt 1793/2017). Therefore, one of the central questions for educational theory has been how to guarantee the subject's development as an autonomous agent in the world, and from the other end how to avoid disturbing external influences that restrict the subject's flourishing (Horlacher 2016).

As Masschelein & Ricken (2001) argue, the discussion around *Bildung* has been too preoccupied with procuring an answer to the latter question, and therefore favored confrontational accounts of the human being *becoming* a subject. This has led educational theory to preclude considerations of how we, as experiencing beings, are always already part of the world and concrete places (Machado de Oliveira 2021) and how this *belonging* to the material, spacial and social world (hooks 2009) can be further explored to understand the relation between world and subject as a productive dialogue.

Methodological design
In the presentation, we elaborate the notion of belonging as a necessary dialogue-partner in understanding the process of becoming. We draw on insights from theories of modern dance and embodiment to show how the very idea of learning is impossible to understand without taking into account the physical support that the material world offers the human body (Sherborne 2001).

Expected conclusions/findings
We show how reflection on this aspect of our existence may also yield insight into more immaterial aspects of the teacher and student relation as a belonging to the same world that are integral to education, but have often been misrepresented by a single-sided focus on its social/collective, rather than spiritual/communal, aspects.

Relevance to Nordic educational research
Questions about becoming and beloning are highly discussed in the Nordic countries.

Literature:

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Classroom Environment: Mood and Affect in a Time of Climate Crisis

16. The Nordic Society for Philosophy of Education

Elisabet Langmann[1]

[1] Södertörn University, Sweden

Research topic/aim

The importance of sustaining an open and supportive classroom environment for students' academic achievement and socioemotional development is well documented in educational research. As most teachers known, however, finding the right educational atmosphere for addressing difficult ethical and existential issues in the classroom is not an easy task. One of the most difficult existential issues to address in education is the climate crisis. Empiriclal studies indicate that worry is one of the main emotions related to climate change, and that negative feelings of loss, pessimism, and hopelessness are common, especially among young people. At the same time as a language of crisis and emergency is used to emphasize the seriousness of the situation, the public concern of climate change has been declining in many countries, including the Nordic ones. This means that the classroom is not a neutral space, but an environment that harbors different and conflicting feelings and ideas about the planetarian situation we are in.

Theoretical framework

Against this background, the overall aim of the paper is to offer a way of analyzing the 'relational landscape' that constitutes the micro-cosmos of the pedagogical and socioemotional environment of the classroom. Drawing on feminist theory of embodiment and the growing field of sensory studies, the more precise purpose of the paper is to offer an educational language about classroom environment that takes the existential, affective, and embodied dimensions of education for sustainable development seriously.

Methodological design

To this end, the paper unfolds in two parts. In the first part, I am reading Bonnie Honig's political notion of 'holding environments' as a pedagogical notion, using a lesson series on sustainable development as an empirical example. In the second part of the paper, I am introducing the notion of 'educational mood' (Langmann, Felski) as the pedagogical process of being affectively and sensory attuned to the lesson content. The notion of educational mood, I suggest, reminds us that students and teachers may be affected and transformed by education for sustainable development in ways they cannot always imagine or anticipate beforehand.

Expected conclusions/findings

By way of conclusion, I sum up my argument, returning to the main contributions of the paper. In finding the right pitch between hope and despair in education for sustainable development, I suggest, there are classroom arrangements that will resonate with the moods of pedagogical 'holding environments'– that is, environments that can accommodate the existential anxiety and dissensus of climate change while, at the same time, leaving room for the students' own questions, hopes, and dreams in a mode of curation and repair. Such classroom arrangements, I argue, can allow students to become attuned – or differently attuned – to what once left them feeling indifferent or incapacitated, so they may experience new things or see familiar things with new eyes.

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Relevance to Nordic educational research

Included in abstract.

Dogs at school – Dog-assisted teaching between professional crisis and posthumanist utopia

Eva Schwarz[1] , *Sascha Kabel*[2]*, Rahel Hünig*[2]*, Simon Ceder*[3]

[1] Centre for Studies in Practical Knowledge, Södertörn University, Sweden

[2] Europa University, Flensburg, Germany

[3] University of Arts, Crafts and Design, Stockholm, Sweden

The use of school assisted teaching is currently being told as an educational success-story and has become more and more common in the Nordic countries as well as in Germany and North America. According to the advocates of this approach, the presence of dogs at school motivates children to go to school, enhances the well-being and learning progress of school children. Also, dogs are seen to have positive effects on the emotional-affective and social development of pupils. For this purpose, the dog is integrated into the lesson, assisting teachers in their tasks.

In this symposium, we will critically investigate how the use of dogs transforms our understanding of education, school, and the role of teachers. Or approach is empirical-reconstructive (Oevermann 2000) and philosophical-conceptual. Different practices of dog-assisted teaching in Germany and Sweden are compared by use of hermeneutic case studies. We reconstruct how teachers interpret the use of a school dog (cf. Pollmanns & Kabel 2023) and what ideals of successful teaching and pedagogical relationship they pursue. With reference to phenomenology, critical pedagogical theory and post-humanist readings of human-animal interactions, we then ask whether or to what extent the "school dog" can be understood as a first step towards a utopia of education where teachers, dogs and pupils establish a form a "inter-species companionship" (Haraway 2007). At the same time, we examine how the utopia of an educational human-animal community is connected to contemporary discourses on a crisis of teacher professionalism and of the anthropologically grounded pedagogical category of "Bildung" as "humanizing" cultivation.

The symposium will start with a short presentation of the overall topic by the organizer, followed by three short individual presentations. In the first presentation, Sascha Kabel will present the findings of an objective-hermeneutic study on the use of dogs in schools in Germany, primarily discussing them in terms of critical pedagogical theory. The second presenter, Eva Schwarz, uses the perspectives of post-humanist philosophy and phenomenology to investigate the teacher-dog relation as a possible "professional relation". In the third presentation, Rahel Hünig takes a close look at the educational implications of dog-assisted teaching and discusses these aspects in general educational terms, bearing in mind the history of the German school as part of the historical contradictions of the man-nature-relationship in bourgeois society. The presentations are followed by a joint discussion, initiated by the discussant Simon Ceder, who is an expert in post-humanist pedagogy (Ceder 2006).

Overall, our planned symposium aims at achieving a better understanding of a burgeoning educational practice in Sweden and Germany, by looking at concrete empirical examples from the two national contexts and articulating an urgently needed academic perspective on the *pedagogical* significance of dog-assisted teaching. We are also providing a more philosophical conceptual analysis of human-animal relations, offering a broader critical framework for understanding a phenomenon that has so far mostly been investigated from affirmative points of view.

What does the dog do in or with the school? Pedagogical analyses on the use of dogs in schools in Germany

Sascha Kabel[1]

[1] Europa University, Flensburg, Germany

Research topic
Increasingly, dogs are used in German elementary schools as well as in secondary schools; they are introduced, sometimes jokingly, as "teachers on four paws". As "school dogs", they accompany the daily school routine in one or more classes, are sometimes integrated into instructional activities, and lead to new tasks for the students (dog service). With a more didactic orientation, more specific forms of using dogs in schools can also be found, for example, improving reading-skills with and through so-called Reading Education Assistance Dogs®.

Theoretical framework and methodology
While studies on the biological and psychological effects of dog use are already available, the phenomenon has not yet been analyzed from an educational or school pedagogical perspective (Kabel 2022). Whether or to what extent the use of dogs has pedagogical significance can therefore be regarded as unresolved. Through objective-hermeneutic case studies, we therefore explore the significance of this internationally observable development from a pedagogical perspective. The focus will be on programmatic aspects from the conceptual literature, the concrete use of dogs in school practice and interpretations of the use of school dogs by teachers and other actors responsible for the use of dogs in schools (Pollmanns & Kabel 2023). We discuss to what extent the use of dogs determines the pedagogical structure of school lessons and which pedagogical quality of lessons is intended using a dog in the conceptual literature as well as from the point of view of the actors involved.

Findings and relevance
Finally, we will ask if our findings can testify to a transformation of school practice or rather of a crisis of instructional mediation. We will examine whether the developments mentioned can be located in the context of anti-humanist or transhumanist approaches, a critique of adultism or more specific references to school transformation processes. Since our analyses of the conceptual literature show that there is no pedagogical foundation for the use of dogs, we relate our findings to already determined tendencies of a decline in pedagogical understandings of school and teaching in Germany and the Nordic countries. Specifically, we examine fits and non-fits to already established phenomena of descholarization (Entscholarisierung) (Fölling-Albers 2000), informalization (Informalisierung) (Reh 2012), and de-pedagogization (Entpädagogisierung) (Giesecke 1985) of school and teaching.

Instrument or colleague? – A philosophical reflection on the relation between dog and teacher

Eva Schwarz[1]

[1] Centre for Studies in Practical Knowledge, Södertörn University, Sweden

Research topic
This part of the symposium contributes to the philosophical understanding of the practical professional knowledge (Schwarz & McGuirk 2023) involved in the inter-species relation between dog and teacher. The presentation focuses on the relation between the teacher and the dog in terms of a "professional relation" (Schwarz 2022), asking for the ways one could look at the dog in terms of a colleague or an instrument.

Theoretical framework
Looking at the current discourse on dog-assisted teaching there is a certain tension regarding the understanding of the dog's contribution to teaching. On the one hand, the use of school dogs is seen as a first step towards a radical transformation of teaching and decentralization of teaching and learning subjects (Ceder 2016): The animal is not only the object of a lesson, such as in dissections in biology lessons or visits to zoos. Rather, a non-human animal is integrated into the lesson as a *subject* of teaching activities (cf. Lindgren & Öhman 2019). On the other hand, current research in Germany (Röhl 2016) and Sweden shows that dogs are instrumentalized in lessons and used as one tool amongst others to enhance the leaning out-put of pupils, which raises questions about the role of the dog and also about animal ethics (Pedersen 2021).

Methodology
The presentation will start out from concrete empirical examples (partly presented in presentation one) of dog-assisted teaching, asking the following questions: How can one understand the specific relation between the teacher and the dog in terms of (professional) knowledge? What is the teacher able to do together with the dog, that she or he is not without it - or with a human colleague? Using examples from the use of rescue dogs as a comparative perspective, I will in a second step, discuss in what way we can speak of a specific practical knowledge of the school dog, similar to the rescue dog's sense of smell that is specific for its task and something the dog-handler is dependent upon (Bornemark & Kasprzak

fortcoming; Warren 2013). Relying on Merleau-Ponty's phenomenological understanding of behavior in terms of movements that form *meaningful* bonds between a bodily being and its surrounding environment (Merleau-Ponty 2003), I will in a third step develop a concept of embodied knowledge that can be helpful to understand the relation between dogs and teachers in terms of *instrumentalization, cooperation or co-embodied interplay*.

Expected results and relevance
I will show in which ways we can understand the role of the dog in different, sometimes contradictory ways and how those different ways give rise to different (and better?) understanding of pedagogical relations and concrete practices in Sweden and Germany. Finally, I will ask to what extent the Nordic and German discourse on the school dog as a "companion species" (Haraway 2007) can be understood as a symptom of a general crisis of community or as an extension of the idea of what a (school) community is (Wulf 2021).

The general in the crisis? On current tectonics in the human-nature relationship and the displacement of "Bildung"

16. The Nordic Society for Philosophy of Education

Rahel Hünig[1]
[1] Europa University Flensburg, Germany

Research topic and aim
This presentation aims to relate the phenomenon of dog-assisted teaching to the concept of "Bildung" and (historical) struggles of integrating the *societal purpose* of school as a general educational institution in Germany (cf. Avenarius/ Heckel 2000) with *universal and egalitarian purposes*. Looking at current discourses on "Bildung" within theoretical and empirical contexts in German and Nordic educational theory, we find a remarkable tendency of conceptual diffusion and emptying of the concept of "Bildung" (cf. Liessman 2006, Bünger 2013, Schäfer 2011).

Theoretical framework and methodology
Interestingly, one can find in this context that talking about "Bildung" is associated with a certain discomfort linked with its institutionalization through school (cf. Rademacher/Wernet 2015, p. 9. This discomfort, seems to be addressed by (post-humanist) tendencies of displacing pedagogical categories from the discourse of educational theory. In this context, current educational policy and school pedagogical programs that concern the human-nature relationship in general and specifically the use of dogs in the context of teaching will be investigated as to what extent they are more than "projection surfaces" for the longing for "change, improvement, innovation" (ibid.), or if they can be seen as politicization of pedagogical matters (cf. Thon 2016) that actually run counter to what they promise.

Results and relevance to Nordic educational research
The presentation attempts to focus on the aspects of politication of pedagogical matters and introduction of new concepts and understandings of educational relations, re-adressing the historically specific, anthropologically grounded normativity of the pedagogical category of "Bildung", central within Nordic and German educational research and practice, as a "humanizing" cultivation of the dual nature of man through general education, in order to keep the micro- and macrological crises emerging from the generativity problem theoretically and empirically accessible for the discourse of educational science in the Nordic countries and Germany.

Education for education's sake? Notes on post-critical pedagogy and the relationship between education and politics

Claudia Schumann[1]

[1] Södertörn University, Stockholm, Sweden

Research topic/aim
In connection with what has been described as a turn towards "a post-critical educational philosophy" (Hodgson/Vlieghe/Zamojski 2018) several philosophers of education have in recent years aimed at reaffirming the value of "education to be for education's sake (rather than for extrinsic goals such as global citizenship)" (ibid.). Rather than wanting to imply that education is apolitical, this shift is defended as itself a necessary *political* move in the context of contemporary educational research and theory. We agree that there is a problematic tendency of instrumentalizing education for political and economic gain, and that the intrinsic value of education is a worthy aim in its own right. However, we argue that a more fine-grained and nuanced analysis is necessary in order to be able to distinguish between different political takes on education. We argue that not all ways in which education is described, analyzed or conceived of in political terms are equally problematic cases of instrumentalization and that there lies an immense danger in such over-generalization.

Theoretical framework
We suggest distinguishing between instrumentalization and reification (cf. Honneth 2005; Schumann 2020) in order to avoid that a call for "education for education's sake" turns into a naïve gesture of strengthening tendencies of the status quo which contribute to increasing social inequality and injustice. Particularly, we want to show which preconditions are necessary so that affirmatively focusing on the educational in education does not contribute to further covering over current injustices rather than providing us with the language to describe and, also in affirmative ways, position ourselves differently in relation to the political aims of education we consider worthy.

Methodological design
Philosophical analysis is used as main method, while also taking sociological research into consideration.

Expected conclusions/findings
While we see some validity in the philosophical point of trying to keep "a critical distance" (Säfström 2020) between education and acute political issues, we believe that some of the arguments formulated in the call for "post-critical pedagogy" need to be reworked in order to not lose sight of the difficulty of ensuring and safeguarding the conditions of possibility of education to be for education's sake. In a spin on Bernstein's famous quote, we suggest that while education cannot compensate for society, we need society to compensate so that education can be for education's sake. For this, we need an educational philosophy which can adequately and critically articulate and describe societal and political questions as they pertain to education.

Relevance to Nordic educational research
The philosophical discussion on the relationship between education and politics is of utmost relevance in the current climate of political attempts in Sweden at redefining basic premises of the so-called Nordic model of education. A thorough philosophical discussion of the premises on which we can criticize the "distributive paradigm of schooling" (Säfström 2020) is furthermore relevant in relation to recent studies which, relying on data from Sweden among other countries, show that, as inequality increases, so does the belief in meritocracy (Mijs 2019).

Experiences of the Sublime in the lives of pre-school children: possible meanings, possible spaces (swe)

Kristina Pautkina[1]
[1] PhD student at Södertörns University, Sweden

Research topic/aim
The traditional aim of education has historically and in modern times been fostering an engagement with the world within a child. This engagement is seen as a ground for embarking a journey of lifelong learning and exploration – in general, a permanent sense of adventure. But what if small children are in fact the ones who are the professionals in the endeavor of experiencing life as thrilling adventure? What if the tops in their experiences are high, sky high? What if small children can show adults – if adults know where to look – that life is full of thrilling encounters with *the sublime*?

The sublime is an aesthetical category which appeared later than the category of the beautiful appeared. While the beautiful is seen as something appealing and intrinsically harmonious, the sublime is different. It can be best described *delight mingled with terror*. It is transcendence. A phenomenon of greatness and power that is other-worldly. It pulls you out of the mundane and leaves you trembling with delight. That is why experiences of the sublime are transformative, which makes them pedagogical. (An example of the sublime can be, for instance, a mountaineer who climbs a rock and… slips, but saves himself by chance and when finally standing steady on his feet sees a glowing and vast world before him. He is euphoric whilst his heart is pacing. He encountered terror, beauty and greatness at the same time).

Is it possible for young children to have such expiriences?

Theoretical framework
I present a theoretical exploration of the notion of the sublime in the framework of early childhood and pre-school pedagogy. The questions I pose are: Do young children experience the sublime in their lives? If so, in which ways can they be thought to do that? The exploration of these questions is inspired by Edmund Burke (1995) and Immanuel Kant (2003), both prominent philosophers of the 18th century. Both Burke and Kant contributed hugely to elaborating the category of the sublime, but in different ways, both of which are relevant in the settings of early childhood and pre-school pedagogy.

Burke, E. (1995) Filosofisk undersökning om ursprunget till våra begrepp om det Sublima och det Sköna. Stockholm: B. Östlings Bokförl. Symposion

Kant, I. (2003). Kritik av omdömeskraften. Stockholm: Thales

Methodological design
The study is theoretical and the analysis in influenced by Burke (1995) and Kant (2003).

Expected conclusions/findings
In my presentation I demonstrate how I arrive at the conclusions that the sublime *can* be experienced by young children in two ways. First, aesthetically and sensually, as a thrill tingled with fear, as something both fascinating and terrifying. Secondly, it can be encountered spiritually, as a will to stand up for ideals and to measure one's strength against the overwhelming phenomena. I also discuss possible spaces for these sublime experiences.

Relevance to Nordic educational research
My presentation connects to the question of how educators can via a deepened understanding sensitize themselves to see the potentials for the highest possible experiences of beauty and terror which conceivably fill the lives of young children.

Hannah Arendt Between Past and Future

16. The Nordic Society for Philosophy of Education
Thomas Aastrup Rømer[1]
[1] Tænketanken Prospekt

Research topic/aim
"In this paper I want to present two interpretations of Hannah Arendt's educational philosophy.

First, I will discuss the relationship between past and future, as this is accounted for in her book *Between Past and Future* from 1961. I argue that the book's chapter on pedagogy, "The Crisis in Education", should be understood as a synthesis of the two surrounding chapters, that is "What is Authority?", which stands for "the past" and is influenced by Roman antiquity, and "What is Freedom?" that deals with the future and the Greek part of antiquity. If we consider these three essays together, we get simultaneously both a strong cultural conservatism and an extremely dynamic and freedom-oriented pedagogy. I also relate this reading to some other interpretations of Arendt's work, which to a greater extent read Arendt's pedagogy as an extension of her philosophy of action.

Secondly, I present an interpretation of Arendt's essay "Reflections Concerning Little Rock" from 1958, which on the surface is about the relationship between race and school in the USA in the 1950s. However, I want to argue that this essay is not primarily about issues of racial discrimination and school policy. Rather, I believe that Arendt attempts to relate pedagogy to the Western constitutional tradition, thereby answering basic questions concerning the relationship between state and society. In this connection, she discusses an interesting relationship between property and what she calls "darkness", which I believe has been overlooked, and which I would therefore like to elaborate on.

Along the way, I will also reflect on the connection between the two interpretations just mentioned. For example, I want to discuss whether Arendt's experiences with public discussion concerning her Little Rock-essay perhaps contributed to her sharp separation between politics and pedagogy that became present in "The Crisis in Education" a few years later.

Literature:

Arendt, H. (1961). *Between Past and Future*, Penguin Books

Arendt, H. (2021, opr. 1957-59). *"Reflections concerning little rock""*
Theoretical framework
see "topic"
Methodological design
se "topic"
Expected conclusions/findings
se "topic"
Relevance to Nordic educational research
The abstract is relevant for all parts of the world in my opinion

Imagination, Einbildungskraft, fantasi – The source of education?

16. The Nordic Society for Philosophy of Education

Erik Hjulström[1]

[1] Ph.d/Lecturer (Mälardalens University)

Research topic/aim

This paper is an answer to the call "to explore the vibrant, diverse, and unexpected adventures that education offers students, teachers, and teacher educators as well as researchers" (NERA2024) by making a short philosophical-historical exploration of *imagination* as a concept in education. I will especially pay attention to how imagination have been described as a source for a specific quality in education, and educational research, in a specific tradition of Swedish philosophy and educational theory [Pedagogik] (Landquist, 1935). The aim of the paper is to reintroduce this perspective on imagination, or *fantasi* and *inbillningskraft* as it has been called in Swedish.

Theoretical framework

Philosophy of edcuation/Philosophical hermeneutics

Methodological design

Hermeneutic reintroduction

Expected conclusions/findings

The paper begins with Immanual Kant's (1790/2003) way of using the concept *Einbildungskraft*, often translated as imagination (Matherne, 2016), in his *Critique of Judgment*. I then highlight how Kant's definition, and use of this concept not only changed philosophical perspectives on the value of imagination in relationship to reason, an idea which paved the way for German romanticism (Kneller, 2007), but also how Kant and the romantic thoughts about *Einbildungskraft* influenced a specific interest in Swedish educational theory and philosophy. John Landquist (1881-1974) once made a summary of this interest in imagination and describes how it started with Erik Gustav Geijers (1783-1847) way of emphasizing imagination as the true source of both knowledge and learning in his essay *Om inbillningsgåvan* [On the gift of imagination] from 1812 (Landquist, 1935). Geijers perspective on the role of imagination in education then became further developed by Swedish educationists and philosophers such as Bertil Hammer (1877-1929; see 1916), Hans Larsson (1862-1944; see 1909) and Landquist himself. To summarize this interest in imagination Landquist (1935) wrote, "the revolt of imagination runs right through the whole history of modern educational theory [pedagogik]. Its need is embedded in all those demands, who have been raised, and still are raised on contemplation, on freedom and self-activity, and on concentration in teaching." (pp. 81, my translation). Through these authors' perspectives on imagination, it becomes clear that imagination must be given much more attention, especially in relationship to concepts such as teaching, upbringing, learning and *Bildung*. *Bildung* and education, at least from these authors' perspective, is dependent on imagination and the *Einbildungskraft* as a specific "free play" between the pupil's own interests, experiences, and conceptual frameworks, and that of the teacher, and the subject matter.

Relevance to Nordic educational research

I hope my investigation of how these authors highlighted imagination as an important concept and quality in education is something that can help reintroduce this important (Swedish) perspective on imagination in education and to start a dialogue in Nordic educational research on imagination and why it is important for "students, teachers, and teacher educators as well as researchers."

Is there a Nordic Philosophy of Education

16. The Nordic Society for Philosophy of Education

Torill Strand[1]

[1] University of Oslo

Research topic/aim

At the NERA conference in 1996, *The Nordic Society for Philosophy of Education* was constituted with the purpose of fostering dialogue between philosophers of education in the Nordic countries. Immediately, the establishment of a Nordic network sparked a lively and intriguing debate on the mission, topicality and relevance of the work of Nordic philosophers of education. This debate raised thought-provoking questions, such as; "What do Nordic philosophers of education do?" "How do they do it?" and "To what degree do the work of philosophers of education help to strengthen the topicality and relevance of Nordic educational research?" (Løvlie, 2003; Nordenbo et al, 2006; Smeyers et al, 2013; Strand, 2012). A vital and underlying aspect of this debate is the discipline's self-understanding, which also concerns the question on to what degree we can speak of a Nordic model of philosophy of education, distinguished from for example the Anglo-Saxon, Continental or Australasian model.

To explore and discuss these questions, I perform a three-step theoretical review of papers published by Nordic philosophers of education in peer reviewed educational-philosophical journals over the last decade. The first step contains a summary of the topics treated and the methodologies adopted. The outcome is a descriptive model of the field, including an overview of what Nordic philosophers of education do and how they do it. Next, I perform a semiotic meta-analysis on the many faces of Nordic philosophy of education. Adopting Bottici's (2011) concept of the imaginal, I explore the imagined commonalities of Nordic philosophers of education. What exemplars, paradoxes and ambiguities do they contain? What may be their inner and outer dilemmas, barriers and openings? In the third and final step, I discuss the destiny of Nordic philosophies of education. Inspired by Badiou's (2016) outlook on a philosophical institution, I deliberate how Nordic philosophies of education attest to what Hegel terms "the concrete universal", the synthesis of the universal and the particular. How do influential cultural and national particularities of Nordic philosophies of education testify to the imperative of universal address, continuation and renewal? Hopefully, my paper helps to reinvigorate intriguing debates on the mission, topicality and relevance of the work of Nordic philosophers of education.

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Theoretical framework
above
Methodological design
above
Expected conclusions/findings
above
Relevance to Nordic educational research
above

Participant or Spectator – a researcher's relation to existence (nor)

16. The Nordic Society for Philosophy of Education

Knut Ove Æsøy[1]

[1] OsloMet

Research topic/aim

In this essay, I will present a reorientation of the researcher as participant or spectator. An important discussion in the philosophy of science concerns humans' relationship to the world and how this affects scientific action. My question is what kind of relationship a researcher will have to existence when being a spectator or participant.

Theoretical framework

The distinction between spectator and participant was emphasized by the Norwegian philosopher Hans Skjervheim (2000 [1959]). He developed an irreconcilable contradiction between the analytically critical spectator and the historically logical participant. I will synthesize Skjervheim's work with Bengt Molander's (2015) distinction between technical and orientational forms of knowledge and Hartmut Rosa's (2019; 2020) dichotomy between control and resonance in our relationship to the world.

Methodological design

My essay will be an elaboration of the following polarized model.

	Spectator	Participant
Existence	Data, complexity	Sources, essence
Relation to existence	To reveal	To care
Purpose of science	Control, mastery	Resonance, ethical openness
Precedence	The world takes precedence	The human spirit takes precedence
Acts of thoughts	Matching acts of thought to empirical connections.	Matching acts of thought to logic and reasoning.
Main reasoning	Critical Analytic	Synthetic argumentative
Forms of rationalities metaphysic.	Division between description, normativity	Unity and connection between facts, ethic, aesthetic, and
Truth	Representation, correlation, and probabilities	Universality, experience, and logical validity
Verbal knowledge	Technical, objective	Logical, self-reflection
Context	Psycho-social, situated, structural	Positional, universal
Theory	Theory for practice	Theory as practice
Scientific action	Labour of knowledge	Art of wisdom

Expected conclusions/findings

I will discuss the advantages and disadvantages of both positions within a practical field like education and explore a possible dialectical movement between the two positions and where this movement might end in irreconcilable dichotomies.

Relevance to Nordic educational research

Science connected to practical fields is in need of a dialectical movement in the relationship to reality.

Pluralism, normativity and democracy: Challenging environmental and sustainability education

16. The Nordic Society for Philosophy of Education
Birgit Schaffar-Kronqvist[1] , *Ásgeir Tryggvason[2], Ingerid Solrunsdatter Straume[3]*, **Ole Andreas Kvamme[4]**
[1] Chair/Discussant, University of Helsinki
[2] Örebro University
[3] Western Norway University of Applied Sciences
[4] University of Oslo

The field of environmental education was established in the 1960s and the 1970s as a response to the emerging ecological problems, often with the aim of changing students´ attitudes and behavior in a pro-environmental direction (Hume & Barry, 2015). The following decades saw new research contributions who increasingly acknowledged ideals of liberal education while criticizing previous positions for being instrumental and reductionistic. (see, e.g., Jickling, 1992; Bruun Jensen & Schnack, 1997; Sandell, Öhman, & Östman, 2005; Schlottman, 2012). This development can also be seen in a turn to pluralism. The inclusion of a variety of voices and perspectives in what came to be environmental and sustainability education was posed as a vital concern, supported by educational theory pointing to the significance of social learning (Wals & van der Leij, 2007).

In prominent accounts that encourage a pluralistic approach to environmental and sustainability education, democracy is a central reference, as developed by a group of Swedish researchers (Sandell, Öhman & Östman, 2005). A strong reference to democracy also distinguishes the Danish research group who during the 1990s developed the notion of action competence, encouraging contentious environmental issues to be subject to educational practices (Bruun Jensen & Schnack, 1997).

Faced with the aggregating climate crisis, the ecological crises and immense global injustices, paralleled by a weakening of democratic regimes around the globe, the symposium explores and critically discusses the notion of pluralism in environmental and sustainability education, addressing questions related to educational purpose, normativity, educational authority and what democracy may imply in environmental and sustainability education and beyond.

All papers in this symposium refer to contributions and discussion within Nordic research on environmental and sustainability education, also acknowledging global dimensions of the issues and concerns that constitute the field.

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Pluralism and democracy in environmental and sustainability education

16. The Nordic Society for Philosophy of Education
Ásgeir Tryggvason[1] , *Johan Öhman[1]*
[1] Örebro University

Research topic, theory and aim

During the last three decades pluralism has been a topical issue for many theoretical and empirical studies about environmental and sustainability education (ESE) (Tryggvason, Öhman & Van Poeck, 2023). Empirical studies highlight the relationship between pluralistic classroom discussions and learning while theoretical studies underscore the intertwined relation between pluralism and democracy. However, during the last decade an immanent critique of pluralism has been developed within the field, ranging from post-humanist and decolonial perspective to deliberative/agonistic perspectives. This paper takes its staring point in the theoretical development of pluralism in ESE in order to explore the intricate relation between pluralism and democracy.

Methodological aspects

This theoretical contribution draws on the result from a review of pluralism in ESE (Tryggvason et al., 2023), and outlines three conjoint aspects between pluralism and democracy that are accentuated in ESE. These three aspects are (i) temporality, (ii) polarization and (iii) boundaries.

Expected results

The temporal aspect is accented in two ways in ESE. First, the temporal aspect is accentuated by the urgency of the teaching content itself (e.g. the ongoing climate crisis). Secondly, the temporal aspect is accentuated by the idea the pluralistic teaching takes time, or at least more time than other forms of teaching. Put differently: Who has time to "discuss" climate change in the classroom when the crisis is literally ongoing? (cf. Wildemeersch et al., 2023).

The aspect of polarization is accentuated by the increased political polarization of environmental and sustainability issues. Today, political polarization does not only revolve around different normative ideas of *what to do*, but also revolve around scientific facts such as: Is the climate changing due to human activity? This raises the question about what topics should be given a legitimate place within a pluralistic teaching approach.

The third and final conjoined aspect of pluralism and democracy concerns questions of boundaries. Even though political philosophers can provide different ways to draw the boundaries of pluralism and democracy (e.g. Mouffe, Habermas, Benhabib) the questions of boundaries in ESE needs to be addressed *educationally* and *didactically*. This paper discusses how the boundaries of pluralism and democracy can be understood in relation to the aim and purpose of education (cf. Kvamme, 2021).

Based on these three conjoined aspects of pluralism and democracy, the paper concludes by outlining a critical pluralistic teaching approach (Öhman & Tryggvason, forthcoming).

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One theory to bind them all? How deliberative participation became the answer to every kind of socio-political question

16. The Nordic Society for Philosophy of Education
Ingerid Solrunsdatter Straume[1] , *Astrid Tonette Sinnes*[2]
[1] Western Norway University of Applied Sciences
[2] Norwegian University of Life Sciences

Research topic/aim

A critical discussion of 'pluralism' in environmental and sustainability education

Theoretical framework

Democracy and citizenship education; ethics education; environmental and sustainability education; diversity and inclusive education – what these pedagogies have in common is that they are frequently addressed through so-called 'deliberative participation' where different voices and perspectives are welcomed and considered (Borgebund & Børhaug, 2023). This concept, used mainly in education for/through democracy, is echoed in the 'pluralist' tradition in environmental and sustainability education, ESE, which has become dominant in many Scandinavian classrooms (Tryggvason, Öhman & Van Poeck, 2023). This theoretical paper elucidates how one and the same (or very similar) approaches have become dominant and questions some of their epistemological and political claims.

Methodology/research design

The paper explores similarities between pluralism and deliberative participation used in citizenship education. We also explore the dichotomy between 'normative' and 'pluralist' approaches to ESE, used by pluralists to argue educational values such as free, critical thinking.

Expected results/findings

One problem with the pluralist approach is its tendency toward individualism and depoliticization. By transferring notions from deliberative participation to the field of sustainability without due problematization, there is a risk of weakening systemic perspectives and opportunities for societal critique, thus creating the impression of doing something while unsustainable societal structures remain untouched.

A second problem relates to the claims of the theory of deliberate participation itself, whose mode of communication is typically valued and practiced by the middle-class, thus hardly representative of 'all' perspectives.

Relevance to Nordic educational research

The problems associated with normativity in environmental and sustainability education seem inflated in a Nordic context. For example, normativity (in the specific form criticized by pluralists) can be an important aspect of educational authority as a source of individuation. Adults who are afraid to stand for something arguably fail their tasks, making it impossible for young people to be in opposition. We also question how much power teachers have to actually instill normative convictions in the young.

Another aspect of this theoretical nexus is how Nordic social-democratic rationales are replaced with (neo-)liberal ones where institutions and practices that are common – important in the Nordic social-democratic tradition (Kettunen 2019) and in ecological education (Laval & Vergne, 2021) – may fall out of perspective.

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Sustainable citizens who think for themselves: Pluralism and normativity in environmental and sustainability education

16. The Nordic Society for Philosophy of Education
Ole Andreas Kvamme[1]
[1] University of Oslo

Research aim/theory

In this theoretical paper I discuss two presumably conflicting educational purposes within environmental and sustainability education. On the one hand, environmental and sustainability education addresses the persisting climate crisis, ecological crisis and tremendous global injustice. These predicaments call for an ethical and political response–protecting life on earth–that certainly constitute a normative dimension. School and education are increasingly mandated with the purpose to educate students who contribute to the transformation to sustainable societies.

On the other hand, students should learn to think for themselves. The educational purpose of self-determination, central in various forms of liberal education and Bildung theory, has a long tradition also within environmental and sustainability education, e.g. grounding the argument in Bob Jickling´s infamous article "why I don´t want my children to be educated for sustainable development" (Jickling, 1992), also being a key element in various pluralistic approaches within the tradition.

Research design

In the paper I discuss tensions and possible mediations between these two purposes. I bring in the Danish action competence approach (Jensen & Schnack, 1997) and the Swedish pluralistic approach (Tryggvason, Öhman, and van Poeck, 2023) as examples of accounts within environmental and sustainability education that, with reference to democracy, have cultivated the concern for self-determination, distancing themselves from positions regarded as overly normative.

Expected results

A risk with both mentioned approaches is to miss out the normativity that environmental and sustainability education necessarily entails, with regard to the students´ historical situatedness in current crises and the institutional mandate (see also Kvamme, 2023). Connecting the two educational purposes, I suggest to explore the relationship between the ethical and political with reference to the notion of shared responsibility (Young, 2006), reconsidering the common element in Bildung and education (Klafki, 1996). From here follows the possibility of an immanent critique of the sustainable development agenda (Kvamme, 2022), elaborating environmental and sustainability education as a reflexive praxis.

Relevance to Nordic educational research

The paper refers to some major positions within the Nordic research field of environmental and sustainability education, discussing some vital tensions and concerns.

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Principle of Reason and Educational Ecological Imperative

16. The Nordic Society for Philosophy of Education
Rauno Huttunen[1] , *Leena Kakkori*[2]
[1] University of Turku
[2] University of Eastern Finland

Research topic/aim

In 2022 Huttunen & Kakkori presented this educational ecological imperative in article called "Heidegger's critique of the technology and the educational ecological imperative" (EPAT 5/2022). In NERA2020 presentation and EPAT article Huttunen & Kakkori didn't present proper philosophical reason or foundation. This issue is dealt in this presentation. First, we must ask what so called principle of reason introduced by Gottfried Leibniz (*Monadology*) and what is it its relevance in nowadays academic discussions. Here we rely especially Heidegger book *The Principle of Reason*.

Theoretical framework

This presentation is a continuation of our previous presentation in NERA2020. We claim then despite the clear scientific evidence of global warming neo-liberal school policy is to engage all educational institutions even more tightly to economic growth and productivity. This situation has not been changed in three years although there has been a lot of talk about the so-called green transition. The radical ecological turn is needed in our thinking, action and in social structures. This ecological turn is also needed in education - in theory, action, processes, practice, institutions and professional work of teachers and educational scientists. Every teacher and educationalist have to think what they can do (not only as private person but also as professionals) in order to prevent the coming eco-catastrophe. That is why we presented following educational ecological imperative: "We, as teachers and educational scientists – not only as private citizens or individual people – must do everything in our power to prevent an upcoming ecocatastrophe!"

Immanuel Kant took Leibniz's notion of principle of reason seriously. He wanted to introduce foundations of metaphysics of theoretical and practical reason (*Groundwork for the metaphysics of morals*) which are science and not speculation. Huttunen & Kakkori's argumentation (when presenting educational ecological imperative) follows Immanuel Kant's argumentation to a certain extent. Huttunen & Kakkori cannot follow Kant's argumentation to the end, because the premises of Kant's transcendental idealism are not credible in this era of postmetaphysical thought. Our so-called post-Kantian and postmetaphysical formulation of educational ecological imperative does not require transcendental foundation or reasoning (Leibniz's sufficient reason). Then how educational ecological imperative be reasoned in manner that fulfill Leibniz's principle of reason? In NERA2020 presentation and EPAT2022 article Huttunen & Kakkori gave some only some hints without proper philosophical argumentation. Those hints include Gianni Vattimo's interpretation of Heidegger's *Verwindung* ("secularization", "overcoming metaphysics"; *The end of modernity*) Jürgen Habermas notion of postmetaphysical thinking and the theory of discourse ethics (*Discourse Ethics*), Jean-Paul Sartre's existential ethics (*Existentialism is humanism*), Michel Serres's book *Nature Contract*, and Michael Zimmerman Heideggerian Deep Ecology (*Heidegger, Buddhism, and deep ecology*).

Methodological design

Our method consists of a combination of Gadamer's and Habermas' hermeneutics, complemented by Vattimo's hermeneutic communism (see Vattimo's *Hermeneutic Communism*).

Expected conclusions/findings

To fulfill Leibniz's demand of principle of reason when giving arguments for educational ecological imperative.

Relevance to Nordic educational research

For Nordic educational researcher we want present following imperative: "We, as teachers and educational scientists – not only as private citizens or individual people – must do everything in our power to prevent an upcoming ecocatastrophe!"

Seeing Ourselves in Our Patients: Arne Naess, Self-Realization and Medical Ethics Education

16. The Nordic Society for Philosophy of Education

Adam Larson[1]

[1] Weill Cornell Medicine-Qatar

Research topic/aim

How can we cultivate ethical behaviour in medical students? This question has become more urgent for medical educators in light of studies showing an association between unethical behaviour during medical school and professional sanctions in later practice (Papadakis et al., 2021). Despite improvements over the past three decades, Cooke et al. (2010, p. 30) claim that medical education still does not adequately address 'the aspirational dimension of medicine, specifically the critical importance of inculcating a desire to be more compassionate, more altruistic, and more humane'. In this paper, I argue that Norwegian philosopher Arne Naess (1912–2009) offers medical educators a new way of thinking about how to develop empathy, compassion and ethical behaviour in their students, specifically through his concepts of self-realization and the ecological self.

Theoretical framework

Arne Naess, who coined the term *deep ecology*, has influenced debates in environmental and outdoor education, but his relevance for medical education has been overlooked. I argue that Naess's concepts, self-realization and the ecological self, have important implications for medical education. For Naess, we are realized when we fulfil our potential for developing relationships with others and the natural world. As we mature, our selves widen, deepen and begin to identify with other living beings—that is, we see ourselves in others (Naess, 2008). Through this process, we perform 'beautiful actions' not out of duty but natural inclination. Self-realized physicians are compassionate because they see themselves in their patients.

Methodological design

The paper is divided into three parts. First, I outline debates about professional formation and developing ethical behaviour in medical students. I argue that medical ethics courses, though important, are insufficient for cultivating ethical practitioners because they engage the mind but neglect emotion. Second, I examine Naess's notions of self-realization and the ecological self and explore their relation to medical ethics education. Finally, I offer specific strategies for medical educators to cultivate self-realization in medical students through a relational pedagogy that engages students both rationally and emotionally in the healthcare ecology of their communities.

Expected conclusions/findings

This paper contributes to research into professional formation and ethics education. It also provides medical educators with concrete strategies for cultivating self-realization inspired by Arne Naess.

Relevance to Nordic educational research

This paper advances Nordic education research by exploring the practical implications of the ideas of a renowned Norwegian philosopher for medical education and professional education more broadly.

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Subject-centeredness or world-centeredness: Reading Rosa through Rancière

16. The Nordic Society for Philosophy of Education

Johannes Rytzler[1]

[1] Mälardalen university

Research topic/aim

The aim of the paper is to explore educational strengths and weaknesses of Hartmut Rosa's sociology of resonance (2016/2019), particularly in light of the aesthetic philosophy of Jacques Rancière (1999, 2020). In times of rapid digital development, social, and political instability, the status, and function of the school as the obvious place for the young generation to become subjects of their own lives, and active participants in the world have come to be significantly challenged (Rosa 2015; Zhang & Aslan 2021). According to Rosa (2015), the dominating human condition of modern society is alienation. As a productive contrast to this condition, Rosa (2019) has developed the concept of resonance as it describes transformative encounters between humans and the world. In states of resonance, a relevant domain of the world starts to speak to us, and enables us to transform and to become different persons. According to Rosa (2016/2019), schools contribute to this alienation rather than offering its students to enter meaningful, relevant, and *resonant* relationships with the world. The sociology of resonance, as it is carefully carved out by Rosa (2016/2019), brings a sense of hope into a world that seem to be in constant disorder. However, Rosa's sociology tends to construct resonance within a normative social network, where the resonant relationship is somewhat teleological and egocentric. As such, it contains educational blind spots, some of which will be explored in the paper.

Theoretical framework

The theroetical framework of the paper draws from critical pedagogy, sociology, and philosophy of educatiuon.

Methodological design

The paper is constructed as a pedagogical-philosophical argument.

Expected conclusions/findings

Teaching contains existential, aesthetical, and ethical dimensions and cannot be reduced to a matter of prevailing social contexts or knowledge regimes (Säfström, 2011, 2014). Nor can teaching be reduced to a matter of learning processes of the individual subject (Biesta, 2020). While the aesthetics of resonance concerns the transformative relation between an individual subject and the world, the aesthetics of teaching concerns a *public* sharing of differences, experiences, and interests that promotes new, and unforeseen, ways of talking, thinking, and doing. As such teaching practice, seems to contain educational elements that are not fully addressed in the concept of resonance.

Relevance to Nordic educational research

The theme of the paper is relevant to Nordic educational research as it contributes to contemporary discussions within the Nordic research context that approach the relation between school, and society from within a critical educational tradition.

Talking Polieese? (Shifts in?) Terminology in Educational Research

16. The Nordic Society for Philosophy of Education

Pål Anders Opdal[1]

[1] UiT - the Arctic University of Norway / NMH - The Norwegian Academy of Music

Research topic/aim

This paper explores the idea that educational research, increasingly, is talking polieese. The word polieese is derived from the word **pedageese**, which is Dewey's (1929, 50) coinage to describe "the exotic and mysterious language spoken by educators ... esoteric terms, expressions and buzzwords" (Ravitch, 2007, 2). The paper explores the idea that educators, and in particular educational research, whilst still talking pedageese is also, and increasingly, speaking in a polieese tongue – the mysterious, esoteric language spoken (not by pedagogues, but) by politicians, and it investigates into the question whether this language is apposite for the field of education. Consequences of, and possible problems tied to, speaking polieese in educational research are identified and discussed.

Theoretical framework

The paper utilizes procedures derived from ordinary language philosophy as theoretical frame, in particular procedures derived from L. Wittgenstein (1953) and G. Ryle (1949). An ordinary-language run-down is attempted, to identify possibilities, whereupon the possibilities are assessed for consistency, coherence, tenability, and plausibility. Here is the run-down:

- Policy talks about education in terms of preparation to join the workforce,
- Policy talks about education in terms of it being a condition to become a citizen,
- Education talks about education in terms of qualification,
- Education talks about education in terms of Bildung.

Methodological design

It is important to note that the four ways of talking just identified are all legitimate. Problems might occur, however, if education, as recognized under instance (iii) and (iv), starts talking in the ways of policy, recognized under (i) and (ii). In so far this happens, these are instances of polieese.

Expected conclusions/findings

The run-down indicates definitional power (cf. Rorty 1982) as regards *the why/*purpose of education; policy setting the terms is one possibility, education(al science) setting them is another. As regards expected results, the paper aims to establish that education(al science) is increasingly speaking polieese – and to discuss consequences of this situation. One of the consequences recognized is that educational science is more interested in the question **how** to teach than the questions **what** to teach and **why** to teach it. Another consequence recognized is how didactics is currently considered a technology.

Relevance to Nordic educational research

The paper is relevant to Nordic educational research in that it points to a trend affecting (also) the Nordic countries: that educational science increasingly talks polieese. The paper thus amounts to foundational work in education, and it should, consequently, be of interest to Nordic educational scientists and philosophers of education.

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Teaching as sophistical practice; when the plants talk back!

16. The Nordic Society for Philosophy of Education

Carl Anders Säfström[1]

[1] Professor of Educational Research, Director of CPEP, Maynooth University

Research topic/aim

The paper will develop an argument for teaching as performing the heterodoxy of a 'sophistical practice', as built on Barbara Cassin's work, resisting 'humanism' to serve 'humankind', and take the position of active non-violent resistance in which the border between who and what is 'grieveable', as Judith Butler says, is extended to include 'plants' and all living. In the paper, resistance is a strategy/methodology that takes the form of 'talking back', formulated by bell hooks. A sophistical teaching practice, the paper will show that it is loyal to humankind by performing the equality of the un-harmonizable 'plant'. The paper develops a form of teaching that lands among the heterogenic polyvalence of people, the diversity of animals and plants, and an environment on which we all depend for survival. The paper will show how Platonian/Aristotelian education and teaching are bound to repeat inequality, tied to the realisation of the inhuman, of controlling and refining nature for social organisation, to repeat itself as domination over nature and the imperfect lives of ordinary men, 'women, children, animals and slaves', branded 'plants' by Aristotle as such it draws a sharp line between the human and the inhuman, between man and nature. This paper particularly asks, what happens when 'the plant' talks back? When nature, rather than being something opposite to humanity, is an expression of a certain humanity producing the inhuman on which it thrives? What follows if education and teaching, rather than an expression of inequalities at work, are events intervening in the reproduction of social order and nature as mutually exclusive expressions of who and what is dominating/being dominated, who and what is humane/inhumane? Rather than reproducing the relation between past and future regarding sameness and the relation between man and state regarding natural inequality, the sophistical teaching practice conclusively concerns the equality of the un-harmonizable 'plant'. As such, the paper relates to urgent discussions in Nordic educational thought and practice, particularly those discussions leading to activists' standpoints, by forming discourses of resistance to the current harm that is done to all of us.

Theoretical framework
see above
Methodological design
Philosophical critique, clarification, see above.
Expected conclusions/findings
see above
Relevance to Nordic educational research

"As such, the paper relates to urgent discussions in Nordic educational thought and practice, particularly those discussions leading to activists' standpoints, by forming discourses of resistance to the current harm that is done to all of us."

see above

Temporal Dimensions of Wellbeing Promotion in Schools: Theorizing the Educational Objectification of Time

16. The Nordic Society for Philosophy of Education

Nis Langer Primdahl[1]

[1] Aarhus University / University of Cambridge

Research topic/aim

This paper addresses the significance of time and temporal norms within education through an exploration of the temporal dimensions of the promotion of wellbeing in schools. Wellbeing has become a key concept in Scandinavian school policy within the last decade, but its philosophical foundations and the links to wider discussions within educational philosophy remains underexplored. With this lack in mind, the aim of the paper is to expand our understanding of the explicit and implicit assumptions about time and temporality at play in school-based wellbeing promotion programs. In the paper, I discuss two central distinctions, first, between externalized and internalized notions of time in education, and second, between hedonic and eudaimonic conceptions of wellbeing.

Theoretical framework

Whereas educational analyses based on an externalized notion of time view students as objects conditioned by schedules, routines, and temporal dynamics, approaches that take subjective, internal notions of time into account focus on how students are taught to relate to time in various ways (Coleman 2020). One branch of research approaches the question of education through the inclusion of temporality (Alhadeff-Jones 2017), referring to an important analytical distinction among the implicit temporal norms inherent to mental health promotion—that of time as either a condition or an object of education. Timetables, periods and scheduling of the school day all represent instances where time functions as a condition or container of educational practices and activities: a class has a specified duration, the bell rings, recess has begun. This understanding treats time as a background or as a container inside of which educational practices take place (Compton-Lilly, 2016). By contrast, Alhadeff-Jones (2017) highlights how educational science has generally not concerned itself with the experiential nature of time by arguing that time can also be understood as the object of what takes place in the classroom; i.e., that upon which a given educational practice is centered.

Methodological design

In the paper, the above distinctions are linked to recent critiques and discussions on the 'therapeutic turn' in education (Ecclestone 2017) and on the need for cultivating spaces of deliberate slowdown and suspension in schools (Biesta 2020; Masschelein & Simons 2013; Vlieghe & Zamojski 2019). Further, the paper aims to analyze and discuss the temporal dimensions of the distinction between hedonic and eudaimonic conceptualizations of wellbeing in schools (Francesconi 2018). Hedonic wellbeing is momentary and centered around the present moment, while eudaimonic conceptions are oriented towards the future.

Expected conclusions/findings

In the paper, I aim to show how the current discussion of wellbeing promotion in schools can be linked to broader discussions of the purposes of schooling through an analysis of the temporal dimensions.

Relevance to Nordic educational research

Wellbeing promotion in schools has undergone a rapid expansion in Scandinavian within the last decade. However, this development and its implications for the wider, pedagogical purposes of schooling still lacks theoretical attention. By illuminating the significance of temporality the paper will contribute with a new understanding of the philosophical aspects of wellbeing promotion in schools as well as a discussion of the role of temporality in education more broadly.

Will competence-based curriculums lead to Bildung, or does processes of Bildung require a different form of knowledge?

16. The Nordic Society for Philosophy of Education

Odin Fauskevåg[1]

[1] NTNU

Research topic/aim

In this paper, I discuss the difference between *competence* and *Bildung* in the context of the revised Norwegian curriculum, Fagfornyelsen (LK20). Many of the central concepts in the curriculum, especially the crucial concept of competence, draw heavily on the OECD frameworks. I aim to clarify the distinction between competence and Bildung.

Theoretical framework

In Norway, *Bildung* has long been a central part of the school's purpose and also holds a significant place in the revised curriculum, Fagfornyelsen (LK20). In the general purpose of the curriculum (Overordna del), it is stated that the school has two primary tasks: one in education (utdanning) and the other in Bildung (danning). With the introduction of three interdisciplinary topics, such as *Sustainable Development, Democracy and Citizenship* and *Public health and Life skills*, Bildung is given a more concrete content: Bildung is viewed as central to addressing what Wolfgang Klafki refers to as epochal key problems.

While the emphasis on Bildung in this way is strengthened in LK20, I argue that this goal (Bildung) is difficult to achieve within the competence-based framework of the curriculum. A premise in LK20 is that the goal of Bildung can be reached through the development of competence. I contend that *competence and Bildung represent two distinct forms of knowledge*: Competence makes our inner and outer worlds objectively accessible, while Bildung establishes a normative moral or exitential access to the world. Knowledge contributes to Bildung when it reveals the subjective significance, value, commitments or responsibility the world contains, such as the beauty and value of nature, the importance of democracy, or the commitment to ourselves and others.

Methodological design

Theoretical and conceptual discussion.

Expected conclusions/findings

To illustrate this distinction in a more concrete context, I examine the concept of *responsibility*. In the curriculum, this ability is deemed vital for society's capacity to address epochal key problems, such as threats to the climate or democracy. Within the competence framework, at least in its OECD version, *responsibility* is closely linked to self-regulation. I argue that responsibility is primarily developed through the *Bildung* of a *normative relationship with the world*, rather than through increased control and regulation of the self.

Relevance to Nordic educational research

Discussion of concepts like *competence, Bildung* and responsibility and the current norwegian curriculum (LK20).

'Black Swan' Pedagogy: Remnant Ecologies and Navigating the Difficulties of Disruption and Loss

16. The Nordic Society for Philosophy of Education

Sharon Todd[1]

[1] Maynooth University, Dept of Education, Centre for Public Education and Pedagogy

Research topic/aim

One of the key issues facing educators in the time of climate emergency has to do with navigating between hope and despair, between disruption to and loss of life as we know it. Elsewhere, I have suggested one way of approaching this issue is through an aesthetic approach to education, one that includes attunement to beauty and art (Todd in press). But which kinds of art and education open up educational possibilities that move away from the nihilistic tendencies of the Anthropocene while also not falling into a false sense of hope?

Theoretical framework

According to ecofeminist artist Aviva Rahmani (2022) 'the best art is always a black swan, a surprising event' (18), a term aptly borrowed from economist Nassim Taleb to indicate a disruptive event that changes fundamental perceptions of who we are. Akin to Jacques Rancière's (2006) idea that art occasions 'a sensible or perceptual shock' that can create new communities of sense and existence, a black swan event offers us a way of moving beyond the 'doom and gloom' scenarios that so often characterises discourses of the Anthropocene, particularly in the classroom.

There is pedagogical force in the black swan event that propels a felt experience of something different and unexpected. For Rahmani, one way to create such events is through the staging of 'trigger points': elements of the environment that come together in unexpected ways to precipitate change.

Insofar as education is very much about staging encounters with elements of the environment (from books, screens, and maps to trees, water, and earth), how might we understand the nuances of these disruptive encounters in light of our current existential anxieties and environmental losses? That is, how do we educationally curate trigger points that aspire to change, on the one hand, while attending to the feelings of loss that are part of experiencing ecological crisis in the present, on the other?

Methodological design

Drawing on ecofeminism as both a theoretical and methodological approach, this paper explores Jony Easterby's recent artwork (2022) *Remnant Ecologies,* which focuses on navigating loss and disruption through immersive outdoor installations, and asks what it has to teach us about our ambivalent connections with the more than human world and about pedagogical possibilities moving into the future.

Expected conclusions/findings

This presentation outlines what a 'black swan' pedagogy entails and draws out connections to environmental issues within the Nordic context.

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Relevance to Nordic educational research

This paper contributes to the contemporary discussions on climate pedagogy within the Nordic context and seeks to open up the importance of art and aesthetics to current environmental concerns.

17. Leisure-time Pedagogy

Nature Experience in School-age Educare: In pursuit of Nature Connectedness

17. Leisure-time Pedagogy
Tanya Uhnger Wünsche[1]
[1] HKR, Sweden

Research topic/aim
Nature Connectedness in a School-Age Educare arena
Theoretical framework

The world is facing overwhelming environmental challenges. To harness these challenges and secure a sustainable future, societal-scale technological, infrastructural, and human behavioral change is critical (Zylstra et al, 2014). This has created concern for child development (cognitive, affective, and physical) and a loss of opportunity to develop a relationship with the natural world (Schultz & Schmuck, 2002). This loss of childhood opportunity is referred to as "the extinction of experience", and the need for Nature Connectedness (NC) in children's family- and institutionalized lives have been explored as a critical concept numerous times (Barrable 2019; Soga & Gaston 2016; Zylstra et al. 2014; Louv 2005).

Methodological design

1.
2. From a pragmatic mixed methods approach, the research project's study design consists of two main empirical arenas for data collection. The first empirical approach is a spatial analysis baseline explorative survey. The second approach is a one-school-year longitudinal pre-and post-intervention case study. This presentation presents preliminary findings from a Swedish one-schoolyear intervention study (2022/23) that explores School-age Educare (SAEC) as a critical link to support Childhood NC. The SAEC context in Sweden was chosen given that >85% of Swedish 6-9-y.o. children are enrolled. Furthermore, SAEC has stated curricular goals to meaningfully support child interest in, knowledge of, and ability to explore phenomena scientifically and experientially in various ways in connection with nature and society. The NC intervention includes inspiration workshops, monthly thematized teaching material packages, spatial analysis of proximate nature areas, pre-post psychometric NC measurements, repeated surveys, and qualitative interviews.This doctoral research has focused on School-Age Educare (SAEC) as a possible arena for this enhancement. According to the official Swedish curriculum, the aim of the SAEC is education that "…*should stimulate students' development and learning and offer students meaningful leisure time*" (Skolverket, 2019:22). This stimulation and development should be pursued by basing educational activities on the children's needs, interests, and experiences, but also facilitated in a way that the children attending SAEC are continuously supported and inspired to make discoveries.
3.

Expected conclusions/findings

Preliminary findings from various stages of data collection; spatial analysis of case municipality, psychometric scale testing, and semistrictured interviews will be provided and elaborated in the conference presentation, as is in this moment data analysis is about to take place
Relevance to Nordic educational research
School-Age Educare, a leisure pedagogical institutional arena, as part of or a close support for, the school system is a specific Nordic concept, variating yet with multiple similarities that many have looked to for competence building ad curricular transitions.

A Performance liberating pedagogy in leisure time centers and youth clubs

17. Leisure-time Pedagogy
Lea Ringskou[1] , *Noomi Christine Linde Matthiesen*[2]
[1] Lecturer at VIA University College, Denmark
[2] Associate professor at Aalborg University, Department of Communication and Psychology

Research topic/aim
Wellbeing is decreasing for children and especially young people. One explanation of the decrease is the individual performance pressure (Petersen og Krogh, 2021; Katznelson, Görlich & Pless, 2022). In our research project entitled "Performance liberating leisure time pedagogy" the aim is to define and describe a performance liberating pedagogy in leisure time centers and youth clubs as a pedagogical, institutional response to the decrease in wellbeing. This aim includes discussions of possible potentials, pitfalls and not least paradoxes in a performance liberating pedagogy.

Theoretical framework
Theoretical concepts such as performance society, performance culture and the performance individual are central as starting points in the project (Petersen & Krogh, 2021; Krogh 2022). We are inspired by orienting concepts such as resonance (Rosa, 2021), world-centered education (Biesta, 2021) and pedagogical tact (Manen, 2015) in defining performance liberating pedagogy and analyzing what can promote or impede it.

Methodological design
The methodology of the project is anchored in the following research questions:

How can performance liberating pedagogy be defined in relation to leisure time pedagogy?

Which forms of performance liberating pedagogy can be described within leisure time centers and youth clubs?

What can promote or impede performance liberating pedagogy in leisure time centers and youth clubs?

Leisure time pedagogues and principals from leisure time centers and youth clubs have participated. The project consists of a mixed method design where participating observations, diary writing, focus group interviews and dialogue meetings were conducted (Kristiansen & Krogstrup 2015; Bartlett & Milligan, 2015; Halkier 2010).

Expected conclusions/findings
We will present our empirical analysis and focus on defining performance liberating pedagogy, its potentials, pitfalls and paradoxes specifically in leisure time centers and youth clubs.

Relevance to Nordic educational research
The research project is an attempt to clarify and discuss the relevance and role of leisure time centers and youth clubs in a societal perspective through an analysis of performance liberating pedagogy. It contributes to knowledge and research about leisure time pedagogy in general - a somewhat overlooked research field in Nordic pedagogy (Ringskou & Gravesen, 2022).

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Adventures of the school playground

17. Leisure-time Pedagogy
Eva Kane[1]
[1] Stockholm University

Research topic/aim
I would like to take the opportunity to develop this research idea together with participants in network 17.

School playgrounds have, in recent discussions, become a place of risk rather than a place for play and wellbeing. To ensure that younger children are happy at break time requires an inclusive environment that promotes play. Surprisingly little is written about the interaction between existing school playground design, the loose equipment and materials available, the school staff and the pupils who play there. The aim of this participatory action research project is therefore to develop knowledge, based on the perspective of the pupils, about the relationship between the school playground as a physical space, the school's culture and norms and pupil´s play at break time.

Theoretical framework
To develop knowledge about what types of play are enabled and constrained in the school playground, we will use theories about childhood, play, space and practice. We want to explore what play types (Loebach & Cox, 2020) the school playground space ·(Lefebvre, 1991/Rönnlund 2019/ Russell, 2021) affords (Gibson, 1977/Waters, 2017) and what practices are enabled and constrained there (Kemmis et. al., 2014).

Methodological design
Two different methods will be used to capture pupil´s experiences of play in the school playground. Because children´s experiences are intrinsically linked to "…what they usually do there…" (Larsson, Norlin & Rönnlund, 2017, s. 225) we would like to use methods that allows the children to talk about where they like to be and what they like to do in the school playground. We want to capture their "practices, experiences and emotions" (s. 246). Walk and talk interviews (Klerfelt, 2016) with pupils, aged 9–11, will include photos of their special places. We will also be using Go-pro cameras strapped to children´s chests, to capture children's play (Kaukko et. al., 2022) and then ask them to tell us what happens in the videos (Haglund, 2003). School staff that are responsible for break time activities will also observe play (Russell, 2021). In collaboration with the pupils the staff will then make small and manageable changes to the school playground practices to afford more play.

Expected conclusions/findings
The project aims to contribute to, and share, knowledge about which physical and social conditions that, based on the perspective of the pupils, are the most important for their school playground to be a place where they can play and be happy

Relevance to Nordic educational research
A sustainable society includes a school that educates "to live well in a world worth living in" (Kemmis, 2023). Also during break time. To enable primary school-age children´s wellbeing during break requires that both the physical and the social environment in the school playground promotes play. Play is according to research invaluable for children´s physical and mental development (Lester & Russell, 2010). Many projects to change the school playground has come and gone but most schools have not been included in them. Also initiatives to encourage physical activity and prevent exclusions. The question is if the adult's control and regulation of the school playground limits play further and therefore prevents their wellbeing.

Co-operation in practice – School-age educare teachers' experiences

17. Leisure-time Pedagogy

Helene Elvstrand[1] , *Lina Lago*[1]

[1] Linklpings University

Research topic/aim

Ever since the school-age educare center (SAEC) and pre-school class became part of the school organization in the 1990s, co-operation between the three types of schooling has been in focus. In early studies, conducted in connection with this organizational change, various difficulties for co-operation were highlighted, which were related to, among other things, different pedagogical traditions and teaching methods and various status of professional groups and types of schooling (Hansen, 1999).

This presentation analyze data from an action-research project with the overall aim to develop tools for co-operation between different professional groups, more specifically teachers in preschool class, primary school and SAEC, and sustainable structures for co-operation between the different types of schooling. The projected lasted for three years and involved three different schools.

In this presentation the focus is on the SAEC teachers' perspectives on co-operation and specifically what kinds of possibilities and challenges related to co-operation they experience in their daily work.

Theoretical framework

The study uses a symbolic interactionist framework to analyze how actors create meaning in their daily lives (Blumer, 1967). In relation to SI we also uses the concept of "main-concern" (Glaser, 2007), to analyze what is of importance for SAEC teachers in relation to co-operation.

Methodological design

Data consists of reflection meetings that were carried out in an action research project on three different schools during a three-year period. In the reflection meetings, teachers from all categories took part together with researchers. The task of the reflection groups was to develop methods and conditions for co-operation at the schools. In this presentation, statements and discussion where SAEC teachers are part have been selected for analysis. In addition to the reflection meetings individual interviews with the participating SAEC teachers was carried out in the beginning and in the end of the project. The reflections meetings and interviews were recorded, transcribed, and analyzed using a constructivist grounded theory analysis.

Expected conclusions/findings

The results of the study show that SAEC teachers experience that they are often given the role of maintaining co-operation as they often work in both primary school/preschool class and SAEC. This is considered both an opportunity to get a holistic or whole day perspective on, for example, pupils' development and learning. At the same time, there is a risk that the responsibility for co-operation is placed solely on them leading to disengagement from other teachers/staff. Furthermore, it appears that structures for co-operation between teachers in primary school/preschool class and in SAEC are often lacking. This leads to and that it is often "done on the fly" leading to a sometimes person-bounded or informal co-operation.

Relevance to Nordic educational research

As the education of younger school children increasingly involves different types of schooling in several Nordic countries, the issue of teachers' co-operation is of interest to Nordic educational research.

Didactic modelling for science teaching in school- age educare (swe)

17. Leisure-time Pedagogy

Lisa Fransson[1, 2]

[1] Lena Hansson

[2] Daniel Östlund

Research topic/aim

This study intends to investigate how two different didactic models can be developed to support teachers for teaching science in school-age educare (SAEC). There is a lack of subject-specific didactic research focusing on SAEC (Boström et. al, 2022; Perselli, 2023). There are almost no research studies on science teaching in SAEC in the Nordic context. However, there are some reports that indicate that questions that the students in SAEC have about scientific phenomena often go unanswered and that it is common for teaching in SAEC to have other focuses than science (Memisevic, 2019; Skolinspektionen, 2018).

Theoretical framework

The study is part of a doctoral project exploring the didactic questions – why, what, and how – in relation to science teaching in school-age educare through didactic modelling (Wickman et. al, 2018). Two didactic models have been extracted from the two first sub-studies. In the first sub-study, teachers' perceptions of science in SAEC have been investigated and in the second sub-study previous research on science in SAEC similar activities internationally has been reviewed. In this third sub-study, these models have been presented in workshops with two teams of teachers in SAEC. The first model aims at supporting teaching in SAEC focusing on meeting and developing students' interest and curiosity related to science. The second model focuses on teaching socio-scientific issues (Ratcliffe & Grace, 2003) in SAEC, aiming to contribute to students' agency.

Methodological design

The teams of teachers are engaged in mangling the models through planning and testing teaching based on the models. The empirical material consists of audio recordings of selected parts of a series of teacher-researcher workshops, focus group interviews with teachers and students, and field notes and audio recordings of teaching. The study takes part during an academic year.

Expected conclusions/findings

The project is expected to produce didactic models mangled by two teacher groups that can support teachers in their professional reflection and decision-making

Relevance to Nordic educational research

The project is highly relevant in the Nordic context due to the lack of Nordic research on science teaching in SAEC, and more generally on subject-specific didactic research focusing SAEC.

Digital and Analogue Play – Children's Interactions Around Popular Culture Artefacts in School-Age Educare

17. Leisure-time Pedagogy

Lars Wallner[1] , *Magnus Jansson*[1]

[1] Linköping University, Department of Behavioural Sciences and Learning

Research topic/aim

Popular culture (henceforth: pop culture) is part of children's everyday expressions in creating social relationships. This study focuses on children's interests and needs as the central starting points of school-age educare (SAEC) centres (Skolverket, 2022), allowing the child to share their interests. This article explores children's use of play activities as boundary objects, and the transmedial boundary work done in Swedish SAEC centres as children bring their experiences of digital media into SAEC.

Theoretical framework

Previous research indicates the problematic relationship between children's free time interests and the pedagogical and social mission of the SAEC (see, e.g., Fast, 2007; Sparrman, 2002). Star and Griesemer's (1989) boundary object concept is utilized here to analyse children's free time activities as objects that they 'carry' from home, and how these objects are negotiated and constructed at the SAEC.

Methodological design

Through field observations in an SAEC centre in southern Sweden, we collected ethnographic field data, together with two groups of children in Years 2-3, aged 8-9, and their teachers and other personnel. In total, 47 children and 7 staff took part in the study. This case study is ethnographically inspired, and fieldnotes have been used for the collection of data, focusing on interaction between children and staff. Based on a thematic analysis, data has been coded, labeled, categorized and thematized (Braun & Clarke, 2006).

Expected conclusions/findings

The results demonstrate that children's digital free-time activities are either ignored, banned, or reconstructed in the SAEC centre as analogue activities, including drawing, dancing, and more. Furthermore, digital activities considered inappropriate due to, e.g., violence or sexual content are 'cleaned up' in this process. These results indicate that children's activities are objects that change to fit within the institutional limitations. Teachers of SAEC need to consider what is required from children adapting to this social arena, and what is lost and gained in the process. If a child's interest is limited or changed, there is a risk that their interest in the SAEC will drop, or, if the child identifies heavily with the interest, that they will feel personally unwanted.

Relevance to Nordic educational research

This study is relevant to the educational community as it expands on previous knowledge on the activities of young children in SAEC, providing connections between children's interests during free time and their institutional activities. These results shed light on how teachers can engage with children's interests and find new ways to view children's digital activities.

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Extra adaptations and special support; current issues in School Age Educare in Sweden

17. Leisure-time Pedagogy

Lena Boström[1, 2] , *Helene Elvstrand*[2]

[1] Mid Sweden University

[2] Linköpings University

Research topic/aim

The background for this study is the lack of research and knowledge about extra adaptions and special support in School Age Educare Centers (SAEC) (Skolinspektionen, 2023). Early and adequate interventions are prerequisites for pupils to reach the educational goals. Since many pupils who need extra adaptations and special support require more time to be able to reach the goals, it becomes even more important to support works during the pupil's entire day in school and in SAEC. SAEC - teachers have the responsibility for meeting pupils needs, but individual solutions for pupils are problematic since SAEC is not a compulsory part of the school system and the foundation of the SAEC is participation, togetherness and community (Wernholm, 2023). However, a consequence of the SAECs supplementary and compensatory assignment is that SAEC-teachers need to assess which pupils need extra adaptations and special support and what teaching is required.

Theoretical framework

As a theoretical framework, the relational perspective (Nilholm, 2020) will be used.

Methodological design

This study has a quantitative approach. It is based on one part of a web-survey answered by 400 participants from five professional groups in Swedish SAEC and their beliefs about extra adaptations and special support. The aim is to find out how the various professional groups meet pupils in need of support and what adaptations are made as well as distinguishing perceptions between the groups. Descriptive statistics presented an overall picture of the various claims on a group-level. The Mann–Whitney test investigated the distinctions between professional categories. The results are still under processing, and it will be reported with descriptive statistics and significance testing.

Expected conclusions/findings

The preliminary results highlight that different occupational groups experiences the role of special education in SAEC differently. The result also shows different conditions for working with extra adaptations and special support in SAEC.

Relevance to Nordic educational research

For Nordic educational research the study is of importance because it draws attention to a research area where research is totally lacking (Skolinspektionen, 2023). Further, it combines perceptions of special education related to different actors in SAEC. The result also shows different conditions for working with extra adaptations and special support in SAEC. The study also problematizes the prerequisites of special education and the SAEC to include all children in the regular after-school activities. It also has a quantitative approach, which is quite unusual for research in this field. In addition, it makes a unique contribution to SAEC-research in combination with special education. For all professionals in SAEC, this study makes an important contribution because special teachers/pedagogues are predicted to receive an increased importance in the SAEC, to compensate and supplement school (Karlsudd, 2022).

Key-words; extra adaptations, professional groups, school-age educare centres, significant differences, special support,

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Leisure and youth pedagogy A supplement or a foundation for children and young people's everyday life? (dan)

17. Leisure-time Pedagogy

Kirsten Elisa Petersen[1]

[1] Kirsten Elisa Petersen

Research topic/aim

This presentation focuses on the pedagogical work with children and young people in leisure and youth clubs in the Danish welfare state, which, among other things, is characterized by offering leisure pedagogical activities to all children and young people, regardless of social background, after school hours, in the afternoon and evening. In this context, leisure pedagogical activities include leisure and youth clubs, physically located in institutional contexts, in which afternoons and evenings are organized and managed by pedagogical staff as voluntary activities for children and young people *outside* and *after* school.

Theoretical framework

The theoretical basis of the chapter draws inspiration from critical psychology and the theoretical tradition of social practice (Holzkamp, 1998, Dreier, 2011; Lave & Wenger, 1991) as these traditions unfold within the pedagogical research field and connect children and young people's participation, development and learning to the institutions in which children and young people live their everyday lives, and not *detached* from this (Højholt & Larsen, 2015).

Methodological design

The presentation is based on two research projects that have explored the importance of leisure and youth pedagogy for children and young people (Petersen et al., 2019, Petersen et al., 2023). Through focus group interviews with children, young people and pedagogical staff, and ethnographically inspired fieldwork, the two research projects have explored leisure and youth clubs in 8 different municipalities, including three municipalities where leisure and youth clubs are physically located in so-called socially deprived housing areas[1] in Denmark.

[1] The concept socially deprived housing areas includes specific housing areas designated in the welfare state policy as socially deprived housing areas in Denmark. Each year, the Ministry of the Interior and Housing publishes a list.

Expected conclusions/findings

The analyses of the leisure and youth pedagogy in collaboration with children, young people and pedagogical examine how leisure and youth pedagogy seems to have an important *supplementary* meaning for some children and young people's everyday life, but also how participation in leisure and youth clubs for other children and young people seem to form the *very foundation* for their everyday and leisure life.

Relevance to Nordic educational research

This research area is particularly relevant for the Nordic welfare states/educational research, which are characterized by, among other things, to offer recreational educational measures for all children and young people, including gathering knowledge in this area across the Nordic countries.

Leisure pedagogy, conversation, and leisure pedagogical paradox (dan)

17. Leisure-time Pedagogy
Flemming Nørgaard[1]
[1] UC VIA

Research topic/aim
This paper presentation originates from the project "Perspectives on freedom in leisure pedagogy", based at Research Programme for Everyday Life and Leisure Pedagogy, VIA UC, Denmark, and explores perspectives on conversation in leisure pedagogy in afterschool program. The project uses the following research questions: What is freedom in the educational perspective for the child in leisure-time pedagogy?

In many ways, the individual child in the afterschool program has the freedom to be where the child wants or to choose activities without interference from the social teacher. Based on the above, the paper presentation aim is to contribute to understanding and discuss the use of conversation in leisure pedagogy. Furthermore, it is interesting to discuss how a so-called leisure pedagogical paradox occurs in SFO, as the coercion or external influences on the child are fewer or more hidden during the conversations in SFO.

Theoretical framework
The main theoretical focus is primarily from Emanuel Kant's perspectives on freedom. When the child has a high degree of freedom in the afterschool program, Kant's concept of freedom becomes interesting because it gives a perspective on why freedom and conversation are important to work towards (Kant, 2012).

Methodological design
The project is mainly a focused short-term ethnographic fieldwork (Knoblauch, 2005) with intensive passive observations (Spradley, 1980). This was followed up with point-by-point observations, where particular times or spaces had emerged which are interesting for the project (Pink & Morgan, 2013). In connection with the observations, photos were used in order to intensify the observations (Pink, 2015) just as it has enabled analyzes of other phenomena that occurred during the study period. In addition, semi-structured life-world interviews are conducted with selected social teachers (Kvale & Brinkmann, 2015).

Expected conclusions/findings
A result points to the conversation as interesting. Being able to use conversation is a basic tool as a democratic citizen, but especially important to experience existentially as a human being. Conversation gives the child the opportunity to relate to others or himself. If the child develops the ability to relate to himself or take a critical stand, etc., it can help to empower the child to manage his or her freedom. However, conversation seems to have an ambivalence, as it can both make the child free and unfree at the same time. With the ambivalence of the conversation and the degree of freedom in the SFO, it becomes interesting to discuss whether the degree of freedom and the ambivalence of the conversation contribute to giving the leisure pedagogy in SFO its distinctiveness.

Relevance to Nordic educational research
It is interesting to discuss in more detail how the social teacher works and reflects on the use of the conversation with the child, so that the child can develop autonomy and independence? There is a lack of research in the area, and it could be interesting to discuss the project`s thematic conversation and what could be researched in the future.

Meanings of care in the Swedish school-age educare changing guidelines - a historical overview (swe)

17. Leisure-time Pedagogy
Nils Vallberg[1]
[1] Linköpings universitet

Research topic/aim
Up until the middle of the 1990s, the so-called modern school-age educare (SAEC) was part of the social sector, and children's care was considered a vital motive (Andersson, 2020). Nevertheless, since the 1990s, SAEC has undergone a series of changes. For instance, in 1996, the SAEC mission was transferred to the Education Act, as the supervision moved from the Ministry of Social Affairs to the Ministry of Education. Despite this, care has remained an essential part of the SAEC assignment (Andersson, 2020) but is an almost unexplored area (Hjalmarsson, 2019).

At the NERA conference, I want to present the findings of an analysis focusing on the concept of care in the policy documents governing the SAEC during its modern period. My analysis was guided by the following question: *What meanings are the term care given in the SAEC governing, guiding, and advisory documents between 1964 and 2022?*
Theoretical framework
Care is understood as a relation where the giver responds to the recipient's needs (Noddings, 2013).
Methodological design
However, when analyzing the documents, I have used Folke-Fichtelius's (2008) meanings of the care concept: a) assignment to enable parents' employment or studies, b) approach, c) content or activity, and d) pedagogical tool (Folke-Fichtelius, 2008, p. 76). Fichtelius' doctoral thesis was published before the current School Act (SFS 2010:800). In the documents following, the meaning of care d) as an integrated part of teaching has been further distinguished.
Expected conclusions/findings
The meanings of care have changed in parallel with the SAEC's integration with the school sector. During the 1970s and 80s, care denoted what the SAEC should offer the children who enter the settings (see SOU, 1974:42; National Board of Health & Welfare, 1988). Today, the term is almost utterly referred to as an integrated part of teaching (National Agency for Education, 2022).
Relevance to Nordic educational research
The changes in institutional roles occurring in School-age Educare are not unique to Sweden, and similar trends can be seen in other Nordic countries (Falkner et al.). Therefore, the results are relevant in a broader Nordic context.

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Negotiating the curriculum for school-age educare: Realisation of part four in Lgr 11

17. Leisure-time Pedagogy

Maria Norqvist[1]

[1] Department of Applied Educational Science

Research topic/aim
In 2016 the Swedish school-age educare (SAE) got an explicit part in the curriculum. In that text the concept of teaching was introduced in an explicit way for a profession that formerly hadn't used teaching to describe their work.
The aim of this study is to contribute with knowledge about the negotiations that are expressed when the curriculum text is interpreted and realized in SAE practice.

Theoretical framework
To analyse and understand the negotiations when the curriculum text is realised in pedagogical practice, parts of Bernstein's code theory is used. The strength/weakness of the classification and framing of a pedagogical practice constitutes an important basic structure in what Bernstein calls the pedagogical code (Bernstein, 2000).

Methodological design
Interviews with principals and staff were conducted in six SAEs. This method was chosen to capture unique features and identify common patterns both of interpretation of the curriculum text, and how the curriculum was realised in SAE practice.

Expected conclusions/findings
The results show that acceptance of the strongly educationally coded concept of teaching was greater in comparison to the commentary material during the formulation process. In particular, staff with pedagogical education at university level with a focus on SAE had reinterpreted the concept of teaching and given it a wider meaning so that it better suited the activities coded in social pedagogy and leisure pedagogy they carried out.

The introduction of the curriculum text had contributed to increased legitimacy for the SAE practice and strengthened the SAE staff in their professional role, but the organisation of the activities, the access to common planning time, the access to their own premises and whether the staff had educational training at university level with a focus on SAE affected the staff's ability to carry out the teaching that is outlined in part four of the curriculum. Unequal power arrangements between after-school centers and schools emerged in both the formulation arena and the realisation arena, and the weaker classified and framed after-school activities were often subordinated to the more strongly classified and framed school activities in the realisation arena.

This shows that the formulation and realization of a part of the curriculum is a complicated process and that in the realisation arena there are negotiations about how the formulated curriculum is to be interpreted and implemented in pedagogical practice. Those who shall interpret and implement the curriculum in practice are working in contexts characterized by pedagogical traditions and are subject to different conditions. Hence, a curriculum text receives partly different interpretations and is realized in partly different ways in different practices.

Relevance to Nordic educational research
This study is of relevance to Nordic educational research since there are both similarities and differences between the Nordic countries in how the practice of childcare for school aged children is organized and governed.

Negotiation quality of school age-educare in a local formulation arena

17. Leisure-time Pedagogy

Maria Norqvist[1] , *Annika Manni*[1]*, Susanne Yttergren*[1]

[1] Department of Applied Educational Science

Research topic/aim

The lack of quality in school age-educare (SAE) has been highlighted in various reports (e.g., Skolinspektionen, 2010; Skolverket, 2000). With that in mind, a case study was conducted of a development project aimed at improving the quality of SAE in a Swedish municipality. Historically, SAEs have not been assessed and evaluated based on formal quality criteria, but with the integration of SAE into the school system, there has been an increased demand to identify and define what quality in SAE entails. Previous research on this topic has emphasized a that there is an evident risk that the activities of SAE are defined in terms of the school's terminology, goals, and focus (Andersson, 2010), rather than based on the unique characteristics of SAE.

The purpose of this study is to contribute knowledge on how the quality of SAE is interpreted and negotiated within the framework of systematic quality work at the local level. The study seeks answers to how the concept of quality is defined and formulated by various actors in leadership roles within a municipality, which challenges and opportunities this work entails, and which educational codes and power structures that emerge within the local formulation arena.

Theoretical framework

In the present study, Bernstein's code theory provides a theoretical base where the theoretical concepts classification, framing, and pedagogic code (Bernstein, 2000, 2003) are utilized.

Methodological design

The research study has been conducted in the form of a case study (Flyvbjerg, 2011). Additionally, to provide a contextual framework for the specific case, a thematic analysis of textual documents from the municipality's quality development work in SAE was conducted.

Expected conclusions/findings

The preliminary results of the study indicate that the concept of quality in SAE is defined in various ways in the analyzed documents, and different pedagogic codes emerge in relation to the positions and power structures of the actors involved. Finally, we discuss how the positions, preconceptions, and assignments of various actors may reflect and influence the quality improvement efforts for SAEs in an entire municipality.

Relevance to Nordic educational research

The results from this study are of relevance for the Nordic educational research since there are both similarities and differences between the Nordic countries in how quality is defined, and the practice of school aged childcare is evaluated.

Pupils' experiences as a central base for the Swedish educational programme for School age educare.

17. Leisure-time Pedagogy
Monica Orwehag[1]
[1] Högskolan Väst

Research topic/aim

A central concept in relation to the curriculum for the Swedish compulsory school, in which the school age educare (SAEC) and the preschool class are included, is "pupils' experiences", as an important base for teaching and learning (Skolverket, 2022). The concept is frequently used throughout the entire text, but a particular emphasis is given to it in the part especially regulating the SAEC. There it is stated that the programme should be based "on the pupils' needs, interests and experiences" and furthermore, that learning in SAEC should be "situationally governed, experience-based and group oriented", thereby complementing the compulsory school. At the same time, the intended use of "pupils' experiences" is nowhere defined or elaborated in the curriculum and therefore this apparently important base for learning is left unclear. Traditionally teaching in SAEC has had a socio-pedagogical approach, with an emphasis on pupils' own choices, their earlier experiences and their direct participation (Gustafsson Nyckel, 2020). In later years there has been an increased emphasis on learning in the SAEC, not only of social skills but also in areas related to school subjects, which some interpret as a call for teacher planned compulsory activities (Lager, 2020; Elvstrand & Lago, 2020). This presents a dilemma for the teachers, depending on how they choose to interpret the concept of "experience".

Theoretical framework

The background for the research is an epistemological analysis of the concept of experience linked to learning and teaching. Research concerning pupils' interests and participation in the SAEC has been used as a background (Greene & Hill, 2005), since very little, if any, research is to be found in relation to SAEC. The research questions are:

1. How do professionals in SAEC interpret the concept of "pupils' experiences"?
2. How are "pupils' experiences" applied in practice in their actual teaching?

Methodological design

Data consist of a web-based survey directed to active professionals in SACE. Two open ended questions were posed; their interpretation of the concept and their strategies for using it in their daily work.

Expected conclusions/findings

Results are pointing towards two different perspectives, a teacher perspective where experiences (sometimes equivalent to formal knowledge) are identified for a specific learning purpose, pre-defined by the teacher. The other perspective is a pupils'/children's perspective, where their experiences are sought for and listened to, to help facilitate activities in SAEC built on the pupils' interest and choices, but also, with a formulation from the programme, to "encourage and challenge the pupils to test their own and others' ideas".

Relevance to Nordic educational research

The results have implications for the SAEC teaching, in raising the staff's awareness of the concept of "pupils' experience" and its application in their daily work and to point to the possibility that the concept as such might be interpreted differently by different staff members, since no "official" interpretation is present in the curriculum. The scientific relevance from a curriculum theory point of view could be seen as a pinpointing of a central, frequent and yet undefined concept in the Swedish school curriculum.

Teachers' didactic design imaginaries in the teaching of safe and responsible communication in school-age educare

17. Leisure-time Pedagogy
Carolina Martinez[1] , *Åse Piltz*[1]*, Erika Lundell*[1]
[1] Malmö university

Research topic/aim
Research on didactics in school-age educare has expanded in recent years. Studies have, for instance, focused on how to understand school-age educare didactics as situation-based, embedded teaching or as an exploratory work (eg. Acksjö & Haglund, 2021; Dahl, 2021; Boström, et al., 2022). Our paper contributes to this research by delving into the subject didactics of the central content "safe and responsible communication, also in digital environments", which is part of the Swedish curriculum for school-age educare (Lgr22). We explore how teachers in school-age educare construct didactic design imaginaries in relation to this content, that is, how teachers envision ways of teaching in the planning phase (Selander & Kress, 2021).

Theoretical framework
The concept of *didactic design imaginaries* is based on the framework developed by Selander and Kress (2021), where they understand teaching as a design process where teachers design learning activities, framed by norms and institutional rules and resources. We understand teachers' imaginaries as part of the initial planning process, that precedes the following cycles of transformation in which teachers and pupils construct new meanings in actual learning activities (Selander & Kress, 2021).

Methodological design
We draw on focus group interviews with teachers in school-age educare conducted within a collaborative research project. The analysis focuses on how teachers construct didactic design imaginaries regarding how to teach pupils to communicate safely and responsibly in face-to-face *play* as well as in *digital media*. This involves, for instance, teachers' ideas around *what* to focus on and *how* to teach, and the possibilities and challenges they perceive.

Expected conclusions/findings
Results show both similarities and differences regarding didactic design imaginaries related to communication in *play* and *digital media*. Simulation as method was highlighted as relevant in both cases, such as using drama exercises to "simulate play" to practice responsible communication, or simulating social media use by using the school's e-mail programs or internal TV network. However, there were differences regarding the specific learning content to focus on. In relation to play, managing and resolving conflicts independently and being able to listen was considered something to strive for. In relation to digital media, teachers focused on the complexities of interpretation in digital communication, risks with sharing personal information, and critical reflection around media representations. The study reveals how a risk discourse framed teachers' didactic design imaginaries related to digital media, while a risk discourse was largely absent in relation to play.

Relevance to Nordic educational research
This study is relevant to Nordic educational research as it furthers our understanding of didactics in school-age educare. The subject of "safe and responsible communication" has received little attention in previous research.

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The sedentary, overweight and costly child – A critical analysis of how WHO and OECD construct children's physical activity (swe)

17. Leisure-time Pedagogy
Jonas Johansson[1]
[1] Faculty of Education

Research topic/aim

Physical activity among children has been a topical subject in social debate in recent years. This often concerns children's increasing sedentary behavior and the consequences that can lead to. In this debate education has been given a prominent position wherein children's physical activity often is seen as a way for improved academic school-performance and health. The Swedish school-system is govern by policy, shaped by negotiations between different actors as politicians, public authorities, researchers and persons active in education (cf. Norqvist, 2022). These actors is most probably influenced by different social forces that in turn convey varying knowledge, norms and values (cf. Bernstein, 1990).

In this paper the interest is pointed at international actors with purpose to influence the content of educational police, explicit policy concerning children's physical activity that takes place before and after compulsory school (e.g. school-age educare), during school-breaks and other school-subjects than sports and health. These prominent policy-actors are the World Health Organization (WHO) and the Organisation for Economic Co-operation and Development (OECD). The aim of this paper is to investigate how children and their physical activity is constructed in official documents produced by WHO and OECD.

Theoretical framework

This paper draws from an ongoing PhD-project focusing on discourses in relation to children's physical activity in Swedish school-age educare and school. Two documents was analyzed with inspiration from critical discourse analyze (that is the theoretical standpoint).

Methodological design

Critical discourse analyze

Expected conclusions/findings

The result shows that children are constructed as potentially sedentary, overweight, and costly. According to the analyzed texts this problem should be solved within education by regulated, mostly sporting, physical activity. The analysis illuminates a discourse of public health within knowledge, norms and values of nature science and sporting is recontextualized in education, mostly for economical gain.

Relevance to Nordic educational research

This phenomena might lead to a rather instrumental view on children and a reorganization of education. In the paper it is argued for a more humanity view on children and their physical activity in education. The author suggest a possible discourse of democracy within children´s voices should be heard and that concepts as influence and participation is given a prominent position when educational policy is produced.

Uncertainty & trust: Potential contributions of leisure-time centers in childrens transition from preschool to school

17. Leisure-time Pedagogy

Anne Kristin Hansen Andresen[1] , *Teresa Katherine Aslanian*[2]

[1] University of Stavanger

[2] University of Southeast-Norway

Research topic/aim

In this presentation, we discuss the potential of leisure-time centers as a valuable contributor to a safe and good transition for children from preschool to school. The responsibility for transition programs in Norway lies with school leadership. We report on a case study of a specific leisure-time center which leads a well-functioning transition practice, despite lack of a mandate to perform that role. We suggest that the transition practice can be connected to an unrealized space of opportunity (Hogsnes & Moser, 2014) for transition practices that lie in leisure-time centers.

Theoretical framework

Luhmann's (2000) system theory assumes that different perspectives within a system influence each other, making the system complex and uncertain. Luhmann emphasizes trust as an important factor that simplifies the social complexity in systems by lifting the gaze from the individual and personal to see personal trust in a systems theoretical framework (Kristiansen, 2005). Trust between the leisure-time center and school implies personal trust, but it can also be understood as trust between systems; we have trust in the system because others also have trust in the system, and if the trust of others collapses, the system also collapses (Luhmann 1999). In contrast to trust between the institutions of school and leisure-time centers, personal trust, for example between a head at a school and a head of a leisure-time center, will be more uncertain, involving awareness of risk, as one is more vulnerable in the event of a breach or failure of a relationship of trust.

Methodological design

We draw on empirical data from qualitative interviews with a leisure-time center leader, a school inspector, and a 1st grade head in a large leisure-time center and school in Eastern Norway. The interviews are semi-structured, and an interview guide was used as a starting point for interviews (Kvale & Brinkmann, 2018 p. 46), which were recorded and later transcribed, with approval from the Norwegian Center for research data. Using Kvale & Brinkmann's (2018) condensed meaning method, the phenomenon of trust emerged as central to the collaboration. In order to examine the phenomenon of 'trust' in collaboration between leisure-time centers and school, we build on our analysis using Luhmann's (1968, 1999, 2017) perspectives on trust and power.

Expected conclusions/findings

The tension between personal trust and structural trust is emphasized and discussed as a decisive factor for the leisure-time center's opportunity, motivation and willingness to contribute to the 5-6 year old's transition from preschool to school.

Relevance to Nordic educational research

The study has implications for increased awareness around the utilization of opportunities for realizing the potential contribution of leisure-time centers to collaborative processes around the transition from preschool to school, and further, for cooperative processes between leisure-time centers and school.

Unveiling Professional Identity- A longitudinal Ethnographic Exploration of Student Teachers

17. Leisure-time Pedagogy

Mergim Krasniqi[1]

[1] Mergim Krasniqi

Research topic/aim

Despite initiatives aiming to consolidate the profession within the schooling world many primary school student teachers specializing in leisure-time teaching struggle with their sense of professional identity (Ackesjö et al., 2016; Berglund et al., 2019; Kjellsdotter & Erlandson, 2023). Given the important role that leisure-time teachers hold in primary schools, there has been a growing interest how leisure-time student teachers construct their professional identity during their education. Although this area has received more interest, there is still a lack of longitudinal studies examining how the identity of these student teachers unfolds over time, within university, in primary-schools, and in leisure-time centers (Neale, 2020). These kinds of explorations are needed as they can provide a comprehensive understanding of how university, primary-schools and leisure-time centers contribute to strengthening of leisure-time teachers professional identity. Therefore, this dissertation aims to address this gap in the literature through a longitudinal ethnographic exploration of leisure-time student teachers development of their professional identity over time.

Theoretical framework

The study adopts a positioning theory perspective, positing that individuals position themselves or are shaped by their social environment through language and behavior (Van Langenhove, 1999) . Within this framework, a dialogical construction of identity provides a theoretical understanding of how individuals construct their identity through language (Hermans, 2003).

Methodological design

This study employs a longitudinal ethnographic approach, following a select group students in their everyday settings over an extended period (Neale, 2020). Recursive interviews, field notes and audio diaries constitute the primary data collection methods. Through a longitudinal ethnographic approach, the study aims to illuminate how the mentioned practices impact identity construction over time and gain a deeper understanding of the specific ways in which they do so.

Expected conclusions/findings

The results are preliminary, with data collection commencing in the fall of 2023. Initial observations suggest that students, at the beginning of their second year in education, position themselves in relation to their role in leisure activities and do not readily identify themselves as teachers in their practical aesthetic subject. The study seeks to explore the challenges posed by education in construction a strengthened professional identity, examining the factors influencing the process and how it evolves over time.

Relevance to Nordic educational research

This thesis aligns with the objectives of the Research School ROCIT, aiming to advance the understanding of teacher education and its collaboration with various practices. By delving into student perspectives and the aforementioned practices, this research contributes to fulfilling the intentions of Rocit in enhancing the knowledge base around the teacher education.

Youth perspectives on the role of leisure time pedagogues in youth club communities

17. Leisure-time Pedagogy
Lea Ringskou[1] , *Louise Krobak Jensen*[1]
[1] Lecturer at VIA University College, Denmark

Research topic/aim
Communities in youth clubs are often emphasized as a core pedagogical value in leisure time pedagogy (Bruselius-Jensen, Sørensen & Katznelson, 2023). As a part of our research project entitled "Youth perspectives on communities in youth clubs" concerning young people age 14-18+, we analyze the role of the leisure time pedagogues in these communities (Ringskou & Krobak, 2023, in press).

Theoretical framework
In this part of the project, we are theoretically inspired by Hartmut Rosa and his concept of resonance, resonance compass, and the relation between the individual and the world in our attempt to analyze the role of the leisure time pedagogues (Rosa, 2021). Furthermore, we draw on the concept of professional pedagogical judgement to grasp the demands and possible critical aspects within their roles in the communities (Pedersen, 2009)

Methodological design
The methods are anchored in participatory youth research, primarily photo-elicitated interviews and dialogue meetings (Kampmann, Rasmussen & Warming, 2017). With the perspectives of the participating young people we strive to give them voice in an inclusive and democratic way (Gravesen, Mikkelsen & Frostholm, 2019).

Expected conclusions/findings
Based on our empirical data, we point out the role of the leisure time pedagogues as central according to the young people. In our analysis we construct three pedagogical roles; the participant, the friend and the youth witness. Through our findings the leisure time pedagogues seemingly have quite a different role compared to other professionals and adults. A complex and professional demanding role, based on a relatively invisible pedagogy, where professional pedagogical judgement is central.

Relevance to Nordic educational research
The concept of communities in youth clubs is often mentioned as a central part of leisure time pedagogy in the Nordic countries. Never the less there is still a lack of research and knowledge about this topic and the role of the pedagogues in the communities (Ringskou & Gravesen, 2020). In a broader perspective the global changes and uncertainty calls for explicit pedagogical awareness and knowledge about youth communities in relation to their learning, relations and wellbeing in the world.

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"Sadly, we just let it go, it is so normalized": Staff descriptions of violence among children within organized leisure

17. Leisure-time Pedagogy
Anna-Lena Borg[1] , *Karin Lager*[1]
[1] University of Gothenburg

Research topic/aim
Children´s well-being and meaningful leisure, as well as learning and development, are of great interest to many societies (UNESCO, 2022). In Sweden, school-age educare (SAEC) has been a support for children and families during a long period of time, offering education and care before and after school when parents work or study. SAEC centers is a part of many children's everyday lives in Sweden, but the quality of the centers varies and in some cases violence among children have been acknowledged.

This paper draws from a study focusing on violence in children´s organized leisure activities. The aim of the study was to investigate how staff describe violence among children within one SAEC center in Sweden.

Theoretical framework
Theoretical points of departure have been Lefebvre's (1991) space theory, and Galtung's (1990) theory of violence.

Methodological design
The study is based on ten semi-structured interviews with staff working in the SAEC center. The authors analyzed the interviews with Braun and Clarkes thematic analysis (2006; 2019).

Expected conclusions/findings
The results revealed three types of violence—*quarrel for fun, violations,* and *physical violence*—and three ways of reacting and managing it—*stress and resignation, material adaption,* and *adaption through guarding*. The study shows how children's everyday lives in the SAEC center were described as filled with violent spaces, but with limited resources for the staff to cope with the occurring violence and to create safe spaces for children and staff. The study pinpoints the complexity in everyday life, that the staff seemed unable to manage in an appropriate way. Violence in different ways occurred between the children. The staff described themselves adjusting to time and place, where spaces of violence between children became normalized.

Relevance to Nordic educational research
This presentation will contribute to Nordic educational research by pinpointing potential risks for children's everyday life in SAEC centers. Risks in forms of experiencing violence as a child can bring negative consequences both in short- and long term. This motivates to acknowledge children's everyday life in SAEC centers and to discuss the consequences and implications this might bring. This is of importance to not only researchers but also to practitioners working with children.

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18. Families, Institutions and Communities in Education

A study on the transformation of school value in Danish folk high school between 2017 and 2024

18. Families, Institutions and Communities in Education
Yoshihiko Hara[1]
[1] Tohoku Gakuin University

Research topic/aim

The purpose pf this presentation is to clarify transformation of school value of Danish folk high school between 2017 and 2024. Folk high school Act requires each school to show its school value on the school's website, and to evaluate itself every two years. School value is superlative philosophy or ideal for each school management. I categorized them based on value description through researching all Danish folk high school values and showed that there are at least 4 types of school value. The result was presented on the NERA congress in 2017. Since then, some folk high schools revised their own school value though folk high school value should be long-term. In addition, some new folk high schools opened in Denmark during this time. It is the second purpose to research new school values and to classify each school value to one of four types.

Theoretical framework

4 types of school value I showed in 2017 are as follows;
1)mainly educational philosophy, a view of education or a view of religion.
  2)mainly educational policy, educational supply, or educational environment.
  3)Educational policy including Expected students' ability.
  4)Educational policy including Community contribution.
This study is based on the comparison of the school values survey in 2017.

Methodological design

As for 2023, there are now 73 folk high schools in all around in Denmark. I will investigate for school values of all folk high schools by surveying their websites and school articles again. The first step of this research is to collect school value data, the second step is to comparing present school value with each school value at 2017, the third step is to find transformation of school value according to the four types mentioned above, and the final step is to clarify the factors behind the transformation of school values by inquiry and literature search.

Expected conclusions/findings

Obviously, there is transformation of school values. Some school much revised the former school value, some added or changed a part of it, and some installed completely new school value. There seems to be some reasons for this transformation such as regular revisions, change of principal, social background, and others. I am now analyzing them.

Relevance to Nordic educational research

There is very few research on the contemporary issues of Danish folk high school. This presentation contributes to studies on Danish folk high school, especially to management and evaluation of the folk high school. Furthermore, result of this study is useful not only for folk high school in other Nordic countries but also for management of adult education center in many countries.

Cooperation between schools and diverse immigrant families in Iceland

18. Families, Institutions and Communities in Education

Anna Katrin Eiriksdottir[1] , *Kristin Jonsdottir*[2]*, Kriselle Suson Jonsdottir*[1]

[1] PhD Student, University of Iceland

[2] Associate Professor, University of Iceland

Research topic/aim

In the recent years immigration to Iceland has increased rapidly, impacting the Icelandic society and the schools. The qualitative research project, *Language policies and practices of diverse immigrant families in Iceland and their implications for education* (LPP) critically explores the policies and practices of 16 immigrant families and this paper focuses on the families cooperation with the childrens schools.

Theoretical framework

The theoretical frameworks include family language policy as developed by Spolsky (2004) and Epstein's (2002) theoretical framework for school-home cooperation, building on the idea that student growth and learning have three major contexts, the family, the school, and the community. These contexts are sometimes uncoordinated, and sometimes conduct jointly, to influence student learning and development, but all three contexts need to be considered. According to Banks (2013), parents can be significant resources, providing teachers with insights about their children that can contribute to more effective teaching. Banks posits the importance for teachers to purposely promote parental involvement by building on their cultural, linguistic, and social capital. Some families succeed in maintaining their heritage language through their family language policy and practices, despite all sorts of influences. Sometimes they do so in cooperation with the schools forming empowering educational partnerships to negate the families marginalisation (Ragnarsdóttir, 2018) and sometimes mostly on their own.

Methodological design

For this paper, the LPP research team critically analysed data collected through semi structured qualitative interviews with immigrant parents from 16 families of diverse socioeconomic backgrounds, living in four different municipalities in Iceland, and their children's current teachers from preschools and compulsory schools.

Expected conclusions/findings

Preliminary findings suggest that both families and teachers use basic forms of information sharing. They also indicate that sometimes, the supervisory teachers delegate the responsibility of the immigrant children and their families to the teachers of Icelandic as a second language, and that few teachers seem aware of families´ language policies. Both teachers and families express wishes to cooperate more. Some individual teachers and schools are searching for ways to strengthen the cooperation, but they   feel they lack information, training, and resources.

Relevance to Nordic educational research

The study of the situation in Iceland, in relation to the home-school cooperation of families with multilingual children, provides important information for the schools, educators, and policy makers in Iceland as well as in other Nordic countries. Experiences and viewpoints can be valuable for other schools, educators, and scholars working with multilingual children and collaborating with their parents.

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Discussion around contributions to the Handbook on Communities, Families and Schooling in Education Research

18. Families, Institutions and Communities in Education

Laurence Lasselle[1] , *Julia Melnikova*[2]*, Hilde Birgitte Hjertager Lund*[3]*, Gry Paulgaard*[4]

[1] University of St Andrews Business School, Department of Management, University of St Andrews, UK and Link-convenor of EERA (European Education Research Association) Network 14

[2] Faculty of Humanities and Teacher Education, Volda University College, Volda, Norway

[3] Department of Pedagogy, Religion and Social Studies, Western Norway University of Applied Sciences, Bergen, Norway

[4] UiT The Arctic University of Norway, Norway

The purpose of this 90 minute exploratory workshop is to prepare contributions to the *Handbook proposal on Communities, Families and Schooling in Education Research* to Bloomsbury Publishing. This Handbook aims to be a significant landmark at the international level. With many education systems and policy-makers focusing on community and family engagement in education, it will provide authoritative perspectives on the relationships between communities, families and institutions. With a recognition that each place has unique characteristics, the Handbook will explore the extent to which the differing contexts (social, cultural, geographical, etc.) influence these relationships. It will examine the challenges and opportunities around these relationships, in particular the influences in and between the different contexts for the communities' educational development.

Bloomsbury Publishing approached the EERA Network 14 (Communities, Families and Schooling in Educational Research) to develop the handbook in the summer 2023. EERA Network 14 extends its call for contributions to the NERA research community.

This exploratory workshop aims to facilitate the preparation of these contributions and open up dialogues between EERA Network 14 and NERA, in particular NERA Network 18.

Indeed, it gives the opportunity for potential contributors to share understanding of topics, learn together and potentially collaborate on shared interests in a supportive environment.

As an introduction to the workshop, the facilitators will present the background of the Handbook proposal and its aim. From there, they will enable the discussion around two topics:

- a contemporary understanding of the unique methods and ethics protocols in communities, families and institutions research;
- a contemporary understanding of the policy and social issues that are shaping this research now.

The discussion resonates in the Nordic context because of the arising tensions between the values of the Nordic education model and the international policy trends. The Nordic countries share the history and ideals of public comprehensive education ensuring opportunities for all young children and students and their democratic participation. These societal trust-based traditions can come in conflict with the rising focus on efficiency, target-oriented curriculum, competition between schools and kindergartens. Also, the positioning of parents as consumers of education undermines their role as democratic partners in relationships with schools in their local communities.

In the latter part of the workshop, all participants' attention will be on the future directions for this research. They will identify gaps in evidence and theory, which need filling, with a forward looking consideration of policy influences, potential pitfalls, and opportunities to strengthen educational research about the relationships between communities, families and institutions. It is expected that potential contributions will be identified by the end of the workshop.

The Handbook proposal detailing contributions will be submitted by the end of June 2024. The format of these contributions to be emailed to laurence.lasselle@st-andrews.ac.uk by Monday 15th April will be communicated at the workshop.

For the deference of the society: Powerful Authorities and Parental Resistance in Prevention Programs (dan)

18. Families, Institutions and Communities in Education

Nynne Von der Fehr[1]

[1] Institute of Early Childhood and Social Education, University College of Copenhagen, Denmark

Research topic/aim

In this paper, I propose an analysis of how Danish welfare workers and families with children/youth at risk mutually shape one another within a welfare state relationship. The analysis explores how families become objects of intervention and are simultaneously connected and separated from the societal whole in fluid, situated, and relational ways. The paper aims to develop a framework for describing the powerful dynamics within Danish welfare work, which seem to gain particular legitimacy in prevention programs with a security-oriented character. Additionally, the paper examines the form of resistance displayed by objectified parents.

Theoretical framework

The theoretical foundation of this study draws on sociological and social-historical perspectives (Simmel 1965; Donzelot 1977) that challenge neutral portrayals of prevention and "early intervention" as necessary and effective tools for protecting children and their future. Instead, these perspectives view prevention as having social consequences, creating hierarchies, shaping boundaries between societal groups, and obscuring the extent and nature of state intervention (and its normativity) in family matters.

Methodological design

The study's methodology is based on observations in three institutional practices that work with parents in the context of prevention. These institutions are all situated in residential areas listed as "ghettos" by the Danish government: 1) within a municipal crime prevention framework, 2) in two public schools, and 3) in daycare and home settings related to "Mandatory Learning Programs (Obligatorisk Læringstilbud)". This includes participant observation within these institutions, home visits by professionals, meetings between parents, educational staff, social authorities, and sometimes the police, as well as interviews with selected welfare workers and parents. The study focuses on how the giver-receiver relationship is constructed, how parents and families are described, understood, and positioned as the target for intensified collaboration (intervention), the roles the are ascribed or ascribe to themselves, and how they relate to the intervention. Additionally, it observes how the preventive task is delineated and shaped within this relationship.

Expected conclusions/findings

An initial analytical insight from the material suggests that school personnel, social workers, and the police align themselves as a collective public entity on one side of the relationship with a strongly directive common direction. Meanwhile, several parents appear to resist the direction by, for instance, rejecting the relevance of the assistance, thereby renegotiating the objectification of themselves as individuals in need of help.

Relevance to Nordic educational research

This paper exemplifies how educational and social work crystallizes particular forms of power and power relationships. It underscores that the aim is not only to protect children but also society as a whole. This perspective potentially legitimizes the shifting boundaries between what is considered a public and private/family matter, positioning welfare state normativity as the correct stance and presenting the entire welfare workforce as a unified authority – an authority that may become more pronounced in pedagogical practices.

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Parental involvement in two Norwegian high schools: migrant families' experiences of belonging

18. Families, Institutions and Communities in Education
Julia Melnikova[1]
[1] Volda University College, Norway

Research topic/aim

Being part of a welcoming school community is important for student outcomes, well-being, and experiences of belonging. This is especially true for migrant families where the parents may have little knowledge and familiarity with the school system and limited access to networks of other local parents. There is a knowledge gap related to the community development aspect of migrant parental involvement. Most recent research focuses on the more common at-home practices and how they affect student academic performance and career choices (Antony-Newman, 2017). This study examines how high school parental involvement practices contribute to migrant families' experiences of belonging in the school community based on interviews with twelve students.

Theoretical framework

The analysis of the families' experiences builds on Bourdieu's theoretical framework, focusing on how the dynamics in the high school field affect the different families' opportunities to expand or maintain their social capital.

Methodological design

The student interview data comes from two larger case studies of one urban and one rural Norwegian high school. The students recruited at schools have a variety of social and cultural backgrounds and times of residence in Norway and attend different academic or vocational tracks. The analysis combines elements of a narrative approach (Mertova & Webster, 2020) and multiple case study analysis (Stake, 2006).

Expected conclusions/findings

Preliminary analysis identified several tensions between the students' experiences of belonging and the school's social and academic expectations. The values assigned to family and friends can come into conflict with schoolwork and academic progress. The expectation of independence and autonomous adult life, with only subtle and indirect parental involvement, may undermine the workings of the parents' ethnic and cultural capital. Finally, knowledge acquired in the home is seldom made visible in schools, partly because parental involvement practices are more restricted than in lower grades.

Relevance to Nordic educational research

The study's findings contribute to a discussion on the importance of social capital in the Nordic educational systems that aim to be equitable and recognize the value of diversity in family experiences. Academic success seen as an achievement of an independent young adult may make educators blind for the significance of belonging, parental involvement and building of family social capital and how current school practices offer unequal opportunities for different groups of families.

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Reading aloud sessions: A systematic literature review of quality characteristics and recommendations

18. Families, Institutions and Communities in Education

Annika Axelsson[1] , *Johanna Lundqvist*[1]

[1] Mälardalen University

Research topic/aim

This systematic literature review investigates what characterises reading aloud sessions aimed at, primarily, promoting children's language development. It also identifies and synthesises recommendations for parents and teachers to apply.

Theoretical framework

In this review, reading aloud to children and engaging them in reading aloud sessions at home, in preschool and school, or in similar educational settings, is theoretically understood as proximal processes at a microsystem level. The terms proximal process and microsystem are obtained from the bioecological model of human development (Bronfenbrenner & Morris, 1998). The bioecological model explains that a child's development, for example, a child's language development, is influenced by proximal processes at a microsystem level as well as biosystem influences (e.g., biological prerequisites, and personal involvement), mesosystem influences (e.g., home-school collaborations), exosystem influences (e.g., a parent's workplace), macrosystem influences (e.g., laws and cultural values in society) and chronosystem influences (i.e., the time which elapses). The five above-mentioned systems (i.e., biosystem, mesosystem, exosystem, macrosystem, and chronosystem) do not form the basis of this review.

Methodological design

After an extensive screening process of 1 282 articles (N=1 282), a total of 106 articles (n=106) were included. These included children aged 1 to 9 and parents and teachers in preschool and school or in similar educational settings. The articles adopted various research approaches and were conducted in different countries. A systematic review process, as described by Newman and Gough (2020), was followed. A conceptual framework was designed via a modified Population, Intervention, Comparison, and Outcome, the PICO format (Meremikwu & Oyo-Ita, 2002; Newman & Gough, 2020). Two databases were used, and a content analysis strategy was adopted.

Expected conclusions/findings

The review generated eleven categories (preliminary results) presented in a figure. Categories are: Choose place, book, and extra material; Ensure appropriate group constellation; Support transition and create a routine; Consider when, how often and for how long; Communicate expectations and encourage engagement; Read in an appealing way and provide explanations; Include dialogues; Teach how to read; Encourage cosiness and empathy; Incorporate movement and play; and Cooperate with one another.

Relevance to Nordic educational research

The systematic literature review is part of a PhD project (dissertation). The review is relevant to Nordic educational researchers, evaluators, preschool teachers, teachers in school, parents and others who are interested in promoting children's language development through reading aloud sessions.

Tensions between policy, practise, and school development regarding immigrant children

18. Families, Institutions and Communities in Education
Kristin Jonsdottir[1] , *Anna Katrin Eiriksdottir*[2], *Hanna Ragnarsdottir*[3]

[1] Associate professor, University of Iceland

[2] PhD student, University of Iceland

[3] Professor, University of Iceland

Research topic/aim

The aim of this paper is to explore tensions that can rise in schools between practice and educational policy, regarding students of diverse immigrant background and their families. Focus will be directed to school leaders' opinions on school development in schools loaded with traditions and work habits formed in homogenous society like the Icelandic one used to be.

Theoretical framework

The paper derives from the research project *Language policies and practices of diverse immigrant families in Iceland and their implications for education* (LPP). The project aims at critically exploring the family language policies of 16 different immigrant families with diverse educational and socioeconomic backgrounds living in four different municipalities, and the relationships between these families, their heritage language communities, their teachers, and principals.

New policy documents regarding education in Iceland include *New education strategy 2030* approved by the parliament in March 2021, and its *First action plan 2021-2024* published in September same year. These documents are meant to act upon changes and challenges in Icelandic society and guide the development within the school system in near future. School personnel also must adapt to new ways of cooperation according to *Act No 86/2021 on the Integration of Services in the Interest of Children's Prosperity* that entered into force on 1 January 2022.

Methodological design

Semi-structured interviews were chosen to elicit the views of the participants as clearly and accurately as possible (Kvale, 2007). This paper draws upon interviews done with school leaders in 2022 and 2023, principals and vice-principals, special educators, and leaders in multicultural schoolwork.

Expected conclusions/findings

First findings reveal that some leaders feel squeezed between public policy and a school environment of strong traditions, and face barriers in developing culturally responsive practices within the schools, as requested in the new policy documents. Many of them strive to find ways to support children's language development, both in their heritage languages and Icelandic, as well as they express a longing to cooperate with students' families in a more successful way.

Relevance to Nordic educational research

The Nordic countries are handling big changes in their societies and school systems due to growing migration, especially in this century. Research that can contribute to more successful encounters between new citizens and professionals in schools is therefore of great relevance to Nordic educational research.

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The Regulated Kiss: Family as an Ambivalent Emotional Object in Preschool

18. Families, Institutions and Communities in Education
Dorthea Bjerre Jepsen[1, 2]
[1] PhD Student, University of Copenhagen
[2] University College Copenhagen

Research topic/aim
In this paper I present an analysis of how children's emotions gain attention in pedagogical practice in Danish public school aimed to secure the pupil's emotional well-being. I argue that family and home become important objects of appropriate emotional expression within pedagogical practices situated in preschool.

Theoretical framework
The theoretical framework of this study consists of poststructuralist and affective theories, drawing on notions of emotion's performativity (Abu-Lughod & Lutz, 1990; Ahmed, 2010; Butler, 1997). Emotions are explored as a social and historical phenomenon becoming object to pedagogical work. This process is seen as having social consequences in the shaping of hierarchies between groups, individuals, and life trajectories when emotional expressions and their objects become part of school's normalizing processes.

Methodological design
Methodologically the study consists of observations in the first months of preschool in three classes and interviews with teachers, leaders and councelors responsible of the classes. I focus on how the children's emotions are addressed by pedagogical professionals in the classroom, in schoolbooks and in interviews about well-being. I identify which emotions are being problematized and idealized. Furthermore, I pay attention to how the expression and objects of emotions have importance in the normalizing processes (Zembylas, 2016) of what I call pedagogical practices of well-being.

Expected conclusions/findings
The early findings of the study point to how preschooler's families are produced and negotiated as an emotional object. Tears, love and kisses thus become ways of connecting children to their families. Emotional expressions are encouraged and regulated in ways that confirm the norms of a nuclear family and their central role for explaining child behavior and emotional responses within the school. I also show how an emotional aptness is cemented when e.g., kisses as a declaration of familiarity are being regulated.

Relevance to Nordic educational research
The analysis shows how school-home collaboration not only aims at parent's investment in the school (Krab, 2021), but how family becomes an affective ambivalent object within pedagogical practices of well-being. With this analysis I seek to understand the ways pedagogical and political attention to children's emotions are intertwined with norms of ideal schemes of life within and outside school. Judgements of emotions are not only a question of good or bad but are valued in terms of their objects.

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19. Teaching and Teacher Education

A curricular review of approaches to multilingualism in subject teacher education in Finland.

19. Teaching and Teacher Education

Andrew Graham[1]

[1] University of Helsinki

Research topic/aim

The aim of the research is to examine how critical multilingual awareness is approached in subject teacher education in Finland from the perspectives of both Finnish- and Swedish-medium teacher education. Studies in Finland have shown that subject teachers, especially, may lack the appropriate knowledge and skills required for working in linguistically diverse classrooms (Saloviita, 2018; Harju-Autti & Sinkkonen, 2020; Repo, 2020). This is supported by findings from a curricular review conducted in 2021, which highlighted the lack of multilingual pedagogy in teacher education programmes in Finland (Szabó, Repo, Kekki & Skinnari, 2021). Furthermore, studies have also indicated that those who experience multilingualism as a linguistic minority are likely to have more permissive attitudes towards linguistic diversity (Bernstein, Anderson, Close & Rodriguez Martinez, 2023; Bacon, 2020; Smith, Warrican & Kumi-Yeboah, 2016). Therefore, the research also seeks to determine to whether the language of instruction appears to influence how topics pertaining to multilingualism are being approached in subject teacher education.

Theoretical framework

García's (2017, p.272) transformative pedagogy for critical multilingual awareness forms the framework for this study and against which the curricula will be reviewed. García's transformative pedagogy consists of the following four pedagogical elements:

1. authentic situated practice - to ensure students get immersed in and practice working in linguistic diverse classrooms.
2. overt instruction - to develop students' knowledge and understanding of multilingual practices.
3. critique of practices - to ensure students' reflection and critique of their practices through Critical Framing.
4. transformed practice - to allow for innovative and experimental practices which have been developed as a result of reflection and Critical Framing.

Methodological design

A curricular review of the subject teacher pedagogical studies (60 ECTS) across several disciplines from two Finnish-medium and two Swedish-medium teacher education programmes will be carried out. Due to the descriptive nature of this task, a qualitative content analysis of the curricula will be conducted in relation to García's (2017) transformative pedagogy for critical multilingual awareness.

Expected conclusions/findings

The poster presentation will focus on the preliminary findings and further expected findings of this research task as the complete analysis will not yet be completed by the time of NERA. At this point, it is expected that critical multilingual educational pedagogies and theories are not fully addressed in subject teacher education. Furthermore, it is also expected that the Swedish-speaking subject teacher pedagogical studies programmes will address multilingal topics in more depth compared to the Finnish-speaking programmes due to the Swedish-speakers' experiences of multilingualism as a linguistic minority in Finland allowing for more permissive attitudes towards multilingualism.

Relevance to Nordic educational research

This research project seeks to contribute to the evident gaps in knowledge and understanding of multilingualism in subject teacher education. All of the Nordic countries have linguistic minority populations who should all have access to equitable education. By highlighting any gaps in knowledge about multilingualism, the research could also highlight other issues inextricably connected to language, for example, social and cultural privilege, which may perpetuate xenophobic and racist discourses in education (Repo, 2020). These are issues that affect and are applicable to all the Nordic countries, not just Finland.

A Nordic concept of well-being

19. Teaching and Teacher Education

Hege Knudsmoen[1, 2, 3, 4]

[1] Ann- Cathrin Faldet

[2] Heidi Harju-Luukkainen

[3] Hege Knudsmoen

[4] Minna Maunula

Research topic/aim

Our paper will present the concept of well- being in Nordic teacher education and teacher profession conducted by a document analysis. We aim to link the characteristics and challenges of the teaching profession with well- being. Our research question is how well- being is conceptualizes in the regulations and framework of teachers work and in teacher student's education?

Theoretical framework

Hascher & Waber (2021) emphasis despite the broad agreement that well-being should be conceptualized as a multidimensional construct, there is little consensus about how well-being should be defined, potentially hampering the development of a concise theory.

Regarding well- being in school it could be about teacher student and teachers' "self- efficacy" to obtain their mandate and assignment inspired by Bandura (1997). Well-being studies have rather selected empirically issues in the operationalizations, and the instruments used to conduct research-based knowledges (Hascher & Waber, 2021). We like to elaborate a theoretical framework in the paper by our document analysis where we compare the Norwegian and Finnish educational system and concern upon well-being by teacher students and teachers.

Methodological design

Asdal and Reiertsen (2022) have a scientific theoretical point on their perspective on document analysis, which is based on an interdisciplinary understanding from humanities studies and social sciences. Document analysis based on the semiotic tradition from the humanities with the actor - network tradition. Documents are tools for making and realizing policy, can it also be a tool to develop theoretical foundations on our research question upon teacher students and teachers well- being. However, we will analyse how the regulations and framework emphasis teacher students and teachers well- being in the Nordic countries.

Expected conclusions/findings

We will identify important factors or characteristics of the investigated phenomenon' "well-being" and will also identify and analyse gaps in existing research knowledge (Hascher & Waber, 2021), also in the Nordic concept of teacher student and teachers' well-being. In our preliminary Nordic analysis of well-being we found that the issue is under communicated as a professional work. We like to elaborate well- being thoughts by the book publication.

Relevance to Nordic educational research

Well- being is an important, interesting, and growing research field, and can develop a stronger links to the characteristics and challenges of the teaching profession, as Hascher & Waber (2021) suggest, also in Nordic research.

A phenomenographic study of teacher conceptions of Growth Mindset in English primary schools

19. Teaching and Teacher Education

William Zoppellini[1]

[1] Solent University

Research topic/aim

Growth mindset has become popularised with teachers and researchers within education across the globe. Research has suggested that students holding a growth mindset have more positive responses to academic failure, higher retention through challenging transitional periods, greater academic achievement, and academic resilience (Dweck & Yeager 2019; Blackwell *et al.* 2007; Claro *et al.* 2016). Research has also indicated that teachers can influence student mindsets, but evidence surrounding teachers and their practice of growth mindset is limited (Zhang *et al.* 2017; De Kraker-Pauw *et al.* 2017; Seaton 2018). Because of this it is not known how teachers understand growth mindset and if they have interpreted the theory accurately, implementing it in a way that will reproduce the expected results. The current study examined the range of conceptions that teachers have for growth mindset and how they believe they develop mindsets in their classroom.

Theoretical framework

Growth mindset has its own theoretical framework developed on how people view the malleability of human qualities, such as intelligence. While the study uses Mindset Theory to establish understanding of the participants, the framework adopted is phenomenography. Much of the research into growth mindset has been quantitative, this qualitative approach offers a framework for understanding phenomena from a variety of perspectives within education (Marton 2015). The framework offers a possibility to uncover variation and depth of conceptions, as well as understanding where multiple conceptions can be held simultaneously.

Methodological design

The phenomenographic approach focused on the identification and description of the limited number of qualitatively different ways that teachers conceptualise and experience growth mindset. The study collected data through interviews with 17 teachers within English primary schools. Interviews included open questions as well as the use of metaphors and teaching scenarios to provide different contexts for the participants. This was to establish whether the conceptions were situated, or changeable depending on context. The analysis in phenomenography takes a second order perspective understanding how phenomenon are seen by the participant (Marton 2015).

Expected conclusions/findings

Findings revealed four qualitatively different conceptions that the teachers in the study hold for growth mindset. Each of the conceptions identified related to differences in how growth mindset was defined, understood, and used as a framework for classroom pedagogy. The results also identified the critical aspects that separated the conceptions, which appear to change the meaning of what growth mindset is. This indicates that several core messages have either been poorly communicated from academia to industry, or misunderstood.

Relevance to Nordic educational research

Growth mindset is widely applied by teachers across the globe including the Nordic countries. Recently, several researchers from the region have published studies on implementing growth mindset through teaching practices (Rissanen *et al.* 202; Ronkainen, Kuusisto & Tirri 2019). The current study can aid in understanding possible ways of structuring teacher education programs, as well as providing wider qualitative methodological approaches to understanding teachers' conceptions of the concept. Additionally, the study highlights where care must be taken when implementing social science research into school settings.

A review on rationale and approaches for computational thinking in teacher education

19. Teaching and Teacher Education

Siv G. Aalbergsjø[1] , *Vibeke Schrøder*[2]*, Trude Sundtjønn*[1]*, Thilde Emilie Møller*[3]

[1] Department of Primary and Secondary Teacher Education, Faculty of Education and International Studies, OsloMet - Oslo Metropolitan University

[2] Department of Teacher education, University College Copenhagen

[3] University College Absalon

Research topic/aim

How computational thinking (CT) is implemented in teacher education (TE) is highly relevant as the Nordic countries have added CT to their curricula in different ways. CT has several interpretations in the literature (Shute et al., 2017; Wing, 2006), and is taught either as part of a computing subject, as a cross-curricular theme or within other subjects, often mathematics and science (Ausiku & Matthee, 2021). The relationship between affective factors and CT is considered important in TE (Dong et al., 2023).

In the context of the conference theme "Adventures of Education: Desires, Encounters, and Differences" this article embraces the call to challenge prescribed educational practices and learning methods, offering a review on the rationale and approaches for teaching CT in TE.

Theoretical framework

The theoretical background is based on different views of CT and its application in TE such as those discussed by Shute et al., (2017).

Methodological design

We searched for English peer reviewed articles addressing CT in TE from 2012 to May 2023 in the databases ERIC, EBSCO, IEEE Xplore Digital Library and JSTOR. The search string consisted of terms in table 1. This was then screened to include only articles addressing CT in TE within STEM subjects, arts and crafts or general technology courses related to education.

Table 1: Search terms used, with equivalent terms in columns.

Search term 1	AND	Search term 2	AND	Search term 3
"Computational thinking"		Programming		Primary
CT		Coding		Elementary
"Algorithmic thinking"				Secondary
"Problem solving"				"Teacher education"
				"Teacher training"
				"Professional development"

Expected conclusions/findings

We identified 31 relevant publications, 18 published in 2022, showing a significant increase in interest. We find that block-based programming using Scratch or similar environments seem to dominate teaching of CT in TE. Text-based programming appears scarce, regardless of subject context. Other common elements in TE are analogue programming and CT activities as well as physical programming with micro:bit, Arduino and robotics.

The main rationale for including CT in TE is that CT is regarded as skills needed by every citizen in the 21st century, either as *cognitive skills*, *digital literacy* or to *simulate for a computer savvy work force*. Additionally, the relevance and *benefits of CT to school subjects*, such as mathematics and science, is addressed in the studies.

Relevance to Nordic educational research

Although CT is taught in school subjects, the prime motivation for CT are stated as cognitive and problem-solving skills and block-based approaches are used irrespective of subject. Therefore, research on CT in teacher education has relevance across different implementations of CT in curricula, like in the Nordic countries.

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Adventures and performativity in students' visual and multimodal re-inventing of the academic degree thesis (swe)

Anette Gothlund[1] , *Fredrik Lindstrand*[1]

[1] Konstfack, Department of visual arts and sloyd education

Research topic/aim

Inspired by the question How can we as researchers and teachers bring about learning and teaching adventures? we will turn to a recent pilot study regarding possibilities and challenges in students' production of multimodal degree theses within our teacher education in visual arts. When a group of students approached us with the question whether they could produce multimodal theses, instead of written ones, we said yes. Their idea coincided with our interest in developing approaches to knowledge production and knowledge representation that acknowledge, and take advantage of, the visual as a valid mode and of epistemological qualities in transductive and transformative processes (e.g. Kress, 2003; 2010; Huang & Archer, 2017; Selander & Kress, 2021).

Theoretical framework

Offering students the opportunity to explore forms of knowledge production and representation other than those traditionally found in an academic context, also introduce moments of risk and uncertainty (Biesta 2013). Together, we open up adventurous spaces of possibility that are more or less unexplored, e.g. regarding how students are thereby (re)positioned as active learning subjects. Performative theories about the various forms of knowledge, about the making of the student subject are also borrowed from Denzin (2003) and Dewsbury (2000) and are here put in relation to the various affordances and cultures of recognition (Selander & Kress, 2021) that students encounter.

Methodological design

The data consists of five multimodal and digitally disseminated degree theses (using Research Catalogue as a platform) and conversations with the five students who produced them.

Expected conclusions/findings

Preliminary findings suggest a number of positive effects, e.g. in relation to academic literacy, understanding of subject matter; while also implying some challenges in terms of workload and construing cohesion in the multimodal text. However, as a means to invite students to work from within their own desires, offering an understanding of differences (between forms of knowledge) as productive, and the courage to encounter unpredictability, we find this pilot project promising.

Relevance to Nordic educational research

The approach applied in this project appears as a possible first step towards a wider recognition of multimodal forms of knowledge representation in academia, while also indicating some issues that need further consideration.

Aesthetic Experience – Reflexion – Action: Time, place and space for teachers' practicing of professional judgment

19. Teaching and Teacher Education

Petra Lundberg Bouquelon[1]

[1] Petra Lundberg Bouquelon

Research topic/aim

Professional judgment can be viewed as competence to perform wise considerations in specific, challenging situations representing a profession. As a phenomenon, it can be recognized as something the professional has access to; a professional eye, a sense of being guided, a quick and (more or less) practiced or unpracticed consideration and decision-making in the moment, individual or collegial. Hence, the concept and phenomena professional judgment points towards a position, a place, where personal and collective experience, knowledge and feelings are intertwined and make the base for thought through, as well as intuitive, considerations. Sara Ahmed (*Queer phenomenology,* 2006) stresses how human beings orient themselves in specific ways from the place or position they are situated. Experienced professionals label such positions as in varied ways: The doctor put the white coat on, the police the uniform, and the teacher take the teacher role on. People who meet human beings in their daily work, often meet situations where standards, manuals or earlier experiences don't give an obvious answer regarding the best action in the specific situation. Still, in those professions direct actions are demanded: the student must be met "now", not later. In such situations, the professional judgment is brought to date. From a teacher-educational perspective several dimensions of professional judgment can be explored: The way teacher educators perform their professional judgment should contribute to possibilities for student teachers to practice and thereby develop their judgment ability.

The overarching aim with my PhD-project is to analyze and try to understand, from a phenomenological perspective, how teachers', teacher educators' and student teachers' professional judgment can be practiced and exercised within teacher education, with a specific focus on aesthetic experiences. An ambition is also to encourage democratic spaces, processes, and actions in practice (Hannah Arendt, *The Human Condition,* 2018)

Theoretical framework

Phenomenology: Arendt, Ahmed, Merleau-Ponty
Action research: Reason, Rönnerman

Methodological design

I will approach the teacher profession widely and perform an action research project involving one upper secondary school, and one teacher training program. In the interspace between school and teacher education, I will meet teachers, teacher educators and student teachers as a whole: all involved contribute to create prerequisites for teachers of the future to practice professional judgment. The action research project starts in workshops thither the participants bring dilemmas from their professional practice, to reflect upon them together with colleagues in interaction with aesthetic expressions, initially with drama. The workshops are documented through written reflections, sound- and video recordings. Further, the participants will shadow each other in pairs, exploring situations where professional judgment is challenged, and considerations-in-action will be documented by the involved teachers. Several dialogue seminars involving participants from both practices will follow. The results of the project will be presented in a phenomenologically oriented scientific essay, where I weave together own experiences with the participants', and generated results.

Expected conclusions/findings

Hopefully the study contributes to deepened knowledge regarding teachers' professional judgment, as well as to how teacher education can encourage practicing of teachers', teacher educators' and student teachers' professional judgment.

Relevance to Nordic educational research

See above

Association between Preservice Teachers' Conceptions of Science Teaching and Self-efficacy for Inquiry Science Teaching

19. Teaching and Teacher Education

Frackson Mumba[1]

[1] University of Virginia, Virginia, United States.

Research topic/aim

Science education community agrees that conceptions of science teaching (CST) (Boujaoude, 2000) and self-efficacy (SE) (Tschannen-Moran & Woolfolk-Hoy, 2007) play a vital role in science teaching and learning. Therefore, one of the objectives in our teacher education program is to develop pre-service teachers' (PSTs) positive CST and SE for inquiry instruction. We report on PSTs' CST and SE after the intervention by addressing these research questions: What is the effect of the intervention on PSTs' CST, and SE for inquiry instruction? What is the relationship between PSTs' change in CST and SE for inquiry teaching after the intervention?

Theoretical framework

This study was guided by Bandura's (1986) Social Cognitive Theory (SCT) which emphasizes the need to pay attention to social and cognitive and other factors that influence individual's behavior and performance. SCT also states that self-referent thought arbitrates between what an individual knows and how he/she acts, and that this guides the learning process. With regard to our study, the elements of SCT translate into how PSTs SE for inquiry science teaching, and CST may influence their instructional practice.

Methodological design

One group pre-posttests design was used. Participants were 54 PSTs in our secondary science teacher education program in the United States. PSTs received instruction on inquiry in a science methods course for one semester. The course addressed essential features of inquiry, constructivism, inquiry lesson planning, argumentation teaching strategy, assessment, and technology integration. PSTs also created and taught inquiry lessons in schools during student teaching. PSTs completed completed Science Teaching Efficacy Beliefs Instrument (Riggs & Enochs, 1990), and CST Survey before and after intervention. Data were analyzed using statistical tests.

Expected conclusions/findings

A Wilcoxon Signed-ranks test revealed a statistically significant difference (Z = 2.51 p = 0.012) between PSTs ' CST before and after the intervention. The post-test Mean rank (M= 102.75, SD=0.63) was higher than the pretest mean rank (M= 65.37, SD = 0.96). PSTs developed more positive CST after the intervention. Similarly, Wilcoxon Signed-ranks test revealed a significant difference between PSTs' SE for inquiry before and after the intervention (Z= 2.61, p=0.008). Post-test Mean rank (M= 103.38, SD= 10.81) was higher than pretest mean rank (45.31, SD = 10.69). PSTs increased their SE for inquiry after the intervention. Additionally, there was positive correlation (r=0.82, p=0.032) between PSTs' changes in CST and SE for inquiry.

Relevance to Nordic educational research

NERA members in science teacher preparation may find these findings helpful in developing PSTs' inquiry instructional skills.

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Availability, Care and Collegiality - Teachers' Work-related Boundaries in Relation to Parents (swe)

19. Teaching and Teacher Education
Eva Klope[1] , *Maria Hedlin*[1], *Ulrika Bossér*[1], *Marina Wernholm*[1]
[1] Linnaeus University

Research topic/aim
This study focuses on how teachers' work-related boundaries are challenged in relation to students' parents. Historically, good relationships between teachers and parents have been regarded as a success factor for students' school results. This is also how parents' involvement in their children's education often has been discussed in research. In recent years, however, teachers' parental contacts in Sweden have come to be discussed as problematic for teachers. The teachers' union reports that teachers feel that parents make unreasonable demands (Lärarförbundet 2020); e.g., attempt to control teachers by expressing opinions on their grading, or show what is perceived as excessive solicitousness for their own child. Teachers describe this as a problem that has intensified over time (Hedlin & Frank, 2022). Against this background, the aim is to contribute knowledge about teachers' work-related boundaries in relation to parents and how these are maintained and challenged.

Theoretical framework
In this study, boundary theory is used to identify how teachers' work-related boundaries are created and maintained (Aronsson, 2018). Boundless work can mean freedom and be experienced positively. At the same time, it can contribute to feeling the demand of always having to be available, which might be stressful. Individuals can use strategies to safeguard their private life by trying to keep work and leisure separate, *segmentation*. A segmenting strategy can mean not answering e-mails at home. Other strategies can be about reducing the friction between work and leisure, *integration*. Between segmentation and integration, there is a spectrum with great variation.

Female teachers are more exposed to parental demands, because teachers' work is associated with norms of femininity in the form of expectations to provide care, and prioritise the needs of others (Widding, 2013). Therefore, boundary theory is combined with Connell's (2009) gender theory, which describes how the verbal, bodily and material aspects of social relations create gender patterns, a gender order.

Methodological design
The presentation is based on 15 semi-structured interviews with teachers. During the interviews, participants reflected on vignettes that illustrated fictitious cases of teachers' parental contacts.

Expected conclusions/findings
Preliminary results show that teachers' work-related boundaries in relation to parents are maintained and challenged by ideals of good relations with homes, availability, care for the students, and collegiality.

Relevance to Nordic educational research
The Nordic countries stress the importance of parental involvement in their children's schooling. Much research has focused on parents' opportunities to engage in children's schooling, but Nordic educational research has also highlighted that teachers' professional responsibility can be weakened by too much parental cooperation (Dahl, 2017).

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Boundary work of early career teachers

Henrik Lindqvist[1]

[1] Department of Behavioural Sciences and Learning, Linköping University, Linköping, Sweden

Research topic/aim

Early career teachers have been discussed as being particularly vulnerable to stress and emotional challenges. Even though there has been an increased understanding of the practice shock, and utilization of mentors during the beginning for early career teachers, the start of the profession for early career teacher is still considered as filled with stress and emotional challenges. Kelchtermans (2019) describe the deficit-thinking about early career teachers, as they are considered not capable enough. Instead, Kelchtermans propose early career teachers should be considered not from what they lack, but rather from a perspective of their strengths and potential. This relates to the ongoing identity processes of early career teachers and how they find their sense of themselves as teachers in the working conditions that the experience. The ongoing identity process and consistent dilemmas of early career teachers influence the early career teachers coping strategies. The aim of the following study was to investigate challenges of beginning teachers in their second year, with a focus on their continuous teacher identity development.

Theoretical framework

I adopted Constructivist Grounded Theory (CGT), as this together with symbolic interactionism offers a theory-method package with a focus on social processes, and participants perspectives. In addition, CGT engages in understanding the participant as an agentic person, resolving problems in relation to their main concern.

Methodological design

In the study, 23 early career teachers were interviewed. The interviews focused on challenges the early career teachers experienced during their second year of teaching. The interviews were analysed utilizing CGT methods.

Expected conclusions/findings

The findings show consistent dilemmas of continuous teacher identity construction, where the participants describe two main dilemmas that they needed to work with. These were boundary demarcations as well as settling for less. Boundary demarcations focused on not engaging too much in pupils, as well as finding a role where challenges did not affect the participants. Settle for less involved lowering expectations of the influence they wanted to have over pupils. To regulate to need for boundary demarcations the early career teachers described wearing a mask, creating a professional self that was not as affected by events as the personal self. In relation to settling for less, early career teachers described needing to regulate their will to get across to pupils. This means that they thought they should not blame themselves too much if the pupils did not care to listen to what they had to say. These strategies to regulate are discussed as a way of coping with experienced challenges and what this means to the teacher identity, moving from an ideal position into being a little more experienced teacher.

Relevance to Nordic educational research

The reported research is relevant to Nordic Educational Research since it addresses the challenges of new teachers, and is of use to understand how subjective interpretations of the professional role is influenced by experienced challenges.

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Constructing Teacher Identity in Children's Programs on Screen Media: A Nordic Perspective

19. Teaching and Teacher Education

Fred Rune Bjordal[1] , *Gunn Elisabeth Søreide*[2]

[1] Østfold University College, Department of Education, ICT and Learning

[2] University of Bergen, Department of Education

Research topic/aim

In the wake of digitalisation, screen media have become an indispensable part of children's daily lives, with children's programs solidifying their position as a significant portion of their screen time (The Norwegian Media Authority, 2022). This paper explores how 'the teacher' is depicted in Nordic drama productions primarily intended for children. The purpose is to highlight how teacher identities are provided for in children's programs and how these identities establish expectations that can be assumed to have implications for the pupil-teacher relationship.

Theoretical framework

The study draws on a social-constructivist perspective on discourse theory. Here, discourse is defined as a collection of values, ideas, actions and norms that regulate how we think, speak and act in and about the world (Bjordal & Søreide, 2020). Discourses provide collections of subject positions. Subject positions are patterns of thought, speech and practice. When subject positions are clustered in certain ways, they form identities. Hence, identities are constructed when an individual is assigned or (un)consciously chooses from subject positions made available in a discourse (Bjordal & Søreide, 2020). In this paper, teacher positions offered in children's programs are also understood to construct pupils' positioning of 'the teacher'(cf. Harré & Moghaddam, 2003).

Methodological design

The empirical base consists of episodes from children's programs that were either originally produced in Norwegian or have been dubbed from other Nordic languages for young Norwegian viewers. The selected shows are intended primarily for ages 6-12, equivalent to the Norwegian primary school (steps 1-7).

The data material will be analysed in the following stages:

1. identify descriptions of what teachers should know, do, be, feel and learn.
2. construct subject positions based on the above and use these to code the episodes.
3. identify clusters of subject positions that construct teacher identities.
4. identify discourses that govern teacher identities.

Expected conclusions/findings

The paper is expected to shed light on how Nordic children's programs construct 'the teacher', providing valuable insights into the discourses at play and their potential implications on the pupil-teacher relationship in schools. The paper underscores the importance of identifying and addressing the expectations of 'the teacher' made available in children's programs for Nordic elementary school pupils.

Relevance to Nordic educational research

The paper contributes to Nordic educational research as it offers an analysis of how teacher identities are constructed in children's programs produced in the Nordic countries. By underlining the potential significance of children's media consumption on the pupil-teacher relationship within a Nordic context, the study will provide valuable insights that can inform and enrich research on both teacher education and teachers' professional practice in these countries.

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Creative listening as a driving force into explorations of subject matter (swe)

19. Teaching and Teacher Education

Johan Deltner[1]

[1] Malmö University, Lärande och samhälle

Research topic/aim

Even though listening constitutes a substantial part of communication in education, something we do on a regularly basis both in and outside of conversations and even whilst speaking, listening has generally gained less interest than speaking. When given attention, listening is usually portrayed as passive and subordinated to speaking, functioning as a receptive and silent partner next to its more expressive counterpart, i.e., speaking. However, in this paper, I explore listening from a different perspective. I draw upon the educational philosopher John Dewey to explore the following research question: w*hat characterizes creative listening in educational dialogue?*

Theoretical framework

Interpreting creative listening through the lenses of John Dewey´s writings on explorative inquiries, transactions between the individual and her environment, and educational experiences, I explore the ways that creative listening could be characterized as a driving force in explorations into subject matter.

Methodological design

A philosophical exploration into creative listening in educational dialogue using Deweys writings as a theoretical lens.

Expected conclusions/findings

More specifically I argue that creative listening could be viewed as actively initiating, driving, and steering interlocking acts of listening into originality and meaningfulness, thereby facilitating an ambivalent listening experience that furthers the creative exploration of a subject matter.

Relevance to Nordic educational research

I strive to contribute to educational philosophy by advancing the understanding of creative listening in educational dialogue, in contrast to a more common understanding of listening as a passive and subordinate allied to speaking. I also wish to contribute the field of creativity by calling attention to listening as a creative listening experience, in contrast to a more common notion of creativity as an expressive and tangible product. In highlighting creative listening as a quiet but powerful force in leading educational dialogues, I wish to promote an understanding of the way silent communications aid complex forms of knowing and creative experiences, thereby helping teachers and students to appreciate the sometimes easily forgotten fact that listening could be just as expressive as speaking.

Democracy, Citizenship, and Sustainable Development through Digital Dialogues

19. Teaching and Teacher Education

Anja Amundrud[1] , *Ingvill Rasmussen*[1]

[1] Department of Education, University of Oslo

Research topic/aim

The Norwegian national curriculum emphasizes the integration of key societal themes like democracy, citizenship, and sustainable development in all subjects (Utdanningsdirektoratet, 2020). However, teachers often struggle to connect these themes with larger societal structures, which leads to an overemphasis on individual responsibilities (Furberg et al., 2023). The involvement of multiple stakeholders with varying perspectives and expertise can contribute to authentic student learning experiences that more concretely highlight societal structures that influence the subject matter. This study explores innovative ways to bridge the interdisciplinary themes in schools with broader societal structures through co-designing pedagogical tools and activities in partnership with students, teachers, researchers, local policymakers, and non-government organisations (NGOs).

Theoretical framework

The research is rooted in the sociocultural tradition, emphasizing the importance of dialogue and language. Dialogue is essential for democracy, helping resolve conflicts and improve understanding. Dialogic teaching, which involves students in meaningful conversations, active listening, and the development of ideas among peers, is central to this approach. It allows students to explore diverse viewpoints and develop skills for navigating complex societal issues (Mercer, 2019). The incorporation of technology, such as microblogging, in this framework supports active student participation. This study builds on previous research expanding the target audience beyond classrooms, providing insights into how dialogic teaching with digital tools can create better conditions for participation and collaboration across practice fields (Amundrud et al., 2022).

Methodological design

The study uses a design-based case study method involving participants from a Norwegian municipality, including 38 students, two teachers, local policymakers, and an NGO. The partners engage in co-design activities like workshops, reflective discussions, and design meetings. The collaboratively developed tools and activities (e.g., microblogging, virtual reality (VR), augmented reality (AR), gamification) are tested in 9th and 10th-grade classrooms. The focus is on how these activities enhance collaboration across different fields, facilitating interaction between students, teachers and municipal stakeholders.

Expected conclusions/findings

The anticipated results are the development of new pedagogical models and tools for dialogic teaching bridging the interdisciplinary themes with larger societal structures. Moreover, we expect to establish new structures for collaboration among local stakeholders to enhance youth participation.

Relevance to Nordic educational research

The study's significance lies in its potential to inform strategies that empower engaged and active citizens, contributing to the growth of stronger, more sustainable communities. The outcomes of this interdisciplinary partnership are relevant to the research field of the Scandinavian approach to participatory design and teacher-professional development initiatives where the dual focus on developing and co-designing teaching strategies and technology is considered crucial for the success of these initiatives.

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Determinants of Mentor Teachers´ Self-efficacy Beliefs in Mentoring

19. Teaching and Teacher Education

Irma Brkovic[1] , *Ali Yildirim*[1], *Sally Windsor*[1], *Ilona Rinne*[1], *Anna Maria Hipkiss*[1]

[1] Department of Pedagogical, Curricular and Professional Studies (IDPP), University of Gothenburg

Research topic/aim

The aim of this study is to investigate individual and contextual factors determining mentor teachers´ self-efficacy (SE) beliefs in their role mentoring role.

Theoretical framework

Teachers´ self-efficacy beliefs have been proven to be a crucial factor for predicting personal and professional outcomes and relate to the effort teachers invest in teaching, resilience in unfavourable circumstances, motivation to leave the profession, health outcomes, and students´ motivation and achievement (Caprara, et. al. 2003, Klassen & Tze, 2014, Panadero et al. 2017). SE in mentoring, though little researched, is found to be predictive for mentors´ educator identity, shared educator perspective and job satisfaction (Andreasen, et. al., 2019). However, which determinants contribute to mentors´ higher self-efficacy beliefs remain unclear.

Self-efficacy as a concept is derived from Social Cognitive Theory and is defined as "beliefs in one´s capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997). In his original work, Bandura argued that self-efficacy beliefs cannot be studied by applying general measures, but that it must be captured within specific areas.

Methodological design

Within the framework of Activity Theory (Engeström, 1999) we have developed and applied scales measuring mentor teachers´ perceived challenges stemming from mentoring tasks, perceived areas of professional development resulting from mentoring activities and a scale measuring self-efficacy beliefs in mentoring student teachers. The analyses confirmed a one-dimensional structure of the self-efficacy scale ($\alpha > 0.90$). The data were collected through an on-line questionnaire. In the first round of data collection 619 mentors working in grades 4-6 within teacher education programs of 20 Swedish higher education institutions (HEIs) participated.

Expected conclusions/findings

Results show that mentor teachers´ self-efficacy beliefs are predicted by both contextual (the amount of mentoring related training, perceived challenges in relation to mentoring) and individual (experience in mentoring, professional development) factors.

Relevance to Nordic educational research

This research is relevant to all Nordic HEIs who provide initial teacher education, particularly as the role of in-school mentors is increasingly recognised as an important factor in inducting and retaining new teachers (Aspfors & Fransson, 2015; Rinne et al, 2023).

Developing Pre-service Teachers' Pedagogical Orientations towards Inquiry Science Teaching

19. Teaching and Teacher Education
Frackson Mumba[1]
[1] University of Virginia, Virginia, United States.

Research topic/aim
Research shows that inquiry science instruction enhance student learning (Liu, et al., 2010). However, effective integration of inquiry instruction into science classrooms is dependent on teachers' pedagogical Orientation (PO) towards inquiry instruction. As such, in this study, we report on pre-service teachers' (PSTs') POs towards inquiry science teaching before and after receiving instruction on inquiry instruction. This study addressed the following research question: To what extent do PSTs' POs change towards high level inquiry after instruction on inquiry science teaching?

Theoretical framework
We used a theoretical framework proposed by Schuster & Cobern (2012) to guide the study. The framework has four teaching orientations namely; didactic direct, active direct, guided inquiry and open inquiry. This framework was used to assess the PSTs' pedagogical orientations towards science teaching before and after receiving instruction on inquiry science instruction

Methodological design
We used a one-group pre-posttests design. A sample comprised 45 secondary science PSTs at a research university. PSTs were enrolled in our secondary science teacher education program. PSTs received instruction on inquiry in a science methods course for one semester. The course addressed inquiry teaching, constructivism, inquiry lesson planning, learning cycle instructional models, argumentation teaching strategy, assessment, and technology integration. PSTs also created inquiry lessons which they taught in schools during clinical experience. Data was collected using Pedagogy of Science Teaching Test 1 (POSTT-1) instrument (Schuster et al., 2012) before and after intervention.

Expected conclusions/findings
We are still analyzing data. Preliminary results show that most PSTs teachers' initial POs toward science teaching centered on students exploring a phenomenon or idea, with the teacher guiding them towards the desired science concept or principle arising from the activity. After instruction most PSTs' POs centered on allowing students to explore a phenomenon or idea as they wish and devise ways of doing so, and students would present what they did and discovered.

Relevance to Nordic educational research
This study is relevant to NERA members who are involved in science teacher preparation and teacher professional development programs. Science teacher educators should be aware of PSTs' POs towards science teaching if they have to help them develop sound inquiry instructional skills, and improve student achievement in science.

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Diversity and differentiated instruction in teacher education (dan)

19. Teaching and Teacher Education
Rikke Platz Cortsen[1] , *Pia Rose Böwadt*[1]
[1] University College Copenhagen

Research topic/aim
Is it important to take diversity among students and pupils into account when working differentiated instruction?

In the world of University Colleges there is a growing attention to the make up of new student populations in terms of diversity in a broad sense. There is an interest in understanding students' preconditions and circumstances – both in terms of student retention and the development of didactic strategies to provide possibilities for participation. Despite this interest, when we ask teacher educators, they are not in agreement about the extent to which student populations are diverse, nor do they agree about whether it is something that falls on the teacher educators to address.

Theoretical framework
The diversity is not only prevalent among teacher students but also among the students they will teach in primary and secondary school. If viewed through the lens of second order didactics (Iskov, 2020; Korthagen, 2005), it is therefore important to examine, if and how teacher educators have student diversity in mind when planning, implementing, and evaluating their teaching. We know from research into retention that students' "sense of belonging" (Tinto, 2017) is a crucial factor in continuing in higher education. This can indicate that taking student diversity into account more systematically with explicit strategies might have a positive effect on whether students complete their education.

Methodological design
The poster is based on a survey conducted among 103 teacher educators at University College Copenhagen where we asked respondents about diversity in relation to differentiated instruction. The questions were intentionally open to encourage the respondents' own wording of their understanding and prevent predefined answers. The answers were coded thematically in the analysis software Nvivo.

Expected conclusions/findings
Our study shows a great disagreement among teacher educators regarding 1) is diversity even an issue (i.e., there is no diversity/it has always been the case) 2) a scale from teacher educators proposing differentiated instruction is not linked to diversity (or at least only in terms of subject knowledge - not with regards to identity) - to teacher educators explicitly working with norm critical approaches.

Relevance to Nordic educational research
Teacher shortage and student attrition in teacher education requires a focus on possible solutions and there is a growing attention to the diversity among students as an area where higher education can develop ways of accommodating diverse backgrounds and students.

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Do teacher educators employ differentiated instruction in their practice?

19. Teaching and Teacher Education
Rikke Platz Cortsen[1] , *Pia Rose Böwadt*[1]
[1] University College Copenhagen

Research topic/aim
If so, how are they doing it, and is it even to be expected of them? Teacher educators teach their students about how to differentiate their teaching in primary and secondary school, but how do they understand differentiated instruction as a concept, and is it something they do in their own teaching?

Theoretical framework
If it is true that teachers teach the way they have been taught themselves (Lunenberg et. al. 2017), from a second order perspective it is relevant whether teacher educators *implicitly* and *explicitly model* how to differentiate teaching in their own practice (Iskov 2020). According to policy documents, teacher educators are not under any obligation to practice differentiated instruction, but what do they respond, when asked about their own understanding. Furthermore, what do they report about they ways in which they differentiated their teaching?

Methodological design
The presentation is based on a survey conducted among 103 teacher educators at University College Copenhagen where we asked respondents to explain their understanding of differentiated instruction and provide examples from their own teaching. The questions were intentionally open to encourage the respondents' own wording of their understanding and prevent predefined answers. The answers were coded thematically in the analysis software Nvivo.

Expected conclusions/findings
Our analysis revealed that the teacher educator's associate the concept differentiated instruction with practices and methods that share similarities with how it is used in primary and secondary schools. There is a distinction between differentiated instruction as content vs. as practice – it is taught as a topic, but not all respondents agreed that it should be practiced at a higher education institution. However, many of the respondents described ways in which they varied their teaching and supervision with the intent to differentiate – even if many admitted to the difficulty of doing so.

Relevance to Nordic educational research
Our study showed great differences from subject to subject, and as a whole there was not a common systematic approach, nor reports of *explicit modelling* of differentiated instruction.
Given that our study shows differentiated instruction as something left up to the preferences of individual teacher educators, the question is whether we need to work systematically with differentiated instruction in higher education, especially in light of recent generations of students that have many different preconditions for learning

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Empowering Teachers as Co-Learners in Student-Centered Digitalized Higher Education

19. Teaching and Teacher Education
Astrid Haugestad[1] , *Charlie Keeling*[2]
[1] NLA University College
[2] Ostfold University College (2021-23)

Research topic/aim
Title: "Empowering Teachers as Co-Learners in Student-Centered Digitalized Higher Education"

This paper explores the pivotal role of teachers in fostering student-centered practices in digitalized higher education. Drawing on a series of studies conducted between 2019 and 2021, we offer a concise, three-section discussion of this critical role.

Theoretical framework
In the first section, we discuss how technology enables student-centered practices. Building on pedagogical theories, including Dewey and Freire, we illustrate how technology facilitates active student engagement and learner autonomy. The second section discusses the significance of dialogue-based and thematic learning, drawing from Bakhtin and Dysthe to underscore the importance of creating dynamic, participatory learning environments characterized by critical discourse and inquiry.

Methodological design
The third section lays out the core thesis of our paper: the teacher as a co-learner. Grounded in our mixed-methods research conducted in higher education settings in Norway and Sweden, we present empirical evidence of how contemporary educators are adapting their roles.

Expected conclusions/findings
We argue that co-learning underpins both dialogue-based and thematic learning, fostering a student-centered approach in digitalized higher education. Our paper emphasizes that teacher autonomy and a commitment to student-centered practices are paramount in navigating the digitalized higher education landscape.

Relevance to Nordic educational research
The role of teachers as co-learners and facilitators of dialogue-based, problem-posing education is essential in creating an environment that empowers students to take ownership of their learning and adapt to the changing educational paradigms of the 21st century. This Nordic research serves as a valuable resource for educators, administrators, and policymakers seeking to enhance the quality and relevance of higher education in the digital age.

Key words: student-centered practice, digitalized higher education, dialogue-based learning and teaching, problem-posing education, thematic learning, co-learning, teacher autonomy, learner autonomy, mixed-methods research

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Engaging families in education - making the case for a strategic approach in Scottish initial teacher education

19. Teaching and Teacher Education
Clare Mouat[1]
[1] University of Strathclyde, Glasgow, Scotland

Research topic/aim
Working with families has long been recognised as being of educational significance, however until recently, Scottish pre-service teachers have had limited professional learning in this area. This paper, as part of ongoing doctoral research, will consider the Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home (Scottish Government, 2022) and the opportunities it affords initial teacher education (ITE) to develop progressive experiences for pre-service teachers to develop the values, skills and knowledge to enhance home-school partnerships.

Theoretical framework
A national scoping exercise of Scottish ITE providers was undertaken to look at course content on family engagement and how this connects to practicum and induction experiences. These mapping exercises revealed limited opportunities for pre-service teachers to link family engagement theory and practice whilst on placement. Although they had varying experiences, pre-service teachers generally did not have opportunities to be genuinely involved in interactions with families unless specifically facilitated by their mentor.
The challenges raised by the scoping exercise are by no means restricted to the Scottish ITE sector. These findings chime with recent international research which highlights the lack of preparedness of ITE programmes to adequately develop pre-service teachers' skills to promote family engagement (Willemse et al., 2016; Ryan & Lannin, 2021; Goodall, 2022).
 A key theme of research in this field is the view that pre-service teachers should also have a knowledge base of the skills, attitudes and dispositions required to embed authentic parental engagement in their professional practice; one that builds upon the growing understanding of pre-service teachers who are "committed to working with, and for communities instead of on them" (Zeichner et al., 2016, p. 288 as cited in Geelan & Ronksley-Pavia, 2019)

Methodological design
 Since additional professional learning opportunities can have a positive impact on pre-service teachers' beliefs about their self-efficacy and confidence in interacting with parents (Larrossa, 2019), my ongoing doctoral research aims to consider how creative approaches to family engagement can be woven through ITE programmes, moving beyond the ad-hoc opportunities currently on offer, to provide meaningful, planned experiences for pre-service teachers. Data will also be gathered from pre-service teachers via online surveys and semi-structured interviews relating to their beliefs about how relationships with families can be enacted.

Expected conclusions/findings
Expected findings would include:

i) informing the content of ITE programmes to develop progressive experiences for pre-service teachers to link family engagement theory and practice whilst on placement.
ii) a re-conceptualising of how ITE collaborates with partners to provide meaningful experiences for pre-service teachers to develop the values, skills and knowledge to enhance family engagement.
iii) understanding pre-service teachers' beliefs about their self-efficacy and confidence in interacting with families.

Relevance to Nordic educational research
Since the Covid-19 pandemic thrust into the spotlight the key role played by parents in their child's education, there has been a renewed global focus on the benefits of nurturing home-school partnerships. This study is relevant to Nordic educational research as it considers how ITE providers globally might navigate this new educational landscape to support the experiences of pre-service teachers and the families they work with.

Enhanced Teaching as a Result of Observations and Coaching (swe)

19. Teaching and Teacher Education
Marcus Samuelsson[1] , *Joakim Samuelsson*[1], *Bernt Friberg*[2], *Urban Hansson*[3], *Mats Rosenkvist*[4]

[1] Linköpings University

[2] Fibbla Kompetens AB

[3] Skolkompaniet

[4] BRAVOLesson

Research topic/aim

The teacher is the single most important external factor for students' development and learning (Hattie, 2009; Haertel, 2013). Consequently, there should be significant interest in studying and describing the quality of teachers' instruction. Initiatives aimed at studying and influencing the quality of teaching are conducted both within and outside the academic framework. Within academia, notable projects include *Engaging in Excellence*(Berwick, 2010); *QVINT* (Bell et al., 2018; Tengberg, 2022), *Leadership for Learning* (Samuelsson & Thorsten, 2021), and *INTERACT* (Ertesvåg et al., 2022; Mudhar, et al., 2023). Similar initiatives exist outside academia as well, such as *Practical Teaching Excellence* (USIP), devised by consultants with extensive experience in observing and coaching school leaders, principals, and teachers. The fact that many individuals are engaged in supporting and enhancing teachers' instruction is commendable, for public good, but what practical contributions do initiatives like USIP make? This is the subject of the current study, which aims to describe how ten dimensions of teachers' way to manage lessons have been influenced because of a professional development program involving instructional coaching.

Theoretical framework

USIP is an observation protocol comprising ten research-based dimensions that focus on essential aspects of teachers' instruction and students' learning. Each dimension is subdivided into four steps of development with observable criteria.

Methodological design

The observation protocol has been employed in conjunction with professional development efforts to enhance teachers' instruction in more than 30 municipalities. Through collaboration with researchers, analyses of pre- and post-observations of 188 teachers' instruction have been conducted.

Expected conclusions/findings

The analyses of pre- and post-observations reveal significant differences. All teachers' way to manage their lessons has improved across all ten dimensions. Between the pre- and post-observations, each teacher was coached by a consultant based on USIP's dimensions.The presentation discusses how the transformation of teachers' way to manage lessons and the school culture can be interpreted and understood.

Relevance to Nordic educational research

Consultants interested in assisting principals, teachers, and schools in their development are prevalent throughout the Nordic region. Considering such fact, the presentation explores how initiatives like USIP can complement research efforts and thus support schools, principals, and teachers in delivering higher quality instruction, offering more equitable education to all students.

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Exploratory Workshop: Caring for the future through exploring meanings of uncertainty and imaginary practices

19. Teaching and Teacher Education

Annie Gregory[1] , *Karin Nordh[1]*, **Charlotte Ponzelar[1]**
[1] Uppsala University

In 1994 at a sustainability conference in Costa Rica, Donella Meadows (1994) spoke about visions. She shared her experience about how little politicians and researchers in her surrounding allowed themselves and each other to envision alternative, seemingly unrealistic futures. With a humble tone in her voice, she called her vision-exercise at the end of her speech "silly and embarrassing" - perhaps to respond to a ridiculed reputation she thought it had. Two decades later, Rob Hopkins (2020) argues for the need of 'play' when imagining alternative futures. We are three PhD-students within the field of Environmental and Sustainability Education (ESE) and we have encountered how we limit our creativity when constantly anticipating risks and boundaries, in a way that dreams and visions of "what could be, if otherwise" remain unspoken. In this exploratory workshop, we want to challenge the discourse Meadows pointed at and engage with others in exploring playful and creative methodologies.

Facing the unknown can be a process fraught with vulnerability and a formidable barrier to action and imagination. Dealing with uncertainties can be seen as a process of controlling, overcoming or taming the unknown. However, with a Buddhist philosophical view we might look at uncertainties with a caring perspective while being accepting of the transient nature of life. 'Truly seeing what is' can be seen as a condition for agency (Todd 2016) and might help us overcome the initial impulse to want to control and imagine the unimaginable instead (Yusoff & Gabrys 2011). The essence of the challenge lies in the fact that we do not need to discover how to predict the future, but rather to navigate, live with and make decisions despite its uncertainty (Facer 2016).

In this workshop, we want to explore together and through play how we can challenge the ways we create stories of what we dream of and hope for. Stories that are not impeded by the dominant narratives but that can support the exploration and creation of liveable futures in dialogue together with all lifeforms on earth. We will work with different materials and approach educational research and practice in an imaginary way. The aim of this workshop is to create a space for the participants to play and experiment with personal limits of imagination allowing for new meanings of uncertainty to emerge.

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Feedback as dialogue: developing pre-service teachers' research literacy through improving feedback literacy

19. Teaching and Teacher Education
Dragana Surkalovic[1]
[1] OsloMet - Oslo Metropolitan University

Research topic/aim

The aim of the project is to increase students' feedback literacy (Molloy et al. 2020) as part of developing their research literacy, which is seen as an essential part of teachers' professional knowledge, development and everyday practice. Feedback literacy is seen as a tool in building a professional learning community, training pre-service teachers in "contributing to the development of a sense of academic fellowship" (NRLU 2016, p. 72) as a part of their research literacy.

Theoretical framework

This paper explores adventures of education and relational learning in the context of inquiry- and problem-based learning (Aditomo et al., 2013, p. 1241; Schmidt et al., 2011) and research literacy development (Evans et al., 2017) in teacher education.

Methodological design

Presented is the first cycle of an ongoing action research project carried out in a pre-service teacher education course in a 5-year integrated MA Primary and Lower Secondary Teacher Education Program in Norway. The exam in the course is a term paper on a self-chosen research question carried out by novice student researchers. The action entails redesign of course requirements and teaching sessions. Data sources include an anonymous pre- and post-survey of students, based on Henderson et al (2016), with responses matched using self-generated identification codes (Vacek et al 2017), as well as course documents, participant observation, interviews with teachers, and field notes.

Expected conclusions/findings

The action is expected to shift focus from teachers as feedback providers towards feedback as dialogue between students and their peers and teachers, facilitating increased student agency and opportunities for connection, interaction, support and reflection, thus building academic fellowship for professional learning.

Relevance to Nordic educational research

Research shows (Thorsen & Lundberg 2021) that there is not enough integration of research literacy and professional practice in teacher education, and not enough focus on professional development work.

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Fiction and perspective-taking - possibilities for future teachers to gain insight into diversity (nor)

19. Teaching and Teacher Education
Camilla Häbler[1]
[1] Kari Spernes

Research topic/aim
Diversity is a normal feature of the school, and structural inequality based on, among others, race, ethnicity, gender, and sexual orientation is well documented (UNESCO, 2020). Teachers are crucial to ensure that minority stereotypes are not maintained or created and to build education which establish diversity among pupils. This requires teachers to be open to diversity and to recognize the experiences of each pupil in school (UNESCO, 2020). The approach in teacher education must therefore be directed towards an inclusive education where student teachers develop knowledge that makes them prepared to deal with diversity in schools.

The purpose of our study is to investigate how student teachers' perspective-taking through fiction, may give insight into diversity, valuable as future professional teachers.

Theoretical framework
Our findings are seen in the light of Rosenblatt's (1978) transactional theory and her differentiation between aesthetic and efferent reading, referred to as stances. Our findings are also seen in the light of Murphy et al. (2009) who redefined Rosenblatt's two stances and added a third one, resulting in three stances: an efferent, an expressive, and a critical-analytic stance. We also seek theoretical support from Gasser et al. (2022) who argued that narrative fiction represents a developmental context for cultivating sociomoral competences, such as perspective-taking, empathy, and contextualized moral judgments.

Literature

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Methodological design
The study is based on an assignment in an optional course, Intercultural Education, in teacher education covering topics intended to prepare student teachers to deal with diversity in school. In the assignment the student teachers read and reflected on novels related to diversity, considering that fiction describes a social context and shows connections between events and actions (Longo 2015), and that narratives from different social environments can be used to arouse curiosity and interest (Fox 2003). The data consists of individual texts and group conversations from third years student teachers in a graduated program.

We have followed Castleberry and Nolen's (2018) recommendations related to thematic analysis, and we have divided our preliminary findings into two categories: (1) To see oneself from the outside and (2) To take the other's perspective.

Expected conclusions/findings
Preliminary findings show that, through reading fiction, the student teachers are to a certain extent, able to put themselves in other people's situations and take new perspectives. Further analysis will show whether in this way they can also gain insight into diversity.

Relevance to Nordic educational research
We live in diverse societies and school must face challenges related to diversity, and therefore we find our study relevant to teacher educators in all Nordic countries.

Folk high school teachers´ experiences of teaching where participants are to learn from and with each other (swe)

19. Teaching and Teacher Education

Jonas Forsmark[1]

[1] Division of Education and Adult Learning, Linköping University

Research topic/aim

This paper presents a study of folk high school teachers' experiences and teaching strategies. The pedagogical idea of learning from and with each other is strongly positioned within the folk high schools and teachers are expected to teach in a way where this will happen. (Andersson et al., 2020; Brandt, 2023; Folkbildningsrådet, 2020; Prop. 2013/14:172). The aim of the study is to explore from the teachers' perspective the conditions, strategies, and experiences that relate to their teaching with regards to participants learning from and with each other.

Theoretical framework

The theoretical framework is Dewey's pragmatic educational philosophy. From this perspective, the task of the teacher is to shape an environment where mutual influence occurs. Social interactions constitute and change both the individual and the social context. Examples of concepts that will be applied in the study are: interest, habits, experience, and environment (Dewey, 1983, 1997, 2008).

Methodological design

This is a qualitative study based on semi-structured interviews with 15 folk high school teachers from 13 folk high schools in Sweden. They represent a variety of teaching subjects, for example social science, language, math's, arts, and vocational education. The interviews took about 90 minutes each and were transcribed and then analyzed thematically, using NVIVO.

Expected conclusions/findings

The result is framed within three major themes. (1) The teachers' experience of new participants coming to the folk high school with habits of individualistic studies with a focus on their own merits and perception of the teacher as the center of knowledge. These habits are contrasted with the teachers' ideas of teaching. (2) The teachers describe strategies for the participants to learn from and with each other. This involves gathering around common interests, creating trust and security so that the participants dare to share their experiences with each other. The use of experiential education and dialogue was common for all teachers. (3) The teachers' experiences of the consequences of their teaching refer to new study habits, changes in the study environment, the participants' personal development, deepened subject knowledge, and social development.

Relevance to Nordic educational research

Folk high schools are unique features of the Nordic educational systems, with their own traditions. There are similarities as well as differences between them across national borders. One similaritiy is the aspect of learning in a social context, from and with each other, in dialogue (Andersson et al., 2020; Brandt, 2023; Lövgren et al., 2023).

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From motion to pedagogy – Dance as a catalyst for empowering future teachers in cross-sectoral collaborations

19. Teaching and Teacher Education

Gunhild Brænne Bjørnstad[1] , *Kristine Høeg Karlsen*[1]

[1] Østfold University College

Research topic/aim

In this paper we present our exploration of how the teacher candidates articulate their experiences of the cross-sectoral collaboration with dance students when creating an artful encounter with dance for pupils in primary schools in Norway.

Theoretical framework

In Norway, all children in schools are entitled professional artistic productions from a variety of artistic fields, including dance, through the Cultural Schoolbag (TCS). One of the challenges in the programme has traditionally been that the educational and the artistic sector lack mutual understanding and collaboration (Hauge, Knudsen & Ervik, 2017). Professional artists enter schools to showcase their art often without much knowledge about the pupils, the school as an organisation or the curriculum, and the teachers on their side are not able to incorporate the art into the learning processes of the children.

Through the pARTiciPED project (2020-2024) this gap is addressed with laboratories aiming to bridge the two sectors. In our laboratory, dance students and teacher candidates codesigned an artful encounter for children in schools, with the aim to strengthen the teacher candidates position in such cross-sectoral collaborations.

Methodological design

Inspired by Patricia Leavy's arts-based inquiry, we used clay as the material of expression, and filmed groups of teacher candidates while they created a sculpture representing their processes. The clay material was chosen as we believe that the making of a visual expression activates the thought and assists the students' tacit knowledge to be expressed. The creation process and sculpture were in turn analysed, supplemented by the oral statements of the students.

Expected conclusions/findings

The analysis revealed that the teacher candidates considered themselves to be scaffolding the artful encounter with the children in school, providing them with greater confidence as key personas in these artful encounters, and a better understanding of the creation of art. The analysis regarding the dramaturgy of the collaboration revealed that the teacher candidates experienced being co-creators in the project when they could focus primarily on unfolding the educational potential of the artful encounters.

Relevance to Nordic educational research

Strengthening the role of the teacher in artful meetings in schools is essential to ensure quality in the learning process of the children. This project and presentation provide insights on how to include future teachers in creative processes, build their understanding of the importance of arts, and strengthen their confidence in such artful encounters.

From Parent-Teacher Relations to Professional Identity in Danish and Swedish Schools

19. Teaching and Teacher Education

Ulla Lundqvist[1] , *Ilona Rinne*[2], *Ali Yildirim*[2]

[1] Oslo Metropolitan University

[2] University of Gothenburg

Research topic/aim

Denmark and Sweden have witnessed a historically significant amplification of parental influence in compulsory schools during past decades. Parents have achieved free school choice and powerful roles in school governance to support pupil's education (Björk & Browne-Ferrigno, 2016). Though parent-teacher cooperation can be conducive to children's learning (Epstein, 2005), incorporating parents into professional obligations can also be a major challenge for teachers (Dahl, 2017; Addi-Raccah & Grinshtain, 2021). This is especially the case for beginning teachers, who often feel unprepared for parental cooperation (Epstein, EVA, 2019), and encounter tensions between their expectations about being a teacher and the realities of professional teaching (Flores, 2004; Ruohotie-Lyhty, 2013). This presentation investigates beginning teachers' experiences with parents in Sweden and Denmark and how these experiences reflect the teachers' professional identity development.

Theoretical framework

A framework involving the concepts of parent-teacher relations, professional teacher identity, and emerging and thickening trajectories is used to analyse data. Parent-teacher relations is understood as a professional core relationship integral to the teaching profession, since teachers must engage with parents (Kelchtermans, 2017; Uitto et al., 2021). Professional teacher identity is understood as the participants' interpretations of their previous, current, and imagined experiences of how to understand and enact their work in school and society (Beauchamp & Thomas, 2011). Identity is analysed as an ongoing process of emerging and thickening trajectories of social identification (Wortham, 2006; Lundqvist, 2019; Ye & Zhao, 2019).

Methodological design

Through a comparative case study approach (Flyvbjerg, 2006), to sets of interviews (*N=20*) were carried out with ten teachers in pre-service and in-service phases of their profession, in Denmark and Sweden, to capture their interpretations of experiences with parents (Rinne et al., 2023). Most of the participants pointed out parent-teacher relations as extremely challenging. Thus, learning to handle parent-teacher relations appeared to be a critical aspect of the participants' identity development.

Expected conclusions/findings

The study shows that parents are a resource for their children's schooling when beginning teachers have autonomy to define parent-teacher relations, and when both parties share goals. However, when teachers become responsible for resolving conflicts between powerful parents' interests and their own professional commitments in unsupportive work environments, they might develop negative attitudes toward their professional identity (Flores, 2004; Ruohotie-Lyhty, 2013). The similarity in increasing parental power across Denmark and Sweden can be viewed as a consequence of the neoliberal turn that has profoundly empowered parents in education (Deslandes et al., 2015; Kristoffersson, 2007). There is a risk that widespread promotion of parent-teacher cooperation (Addi-Raccah & Grinshtain, 2021) may clip the wings of teachers and constrain their professional autonomy. Policy makers must consider how parental cooperation policies can restore professional autonomy in the teaching profession to empower teachers to manage parent-teacher relations based on professionalism.

Relevance to Nordic educational research

Migration has increased diversity in parental involvement in Scandinavian schools. Scandinavian countries are smaller in population compared to many other countries, thereby the influx of immigrants coming from different parts of the world makes the diversity in parental expectations and demands from schools more apparent. Thus, impact of parent-teacher relations on teacher identity is relevant for Nordic educational research.

Identifying Synergies in Computational Thinking Activities: Connecting Initial Teacher Education and Schools

19. Teaching and Teacher Education

Mads Middelboe Rehder[1] , *Louise Mifsud*[2]*, Katarina Pajchel*[2]*, Thomas Frågåt*[3]*, Kalle Juuti*[4]

[1] University College Copenhagen (KP)

[2] Oslo Metropolitan University

[3] Inland Norway University of Applied Sciences

[4] University of Helsinki

Research topic/aim

Initial teacher education (ITE) has often been criticised for not aligning with schools, contributing to what is often described as a theory-practice gap (McGarr & O'Grady, 2017). Computational thinking (CT) is a recent addition to several school curricula (Kafai, 2022). A question that is frequently raised is how ITE is addressing the inclusion of CT in school curricula. The aim of this presentation is therefore to identify CT activities for creating synergies between schools and ITE.

Theoretical framework

To characterize CT, in this presentation, we use generic (Shute et al., 2017) and subject-specific frameworks (Weintrop et al., 2016), as well as a teacher CT competence model (Frågåt et al. 2023). The Frågåt et al. (2023) model focuses on six different components, where pedagogical knowledge, subject-specific content knowledge, assessment knowledge, as well as generic knowledge are highlighted. We draw on these models to identify the possible synergies between teacher education and schools.

Methodological design

The overall approach is design-based research (McKenney and Reeves, 2018). In this presentation, we draw on multiple cases across three Nordic ITEs and six Nordic schools. CT learning and teaching modules were designed together with teachers, and student teachers were exposed to different CT teaching approaches. Data were collected by means of video observations and interviews. Interviews were transcribed while video observations were content-logged and extracts were transcribed and translated into English.

Expected conclusions/findings

Preliminary findings suggest possibilities for designing learning and teaching approaches for creating synergies between school and ITE in both generic and subject-specific CT activities. Furthermore, our findings indicate the importance of designing activities that integrate assessment of CT.

Relevance to Nordic educational research

In our investigation of CT practices in schools and ITE in Denmark, Finland, and Norway, we also aim to create synergies between the different approaches across these three Nordic countries.

Incorporating pupil influence in ESD in the Anthropocene: Insights from Teacher Pedagogies (swe)

19. Teaching and Teacher Education

Claudia Preisig[1] , *Marie-Helene Zimmerman Nilsson*[1], *Mathias Zannakis*[1], *Anna Jakobsson*[1]

[1] Department of Social and Behavioural Studies, University West, SE-461 86 Trollhättan, Sweden

Research topic/aim

Living in the Anthropocene era gives rise to a multitude of intricate global challenges, encompassing climate change, biodiversity loss, and food scarcity. These challenges are central to the discourse on sustainability, as there is widespread recognition of an urgent need for the adoption of a more sustainable living, through a variety of potential pathways, objectives, and outcomes to achieve it. Consequently, it becomes essential to view sustainable development as an endeavour that embodies democratic principles, with the educational sector assuming a critical role in guiding humanity towards a more sustainable future (Lundegård & Caiman, 2019). As Ideland (2016) notes, teachers have a significant responsibility in preparing the next generation for their future. To meet this challenge, teachers themselves need to develop an understanding of their pedagogical approaches in the context of sustainable development (McNaughton, 2012). Hence, the aim of the study is to contribute with knowledge on how teachers enact their teaching when pupils get increased influence.

Theoretical framework

The theoretical framework is grounded in sociocultural theory wherein learning occurs through social interactions with others, and communication, employing language and tools, constitutes a salient dimension thereof (Vygotsky, 1978).

Methodological design

The methodology employed for the data collection draws inspiration from educational design research. The close collaboration between researchers and practitioners facilitates a collaborative enhancement of didactical practices (Henning Loeb et al., 2019).

The empirical data comprises audio-visual recordings of conducted lessons and is analysed by applying concepts within the study's theoretical framework.

Expected conclusions/findings

On an overarching level, tentative findings indicate that teachers, by way of applying democratic principles, vary their teaching in response to the increased influence of pupils within the interactive learning environment.

Relevance to Nordic educational research

The study contributes to Nordic educational research as it sheds light on teaching and teachers' learning when adapting pedagogical approaches to prepare future generations for the challenges of the Anthropocene era. By emphasizing how sustainability issues can be integrated into educational practices, including increased pupil influence, this research contributes to Nordic educational research, addressing both the current pressing Nordic but also global challenges as we embark on the educational adventures of the future.

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Innovate to Elevate: Empowering Teachers for Effective Educational Change

19. Teaching and Teacher Education

Marjorie Voutilainen[1] , *Ariunkhishig Gonchigdorj*[1, 2], *Alex Shapero*[1, 2], *Fares Georges Khalil*[1, 3], *Crystal Green*[1, 2]

[1] HundrED

[2] University of Helsinki

[3] Hanken School of Economics

Research topic/aim

Because of the tremendous individual responsibility that teachers hold to ensure student achievement, they must be able to develop practices that suit their unique needs, settings, and capabilities. (Holdsworth, S. and Maynes, N. 2017). Teachers, as key agents of changes, need to understand the reasons, processes, and possible consequences related to innovative practice, thus gaining confidence in initiating and facing changes. Through this exploratory study, we aim to create a framework for an active, intentional practice that will assist teachers in implementation while helping them to recognise, through self-reflection and collaboration, that they already practise innovativeness on a daily basis, and provide them with tools to apply a more systematic, structured, and holistic approach towards innovations.

Theoretical framework

Increasing teachers' willingness to take risks when it comes to changing classroom practice is necessary for effective educational changes (Le Fevre, 2014). Such changes could be self-initiated or adapted from innovations by others. However, education innovation research shows that teachers are often reluctant towards innovations if they feel ill-equipped to handle them, judge those innovations to be unsound (Hargreaves, 2004), lack emotional support (Le Fevre, 2014), and/or lack collaboration time with colleagues (Härkki, et. al, 2021). Teachers often react negatively when changes are mandated, and conversely, they are enthusiastic about self-initiated changes (Hargreaves, 2004). Inspiring teachers to initiate innovations, collaborations, positive discussions, and experience sharing, are essential tools for a system to support teachers (Holdsworth, S. and Maynes, N. 2017). Impactful innovations accommodating diverse needs of learners and resulting in better learning outcomes and witnessing students' achievement are shown to positively affect the job satisfaction of the teachers (Yurtseven, 2023).

Methodological design

Through guided exercises from our Playbook for innovative practices and reflective discussions, we will help teachers (re)discover their own innovative practices. We will use two short questionnaires alongside the worksheets to elicit responses about teachers' definitions of innovative practice in relation to their own job satisfaction. A few months later, the same teachers will receive a follow-up survey that asks about their on-going intentional innovative practice and job satisfaction.

Expected conclusions/findings

By engaging with the Playbook, teachers will reflect on their own practices and gain confidence facing perceived barriers to innovating, learning how to proactively implement solutions to their daily challenges. The worksheets scaffold intentional innovative thinking and problem solving that will enhance teachers' own innate practice of experimentation with impactful ideas. Through the workshop, we hope to encourage structured collaboration and experience sharing between the teachers that could possibly reduce their perception of innovative practices as risks. We expect that the follow-up survey will demonstrate that teachers who have confidence in their own competency, capacity, resources, support, and freedom to innovate will show increased job satisfaction. The qualitative data we gather from the survey and discussions will serve as a basis for further research on teacher agency and innovation.

Relevance to Nordic educational research

Given the global reputation of Nordic education (Rönnberg and Candido, 2023), particularly Finland's innovative practices (Korhonen, et.al, 2023; Korhonen, et. al, 2017), we consider the self perceptions and environments that enable innovation of Nordic teachers relevant.

Internationalising teacher education & the construction of a nationally-oriented profession in Sweden

19. Teaching and Teacher Education
Nafsika Alexiadou[1] , **Mai Trang Vu**[1]
[1] Umeå University

Research topic/aim

Our presentation reports findings from a research that investigates internationalisation of initial teacher education (ITE) in a large Swedish university. Our research focuses on dimensions of internationalisation from the perspectives of the Primary Teacher Education Years 4-6 (K4-6) curriculum, and students. Our study is guided by the following research questions: (a) How does the teacher education curriculum engage with internationalisation? (b) What are the perceptions and experiences of teacher education students in relation to internationalisation?

Theoretical framework

Internationalisation is now integrated into the policies and curricula of most universities in the world, and increasingly embedded within education courses (Larsen, 2016). It is valued for contributing to the quality of education and for broadening students' experiences during their studies (Beelen & Jones, 2015). But, initial teacher education programs are still nationally-oriented, and internationalisation questions are often marginalised (Alexiadou et.al., 2021; Bamberger & Yemini, 2022; Abraham & von Brömssen, 2018).

Methodological design

Our empirical research consists of (a) content document analysis of the Primary Teacher Education programme curriculum; (b) review of core documents that frame teacher education in the specific university, and, (c) interviews with ten teacher education students.

Expected conclusions/findings

Our analysis suggests that despite the aspirations in the university-level policies, internationalisation does not emerge as an apparent agenda at the syllabi level. Explicit references of internationalisation (internation*, global*, multicultur*, and intercultur*) are quite scarce. However, internationalisation seems to be infused in the syllabi, emphasising critical thinking and other global citizens attributes. A few syllabi (in Social Sciences, Natural Sciences, and Languages) deal with social justice, democracy, diversity, multilingualism, humans and local and global ecosystems. Nevertheless, the syllabi appear to be situated more in local and national than global narratives, which reflects the dilemma of universities, and Teacher Education, in their internationalisation process: balancing between national/local needs and those from internationalisation and globalisation.

  The results from the students' interviews reveal very positive attitudes towards further internationalisation of the curriculum. Students suggest that there is currently relatively low engagement with internationalisation questions, and this could also be better integrated into the pedagogical practice.

Relevance to Nordic educational research

Our research thus provides a better understanding on the forms internationalisation processes take when they encounter the highly contextual and nationally-defined teacher education programs in Swedish universities.

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Laboratory work in distance learning: teaching science in adult education

19. Teaching and Teacher Education
Natalia Tomczyk Lövfors[1]

[1] Department of Behavioural Sciences and Learning, Linköpings university

Research topic/aim
Science knowledge is often presented as an issue of crucial competencies for the future (e.g. OECD, 2017) often linked to economic interest (Otrel-Cass et al., 2020). Various stakeholders emphasise the importance of educating science-focused professionals to be able to meet the needs of the labour market (Confederation of Swedish Enterprise, 2021; Naturvetarna, 2021).

In Sweden, adult learners can engage with science education via participation in Municipal Adult Education (MAE). Notably, the syllabi for science subjects in MAE at upper secondary level mirrors the syllabi of upper secondary school. However, the contextual conditions differ significantly. For example, MAE courses are often condensed into 5, 10, or 20-week formats, diverging from the year-long courses in upper secondary schools. Over the past decade, MAE has witnessed a notable surge in online-based education.

Laboratory activities are often described as crucial in science education (Hofstein & Hugerat, 2022). Little research, however, have addressed laboratory activities in the context or formal adult education at upper secondary level, such as MAE. The purpose of the study is to explore how science teachers in adult education describe the factors that influence content and organisation of laboratory activities in MAE.

Theoretical framework
This paper draws upon frame factor theory (Dahllöf, 1967; Lundgren, 1999) and curriculum theory as described by Bernstein (2000), and in particular on how knowledge is recontextualised and organised in education.

Methodological design
This study employs a qualitative approach, featuring semi-structured interviews with teachers in Swedish municipal adult education at the upper secondary level. I have collected empirical data through interviews with teachers in four subjects: biology, chemistry, physics, and science studies. These interviews involved 20 teachers across 15 different schools. Teachers operated in various settings, including on-site education, distance education, and a mix of both. In many cases, teachers managed courses in both distance and on-site formats. While 18 interviews were conducted in person, two interviews were conducted online using Zoom. The interviews were audio recorded and transcribed, the empirical data was analysed through thematic analysis. Since the project is ongoing, the number of participants may vary.

Expected conclusions/findings
Preliminary findings show several factors shaping content selection and organization of laboratory activities. Some teachers emphasise tradition and prior experience, while others rely on textbooks and their authors as main syllabi translators and creators of laboratory exercises. Additionally, the impact of the compact courses within MAE limits the possibility to conduct laboratory activities. In distance education the possibility to conduct laboratory activities is even more restricted, where teachers only meet the pupils a few times or not at all. The interviewed teachers however emphasise the importance of laboratory activities in science education. Finally, the interviewees also indicated that being the only teacher in a subject limited their possibility to develop laboratory activities.

Relevance to Nordic educational research
This study focuses on teaching practices and teachers work in relation to science education in Swedish formal adult education. The As research on science teaching and learning in adult education is limited, this study aims at presenting relevant knowledge concerning adult education practices in the Nordic countries as well as other contexts.

Large-scale implementation of early mathematics innovation (swe)

19. Teaching and Teacher Education

Hanna Palmér[1] , *Camilla Björklund*[2], *Jessica Elofsson*[3]

[1] Linnaeus University, Sweden

[2] University of Gothenburg

[3] Linköping University

Research topic/aim

In a previous study, mathematics education giving the youngest preschoolers the best conditions to learn mathematics was developed and tried out in authentic preschool settings (Palmér & Björklund, 2023). Research on implementation gives us, however, that successful innovations are not easily transferred to a larger community of teachers. Any innovation implemented in pedagogical practices undergo changes but even though there are a plethora of innovations where scaling up is critical from both a researcher and practitioner view, the process of scaling up is sparsely researched (Century & Cassata, 2016). Based on this, the focus of this study is on how the previous innovation can be implemented large-scale in preschool without losing the scientific basis: What is critical in the development of a guiding material to be used in implementation of early mathematics innovation?

Theoretical framework

In line with design research, the study is iterative where design principles for large-scale implementations are developed. The implementation is carried out in cycles where preschools are successively included in an increasingly broader implementation. Based on each cycle, design principles are gradually developed for how the innovation on can be large scale implemented. Thus, the focus is changed from developing theories and new forms of instruction to focusing on large-scale implementation of theories and new forms of instruction. This will be studies through investigating *depth, sustainability, spread* and *shift in reform ownership,* which according to Coburn (2003) are the four dimensions that comprise scaling up innovations.

Methodological design

The data is focus-group interviews and video documentations from the implementation. The focus-group interviews provide information on what is critical in the developed guiding material to be used by preschool teachers. The video documentations make visible how the theoretically driven new forms of instruction are interpreted and appropriated by the teachers and are also used in the focus-group interviews as stimulated recall. To study *depth, sustainability, spread* and *shift in reform ownership*, we focus on how the theoretically driven new forms of instruction are enacted in the preschools, as well as relationships between innovations, contextual factors, and possible learning outcomes (Century & Cassata, 2016). Through these analyses, contextual adaptations to different preschool traditions, activities, milieus as well as preschoolers can be separated from reinterpretations of the guiding material.

Expected conclusions/findings

The study provides insights to contextual conditions that might hinder or facilitate innovations, thus, how theoretically driven new forms of instruction embedded in the guiding material operate in practice in different preschool traditions, activities, milieus, and preschoolers.

Relevance to Nordic educational research

Implementation is of importance not only in early mathematics but also in other curricula areas and ages.

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Learning to notice in teaching practice with video recordings

19. Teaching and Teacher Education
Svava Pétursdóttir[1] , *Berglind Gísladóttir*[1]
[1] University of Iceland

Research topic/aim

The aim of this research was twofold; to explore effective ways of utilizing video as an instructional tool in teacher education and its potential to bridge the gap between theoretical knowledge and real classroom situations and teaching practices.

Theoretical framework

Teacher education needs to be more firmly grounded in classroom practice in order to reduce the gap between theory and practice (Darling-Hammond et al., 2017). It is important that student teachers develop the capacity to identify and interpret classroom teaching. Studies indicate that selectively focusing on classroom events is an important process for students, commonly conceptualized in the term "learning to notice" (Barnhart & van Es, 2015). Video recordings can serve as a training tool for student teachers to learn to analyse their own teaching and reflect on their practises by identifying and interpreting relevant classroom events and make instructional decisions based on those interpretations (Gaudin and Chaliès, 2015).

Methodological design

As part of an assignment in a university course, student teachers in their final year of study video recorded themselves teaching a class during field practice. Following the recording, students observed and analysed their recordings in pairs and wrote a reflection of what they noticed and learned about their teaching practice. The researchers then analysed the reflections drawing out themes about what caught the students attention and what learning and opportunities students noticed to improve and develop their practice.

Expected conclusions/findings

Reflecting on the video recordings gave the students good opportunities to notice both good practice and items that can be improved. The most common things they noticed was their classroom management; their interactions with the children, both in assisting them, classroom discussions and correcting off task behaviour. Many wrote about how effective or ineffective their planning was while also recognising when they had to be responsive and amend planned tasks and instructions. The student teachers notice more things they themselves need to improve, where partners noticed positive aspects from the recordings. Many students mention it being uncomfortable both to be recorded and having to watch but recognised the usefulness of the exercise for their development and learning, indicating that this method is useful in teacher education.

Relevance to Nordic educational research

This study is derived from the Nordic research project Quint- Quality in Nordic Teaching. Our further plan is to use the experience from this research in developing further the use of video recordings in field practice in a more structured manner where students are given tools to analyse their teaching according to known criteria of quality in teaching.

Learning to teach music improvisation (swe)

19. Teaching and Teacher Education

Manuel Ahlqvist[1]

[1] Lund University

Research topic/aim

The purpose of this project is to explore how the subject teacher training programmes at two Swedish music academies prepare students for teaching music improvisation. The project consists of three partial studies; course plan analysis, interviews and class room observations, where this presentation focuses on the course plan analysis. Although music improvisation is a fairly well researched topic there is a research gap when it comes to practice-led research focusing on how music student teachers are prepared for teaching music improvisation. At the same time, these student teachers in their future teaching careers, have to be able to adhere to school curricula, e.g., at upper secondary level in Sweden, where they are expected to be able to teach music improvisation.

Theoretical framework

The overarching purpose of this project is to, through actor-network theory (ANT), explore the associations between actants in the networks that student teachers are part of when developing their abilities to teach music improvisation during their teacher training. The systematic review *Mapping visions of improvisation pedagogy in music educationresearch* (Siljamäki & Kanellopoulos, 2019), identifies and critically examines the prevailing trends in music education addressing music improvisation. The authors highlight, among other things, several discourses through which improvisation has been framed in the field of music education while providing insights on how such discourses could create particular pedagogical visions of improvisation (ibid, 2019). Given the varied nature of these pedagogical visions this project aims to, through the flat ontology of Actor-network theory (ANT), carry out a qualitative study of what is visible in two different Swedish teacher training contexts.

Methodological design

The course plan analysis will be carried out using ANT aiming to identify actants in the course plans in three different categories; discursive, human and non-human and the significans they are given . This analysis focuses on the opportunities given in the written course plans that the music student teachers encounter and relate to during their teacher training. These actants demonstrate the 'possibilities' that student teachers have in developing their teaching skills that will later be further traced in interviews and observations to establish their associations to the network.

Expected conclusions/findings

The results of the course plan analysis will demonstrate what discursive, human and non-human actants are present in the formal written documents that offer the student teachers the opportunity to develop their ability to teach music improvisation. When taken together with interviews with students, teachers and supervisors, and class room observations of student teacher during placement, a clearer picture will emerge of what actants are activated in the network that make up the student teachers teacher training to become teachers of music improvisation.

Relevance to Nordic educational research

This project is carried out in a Swedish teacher training context thus contributing to a deeper understanding of how course plans, students, teachers and supervisors experiences form a network of actants that are significant in the development of future music improvisation teachers.

Living in times of uncertainties: enacting health and wellbeing in school (nor)

19. Teaching and Teacher Education
Birgitte Bjønness[1] , *Siv Paus Brovold*[1]
[1] Norwegian University of Life Sciences

Research topic/aim

During the last decades there has been an increase in mental health problems amongst young people in Western countries. This has been connected to pressure on educational achievement and body dissatisfaction (Eriksen, 2021). However, what seems to be less communicated is the fast-growing concern related to eco-anxiety amongst adolescents, causing an "existential risk" to health and wellbeing.

Schools are internationally called upon to meet the wellbeing of students (WHO, 2018). In Norway a curriculum reform (Udir, 2020) includes a cross-curricular theme "health and wellbeing" as a response to the increase in health problems amongst adolescents. The curriculum is open for several ways of understanding and enacting health and wellbeing. This brings up questions for practitioners in schools as well as for educational research: How to enact health and wellbeing? What is the content of health and wellbeing, and what is the desired outcome? What are the purpose and underlying values?

Theoretical framework

The new curriculum in Norway has been critiqued for promoting a bio-medical discourse focusing on knowledge, attitudes and behavior related to individual wellbeing and health risks (Reise, Hilt & Søreide, 2022). In opposition to this, a socio-ecological discourse being critical, structural, situated, and emancipatory, aims at providing students with broader competences and possibilities for critical engagement in sociocultural health issues (Primdahl, Reid & Simovska, 2018). The corona pandemic has shown us how health and wellbeing have a tremendous impact on our lives, both locally and globally. The socio-ecological discourse envisions people as inseparable from their environment; recognizing the conditions people live in (e.g., poverty, pollution, malnutrition) and the consequences it has for health and wellbeing.

Methodological design

The study has a case design where data is collected through focus groups interviews with teachers, students, school management and other staff, as well as observations at an upper secondary school in Norway. The school is part of a university school network where the teacher education collaborates with 4 university schools to enact education for sustainable development.

The upper secondary school is developing and enacting health and wellbeing as part of the school's pedagogical platform. The school strives to "create robust and independent people for the future. By being confident and innovative, we welcome new students with frameworks that include and challenge the individual" (from the school's strategy plan). The school is currently exploring innovative ideas and practices for improving health and wellbeing, including student democracy, cross-curricular projects, low threshold meeting spaces, out of school teaching and learning, as well as building structures within the school supporting health and wellbeing for all students.

Expected conclusions/findings

The study will contribute to knowledge and understanding of possibilities and constraints regarding the enactment of health and wellbeing in upper secondary school. It will also provide insight into underlying values that can be found by exploring the "hidden" curriculum found in the school's social and organizational cultures and practices.

Relevance to Nordic educational research

The educational relevance is to be found in a high-context case from a Nordic upper secondary school struggling to develop and enact health and wellbeing for all students in times of uncertainties.

Mentor growth through mentoring

19. Teaching and Teacher Education
Ilona Rinne[1]
[1] Ilona Rinne, Senior lecturer, University of Gothenburg

Research topic/aim

Mentor teachers are acknowledged to play an essential role in student teachers' professional preparation for the teaching profession during practicum periods (Ambrosetti et al., 2017). However, little is known about how mentoring benefits MTs themselves, and how their students and schools might gain from mentoring (Chu, 2019). In this study we define mentoring as a complex activity where mentor teachers and student teachers take multiple roles in a collaborative process of interaction (Ambrosetti et al.). We explore how mentor teachers engage in the social practice of mentoring and how their interaction and collaboration with student teachers contribute to their professional development.

Theoretical framework

The theoretical framework draws upon social practice theory and situated learning in communities of practice (Wenger, 1998), professional identity development (Lave and Wenger, 1991) and relational agency (Edwards, 2005).

Methodological design

The empirical material consists of six exploratory semi-structured interviews from the initial phase of a study titled *Growing through mentoring: An activity-based inquiry into mentor teacher growth in knowledge and practices (Mentor Growth),* which aims to investigate the knowledge, processes and conditions involved in mentorship practices that lead to professional growth for mentor teachers.

Expected conclusions/findings

The findings show that mentoring is perceived as an inherently social practice where learning and professional development is occurring for mentors during practice periods. Despite the challenges such as lack of time and poor support from the school leaders, mentoring benefits teachers ´ professional development by offering opportunities for fruitful collaboration with student teachers and self-reflection. When mentor teachers find mentoring professionally rewarding, they have the motivation to continue and set good examples for student teachers as well as for other teachers to serve as mentors.

Relevance to Nordic educational research

The findings open a discussion about mentors' professional growth and their role in teacher education in the Nordic countries more broadly. In the Nordic countries mentors are not usually renumerated for their mentoring work, the exception being in Iceland and Norway where mentor teachers get reduced teaching time (Windsor et al, 2023), and no countries mandate mentor training/education. The findings of this study offer insights into professionally rewarding experiences of mentor teachers, thus could be valuable for all countries facing challenges with maintaining mutually beneficial mentor-mentee relationships in teacher education and schools.

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Mentoring student teachers – a reflection of what you know or who you are.

19. Teaching and Teacher Education

Anna Maria Hipkiss[1] , *Sally Windsor*[1]*, Irma Brkovic*[1]*, Ali Yildirim*[1]*, Ilona Rinne*[1]

[1] Department of pedagogical, curricular and professional studies, University of Gothenburg

Research topic/aim

This is a quantitative study of how mentor teachers view their task as mentors. The study investigates to which extent mentor teachers value different mentor characteristics or qualities in their role as mentors, for example the importance of being a role model or having certain knowledge that set student teachers on the path to their future teaching adventures.

Theoretical framework

This presentation draws on concepts from Legitimation Code Theory (LCT- Maton, 2014). LCT is concerned with how mentor teachers respond to the relations between *who* one is (for example being a role model) and *what* one knows (for example having certain knowledge) might give insights into the dichotomy of *tacit and explicit* knowledge (or *knowledge for-in-on practice*). Using LCT we aim to identify what the dominant understandings of what mentoring involves in two ways. What do mentors value more legitimate knowledge and epistemic relations (ER); or being a legitimate knower and social relations (SR), aka someone who can play "the rules of the game" (Clarence, 2021:30; Maton, 2014:17).

Methodological design

Data was collected through a nationwide distributed questionnaire sent out to mentor teachers for the teacher education programs at the primary school level (Grundlärarprogrammet 4-6) in the winter of 2022 and 2023. In the first round, a total of 619 responses were collected asking for mentor teachers' experiences of the mentoring task. In this presentation, eight survey questions were selected, in collaboration with a panel of LCT scholars, for further analyses using the dimension of Specialization. In the ongoing analyses we identify to which degree mentors "value" *specialized knowledge* related to the mentoring task (epistemic relations), and to which degree they value *dispositions and attributes* (social relations) and if there are distinctions to be made between different teacher categories.

Expected conclusions/findings

Preliminary results indicate that while mentors value having the right knowledge and being the right knower, slightly more mentors (67%) value being the right knower over having the right knowledge (50.7%).

Relevance to Nordic educational research

These differences are slight, but it is anticipated that further analyses will highlight whether the differences can be related to, for example, years of experience or type of teacher education which in turn can provide useful knowledge for designing mentor training provided at universities.

Micro-teaching to support student´s professional knowledge.

19. Teaching and Teacher Education
Sara Ekström[1] , *Marita Lundström*[1]
[1] University West

Research topic/aim
Several researchers (e.g., McDonald et al., 2013) have drawn attention to student teachers' challenges in developing profession-specific knowledge in today's organization with theoretical campus courses and work-based training at schools. McDonald et al. have shown a model for developing teacher students' knowledge in teaching in a learning cycle in four areas: (a) analyzing teaching situations, (b) learning about activities through, e.g., modeling, (c) practicing teaching through micro-teaching, and (d) applying teaching with students in authentic situations. Younger students' mathematical development correlates strongly to their teachers' subject didactic knowledge (Ball et al., 2008). Additionally, micro-teaching develops student teachers' profession-specific knowledge (Pekdağ et al., 2020). This study investigates students' confidence in their ability to teach mathematics and how it changes when they conduct micro-teaching before their practice.

Theoretical framework
The theoretical framework relies on Bandura's theory of self-efficacity (1997), which deals with the individual's beliefs about competence, not teaching ability. However, there is a clear connection between teachers' perceptions of their competence and their students' performance, meaning that confidence in one's ability can guide how one teaches (Caprara et al., 2006).

Methodological design
The study was conducted in one course in mathematics. After lectures, the teachers supported the students to plan their lessons for preschool class students. The lessons were conducted in small groups on campus. Afterward, the students got oral feedback according to a structured observation protocol. The same lessons were later conducted at their practice. Finally, the process was discussed at seminars led by the teacher educators. Data collection has taken place through focus groups to capture the students' experience of micro-teaching and if/how it has changed their confidence in teaching mathematics. Theoretical tools of analysis are four aspects that support the development of self-esteem (Bandura, 1997): (a) staging experiences, (b) vicarious experiences, (c) social persuasion, and (d) physiological and emotional experiences.

Expected conclusions/findings
The students experienced micro-teaching as educational and felt well-prepared before teaching in class. Studying other student's teaching means that the students deepen their knowledge of other areas of mathematics and provide teaching ideas. Continuous feedback on limited content was perceived positively. After completing the micro-teaching process, the students experienced better self-confidence regarding planning, teaching, and teaching in mathematics.

Relevance to Nordic educational research
To teach teacher students in teaching is a challenge for every teacher educator in all Nordic countries. Therefore, this research on how to support student´s professional knowledge in teaching is interesting and relevant to teaching and teacher education.

Motives behind Finnish student teachers' career choices

19. Teaching and Teacher Education
Marjatta Takala[1] , *Riikka Sirkko*[1]
[1] University of Oulu, Finland

Research topic/aim
Student teachers' motivation to apply for teacher education at Finnish universities and universities of applied sciences (UAS) were studied. This was done, while teacher profession has started to be less attractive in recent years. We asked, what are the main motivations of various teacher student groups to apply to teacher education and what kind of narratives of motivation can be found.

Theoretical framework
Motivation to become a teacher can be classified into intrinsic, extrinsic, and altruistic (Watt and Richardson, 2007). These are also present in The Factors Influencing Teaching Choice scale (FIT-Choice scale), which is used here as the theoretical frame. The main factors in the scale are prior teaching and learning experiences, intrinsic career value, personal utility value, and social utility value. The intrinsic value refers to the enjoyment a person gains from performing a certain task, and personal utility value to how a certain issue can be of use in the future. Social utility value includes a desire to make a social contribution.

Methodological design
Together 760 student teachers responded to two similar questionnaires. The first query (Data 1) was responded before Covid-19, in spring 2019, and the second (Data 2) in spring 2022. Data 1 was received from three universities and five UAS. Data 2 was from one university and two UASs. The responses were analyzed using content analysis and the narrative approach.

Expected conclusions/findings
Extrinsic, intrinsic, and altruistic motivators were found. The most common narratives were 'A desire to teach' and 'Professional development'. The most common motivators among early education and class teacher students were that they liked to be with children and were fascinated by teaching and learning. Subject teacher students considered their subject as a motivator, and special education teacher students were interested in challenges in learning. The motivator for students at UASs was the need to obtain a teaching degree to keep their current job. In addition, many liked to teach their own subject, their interest area. Various motivators and their meaning to teachers as well as ways to attract students to the field are discussed.

Relevance to Nordic educational research
It is vital to have committed students in Nordic schools. We need to discuss together how to recruit and retain teachers.

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Moving Beyond Practical Wisdom: Teacher Research in Secondary Education

19. Teaching and Teacher Education
Wilfried Admiraal[1]
[1] Oslo Metropolitan University

Research topic/aim

Teaching in secondary education is mostly grounded in the practical wisdom of teachers (Weimer, 2008). In general, teachers have limited knowledge of, access to, and interest in insights from scholarly work. Teacher research might be a way to move beyond practical wisdom as the only basis for good teaching. This study aimed to explore whether teacher research can encourage teachers' learning process as professionals, improve teaching practices, and generate knowledge about these practices.

Theoretical framework

Proposals on how to bridge the gap between academic research, on the one hand, and educational practice and policy, on the other, focused on researchers' collaboration with practitioners. This kind of collaboration is summarized in research-practice partnerships (RPP; Sjölund et al., 2022). These RPPs are long-term and mutualistic partnerships between practitioners and researchers to improve children's and young adult's educational experiences and outcomes. However, in many instances interaction and communication between researchers and teachers are still problematic and both teachers and researchers stick to their 'traditional' roles of knowledge user and knowledge producer, respectively (Schenke, 2015).

Another way to close this gap between research and practice in secondary education might be scholarly research by teachers. Teachers might not only understand and design their practices by monitoring and evaluating teaching practices but also develop their professional skills such as a critical reflection on their own practice as well as on the practice of their colleagues. Of equal importance, teacher research can be a valuable way to use insights from the knowledge base on teaching and learning as well as to add new insights to it (Admiraal et al., 2014).

Methodological design

Participants were 44 experienced secondary school teachers in the Netherlands following a 2-year Master of Science professional development program on teaching and learning. Data was gathered using questionnaires, learner reports, a group interview, and participants' master theses.

Expected conclusions/findings

Data analyses showed that the teachers report significant changes in the way they teach and think about teaching: on the one hand, they reported being more focused on what they want to change in their teaching, but on the other hand, they mentioned that they take different perspectives when they are confronted with problems in teaching. In addition, they mentioned challenges that are common for starting researchers such as how to formulate a researchable question, how to select relevant literature, how to deal with peer review, and how to perform situated generalization.

Relevance to Nordic educational research

I will discuss what kind of educational research is valuable for teachers as learning professionals in Nordic secondary schools.

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Navigating cross-pressure: teachers' competence regarding gifted students and the pedagogical practices they promote

19. Teaching and Teacher Education

Gila Furnes[1] , *Gunnvi Sæle Jokstad*[1]

[1] NLA University College, Norway

Research topic/aim

This study aims to investigate how teachers in Norway assess their ability to meet the educational requirements of gifted students and the strategies they employ to cater to this student demographic. In Norway, gifted students often encounter challenges in accessing sufficient academic and social support within the educational system. This problem is compounded by the disparity between policy recommendations, such as the 2016 NOU:14 (entitled 'More to Gain: Children with Higher Learning Potential' green paper), and Proposition 57 L. (2022–2023) (entiteled 'The Education Act for Primary and Secondary Education,') and their actual implementation in schools. Despite differentiated instruction (TPO) being a fundamental principle in Norwegian education, its application for gifted individuals remains limited. This study sheds light on the current state of support for gifted students in Norway, and it explores the following key areas: awareness and implementation of NOU 2016:14, teacher proficiency, and practices for addressing the needs of gifted students.

Theoretical framework

Since the 1970s, a considerable absence of research has been dedicated to gifted students in Norway. This research gap underscores the comparatively lower priority that researchers in Norway have assigned to the field of gifted education. This deficiency in Norwegian-specific research has tangible implications for the education of gifted students. Recent studies, including the works of Idsøe & Skogen (2011), Idsøe (2014), Brevik et al. (2018), Jokstad & Hagenes (2020), Smedsrud (2018, 2020), Lenvik, A., Jones, L. Ø., og Hesjedal, E. (2022) and Idsøe et al. (2021), Furnes and Jokstad (2023a, 2023b) consistently underscore the misalignment between the educational needs of gifted students and the educational provisions they actually receive within Norwegian schools. Moreover, the research deficit and the consequential absence of tailored educational support compound the experience of gifted students, rendering them virtually invisible within the educational system. This isolation fosters a pervasive sense of social disconnection, hinders self-efficacy, and intensifies the profound struggle with self-identity.

Methodological design

We have undertaken a research project that specifically focused on teachers within a small municipality in Norway, encompassing a total of four hundred educators. Our data collection was comprehensive, employing a mixed-methods approach as Creswell (2013) outlined. This approach combined a digital survey that incorporated both quantitative and qualitative inquiries, along with semi-structured interviews. The findings presented in this article are primarily derived from the digital survey component of the study.

Expected conclusions/findings

We have found that many teachers lack awareness of the NOU 2016:14 green paper. There is limited research-based competence among teachers for identifying and adapting instruction for gifted students. A lack of relevant education policy knowledge and evidence-based practices has placed teachers in a cross-pressure situation, compromising their academic integrity and hindering the education of gifted students.

Relevance to Nordic educational research

This study is constrained to the Norwegian context and specifically focuses on the period following the publication of NOU 2016:14, titled 'More to Gain: Children with Higher Learning Potential' green paper. In addition, we examine how the new Proposition 57 L. (2022–2023) 'The Education Act for Primary and Secondary Education' is applying recommendations from NOU 2016:14.

Navigating Mediated Interactions: Childrens' Experiences with Mobile Devices in Mobile-Free School Environments

19. Teaching and Teacher Education

Mads Middelboe Rehder[1] , *Thilde Emilie Møller*[2]

[1] University College Copenhagen (KP)

[2] University College Absalon

Research topic/aim

The presence of children's mobile phones has emerged as a widely debated issue in Nordic K-12 education. An increasing number of schools prohibit mobile phones, arguing that they are disruptive elements during class. Recently, the Ministry of Children and Education in Denmark has taken proactive measures by formulating national guidelines and policies concerning mobile phone usage within Danish schools.

Despite the ban on phones, children persist in using them to engage with their peers from the moment they acquire mobile phones at ages 9 or 10. As a result, they navigate the complexities of digital interaction independently, without significant guidance or support from teachers or parents.

This paper presents findings from an ethnographic study to offer insights into children's initial experiences with digital interactions through mobile phones, exploring the intricacies of their social dynamics within a mobile-free school environment. The paper is guided by the research question: How do children experience their initial years of mediated interactions with fellow students through mobile devices while adhering to school-imposed restrictions on their usage?

Theoretical framework

Building on inspiration from Maurice Merleau-Ponty's phenomenology of the body (2012) and Don Ihde's post-phenomenology (1990), this study centers on children's subjective experiences of their digital interactions. To elucidate the nuances of these interactions, the paper leverages Roman Jakobsen's concept of phatic expression (1964) and Tim Ingold's exploration of sentient beings (2015).

Methodological design

The study adopts an ethnographic approach, employing methods such as video observations, semi-structured interviews, and informal conversations with both children and their teachers (Gulløv & Højlund, 2003; Pink, 2009)

Expected conclusions/findings

The findings reveal that children's mediated interactions persist, intricately woven into the fabric of their social consciousness and relationships, even in the absence of visible mobile phones in the school environment. This hidden dimension of digital engagement unveils a rich tapestry of social, cognitive, and emotional experiences that remain largely unnoticed within conventional educational discourse. While mobile restrictions may serve specific pedagogical objectives, they inadvertently obscure a vital aspect of children's contemporary socialization experiences. This underscores the need to acknowledge the influence of digital interactions on children's social worlds and the intricate socio-cultural contexts both within and outside educational institutions in which digital interactions thrive.

Relevance to Nordic educational research

The ethnographic findings in this paper hold significance for Nordic educational research as they draw attention to the intricate nature of children's social worlds, which can be overlooked when enforcing bans on digital devices. The study demonstrates what happens when leaving children without support in navigating this complexity is present in all schools and countries with mobile-free school environments. Within the educational landscape in Nordic countries, there exists a contrast between familiar learning paradigms and the yet-to-be-discovered potentialities of digital engagement. By recognizing and valuing the inherent interplay between children's social worlds and technology, this research endeavors to bridge the divide between established educational politics and practices and the evolving landscape of digital encounters, paving the way for a more holistic educational experience for students in Nordic schools.

Negotiation through knowledge: How preschoolers get to write the way they want. (swe)

19. Teaching and Teacher Education
Camilla Forsberg[1]
[1] Linnéuniversitetet

Research topic/aim
This study is a contribution to our knowledge of how students, preschoolers, gain and take influence in institutional educational practices, and how their influence is enabled and constrained. The influence of preschoolers and their possible space for action in writing lessons are discussed in relation to the expected roles. The aim is to make visible the willingness and possibilities of preschool students to influence teaching by exploring how they negotiate with teachers, what they negotiate about, and how their actions are managed in the current writing situation.

Theoretical framework
The theoretical framework is based on a discourse analytical perspective with a focus on speech acts, agency, roles, legitimacy, and normalization.

Methodological design
The data consists of observations of planned writing lessons in a preschool class, i.e. six year olds.

Expected conclusions/findings
The results show that preschoolers negotiate both the content of writing assignments and their actual performance, and that students' negotiations can take place through protests and persuasion as well as through silence. The negotiations can be based on the fact that the students either have knowledge about the current genre or that they lack this knowledge. The results also show that teachers begin by trying to persuade students to do as the teachers have planned, before letting the students do it in their own way. This means that the teachers, initially, do not see the students as active co-creators of neither the teaching content nor the teaching methods.

Relevance to Nordic educational research
In Nordic research on institutional educational practices, children are rarely described as active participants in the teaching process (Bergnehr, 2019). The same picture is given in Swedish curricula, where children in pre-school age and students in early grades are often described as passive objects who must "gain" knowledge and "develop" abilities (Billmayer m.fl., 2019; Forsberg, 2021). Instead, the teachers are the ones who are responsible for the activity and the agency in the classroom (cf. Cassidy & Lone, 2020; cf. Nilsen, 2018). Such a view of the roles of students and teachers creates expectations for a certain course of action in teaching.

New Methodologies For Teaching Digital Skills in Teacher Education

Piergiorgio Guarini[1]
[1] University of Foggia

Research topic/aim
A new course to enhance the acquisition of digital skills of training and in-service teachers
Enahncing the acquisition of digital skills for training and in service teachers

Theoretical framework
According to 2018 TALIS data, digital skills of Italian teachers are below the OECD average. In Italy every university can manage its way to teach digital skills, providing differences among teachers.
Digital skills are more important year after year. Students perform better learning outcomes when their teachers implement digital technologies and methodologies in the teaching and learning process. Moreover, a structured training can help teachers in dealing with technostress, the stress derived from the use of technologies, and, feeling more comfortable and competent about digital technologies, the perception of self-efficacy in the use of digital technologies is enhanced.
The frameworks of reference are the DigCompEdu 2.1 and the DigComp 2.2

Methodological design
The project propose a structured way to teach digital skills. The course will be organized following the A1-C2 proficiency levels you can already find in the Digital Competence Framework for Educators (DigCompEdu).
Teachers can volunteerly attend the course, starting from A1 level (Newcomer). Every level correspond to a year of training. At the end of every training, there will be an assessment. If the teacher demonstrates that he or she has acquired the knowledge, he or she can apply for the next level, until reaching the C2 (Pioneer), which is the max level.
Each level will allow one career step, opening the possibility of a career for teachers, a career that, until now, is not contemplated by the Italian system.
The planning tailored on the proficiency levels can then be applied to every knowledge and competence in the framework of the soft skills (World Health Organization, World Economic Forum) that can be acquired by teachers: problem solving, critical thinking, creativity and so on.

Expected conclusions/findings
The project expects to propose a final, structured proposal to teach digital skills to in training and in service teachers in every Italian university. In this way, teachers' acquisition of digital skills can be fostered and enhanced, aiming at raising digital skills in Italian teachers to at least equal the average levels of OECD countries.

Relevance to Nordic educational research
The proposal is the starting point of a cross-cultural study that will be carried on by the University of Foggia and the Arctic University of Norway. I will spend my abroad period in Tromsø studying UiT methodologies in teaching digital skills and collecting data among teachers and students, comparing methodologies and data collected in Foggia, Italy.

Partnership in Teacher Education - Negotiations, Tensions and Possibilities (nor)

19. Teaching and Teacher Education

Gaute Rydland Nilsen[1]

[1] Inland Norway University of Applied Sciences

Research topic/aim

In Norway, Teacher Education (TE) has been discussed and reformed several times. Multiple issues have been brought to attention, such as organization, contents, and relevance for the students. To act on the challenges, the government has launched a decentralised model for competence development (DEKOMP) (Rep. to Parliament. 21, 2016-2017). In addition, the strategy report, Teacher Education 2025 (Lærerutdanning 2025, 2017), presented teacher education schools (TES) for the students` practice training as a partnership arrangement to enhance cooperation between TE and schools.These measures emphasize partnership between TE and schools and is a developing strategy for all actors, the TE included. Farrell et al (2022) describe partnerships as practices where multiple actors with different roles, experiences and areas of expertise meet and where ideas from research and practice can react. Thus, partnerships intend to bridge the gap between theory and practice to make the TE more relevant for students. However, several questions regarding the leadership and how to facilitate the partnership arise. This study investigates how leaders within the TE negotiate between different expectations from the TE and schools and how they both experience and meet tensions and possibilities within the partnership arrangements

Theoretical framework

The theoretical framework utilizes the analytical terms *boundary practice* and *boundary objects* to understand how the partnership between the TE and schools needs negotiations and creates tensions and possibilities to accommodate the purpose of the partnership. Boundary practice refers to partnership activities that bring together different actors with different roles, perspectives, experiences and areas of expertise from different institutions (Farrell et al., 2022). Boundary objects are material and conceptual tools used in a partnership that are critical for joint activity (Akkerman & Bakker, 2011).

Methodological design

The study has a qualitative research design with data from semi-structured interviews and focus group interviews with leaders within two TEs responsible for the partnership arrangements, DEKOMP and TES. The interviews were transcibed and thematic analysis was used (Braun & Clarke, 2014).

Expected conclusions/findings

Early analysis shows that the leaders are positive about the partnership arrangements on how they can provide a more relevant TE that meets the needs of the students, teacher educators and the schools. However, there are some tensions within the partnership on several levels, one of them regarding the teacher educators` competence needed in the partnerships (practice) and the formal competence (Ph.D.) demanded from the TE at a higher level. In addition, the leaders also must negotiate between the school owner and the schools on how to meet the partnership intentions.

Relevance to Nordic educational research

Studies on how leaders can navigate between multiple actors in the partnership are relevant to meet the ongoing needs from society to education. Nuanced knowledge about partnerships might support and ultimately provide a more relevant TE for the students.

Professional experimentation - a synthesis of academic and professional goals in teacher students' final theses

19. Teaching and Teacher Education
Torodd Lunde[1]
[1] Karlstads universitet

Research topic/aim

Råde (2014) discuss the tensions between goals associated with an academic orientation and a professional orientation in students' final thesis. In academic oriented thesis, students often find it difficult to transfer their new knowledge to practice, while in professional oriented thesis, students find it difficult to live up to academic standards. One way to address this tension is to argue that *didaktik* is teachers' professional science and that an academic orientation should simultaneously be a professional orientation. In this study, I argue that the concept of professional experimentation and didactic models, can contribute to a synthesis between the two orientations. The purpose of this study is therefore to present a theoretical framework based on pragmatism that can make the two orientations in agreement in teacher students' final thesis.

Theoretical framework

The concept of professional experimentation is based on pragmatist ideas of educators as investigators and educational inquiry as the main way to professional growth and knew educational knowledge (Biesta & Burbules, 2003). The Interconnected Model of Professional Growth introduced by Clarke & Hollingsworth (2002) recognizes the complexity of professional growth and its non-linear nature. The model suggests that change occurs through the mediating processes of 'reflection' and 'enactment' in four distinct domains: Personal Domain, Domain of Practice, Domain of Consequence and External Domain. It take into account the importance of external sources of information to support professional growth. In this paper the external source is conceptualized as didactic models.

The concept of didactic models is taken from Wickman et al. (2018). Didactic models help teachers make decisions when planning, implementing and evaluating a specific content by supporting didactic analysis and design. A central task for didactic research thus becomes to produce, develop and exemplify didactic models. This is referred to as didactic modeling and can be seen as a research program that aims to build a professional knowledge base. In didactic modelling, the *exemplification* of how a didactic model has been used for didactic analysis and design is an important task for didactic research.

Methodological design

Based on this framework I argue that teacher students can do didactic modelling in their final thesis by doing exemplification of how a didactic model can support analysis and design of teaching during professional experimentation to address problems the student have identified in practise. This will contribute to the students' professional growth.

Expected conclusions/findings

Hence, the academic orientation simultaneously becomes a professional orientation. Authentic examples from primary teacher students' thesis from science education will be presented to give empirical examples.

Relevance to Nordic educational research

This framework is a contribution to the discussion of the role of didaktik in teacher education and didaktik as the teachers' professional science and how we can understand the role of students' final thesis in teacher education in light of this.

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Recruitment to early childhood teacher education: what are student's motivations?

19. Teaching and Teacher Education
Ardis Storm-Mathisen[1] , *Johnny Hyunh*[1]*, Elise Torsnes*[1]
[1] Oslo Metropolitan University, Department of early childhood education

Research topic/aim
The aim of this paper is to discuss student's motivations for applying to early childhood teacher education programmes and the relative impact of national recruitment campaigns on these motivations, anchored in results from an online survey conducted among students at OsloMet, the largest early childhood teacher education institution in Norway 2023. Available research shows that recruitment to teacher and early childhood teacher education in Norway is declining, despite the sectors considerable needs, a stable job market and the efforts made to heighten salary and reputation (Gulbrandsen, 2015; 2018; Munthe & See, 2022; Haug, 2010). Understanding what motivates students' recruitment to the profession is important for finding solutions to the recruitment challenge.

Theoretical framework
Previous studies find that teacher education student's core motivations are linked to positive perceptions of personal teaching abilities and values, altruistic ideals and wish to work with children and young people. and demographic statistic knowledge). Less is known about students' motivation for applying on a degree within early childhood teacher education, however gender, social, cultural and economic background is found to play a role (Emilsen, Lysklett & Nordlie, 2020).To address these issues the discussion will be informed by theories of intrinsic and extrinsic motivations motivations (Deci, 2000), gender (Davis, 2008) and capital (Bourdieu, 1986), and framed within a critical discourse analytic framework (Fairclough, 1987).

Methodological design
The discussion is based on a preliminary descriptive analyses of results from an online survey pilot conducted fall 2023 (for the Recruit research project) among first year bachelor students that had applied to and accepted a place in early childhood teacher education programs at Oslo Metropolitan university (417 in total). The first part of the analysis explored students backgrounds and motivations for applying each of the three BA kindergarten teacher education programs available: full-time, part-time and workplace-based BA.The second part of the analysis discussrd the relative impact that national recruitment campaigns in Norway has had on these students' motivations for applying to these different BA programs.

Expected conclusions/findings
The study is a work in progress and the paper presents a preliminary analysis. Our hypotheses, based on prior studies, are that i) student's background and prior experience from kindergartens are central to student's motivations to apply for early teacher education, across gender and background, and ii) that stately run recruitment campaigns to little extent reach out and impact on recruitment to early childhood teacher education for all groups. Results will be used as input to inform a possible nation-wide survey and follow-up studies.

Relevance to Nordic educational research
Continuous recruitment to early childhood teacher education is central to all Nordic countries to uphold high quality kindergarten services in these welfare states. Identification and understanding factors that motivates students' recruitment to the profession in the Nordic regions is as such of high relevance to Nordic educational research.

Research on collaboration in teacher education – an adventure!

19. Teaching and Teacher Education
Roger Johansson[1] , *Elisabet Nihlfors[2]*, **David Örbring[3]**
[1] Lunds universitet
[2] Uppsala universitet
[3] Malmö universitet

The research graduate school on collaboration in teacher education (ROCIT)[1] focuses on the big picture and the importance of context in the development of future teachers. The doctoral projects aim to strengthen and develop the knowledge teachers need to acquire during their education as well as further development throughout their career as working teachers.

Equal values are placed in scholarship and proven experience, which while different in character, are nonetheless complementary. ROCIT want to contribute to innovation and development of the teacher education programs enriching the capacity of key stakeholder.

That´s also why the doctoral students shall have access to a unified and at the same time diverse and highly qualified research environment.

ROCIT search to explore intersections between practices, enabling existing knowledge, abilities, and approaches to be reinterpreted, modified, and reconstructed in relation to the context in which the knowledge is used. There is a lack of research on how wholes and contexts are created and shape the becoming of a teacher, the work of a teacher, the teacher's career and, by extension, also the development of the school. Theoretical framework, methodology and research design are based within disciplines within the educational sciences and with connections to the field of studies of profession and work life, leadership, and school development.

ROCIT has now been running for a year and this seminar will presenting some challenges, learnings and examples of doctoral projects emerging from the research school.

- The making of a research school
- Potential and Challenges from a School Management Perspective
- Opening doors to the third room - some critical aspects for a boundary-crossing research school
- Teachers' Sensemaking of Professional Learning – an individual and/or collegial adventure?
- Unveiling Professional Identity- A longitudinal Ethnographic Exploration of Student Teachers in Leisure-Time Centers in Primary Schools
- The impact of school culture on teacher becoming- construct of professional identity and socialization process
- Time, place and space for teachers' practicing of professional judgment in the teacher education and teaching interspace

[1] 8 universities, 8 municipalities/independent schools; 9 doctoral students

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The making of a research school

19. Teaching and Teacher Education
Roger Johansson[1] , *David Örbring[2]*
[1] Lunds universitet
[2] Malmö universitet

In 2019, eight departments of higher education, together with eight municipalities/independent schools, submitted an application to the Swedish Research Council, VR, to fund a new research school, ROCIT. The idea for the research school emanated from the government's experimental project *ULF - Utbildning Lärande Forskning* (https://www.ulfavtal.se/about-ulf/; SOU 2018:17). The aim was to offer PhD students a highly-qualified research environment that was both unified and diverse. ROCIT is comprised of departments of higher education from Lund University, University of Gävle, KMH, KTH, Linnaeus University, Malmö University, Södertörn University, and Uppsala University.

An important part in the initial process was to formulate a common purpose of the research school. Thus began the process work with the group to meet, present and discuss articles to be able to create a common goal and cohesive structure to act as a support for the doctoral students in their research projects. The result of the process work is now present in a board where the higher educational institutions, municipalities/independent schools and doctoral students are represented, with supervisors and a supervisory board. Building on the previous process work, a course package comprising of 10 courses was created and acts as the backbone of the ROCIT educational process. The ongoing research school work now includes research seminars in which universities, the municipalities/independent schools and doctoral students meet and discuss their projects and develop their knowledge as researchers. There is also a special seminar forum for the coordinator and doctoral students to meet and discuss the doctoral students' needs.

So, what is ROCIT? ROCIT is a cohesive doctoral student research school developed through a shared idea to strengthen and develop a common knowledge among teacher educators and teachers in a cross-functional practice based environment; to study and explore how student teachers, teachers and academia work together to develop a knowledge of the conditions for a successful collaboration. To support the doctoral students through their research based on how different perspectives on professional development, at the intersection between theory and practice, can contribute to increased knowledge about how these parts are implemented in collaboration, valued, and implemented. ROCIT will support both new and more experienced teachers in their professional practice, problematizing and evaluating professional learning and enhancing the cooperation between academia and school practice.

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ROCIT: Potential and Challenges from a School Management Perspective

19. Teaching and Teacher Education
Sarah Stridfeldt[1] , *Stefan Norrestam*[2]
[1] NTI-gymnasiet
[2] Lunds kommun

ROCIT, Research on Collaboration in Teacher Education explores the ongoing debate among leadership researchers regarding the level of engagement with practice in leadership research. It addresses concerns about the gap between leadership research and real decision-making processes, examining the balance between relevance and theoretical depth. Furthermore, ROCIT highlights the potential to promote both scientific knowledge and practical applications through scholarly engagement. It discusses challenges and opportunities associated with practitioners' involvement, aiming to facilitate a nuanced dialogue about the benefits and risks of scholarly engagement with practice.

As school managers, we have developed research and development environments in our institutions to enable co-creation of knowledge and a culture of sharing research findings, educational ideas, and visions for education. ROCIT serves as a central reference point exploring the tension between experiential and scientific knowledge and between teachers' professional autonomy and the school's existing structures and culture. In our presentation, we focus on three critical aspects: the role of school management, the mandate, and the potential and challenges we see in ROCIT. Key questions include how school managers access research and its applications within ROCIT, how they influence ROCIT's research agenda, and how ROCIT shapes the future teaching profession and its impact on the quality and relevance of Swedish education.

To ensure the long-term benefits of collaboration within ROCIT, it is essential to regularly evaluate and adapt efforts to current needs and challenges within both academia and school management practices. A central aspect is the well-coordinated collaboration within ROCIT, following overarching and shared goals and guidelines endorsed by all parties. Ultimately, it is about building improvement capacity collaboratively within the education sector, ensuring that all children and students can reach their fullest potential.

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Opening doors to the third room - some critical aspects for a boundary-crossing research school

19. Teaching and Teacher Education
Elisabet Nihlfors[1] , *Per Lindqvist*[2]
[1] Uppsala universitet
[2] Linnéuniversitet

The keyword of the research school ROCIT is collaboration. The Board of the research school, consisting of superintendents from schools, doctoral students, and supervisors from the academy, are continuously exploring the necessary conditions for a genuine collaboration to take place. A point of departure is experiences from ULF who has developed models for long-term and sustainable structures for cooperation between schools and universities with teacher training as a partially joint mission (Prøitz et al., 2022).

ROCIT goes beyond producing individual thesis, simultaneously aiming at bringing actors closer to each other and exploring which forms of collaboration between research and practice that can work as a third room for collaboration (Moje et al., 2004) where people meet for a common purpose with different knowledge and skills (Nihlfors, 2022). Besides being av research school ROCIT is a scientific endeavor exploring how to open the doors to the third room, giving attention to intersections between practices, enabling existing knowledge, abilities, and approaches to be reinterpreted, modified, and reconstructed in relation to the context in which the knowledge is used. We encourage each other to try different modes of inquiry (Van de Ven, 2013) to promote the development of knowledge through different types of studies with anchoring in different empirical arenas and theoretical perspectives (Van den Akker, 1999).

A starting point is activity theory (cf Tuomi-Gröhn & Engeström, 2003; Roth & Lee, 2007) considering professional knowledge as something that develops through actors participating in and moving between different activities, crossing boundaries. In the presentation we will highlight three identified critical and potentially problematic aspects of such participation within ROCIT up to now. Firstly, the importance of a preparatory negotiation among the academic representatives. Secondly, the significance of participants from the school having full membership and ownership of the research school, and thirdly the value of establishing and maintaining collaboration between academy and school to support the progress of the individual thesis as well as the schools and their personnel.

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The beginning of doctoral students' projects in the ROCIT research school

19. Teaching and Teacher Education

Petra Lundberg Bouquelon[1] , *Mergim Krasniqi*[2], *Linnea Khodiar*[3], *Bodil Merkel*[3]

[1] Södertörn university
[2] Linnaeus university
[3] Lund university

In the research school ROCIT, we have nine PhD students who are doing different projects. The PhD students' projects have different connections to the main themes in ROCIT. There are, for example, studies on developing the teacher's professional judgement, developing professional learning, the impact of school cultures and what the professional identity can look like. This presentation contains four short presentations and examples of doctoral projects in ROCIT. The presentations are:

Time, place and space for teachers' practicing of professional judgment in the teacher education and teaching interspace

Petra Lundberg Bouquelon, Södertörn university

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Teachers' Sensemaking of Professional Learning – an individual and/or collegial adventure?

Bodil Merkel, Lund university

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The impact of school culture on teacher becoming - construct of professional identity and socialization process

Linnea Khodiar, Lund university

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Searching for approaches employed by teachers to address students' incorrect answers

19. Teaching and Teacher Education

Jonas Nordmark[1, 2, 3, 4, 5, 6]

[1] Sigrun Karin Ertesvåg

[2] Tuula Koljonen

[3] Henrik Lindqvist

[4] Marcus Samuelsson

[5] Anja Thorsten

[6] Grete Sørensen Vaaland

Research topic/aim

The interaction between teacher and pupil is the building block of learning (Pianta et al. 2012; Hofkens & Pianta, 2022). Such learning in classrooms that we regard as the outcome of educational measures is highly dependent on teachers' instructions, corrections, support, and feedback (Hamre & Pianta, 2007; Allen et al., 2015). All these educational measures are conveyed through interaction between teachers and pupils. In these interactions, the posture, timing, and responsiveness of the teacher will influence how pupils learn (Kounin, 1970). This includes teachers' interactional strategies to be precise, efficient, and supportive. A highly frequent type of interaction is teachers asking questions (Muijs & Reynolds, 2018) and responding to errors or being corrective towards pupils' wrong answers is something all teachers in all classrooms experience. Therefore, we (the authors) sought to investigate how teachers respond to errors in classroom settings. To do this, we conducted a systematic literature review of oral classroom interaction focusing on how incorrect answers are dealt with by teachers. In this review, we focus primarily on instructional and emotional support, since these areas interconnect when discussing how teachers handle, manage, and use pupils' wrong answers for learning in the classroom.We aim to investigate how research describe interaction between teacher and pupil when the pupil/-s gives an incorrect answer. This aim is specified using the following research questions:

RQ1: What are the main themes in articles about handling pupils' wrong answers/ about oral corrective feedback?

RQ2: Is there support for any specific general teacher approach to handle incorrect answers?

Theoretical framework

Oral teacher-pupil interaction is a common ground for teaching all subjects in school. Hence, interaction wherein errors are highlighted (Metcalfe, 2017) is important for pupils' learning. Based on a intitial discussion on IRE (initiation, response, evaluation) we map school subject agnostically the distinctions that entail concepts as "question as initiation" and "incorrect/correct answer as response" in order to define corrective feedback.

Methodological design

A systematic literature review of peer-reviewed articles was conducted to develop knowledge about how research describe interaction between teacher and pupil when the pupil gives an incorrect answer. This study stems from an initally broad search, and further a narrowing down of the number studies by established exclusion and inclusion criteria.

Expected conclusions/findings

When analyzing the chosen articles thematically, four themes were identified initially. Themes weres called: (a) *Addressing pupils' errors as a teacher neccessity, (b) The risk of pointing out failure rather than wrongs, (c) Reluctance to address* and (d) *The many ways of use of questions.* The theme-mapping were followed by a discussion on the possibility to conceptualize specific general teacher approaches to handle incorrect answers school subject agnostically, through our findings. One possible way to do that is to combine understandings of instructional and emotional support, but that presupposes further reasearch.

Relevance to Nordic educational research

Since corrective feedback is intertwined with classroom interaction and with pupils' learning as well as relationships, it is an area of great importance for teachers and researchers alike to understand and this review can help to map our understanding of recent research on the matter.

Shortened Bridging Teacher Programme as a Strategy Against Teacher Deficit: Impacts on Equity

19. Teaching and Teacher Education
Ulrika Bergstrand[1] , *Guadalupe Francia*[2]
[1] Ulrika Bergstrand
[2] Guadalupe Francia

Research topic/aim

An equitable and inclusive education is strongly related to access to qualified teachers. Teacher shortages always risk negatively impacting equity in education. A forecast from the Swedish National Agency of Education (Skolverket, 2021) estimated a shortage of around 12,000 newly graduated school and pre-school teachers in 2035. To address this teacher deficit, the Swedish Government has introduced various political measures in recent years. One of these is the introduction of a shortened Bridging Teacher Programme (f-3, 4-6 75 credits in 1 year or 7-9, Upper Secondary 60 credits instead of 90 credits) for applicants with bachelor's, master's, or doctor's degrees. These programs (SFS 2021:1336, 1337) allow for a considerable reduction of credits in the core courses on education sciences compared to already established teacher programs in Sweden (SFS 2011:326, 686; 2016:705). This contribution is based on an ongoing analysis of a case study concerning the shortened Bridging Teacher Programme. The explorative implementation of this program started in 2022 and will finish in Januari 2028. Research questions: Which kinds of reduction are proposed in core courses on educational science in these programs? How are teacher professional knowledge expressed in these programs? What arguments for and/or against such programs are presented by different central education actors? What kinds of impact in relation to equity in education are expected with the enactment of this shortened Bridging Teacher Programme according to different central education actors?

Theoretical framework

The conception of education policies as discursive strategies that speak on the wider social processes in the construction of "the teacher" (Ball, Maguire & Braun, 2012) is used as the theoretical starting point in this contribution.

Methodological design

The data selected for this research is policy documents produced by the Swedish government concerning the shortened Bridging Teacher Programme (regulation documents, government decisions, government press releases). A particular focus is the memorandum "Increased quality in teacher education and more teachers in the school" (U2021-00301) and 78 documents from referral bodies. These referral bodies are both internal and external consultative bodies and include public and private educational organizations as well as national and municipal authorities. Based on Fairclough's Critical Discourse Analysis (2000, 2003) this research analyses teacher education policies as historical, social, and educational political contexts in which the political texts are constructed. It discusses the impacts of this teacher education policy on equity in education.

Expected conclusions/findings

Preliminary results suggest that the referral bodies see this program as a positive strategy to promote teacher education quality and attractivity. However, some critical voices point out negative impact on teacher education quality and increasing inequalities in teacher education. It is also relevant to note the central position of cognitive science as curricular content as well as the lack of other traditional educational sciences contents in the program.

Relevance to Nordic educational research

The analysis of the Swedish case is relevant for Nordic education research affected by the teacher deficit and is expected to contribute to the discussion about equity and quality in teacher education.

Simulation as a Pedagogical Method in Teacher Education – the Concept of the Facilitators

19. Teaching and Teacher Education
Mette Hvalby[1]
[1] University of Stavanger

Research topic/aim

In higher education, simulation-based learning (SBL) is well documented in research related to health disciplines. To strengthen the preservice teachers' professional development, the use of SBL in teacher education has expanded over the last decade. Teacher educators play a significant role related to the quality of teacher education, and this study aims to explore their perceptions of their ability to instruct the simulation activities. Furthermore, to develop SBL in a teacher education context involves facilitating the instructors' motivation. The research question addressed is: *What are teacher educators' perceptions of being able to adapt to the facilitator role?*

Theoretical framework

The theoretical framework will be the perspectives of Deci and Ryan's self-determination theory of motivation, in addition relevant previous research related to SBL will illuminate the study.

Methodological design

The qualitative research design selected had an approach with two sets of data underpinning the argument. Following each simulation activity, teacher educators were invited to elaborate about their perceptions and experiences during the simulation, and data from 48 reflection notes were collected. At the end of the semester, there were gathered data from three focus group discussions with 12 teacher educators who had facilitated preservice teachers learning through simulation. Inductive thematic analysis has been completed on the data material from the notes and the discussions, including triangulation, which was performed to both add confirmation and to achieve exceeded understanding of the teacher educators' perceptions of enabling to adapt to the facilitator role in SBL. The research project was granted approval from the Norwegian Agency for Shared Services in Education and Research.

Expected conclusions/findings

The findings indicate that teacher educators define facilitators of SBL as being able to manage leading simulation activities for preservice teachers. Nevertheless, findings showed that the teacher educators had perceptions of being able to adapt to the facilitator role as primarily leading the debriefing phase of the simulation. Further, the findings revealed that the teacher educators designed authentic scenarios for the SBL that strengthened the opportunities for the preservice teachers to participate and learn from the simulation activities. In addition, several facilitators mentioned transformative moments that affected both their professional and personal motivation. However, some of the teacher educators experienced that they were lacking skills and competence needed for being facilitators, which further had an impact on their motivation. This implies that a premise for facilitating SBL in teacher education is to design adequate training for the instructors, which prepare them to meet sudden challenging situations and how to manage perceived pitfalls when leading the simulation activities.

Relevance to Nordic educational research

The study has a relevance to Nordic educational research because knowledge about how teacher educators can challenge teaching methods and homogenised educational practices is required to strengthen the quality in teacher education.

Stories about teaching, learning and being: The (im)possibilities of letter writing (nor)

19. Teaching and Teacher Education
Åse Tronvoll[1] , *Kari Lerbak[1], Odd Rune Stalheim[1]*
[1] Høgskolen i Innlandet

Research topic/aim
We currently work on a project about teaching in Early Childhood Education titled "Stories about teaching, learning and being". This is a work in progress, and for the conference we will focus on letter writing and storytelling in our teaching practices.
Theoretical framework
Theoretical and methodological framework

Letter writing is a dying social practice (Stamper, 2020), and with our project we want to revive this more poetic, intimate genre - which may also have connections to the essence and uniqueness of ECEC pedagogy.

Hellesnes wrote: "Alone, I would not exist in an understanding way" (1969/1992, p. 90). His point is that we need others to see ourselves, become aware of ourselves and become aware of what we think and mean. Dialogue means new understanding that would not have arisen without another, in that two horizons of understanding meet and slide into each other.

Letters can tell personal stories about how a topic is experienced. Telling stories is not a new path of producing knowledge about teaching, it has been used as a teaching tool for centuries (Henricsson & Cleasson, 2019). Stories are a part of our lives, and people tell each other stores constantly to understand " (...) who we are, where we are going, what is good and what is not" (Jørgensen et al, 2020, p. 14). Telling and sharing stories through letter writing with students and each other, we want to explore what these stories can tell about what teaching is now and what teaching might be. As teachers and researchers this means to let other stories into our own stories. It means to open for uncertainty about what teaching might become as we encounter students and each other stories about the teaching in EC Teacher Education.
Methodological design
The project mainly takes place as an exploration of own teaching where letter writing is a central part. We will write letters about teaching with each other, with students and with practitioners.

The project will thus revolve around a quantity of letters and coding/analysis of these letters, with the aim of exploring and developing quality in own teaching.
Expected conclusions/findings
Expected findings and relevance to Nordic educational research

This project will contribute to initiating and developing important dialogues in/about teaching in EC teacher education. Hopefully, the project can contribute to reflections that deal with study quality, student recruitment, and dropouts. These are central political debates today, and with low number of applicants to the teacher education in Norway, we aim to participate in and enlighten these discussions.
Relevance to Nordic educational research
Presentation: Poster

For the NERA conference we desire to share a poster presentation. The poster will focus on letter writing and stories/storytelling – as teaching, as researching, and as partnership. We will present drawings, letters, pictures and written text in our poster presentation, and we also want to invite the participants to react and interact in the session by offer them to wright stories about their own teaching.

Strengthened professional competence and practice-relevant teacher education: University-school partnerships

19. Teaching and Teacher Education

Maiken Risan (chair)[1] , *Anette Olin Almqvist (discussant)*[2]
[1] Oslo Metropolitan University
[2] University of Gothenburg

This symposium presents research contributions from the newly established research project iPAR (In Partnerships to strengthened professional competence and practice-relevant teacher education) at Oslo Metropolitan University. This project builds on ongoing innovative development work in collaboration with external partners and university schools.

The overall aim of the symposium is to address how collaboration between teacher education, school leaders, school owners, and schoolteachers can contribute to solve challenges with current teacher education. On the one hand, Norwegian teacher education is characterized by increasing academisation through master's specialisation. On the other hand, teacher education should be profession-oriented and relevant, and teacher education institutions are expected to collaborate closely with the field of practice.

More specifically, the three contributions in this symposium address the following issues: a) How learning networks between TE and the practice field can contribute to an increase of professional knowledge and practice-relevant teacher education, b) How the function of a "Master teacher" can contribute to strengthen teacher profession-oriented research, and c) How supervisory competence can be strengthened through school-based development work. Combined, these contributions foreground fruitful collaborating processes that produce results that benefit both teacher education and schools.

Collaborating on important tasks: Teacher education collaboration in network with the school sector

19. Teaching and Teacher Education

Hilde Bakke[1] , *Geir Morten Førland*[2], *Nanna Paaske*[1], *Kristin Helstad*[1]
[1] Oslo Metropolitan University
[2] Lørenskog municipality

Higher educations' mission includes support for professional practitioners' learning and competence development. In teacher education, such support is increasingly organized within the framework of a partnership approach where education institutions and the school sector collaborate on specific tasks. Research shows that partnerships between universities and schools are characterized by several challenges (Mausethagen & Hermansen, 2023); various contact points, often without internal coordination, and a lack of awareness of common overarching goals, and loosely couplet institutional systems (Weick, 1976). However, promising practices may occur.

In this paper presentation we explore how an ongoing learning network between a teacher education in Norway and a municipality (with several schools) may contribute to learning and an increase of professional knowledge and practice-relevant teacher education. Based on an initiative from the municipality, with active participation from student teachers, teacher educators, practicing teachers, school leaders and school owners collaborate on developing guidelines for "best practises". Guidelines describing routines and practises for guiding student teachers and newly qualified teachers. The potential benefits of this work can be several: for the students, the teachers, the schools, and the municipality.

In this study we seek to understand how a targeted and practical co-creative development work, development of practice placement guidelines, can increase the quality for the student's education, fostering an increase in professional knowledge and contribute to the development of quality within the schools in the municipality and as a part of a strategy to recruit new teachers.

Based on theories and research on partnerships in education and describing a methodology on collaboration in networks (Engestrøm, 2015), the findings so far show fruitful ways of collaborating processes as well as results that both the teacher education and the schools and municipality is in the need of. The relevance to Nordic educational research is high, as these ways of collaborating in partnerships still is in an early phase.

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Strengthening teacher profession-oriented research

19. Teaching and Teacher Education

Louise Mifsud[1] , *Tuva Bjørkvold*[1], *Kirsten Elisabeth Thorsen*[1], *Fritz Flåmo Eidsvåg*[1]
[1] Oslo Metropolitan University

Introduction

A recurring criticism of initial teacher education is the theory-practice gap (Raaen & Thorsen, 2020). In a Norwegian context, policy documents for initial teacher education specify that teacher education is to qualify future teachers with a basis both in research as well as in close collaboration with the field of practice (Kunnskapsdepartementet 2016). Typically, student teachers' master's thesis is research oriented rather than practice oriented, thereby widening rather than narrowing the gap. A Norwegian report on teacher education pointed out that master's thesis should be grounded in issues that are related to the practice field and highlighted the need for collaborative research-practice oriented master's thesis (Lorentzen et al., 2022).

In this study we propose a practice-based master's thesis drawing on design-based and action research methods. We explore how in designating schoolteachers as hands-on master thesis advisors and facilitators – 'master-teachers' can strengthen research-practice and ground masters' theses in the practice field. Furthermore, we raise the question of whether collaborative relationships can be created between master-teachers in the school and supervisors from the university?

Methodology

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Data were collected through a mapping study of leaders at 17 university schools using mixed methods consisting of open-ended questionnaires and ranging of assertions. The data creates the basis for piloting a master-teacher where a tripartite collaboration between master-teacher, university teacher and student teacher is proposed.

Theory

Theoretical point of issue are theories of coherence. Coherence is a widely used concept to explore challenges between stakeholders in teacher education achieving common aims (Hammersness 2006, Flores, 2017). Furthermore, the study draws on research and theories of partnership in TE (Guillen and Zeichner 2018).

Expected findings
Through this study we expect to reveal possibilities and limitations regarding teachers as hands on master teachers. Furthermore, we expect to get a deeper understanding of quality standards in partnership between schools and universities.

A Nordic context
Questions regarding partnership supporting student teachers' master thesis are relevant for TE in all Nordic countries.

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Schools working in partnership with OsloMet - exploring collective models of supervising student teachers

19. Teaching and Teacher Education
Lene Kristine Marsby Ramberg[1] , *Hilde Tørnby[1], Mette Birgitte Helleve[1]*
[1] Oslo Metropolitan University

This paper explores how supervisors from OsloMet and school-based supervisors at partnerships schools can collaborate to develop collective models of supervision and strengthening teachers' competence to supervise teacher students. Exploring collective models of supervision opens a space for teachers and supervisors from OsloMet to develop new knowledge and new forms of acknowledgements. Understanding how to develop supervisor competence demands for teachers to reflect on different forms of knowledge, including tacit knowledge (Grimen, 2008). Connecting theory and practice, where subject-didactics, pedagogy, and theoretical understandings of didactics is seen in relation, is also a central goal for teacher training in Norway (Kunnskapsdepartementet, 2008-2009). Learning more about the tacit knowledge of teachers and by that making it possible to explore more about the competence to supervise and mentor student teachers is therefore central. We seek understanding about how systematic participation in collective arenas of collaboration can contribute also for teachers to develop competence to supervise students.

To study how partnerships can be used to explore teachers' competence to supervise, action research is central (Tiller, 1999). A pragmatic oriented approach (Starrin, 1993) with pedagogic action research is used based on the premise to change practice (Hiim, 2010; McNiff, 2014; Stenhouse, 1975). Recognizing the knowledge and experiences of teachers, as well as for teachers to experience ownership within the process of change, are highly valued within this study (Carr & Kemmis, (1986). Wide range of empirical data are used with agendas and notes from meetings, content and reflections from workshops, reflection notes and logs from school leaders, school-based supervisors, and higher education-based supervisors.

Preliminary findings show three areas central for teachers and supervisors from OsloMet working in partnerships developing an arena for practice collaboration as well as competence to supervise. One area is making time and room for collaboration. This includes school leader recognition of teachers' time to work on areas of development. Another area is building relationships becoming a safe space (third space) for teachers and guides from OsloMet to explore what capacities are needed. This involves theoretical knowledge as well as competence to supervise. Last, working on the emotional dimension overcoming boundaries within oneself in the process of development and change. The tacit knowledge of teachers and teacher's reflection is overarching all three areas. Notes from the first meeting developing an arena for practice collaboration shows how the relational aspect becomes filtered within all areas of supervision. One teacher reflects specifically about the relationship when mentoring student teachers as an endless process of development and change.

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Students' experiences of meaning in relation to intra-/interdisciplinary teaching (swe)

19. Teaching and Teacher Education

Helena Berglund[1] , *Helena Hörvin Billsten*[1]

[1] Lund university

Research topic/aim

It can be challenging for teachers to help students create meaning in the inevitable fragmented content knowledge they teach (Mollenhouer 2014). What is perceived as meaningful can depend on context and previous experiences (Biesta 2022). The aim of this study was to investigate how students in two different teaching strategies with different degree of interdisciplinary teaching, experienced meaning in immunology teaching during the pandemic.

Theoretical framework

The present study takes its starting point in meaningful education and Biestas (2009) analytical concepts: qualification, socialisation and subjectification combined with scientific literacy. In the research field of scientific literacy, meaningful education has been discussed in terms of three visions (Sjöström and Eilks 2018). In vision 1, the starting point is the scientific knowledge content, followed by how that content relates to societal challenges. Vision 2 takes a starting point in the societal challenges and adds on scientific knowledge content. In vision 3, individuals' agency in societal challenges connects to the scientific content knowledge. We draw on these theoretical concepts to analyse how students expressed their experiences' of meaning in a case of socially relevant scientific content, immunology during the pandemic.

Methodological design

The two groups of students that participated were in their final year in the natural science programme. One group were to a large degree taught interdisciplinary, while the other group had a comparatively low degree of interdisciplinary teaching during their upper secondary school studies. They had the same biology teacher and were described as high-performing. Using a survey consisting of open questions, we collected the student answers on what they found interesting, important and/or relevant about the teaching unit. They also described how they experienced the connection between the content and what was going on around them in society during the pandemic. The answers were categorised based on whether they contained aspects of relevance to qualification, socialisation and/or subjectification. In the cases where the answers contained aspects of relevance to more than one category, the answers were further analysed in terms of adherence to different visions within scientific literacy.

Expected conclusions/findings

The preliminary results show that students made a distinction between what was interesting (mostly the biological content knowledge) and what was relevant/important (to a larger degree connected to societal challenges in the pandemic). Additionally, all of the three visions of scientific literacy were present in the students' answers and the group with higher degree of interdisciplinary teaching during their program made a stronger connection to societal challenges and issues.

Relevance to Nordic educational research

The study can contribute to method development concerning how to, both qualitatively and comparatively, investigate students' experiences of meaning in science education in different student groups and contexts. The results also contribute to diversifying the picture of what is interesting and relevant for students by looking at high performing students in a case of socially relevant scientific content.

Swedish teacher students' view on ethics in teachers' assessment practices

19. Teaching and Teacher Education

Elisabeth Eriksson[1] , *Fredrik Alm*[1]

[1] Institutionen för Beteendevetenskap och Lärande, Linköpings universitet

Research topic/aim

Teachers make several assessment related decisions each day, even during a single lesson. Sometimes teachers finds that institutional demands stand in opposition to students' needs, creating tensions that affect the decision making. The present study investigates Swedish final year student teachers' view on ethics in teachers' assessment practices. It draws on a previous study (Liu et al., 2016) where student teachers in the US and China participated.

Theoretical framework

As a theoretigal framework we plan to use Colnerud's (1997) description of ethical principles, which are *protection against harm*, *fairness*, *veracity*, *respect for autonomy*, and *respect for integrity*.

Methodological design

We gained permission to use the questionnaire in Liu et al. (2016) which was translated and adjusted to fit a Swedish school context. The 36 scenarios described a teacher's actions in different assessment related practices, such as grading practices and standardised test preparation. We asked our participants to what extent they considered a scenario to be ethical on a six graded scale. 171 student teachers participated in the survey. Data was analysed statistic, using descriptive statistics to describe to what extent the teacher students agreed in the different scenarios, and with basic analytic statistics to compare the findings between different groups of teacher students.

Expected conclusions/findings

A first analyse of data imply that when it comes to the scenarios addressing communication about grading Swedish student teachers seemed to find it rather easy to take a stand in whether the scenarios were ethical or unethical. They did however seem divided on several scenarios addressing bias. When it came to scenarios addressing multiple assessment opportunities the participating student teachers considered it as completely ethical to give pupils options to choose form to demonstrate their learning. Whether it was ethical or not for an early elementary teacher to use observational checklists, anecdotal notes and interviews in assessing students was however something the participants could not agree on.

Relevance to Nordic educational research

In our findings we can by the distribution of answers identify if the participants had very different views or if they shared the view that a scenario was difficult to classify as ethical or unethical. Ethically there is a pertinent difference between if teachers have diametrically different views or if they share view that a scenario truly is a dilemma and hence, difficult to take position in. In teachers' work and classroom assessment practice the first case may imply major differences in how teachers view and handle situations where different ethical values are at stake, leading to arbitrary differences for students. While in the case where there is a mutual opinion on something being a dilemma, requesting support might lie closer at hand for the teachers involved. The present study can contribute to the knowledge of what kind of ethichal dilemmas student teachers experience relatered to assessment.

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Teacher collaboration and collegial relationships in post-pandemic upper secondary education

19. Teaching and Teacher Education

Þorsteinn Árnason Sürmeli[1] , *Súsanna Margrét Gestsdóttir*[1], *Guðrún Ragnarsdóttir*[1]

[1] University of Iceland

Research topic/aim

The COVID-19 pandemic significantly affected upper secondary education worldwide. In March 2020, school buildings in Iceland were closed, forcing students and teachers into an online or mixed setting. Regardless of their distance teaching experience or digital competence, many teachers needed not only technological and pedagogical support but also social and emotional comfort and encouragement.

Building on the authors' previous study (Sürmeli et al., 2023), which demonstrates that teachers in collegial relationships were more adept at navigating and adjusting to the sudden changes they faced, this study highlights a research gap in the long-term effects of the COVID-19 pandemic on teacher collaboration and collegial relationships. It emphasizes the need to investigate the role of social capital in supporting teachers in adapting to disruptions. Furthermore, it examines how school norms and culture influence teacher adaptability.

Theoretical framework

The study is grounded in the social capital theory, as conceptualized by Pierre Bourdieu (1986) and James Coleman (1988), and the role of social networks, mutual support, and shared resources in sustaining and adapting educational practices. This approach allows an in-depth exploration of teachers' professional communities' relational, structural, and cognitive dimensions. In particular, collegial relationships are explored and defined in the context of preparing teachers for any educational disruptions or school reform.

Methodological design

Using the thematic analysis introduced by Braun and Clarke (2006), this study is a qualitative analysis of two waves of in-depth interviews with teachers (N=13) and school leaders (N=6) conducted during the first phases of the pandemic in 2020 and a subsequent round in the fall of 2023. This longitudinal study provides a detailed examination of the evolving collaborative practices, capturing both the support dynamics between colleagues and the facilitative role of school leadership.

Expected conclusions/findings

Preliminary findings show that some teachers who benefitted substantially from a different approach to teaching and collaborating during the pandemic have fallen back to pre-pandemic teaching maneuvers. This is partly due to the schools' norms and culture impacting teachers' adaptability and receptiveness to changes. Additionally, the findings show that teachers are dedicated, but the school system can be conservative. Some schools limit teachers and impose restrictions on them. Social relationships – especially collegial relationships – foster and encourage changes.

Relevance to Nordic educational research

This research contributes to Nordic educational discourse by illustrating the resilience and adaptability of teachers through social capital in crises. It underscores the importance of fostering robust professional communities within schools and offers valuable insights for policy and practice in promoting collaborative cultures in Nordic education systems.

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Teacher mediated relations of pedagogy, physical space, and indoor environmental qualities

19. Teaching and Teacher Education
Bodil Hovaldt Bøjer[1] , *Lisa Rosen Rasmussen*[2]
[1] Institute of Visual Design, Royal Danish Academy - Architecture, Design, Conservation, Denmark
[2] Danish School of Education, Aarhus University, Denmark

Research topic/aim

The importance of good indoor environmental qualities (IEQ) for wellbeing and learning in schools is well-researched, though mostly framed and measured technically (e.g., Haverinen-Shaughnessy et al., 2011; Minelli et al., 2022). Less explored is the relation between pedagogical practices, physical school spaces, and IEQ and how these are intertwined (Bøjer & Rasmussen, 2023).

In this paper, we do a close examination of a small but exemplary project, where a recreation centre teacher, through minor physical and pedagogical alterations, transforms a malfunctioning computer space with bad acoustics and air quality into an inclusive and well-functioning space, where both teachers and students thrive. We will focus on the intertwinement of pedagogical practices, physical school spaces, and IEQ in the teacher driven project.

Theoretical framework

The analysis will draw on socio-spatial perspectives of space and educational practice for an analysis of how aspects of IEQ (acoustics and air flow) and materiality (computers, walls and chairs on wheels) entangle with the pedagogical practices and organisations of the room (Carvalho & Yeoman, 2018; Lai et al. 2020; Mulcahy et al., 2015). Moreover, it is framed by a literature review conducted as part of the research project (Bøjer & Rasmussen, 2023).

Methodological design

The paper is grounded in a Danish action research project connected to a new supplementary teacher training program aiming to educate teachers in matters of pedagogy, space, and IEQ and their interrelations. The paper will be based on qualitative data including visual and written material from presentations and reports about the teacher projects, observations and interviews with teachers, and quantitative IEQ measurement.

Expected conclusions/findings

The project demonstrates the interrelated link between pedagogy, space, and IEQ and how thinking about and working with this interplay as interwoven and interdependent can create better learning environments. Enchanced spatial competencies provides the teacher with more agency to (re)think space and IEQ pedagogically and make the required changes to secure alignment.

Relevance to Nordic educational research

The analysis will exemplify how IEQ may be thought and supported pedagogically through teacher training, which is a radical alternative to the dominant technical approach to IEQ in Scandinavian schools.

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Teacher Professional Development in the 21st Century: The Impact of Chatbots in Teachers' Professional Life.

19. Teaching and Teacher Education

Jurgita Bagdonaite[1]

[1] Vilnius University, Lithuania

Research topic/aim

The purpose of the study is to investigate the motivational factors that encourage teachers to use artificial intelligence tools, especially Chatbot, in their professional activities. By examining past and present changes in education, as well as including films and books that describe the progress of artificial intelligence, the study aims to reveal the evolving incentives that influence teachers' approaches to pedagogy and the application of artificial intelligence technologies.

Theoretical framework

The research is based on several paradigms of educational philosophy. From a constructivist standpoint, emerging technologies in education, such as AI, serve as tools to enhance traditional teaching methods. These tools simplify complex concepts by relating them to familiar ones within the environment and have the potential to create their own models of the world (Papert, Kay,Ilic et al). To move beyond one-sided access and explore the factors motivating teachers to use AI tools in their professional work, Foucault's framework will be employed. While Foucault didn't directly address teachers' motivation regarding AI, as he lived before AI technologies became widespread, his ideas on power dynamics, knowledge production, and social control have allowed scholars like Rabinow, Rose (2006), and Ball (2013)

As well a more meaningful approach might involve collaborating with technology, a viewpoint that aligns with Latour's perspective that we should think about sharing one common world. This doesn't mean living in absurd "symmetry," but rather being able to navigate the virtual space and learn to coexist (Latour, 2005).

Methodological design

As I am in my second year as a Ph.D. student, I am currently exploring the most suitable methodological approach. As part of this exploration, I conducted a pilot study using narrative inquiry. The narrative framework of F. M. Connelly and J. D. Clandinin (1990; 2000), helped me to capture three thematic blocks: fear, control, and opportunities. Atm I am planning to adoption the Actor-Network Theory as a main methodological framework for a qualitative investigation, enabling a comprehensive analysis of the experiences of the teachers while using chatbots.

Expected conclusions/findings

The study anticipates uncovering a diverse set of motivational factors propelling teachers to embrace AI tools in their professional lives. The research hopefully will highlight the interplay between technology, pedagogy, and the societal discourse surrounding AI integration in education. By critically examining the challenges and opportunities in AI adoption, the study aims to present a nuanced perspective on the implications of chatbots in education. Additionally, it aims to demonstrate possibilities for teachers to adopt chatbots into their professional lives and classrooms by illustrating how they can train themselves to use those tools

Relevance to Nordic educational research

The relevance to Nordic education study is based on my investigation into the impact of chatbots, specifically chatbots, on the professional activities of educators. This research challenges traditional pedagogical methods and advocates for the incorporation of innovative technological approaches in education. The integration of chatbots in education fosters diverse learning experiences and promotes a departure from standardized educational practices. I believe my approach to research fosters a dynamic and inclusive learning environment that celebrates individual differences and promotes equitable access to quality education

Teachers as Agents of Recontextualization: how disciplinary knowledge meets classroom encounters

19. Teaching and Teacher Education

Mark Hardman[1] , *Marie Nilsberth*[2]*, Mikko Puustinen*[3]

[1] University College London

[2] Karlstad University

[3] University of Helsinki

Research topic/aim

Starting from the view that academic disciplines provide powerful ways to see the world (Young & Muller, 2013), and that disciplinary knowledge is *recontextualised* as it is brought into educational settings, we present new ways of understanding the role teachers play in recontextualising disciplinary knowledge into classrooms, during planning and through direct engagement with students. In so doing, we move away from what Biesta (2007) calls a *technological model of professional action*, whereby the goals of such action are pre-determined and the focus of research is on the most effective and efficient ways to achieve them. Instead, we frame the vibrant contexts of education and the agency of teachers in shaping educational encounters oriented towards students harnessing the power of disciplinary understandings as they (re)make the world.

Theoretical framework

This paper arises from the work of the KOSS Network: Knowledge and Quality across School Subjects and Teacher Education, funded by the Swedish Research Council (2019–23), and bringing together three cross-disciplinary educational research groups from Karlstad University in Sweden (the ROSE group), from University College London in the UK (SSRG), and from the University of Helsinki in Finland (HuSoEd). This paper reflects the work, over several years, of one of the strands in the network, focused on investigating the role of teachers as agents of recontextualisation and co-developing theoretical perspectives through collective engagement with empirical cases.

As a basis for our empirical investigations, we draw initially on Bernstein's (2000) theorisation of recontextualization, which frames the agency of state officials, politicians, education departments, and textbook authors, who struggle for the power to define curricula. A well-founded case has recently been made that *teachers* should also be seen as agents of recontextualization (Kitson, 2020).

Methodological design

From this starting point, we engage in sustained analysis of six empirical examples from English, Finnish and Swedish classrooms to make visible how subject matter and different contextual factors influence teachers' enactment of disciplinary knowledge together with their students in different school subjects.

Expected conclusions/findings

Through these real-life examples, examined from an interdisciplinary comparative perspective, the paper develops a model of teachers as agents who recontextualise disciplinary knowledge into classrooms. The model makes visible transformation processes and the role of teachers within them, recognising classroom encounters as sites in which affirming the power of disciplinary knowledge can support new ways of thinking for students, teachers and researchers alike.

Relevance to Nordic educational research

The collaborative network brings together researchers from Sweden, Finland and England, to develop a framing that resonates with the North European didaktik tradition, in which teachers are understood as active agents who make pedagogical and curricular decisions.

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Teachers without boarders (nor)

Ole Petter Vestheim[1] , *Marit Holm Hopperstad[2], Markus Leithe-Lajord[1], Lena Ivarsson[3], Glenn Svedin[3], Kari Emilsen[2], Maria Selmer-Olsen[2]*

[1] Nord University
[2] Queen Maud University College of Early Childhood Education
[3] Mid Sweden University

Research topic/aim
The pilot project "Lärare utan gränser" (Teachers Without Borders) aims to tackle the dual challenge of strengthening the teacher labor market and promoting collaborative efforts in teacher recruitment across regional boundaries within the "Nordens grønne belte" (the Nordic Green Belt). The pilot project's objectives include conducting a comparative assessment of various aspects related to teacher shortages, exploring challenges and opportunities in the two regions.

Theoretical framework
The study is theoretically framed within the contexts of the teaching profession and recruitment perspectives.

Methodological design
The research design and methodology involve mapping and comparing various variables including:

1. a) Gaining a comprehensive understanding of the teacher shortage situation in both regions to identify the most significant recruitment needs.
2. b) Analyzing different policy documents to uncover disparities and commonalities between the two countries.
3. c) Conducting interviews with school and early childhood education and care (ECEC) administration managers in selected municipalities.

Expected conclusions/findings
Findings reveals that Jämtland County falls significantly below the national average concerning the number of certified primary school teachers with qualifications in at least one subject, with a percentage of 64.8% compared to the national average of 73.7% (Skolverket, 2021). Consequently, Jämtland County lags behind the national average by nine percentage points. The data for ECEC teachers differs in reporting compared to primary school teachers in the Swedish National Agency for Education's statistics. The number of employed ECEC teachers with teaching credentials in Jämtland County (39%) is slightly lower than the national average (40%).

In Trøndelag County, the aggregate of individuals without an approved primary school teacher education makes up 14 percent of the total 5,479 teacher-years (Utdanningsforbundet, 2023). This percentage falls below the national average of 17.5 percent. However, when examined at the municipal level, the proportion of teachers without approved teacher education can vary significantly. According to current legislation in Norway, the pedagogical norm requires that ECECs must have at least one educational leader with teacher education for every seven children under the age of three and one educational leader with teacher education for every fourteen children over the age of three. In 2021, ECECs in Trøndelag had a proportion of 48% kindergarten teachers in the basic staff, which was the highest proportion nationally (Utdanningsdirektoratet, 2023). At the municipal level, current data reveals a more complex picture with varying percentage distribution between the categories "meets the teacher standard," "meets the standard with exemption," and "does not meet the teacher standard (barnehagefakta.no).

Relevance to Nordic educational research
The project aims to explore the shortage of teachers from a comparative perspective, making it highly relevant to Nordic educational research.

Teachers' Perceptions and Reflections on School Segregation

19. Teaching and Teacher Education
Alina Inkinen[1] , *Sara Juvonen*[1]
[1] University of Eastern Finland

Research topic/aim
This study focuses on teachers' experiences and perceptions within the context of school segregation. Our research question is: how do teachers describe the manifestations of school segregation in their daily work? The premise is that school segregation in terms of school's location or the allocation of needs-based funding manifests in teachers' daily work, for example in terms of the resources available to them. We are interested in the variations of the phenomena in schools of different size in different parts of Finland.

Theoretical framework
The regional segregation of schools has long been a focus of interest and concern in educational research in Finland (see eg. Huilla 2021, Kosunen, Seppänen & Bernelius 2016, Bernelius 2015, Berisha&Seppänen 2017, Seppänen, Kosunen & Rinne 2018, Kalalahti & Varjo 2012). The prevention of school segregation depends largely on municipal policies and actions (Kalalahti & Varjo 2012). Some municipalities use positive discrimination and housing policies to prevent negative consequences (Bernelius & Vaattovaara 2016). As a phenomenon, school segregation is not only between different neighborhoods in larger cities, but also between rural and urban areas (Varjo & Kalalahti 2012).

Methodological design
Our study is based on 67 interviews of the comprehensive school teachers in Finland, where 23 interviewees are subject teachers and 44 are class teachers. The interviewees live and teach in different parts of Finland and have a varying amount of years' experience of teaching. The schools where the interviewed teachers work, differentiate in size, location, and student demographics. Some schools are in urban and some rural areas, and the working conditions are influenced heavily based on whether the school is located in the center of a city or in a village in the outskirts of a small town.

Expected conclusions/findings
Analytical phase is still ongoing. Based on preliminary perceptions, school segregation is experienced very differently depending on the location of the school. This is

Relevance to Nordic educational research
This is challenging the idea of "school for all". Segregated schools are current issue in other Nordic countries as well.

Teachers' Professional Development in University-School Collaboration: A Mixed-Methods Study

19. Teaching and Teacher Education

Tara Sapkota[1]

[1] Høgskulen i Volda

Research topic/aim

University-school collaboration is an effective strategy for school development (Burns et al., 2016; Oates & Bignell, 2022). However, research on collaboration in teacher education is limited (Advisory Council for Teacher Education, 2020; Lillejord & Børte, 2016), and there are calls for more research on university-school collaboration for the improvement of Norwegian teacher education (Cochran-Smith et al., 2020). Therefore, this doctoral study investigates lower secondary school teachers' professional development in university-school collaboration for school development in Norway, and attempts to answer the overarching research question: '*What characterizes teachers' perceptions and experiences of professional development in university-school collaboration?*' and sub-research questions: (i) *How do lower secondary school teachers perceive professional development in university-school collaboration?* (ii) *What are lower secondary school teachers', principals', and teacher educators' experiences of university-school collaboration for teachers' professional development?,* and (iii) *How do lower secondary school teachers, principals, and teacher educators interpret teachers' professional development?*

Theoretical framework

The 'third space theory' (Bhabha, 1994; Zeichner, 2010) and 'conceptual framework for professional development' (Desimone, 2009) are the theoretical foundations of the study.

Methodological design

A sequential explanatory mixed-mixed methods design, in which quantitative data collection and analysis are followed by qualitative data collection and analysis, is used to study teachers' professional development in university-school collaboration. Participants in the study are lower secondary school teachers, lower secondary school principals, and university-based teacher educators, who participated in university-school collaboration for teachers' professional development in Norway. The quantitative data collection for the study was conducted by using a paper-based survey from lower secondary school teachers (n=177) in lower secondary schools (n=15) in a province in Norway. The qualitative data collection was conducted by using focus group interviews with lower secondary school teachers (n=19), and individual interviews with principals (n=7), and teacher educators (n=7) in the province.

Expected conclusions/findings

The results from the quantitative data analysis indicate that lower secondary school teachers have diverse perceptions of various aspects of high-quality professional development in the university-school collaboration and that university-school collaboration is a significant predictor of impacts of professional development, feedback for professional development, and barriers to professional development. The preliminary findings from the qualitative data analysis indicate manifolds in lower secondary school teachers', principals', and teacher educators' conceptualization of teachers' professional development and collaboration. Further, the findings also indicate that university-school collaboration is challenging, and that lower secondary school teachers, principals, and teacher educators have experienced various challenges in university-school collaboration for teachers' professional development. Furthermore, the findings suggest that communication and interaction between the universities and the schools may contribute to enhancing the positive influences of university-school collaboration on teachers' professional development.

Relevance to Nordic educational research

The study has implications for the revision of the policies for teachers' professional development through university-school collaboration in Norway and other similar contexts.

Teaching preschool class students to develop subitizing abilities

19. Teaching and Teacher Education

Mona Holmqvist[1] , *Catarina Wästerlig*[2]*, Damon Tutunjian*[3]

[1] Lund university, Joint faculties of Humanities and Theology, Department of Educational Sciences

[2] Kristianstad university

[3] Malmö university

Research topic/aim

Our proposal is based on the results of five different studies previously conducted by the group of researchers in this application (Alkhede & Holmqvist, 2020; Björklund, & Alkhede, 2018; Holmqvist Olander, Wennås Brante & Nyström, 2017; Wästerlid, 2020a; Wästerlid, 2020b). In these studies, we identified a need for more in-depth research on the specific difficulties that children face in understanding quantities and numbers. Most notably, in a review of research on low-achieving grade K-3 children's numeracy competencies, Wästerlid (2020a) identified a need for more research on how children with difficulties understand quantities and numbers (conceptual knowledge aspects) instead of on how they operate with numbers (procedural aspect). The aim of this study is to study which and how activities in the classroom contriibute to preschool class students' subitizing abilities.

Theoretical framework

Subitizing as a critical aspect in early mathematical development has been reported by Yun et al. (2011) who found a positive significant relationship between subitizing range and mathematics performance in children aged between 66 and 90 months. Research distinguishes between two types of subitizing processes: *perceptual* and *conceptual* subitizing. Perceptual subitizing is defined as the innate, instant visual recognition of smaller quantities whereas conceptual subitizing involves abilities such as composing and decomposing as well as an understanding of the concepts of number and the part-part-whole-relations of numbers (Clements & Sarama, 2014; Jimenez & Saunders, 2019). Conceptual subitizing is used as a framework in this stuyd, and refers to describing the more advanced ability to determine the number of items in a larger set by mentally structuring and organizing the items in smaller identifiable parts (Clements & Sarama, 2014; Conderman, Jung & Hartman, 2014). According to Clements and Sarama (2014), conceptual subitizing competence includes an ability to "see" numbers as (de)composed of parts and wholes.

Methodological design

This study is funded by VR (2021-04147), and has a mixed-methods approach, In total, 76 students (5 to 6 years) from the same school have participated in the study, together with their teachers (n=8) autumn 2022 and spring 2023. The students have been randomised into three groups, one control and two experiemtal groups participating in two differently designed lesson sessions. Data collected for this part of the project consist of Number Set Test, videorecorded lessons, interviews with teachers and instructional material.

Expected conclusions/findings

The findings show that subitizing abilities developed more among students in the experimental groups, however data also show how taking tests contriubutes to help students in the control group to focus on the specific ability focused as their focus was directed towards estimating numbers. The presentation will provide results from quantitative (tests) and qualitative (video-recordings and interviews) analyses.

Relevance to Nordic educational research

In the Education Act (Skollagen SFS 2010:8009) it is stated that a student in need of support will receive it early on, based on his/her needs. As the curriculum do not have any guidelines on how to promote the children's learning, contributing with knowledge in this field support both educaitonal research and practice.

The beginning of a beautiful adventure? - Early career teachers encounter with market schools

19. Teaching and Teacher Education
Linnea Khodiar[1]
[1] Lund University

Research topic/aim
Being an early career teacher is a great adventure, but in reality, it can also be overwhelming. The purpose of this project is to investigate the complexity of the teaching profession and provide a picture of the early days in the profession, as well as the encounter with the school culture at the early career teacher's workplace after graduation. Focus will be on the early career teacher's professional identity and socialization process in an independent school in Sweden that is market oriented. Moreover, the aim to investigate what support structures and introduction exist around the new teacher, how it's used and what additional support structures may be needed. Beauchamp and Thomas (2009) indicate that new teachers need support to think about their identity creation. Not many studies have researched early career teachers encounter with the marketization in Sweden.

Theoretical framework
This thesis is based on the theory that schools are in a field of tension between the profession's logic, organization/bureaucracy and the market. In different activities and contexts, one logic can be more influential than others and could create a collision (Friedson, 2001). Professional identity relates to the specific individual and how they relate to their context (Trost & Levin, 2011). Jenkins (2004) argues that socialization processes affect the individual's self-image, but also how he or she views the world around him or her.

Methodological design
The method is ethnographic, consisting of observations and interviews with 19 early career teachers with a maximum of three years of teaching experience at three upper secondary schools. In one of the schools the early career teachers participate in a focus group. I also interview the principals of the three schools in order to get their view of the school culture and how they influence the formation of the early career teachers and support their entry into the profession.

Expected conclusions/findings
Currently my results are preliminary. However, I see early career teachers struggling to develop themselves as teachers in a marketized school context. I also see teachers being given great freedom and opportunities for early career advancement.

Relevance to Nordic educational research
The project explores the desires and hopes that the early career teacher brings into the profession, but also the differences that they encounter when they get their first job. This can be an adventure, but also a bumpy ride. What is it like to be an early career teacher, in relation to the context of marketization? Can early career teachers, together with a researcher, start the conversation about this transition and see possibilities and roads ahead on this journey in order to continue to be creative, imaginative and adventurous?

The lived experience of pre- and in-service professional mathematics teachers' identity development.

19. Teaching and Teacher Education
Annette Mitiche[1]
[1] Annette Mitiche

Research topic/aim

Teacher education plays a crucial role in challenging pre-service mathematics teachers' ideas about teaching mathematics and supporting them in navigating and positioning themselves within professional identities to learn to teach in contemporary classrooms with its challenges (Biesta, 2021). Without such guidance, novice in-service mathematics teachers may end up teaching in the same manner they were taught when they were students in schools.

Short-track teacher education programs provide the opportunity to become a teacher in one to one and a half years. Pre-service mathematics teachers in these programs hold a prior university degree in mathematics and may have a previous professional background. There is limited time to transition from being a part of mathematics education to embracing a social science education, and sometimes from a previous professional identity to an identity as a professional mathematics teacher. Mathematics is a highly regarded and demanding discipline that offers opportunities beyond teaching (Boaler,2016) making it one of the subject areas suitable for short-track teacher education programs.

This study aims to explore the narratives of the lived experience of pre-and in-service mathematics teachers who share the commonality of participating in a short-track teacher in Sweden. The main objective is to disclose the meaning of being a mathematics teacher in grades 7-9 and high school and what turning points are met in the ongoing identity work.

Theoretical framework

From a lifeworld phenomenological approach, the ontological foundation of this study is based on the premise that our lived experiences shape our perception of the world. These experiences encompass past encounters and future aspirations, particularly those related to becoming a teacher. The concept of identity is employed as a lens to shed light on how attitudes toward and beliefs about teaching mathematics contribute to how to learn to teach mathematics and subsequently the claim of teaching mathematics.

Methodological design

This study is based on one-time longitudinal narratives followed by a thematic analysis (Braun & Clarke, 2016). It involves both pre-service and in-service mathematics teachers' narratives from their own childhood experiences of school and mathematics and future aspirations of the teaching profession and teaching mathematics. These narratives involve interaction between personal and professional aspects of the teacher profession that contribute to a professional identity.

Expected conclusions/findings

Findings indicate, that having a background in university-level math education as a student provided individuals with confidence in their abilities and positively influenced their emotions as math teachers but also presented challenges in the complexity of teaching students with of different levels of knowledge in math.

Relevance to Nordic educational research

Universities have established short-track teacher education programs aimed at individuals with subject-specific qualifications (Molander and Hamza, 2018; Swedish Government, 2021).

The Multi-Country Implementation of a Finnish Education Innovation - Adoption, Contextualisation, and Teacher Agency

19. Teaching and Teacher Education

Fares Georges Khalil[1, 2] , **Marjorie Voutilainen**[1], *Ariunkhishig Gonchigdorg*[1, 3], *Alex Shapero*[1, 3], *Crystal Green*[1, 3]

[1] HundrED

[2] Hanken School of Economics

[3] University of Helsinki

Research topic/aim

This study takes a socio-cultural approach acknowledging teachers as social beings that participate in learning and the passing on of ideas, beliefs, and practices (Chen and Zheng, 2023). Teacher agency is increasingly studied in relation to professional learning, innovation, school improvement, and sustainable transformation (e.g., Ashton, 2022; White et al., 2022). This study therefore focuses on teacher agency as a significant contributor to reinvigorating teaching practices and revisiting established frameworks.

Theoretical framework

Drawing on the multi-level framework for innovation implementation (Wilcox and Lawson, 2018)- *including individual, collective, community, school leadership, and district levels* (see Appendix) - this study posits an agency-in-action approach where both individual and collective levels interact for student, staff, and organisational learning. The study also draws from innovation diffusion (Rogers, 1995), particularly on the role of key stakeholders and the local environment in decision-making and innovation adoption.

Methodological design

An abductive approach (Lipscomb, 2012) is employed to guide a qualitative case study analysis (Gioia et al., 2012) - the implementation of TeachEase, *"a solution to upskill teachers for teaching digital skills to K-12 students"* (Teachease, n.d.; Code School Finland, n.d.). Data is gathered via semi-structured interviews with the Finnish innovators and teachers, and with some of the implementing partners and teachers from the 8 countries where the innovation has scaled (e.g., South Africa, China, Japan, Mexico, Thailand). This helps to understand how local factors and individual mindsets in different contexts shape teacher agency and engagement, and consequently, the receptivity and accommodation of innovative ideas related to future skills teaching.

Expected conclusions/findings

Teacher agency and the associated cognitive, behavioural, and motivational/affective factors play a significant role in transformative integration and in teacher innovativeness and well-being - potentially correlating with student learning outcomes. Interactions with and influence from the environment (e.g., community of practice, school leadership) are expected as per the multi-level interdependencies posited in the framework. Cross-cultural and institutional differences also shape agency dynamics and innovation adoption and adaptation.

Relevance to Nordic educational research

In general, the Nordic schooling system has a tradition and reputation for distinctiveness and collaboration; however, research has revealed transferability limitations to other regions of the globe for example due to the dependence on system and cultural foundations unique to the Nordics (Rönnberg and Candido, 2023). Therefore, it is vital to study how different local contexts receive and interact with a Nordic (Finnish) innovation, with implications to Nordic educational exports.

Even within a conducive classroom environment and collaborative educational community, inertia, institutionalised practices, and top-down dynamics may contribute constraints that potentially counterbalance the distributed leadership and shared decision-making that promote teacher agency and innovativeness (Wilcox and Lawson, 2018). Within the Finnish context, studies show that teacher agency in active learning and promotion of school development is multifaceted and cannot be reduced to a single attribute (Pyhältö et al., 2015). A holistic conceptualization of teacher agency and its limiting tensions is therefore needed (Pappa et al., 2017), along with a nuanced cross-cultural understanding.

The Murder Mystery of Teacher Education: A Historical Perspective on Debates on Teaching and Teaching Methods in Sweden

19. Teaching and Teacher Education

Tatiana Mikhaylova[1] , *Daniel Pettersson*[1], *Gunnlaugur Magnússon*[2]

[1] University of Gävle

[2] Uppsala University

Research topic/aim

This paper examines the historical context and evolution of teaching methods in Swedish teacher education. In doing so, it historicizes the ongoing debates about the quality of teacher education in Sweden and the perceived lack of instruction in teaching methods. According to some commentators, the disappearance of teaching methods as a subject in teacher education programs since 1990s "killed teacher education in Sweden" (Claesson, 2022) because teacher students are no longer taught *how* to teach. In response to these concerns, the current Swedish government recently proposed that teaching methods should be brought back into the curriculum (Tidöavtalet, 2022). It has also been argued that teachers need theoretical and practical knowledge of how people learn and that such knowledge should be based on "cognitive science" (Utbildningsdepartementet, 2021, p. 107).

Theoretical framework

In this paper, we historicize (Garland, 2014) current concerns with teacher education by examining how teaching as a notion, practice, and institution (cf. Foucault, 2005, p. 82) has been approached historically in Swedish teacher education.

Methodological design

We do so by analyzing several methodological guidelines, government reports, recommendations, and curricula spanning from 1842 to the early 21st century.

Expected conclusions/findings

By placing more emphasis on the analysis of policy documents, we aim to show that the question of *how* to teach*,* usually associated with something instrumental and technocratic, is no less political than the questions of *what* and *why* to teach.

The analysis reveals that teaching has been conceptualized in various ways throughout history. Early approaches viewed teaching as a technique for organizing and monitoring student progress. Later, teaching came to be seen as an art requiring not only good knowledge of the subject matter but also creativity and talent. With the subsequent "scientification" of teacher training and its gradual incorporation into higher education in the late 1960s, the course on teaching methodology came to be perceived as normative, emphasizing reproducible skills and best practices. As a result, by the end of the 20th century, it was replaced by the course in *Didaktik*, which, instead of providing teacher students with ready-made methods, focuses on critical evaluation of teaching based on relevant research. This does not mean that the question of teaching methods has disappeared from Swedish teacher education programs. However, in the highly decentralized educational system, it is handled differently by different institutions.

Relevance to Nordic educational research

The debates about teacher education are consequential in all the Nordic countries albeit in different terms. Here, Sweden provides a case study of how political ideas about what is considered relevant content and organisation of teacher education shifts over time and affect teacher education. Thus, the case sheds light on both political development and the inherently political nature of teacher education in a historical perspective.

This paper is to be published in an international anthology volume on teacher education (Routledge) in 2024.

The Return of the Teacher (nor)

19. Teaching and Teacher Education
Markus Leithe-Lajord[1]
[1] Markus Leithe-Lajord

Research topic/aim
Teacher attrition and retention.

Theoretical framework
Why teachers choose to leave has been studied and discussed both in the Nordic countries and internationally (Aamodt & Næsheim, 2019; Gu & Day, 2013; Lindqvust & Nordänger, 2015). Another group of teachers that has not gotten that much attention are those who decide to return to school after trying other jobs. This research examines *what experiences do four teachers consider significant for their return to the teaching profession after having initially left?*

Methodological design
Through narrative inquiry four teachers who deliberately left and returned to the teacher profession tell their story. Their stories was analyzed with the intention to discover why they started teaching, why they left and most importantly, why they decided to return and stay.
The teachers in this study can be described as successful teachers, as they mastered their core tasks (teaching and good relationships with their students) when they quit their job as teachers. They also mastered the other jobs they had after they left teaching, but still decided to return as teachers. Their narratives witness leaving teaching as an opportunity to reflect upon the life in school in another way than they could if they had never left.

Expected conclusions/findings
The findings suggest that the teachers left because of external reasons, but returned and stayed because of internal reasons. They needed a break from stressful days, bad leadership and colleagues and a need for a break and self-realization they could not get as teachers. They returned and stayed because of internal reasons as commitment to their profession and motivated by teaching. The time out of teaching can be described as a liminal stage, where they could gain new perspectives both personally and professionally.

Trying to generalize why teachers leave school would be too reductionistic, as teachers are a heteronomous group. This research aims to capture the stories of a small number of individuals, and by getting to know them, they can help us to gain new insight in a lesser studied phenomena. Thus the teachers stories may make a basis for discussion where we can ask ourselves the question that the teachers may not have left their jobs in the first place if the schools was better organized, what can the school do to make sure that the "successful" do not leave the school for the wrong reasons, and how can the school still be an attractive work place for teachers who has made a career after they have left teaching.

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Relevance to Nordic educational research
Teacher attrition and retention is a highly relevant topic in all the nordic countries.

The role of practice self-efficacy in the expansive movement of student teachers towards whole teacher

19. Teaching and Teacher Education
Dag Munk Lindemann[1] , *Line Toft[1], Tine Nielsen[2]*
[1] UCL University College, Teacher Education Funen
[2] UCL University College, Applied Research in Education and Social Science

Research topic/aim
The aim of this study is to investigate the possible role of practice self-efficacy in student teachers' expansive movement towards whole teachers.

Theoretical framework
We suggest that themes and specific statements concerning self-efficacy (Bandura, 1997) for practice, drawn from both student teachers and field practice teachers, align with the "insider-outsider" perspective of competence in Goh et al.'s (2017) model of novice teachers' conception of competency, expanded to also cover student teachers prior to field practice placements and focusing of self-efficacy for practice rather than competence. We will discuss how these themes and specific elements of practice self-efficacy might be placed in a framework similar to Goh et al.'s to describe the role of practice self-efficacy in the expansive movement of student teachers toward whole teacher, i.e. encompassing knowledge, attitudes, emotions and practice (e.g. Sauer, 1962).

Methodological design
In a qualitative study uncovering which teacher and teaching-related practices student teachers may doubt they can enact/engage in while in field practice (Nielsen et al., submitted), both overlap and substantial differences were found between the internal perspective of student teachers, and the external perspective of field-practice teachers. The student teachers in Nielsen et al. had not yet been in field-practice placements. Consequently, their level of experience and understanding of the complex context of a school would be relatively low, compared to the field-practice teachers with up to 38 years of experience.

Expected conclusions/findings
Doubts exclusively mentioned by the field-practice teachers were related to didactical issues, facilitation of learning for the benefit of the pupils, pupils' perception of the student teacher, and vice versa, and collaboration with parents, whereas doubts exclusive to the student teachers were related to adequacy in authority and classroom leadership as well as adequacy in teaching competence and knowledge. Common themes that emerged across the internal and external perspectives were being prepared and being able to diverge from plans, balancing subject knowledge and pedagogical competence for being a teacher, taking leadership in the classroom, being able to teach without a field-practice teacher present, each containing a number specific statements concerning self-efficacy for practice.

Relevance to Nordic educational research
Such knowledge can potentially be utilized in the identification of early (and later) challenges in relation to student (pre-)conceptions of field practice, inform field-practice preparation in campus-teaching, inform field practice schools to support student development toward becoming "whole teachers", and provide new avenues of collaboration between the two.

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Understanding the complex determinants of teacher supply around the world: comparing the Nordic countries and the UK

19. Teaching and Teacher Education

Rebecca Morris[1] , *Beng Huat See*[2]*, Stephen Gorard*[2]*, Mark Ledger*[2]

[1] University of Warwick

[2] Durham University

Research topic/aim

This paper presents findings from two studies examining issues of teacher supply in the UK and internationally. Recent research has demonstrated that there are significant and worsening teacher shortages in many countries around the world (Craig et al., 2023; Lindqvist et al., 2022; Ovenden-Hope and Passy, 2020; Sutcher et al., 2019). A lack of teachers is a significant problem for national education systems as the shortage affects the quality and nature of teaching and learning in schools. Given that teachers are commonly understood to be the most important school-level factor for improving student achievement (Hattie, 2018), a shortage of skilled teachers can have a negative impact on young people's academic and lifelong outcomes, and on the quality of education provision across the system (Chetty et al., 2014; Goldhaber et al., 2018).

Theoretical framework

Our studies have sought to understand varying conceptions of teacher shortage in different contexts and the factors that influence teacher supply over time (Morris et al., 2021; See, 2022). The latter, ongoing study takes an international comparative approach to examine the economic, educational, social, cultural and political factors which potentially influence demand and supply between different countries.

Methodological design

The project uses an innovative multi-methods approach, including the analysis of large-scale, international secondary data (such as the OECD's Teaching and Learning International Survey (TALIS)) and policy documents. This has fed in to a qualitative comparative approach (QCA), to examine patterns and diversity across countries. Furthermore, we have identified a small number of specific case study countries (n=10) for further investigation. Here, we have conducted interviews with relevant stakeholders (policymakers, sector leaders, teacher educators and practitioners) and analysed country-specific policies and existing national-level workforce data (where available).

Expected conclusions/findings

The paper will share findings from the secondary data analysis and case study research for the UK and the Nordic countries which are included within the study. We present an overview of the teacher supply contexts for these countries and identify key areas of similarity and difference. We also share key factors or system-level characteristics that are connected to better or worse teacher supply outcomes. Some of our initial findings from the secondary data analysis indicate that there are shortages in countries where the employment rate for humanities and arts graduates is high, and where there are high levels of reported intimidation and abuse of teachers by students. We also find shortages in countries where the majority of the teacher workforce is young (aged less than 30).

Relevance to Nordic educational research

Implications for policy, practice and future research will be shared, and we would particularly welcome discussion about the Nordic contexts considered here.

University-School Collaboration for Teachers' Professional Development in Norway

19. Teaching and Teacher Education
Tara Sapkota[1]
[1] Høgskulen i Volda

Research topic/aim

A systematic review of research on collaboration in teacher education in Norway shows that 'collaboration' is barely a primary focus of research (Advisory Council for Teacher Education, 2020). More research is recommended to construct relevant knowledge about university-school collaboration (Cochran-Smith et al., 2020) including what effective collaborations are like and how they function (Advisory Council for Teacher Education, 2020). As an attempt to address the gap, this study investigated university-school collaboration for lower secondary school teachers' professional development in Norway and aimed to answer the research question: *What are lower secondary school teachers', principals', and teacher educators' experiences of university-school collaboration for teachers' professional development?*

Theoretical framework

The 'third space theory' (Bhabha, 1994; Zeichner, 2010) provided the theoretical foundation for the study.

Methodological design

A qualitative approach was used for data collection and analysis in the study. Lower secondary school teachers, principals in lower secondary schools, and university-based teacher educators, who participated in university-school collaboration for teachers' professional development, were the participants in the study. Focus group interviews (n=4) were conducted with lower secondary school teachers ($n=19$) and individual interviews (n=14) were conducted with principals ($n=7$) and teacher educators ($n=7$) to collect data in the study. The constant comparative method (Strauss & Corbin, 1990) was used for qualitative data analysis.

Expected conclusions/findings

The preliminary findings from the qualitative data analysis indicate manifolds in lower secondary school teachers', principals', and teacher educators' conceptualization of teachers' professional development and collaboration. Further, the findings indicate that university-school collaboration is challenging, and that lower secondary school teachers, principals, and teacher educators experienced various challenges in university-school collaboration for teachers' professional development. Furthermore, the findings suggest that communication and interaction between the universities and the schools are conducive to enhancing the positive influences of university-school collaboration on teachers' professional development.

Relevance to Nordic educational research

This study contributes to generating a deeper understanding of potential ways to engender effective university-school collaboration for teachers' professional development in Norway and similar contexts.

Unveiling Pedagogical Knowledge Experiences: A Study of Pre-Service Teachers Powerful Knowledge in Norway

19. Teaching and Teacher Education

Christian Huseby[1] , *Tobias Werler*[2]

[1] Western Norway University of Applied Sciences (HVL)

[2] University of Oslo

Research topic/aim

The central focus of this study revolves around the exploration of pre-service teachers' (PSTs) subjective experiences and descriptions of pedagogical knowledge (PK) during their education in Norway. Recognizing the essential role of intensive pedagogical knowledge in the professionalization of pre-service teachers, as highlighted in the 2009 White Paper "The Teacher," this research aims to bridge the gap between normative expectations and empirical perspectives regarding what pre-service teachers should know and can do. By investigating how PSTs experience and describe pedagogical knowledge, the study aims to contribute to a better understanding of their lived experiences and shed light on the importance they attribute to pedagogical professionalism.

Theoretical framework

Existing debates on the significance of pedagogical studies for teacher professionalization often lack empirical data on the experiences and needs of pre-service teachers. This study seeks to address this gap by examining powerful knowledge (Young & Muller, 2013)in teacher education, particularly in Pedagogy and Pupil Knowledge (PPK). The curriculum is designed to impart transformative knowledge, fostering decision-making skills and professional moral integrity. Drawing from the concept of powerful knowledge, traditionally associated with school curriculum research, the study explores the knowledge-related experiences of PPK in teacher education.

Methodological design

To delve into the subjective experiences of PSTs, a timeline-based interview process was employed (Husu, Toom & Patrikainen 2008). The timeline served as a tool to trigger critical incidents related to the PPK knowledge domain. Fifteen pre-service teachers participated in online interviews, providing valuable insights into their encounters with pedagogy and teacher knowledge. The Interpretive Phenomenological Analysis (IPA) (Smith et.al. 2009)was employed as the analytical framework, focusing on the personal lived experiences of pre-service teachers. The analysis stages include descriptive, linguistic, and conceptual topics, offering a comprehensive understanding of PSTs' experiences.

Expected conclusions/findings

While the data analysis is ongoing, preliminary themes have emerged, highlighting a restricted way in which PSTs articulate their knowledge. Notably, when discussing learning theories, pre-service teachers tend to emphasize behaviorism and social-cultural theory without delving into in-depth details. However, specific conclusions or narratives related to PK experiences are yet to be finalized. Researchers acknowledge the influence of their own experiences and biases, ensuring a reflexive approach throughout the research process.

Relevance to Nordic educational research

This study contributes significantly to the ongoing discourse on the role of non-school subjects in teacher education and their impact on strong agency (Beauchamp & Thomas 2009, Matikainen et.al. 2018). By including informants from all school subjects, the research expands beyond the traditional focus on mathematics teachers (Tattto 2012). It addresses existing research gaps in teacher education, emphasizing the importance of curricular content and its profession-specific epistemology (Kosnik et.al. 2016; Trippestad et.al. 2017). Ultimately, the study offers valuable insights into the relationship between the intended curriculum and the actual knowledge and skills acquired by pre-service teachers in the Nordic context (Özçinar, 2015).

Venturing Beyond the Target Language: using translanguaging space to create a multilingual word wall in English year 9

19. Teaching and Teacher Education

Tina Gunnarsson[1]

[1] Department of Educational Science, Lund University

Research topic/aim

The heterogeneity of the student population in Sweden with the societal language Swedish, the high status of the target language English and the low status of students' L1(s) other than Swedish presents a challenge to English teachers (Hult, 2012). Many teachers state a lack of proficiency in the diverse languages in their classroom and fearing a loss of control as reasons for avoiding the incorporation of other languages (Ticheloven et al. 2021). The aim of this study is to address this problem by analyzing year-9 multilingual students classroom interaction when offered translanguaging space in the subject of English.

Theoretical framework

The study employs a sociocultural approach to teaching and learning adhering to a social constructivist perspective. Translanguaging theory is used to explain the social justice that students experience in the classroom as their home languages are incorporated. Translanguaging is further used to shed light on students' *creativity* and *criticality* (Wei 2011) as they decide which language norms to follow and which norms to break, while problematizing their language knowledge openly.

Methodological design

Using Derewianka's (1991) *curriculum cycle* as the basis, a design intervention spanning six lessons was carried out focusing on different tools to use in the writing process of English. In one of these lessons, students were tasked with constructing a word wall on the topic of *A Good Life*, a writing prompt often used to prepare for the national test, while being offered translanguaging space. Inspired by Rajendram (2019), sociocultural discourse analysis was used to analyze the student interaction by coding each *speech act* (N= 1859) for function and grouping functions into *affordance* categories (N=4). The speech acts were then grouped into *speech events* coded using Mercer's (2000) *talk typology* to see what types of talk students engage in when translanguaging space is offered.

Expected conclusions/findings

Findings show students frequently using several named languages to engage in *exploratory talk*, the type of talk associated with positive learning outcomes (Mercer & Littleton, 2007). The analysis further showed students spending between 87 and 99 % of the interaction focusing on the task. Another noteworthy result can be found in all student groups engaging in the act of noticing their classmates' linguistic ability, lending legitimacy regardless of language status.

Relevance to Nordic educational research

Traditionally, support for an English only policy in our previous syllabi (LGR11) has made it hard for teachers to know when and how to incorporate other named languages when teaching English (Hult, 2017). Although translanguaging is now endorsed in the current syllabi (LGR22), no study has yet examined the language practices of Swedish students in English year 9 when encouraged to translanguage. In a society where classroom diversity is likely to increase, the study contributes to existing educational research by showing how venturing away from target language only and into translanguaging space can lead to positive learning outcomes and raised language awareness.

Violence against teachers in compulsory school from a policy and union perspective

19. Teaching and Teacher Education

Ann-Cathrin Faldet[1] , *Ilse Hakvoort[2], Hege Knudsmoen[3], Sofia Persson[2]*

[1] Inland University, Norway

[2] University of Gothenburg, Sweden

[3] Oslo Met, Norway

Research topic/aim

In Norway and Sweden, an increasing number of cases of violence and threats against teachers are reported. In Norway, 29% of the staff in primary schools report having been subjected to violence or threats, and a total of 77% of school leaders report incidents of violent acts against teachers and leaders in their schools in the past year (SSB, 2020; Stami, 2020). In a Swedish survey, most teachers in grades 7-9 stated that they were exposed to at least one threatening situation with students during a year, and 16 percent had been subjected to physical violence from students during a year (Lärarförbundet, 2021). Many teachers don't know what to do in such situations, whether it is themselves or a colleague that are being violated (Skåland, 2016). To share experiences of being victimized by students may be difficult, as it can be associated by shame (Martin m.fl. 2012; Skåland 2016). Furthermore, teachers often report that they are struggling without support (McMahon m.fl. 2017).

Research questions: Which frames and discourses can be identified in national regulations and policies on threats and violence against teachers in compulsory school in Norway and Sweden? What are the similarities and differences between national policies ways to address the problem, and the teacher unions understandings and preferred strategies to secure teachers safety?

Theoretical framework

Allen (2006) describes the role of a teacher as more than just a profession, involving additional roles as a parent, friend, and role model. This intermediate position makes a teacher particularly vulnerable when critical incidents like threats and violence from students occur. It can be a threatening experience, or it can entail a weakened sense of self or even self-loss (Skåland, 2016). In this regard, teacher resilience is of importance. Resilience, as seen by Greenfield, is a "relative, dynamic and developmental process involving interaction between individual, relational and contextual/organizational conditions" (Greenfield, 2014, p. 54). Key elements in this contextual understanding of resilience include the importance of access to support from the organization, professionally supportive relationships, and the ability to develop approaches to teaching that are problem-solving, reflective, and capable of seeing a challenge from multiple perspectives.

Methodological design

We will conduct a qualitative content analysis of national regulations and policy documents in Norway and Sweden (ie. educational acts, national curriculums, and relevant governmental official reports), as well as of documents from the teachers' unions (ie. surveys and reports). The purpose of the study is to identify similarities and differences between the national policy levels and the projects voiced by the teachers' unions regarding violence against teachers.

Expected conclusions/findings

The analysis highlights national regulations and policy documents that are related to the problem, as well as how Norwegian and Swedish teachers' unions understand the problem and how it can be prevented and handled.

Relevance to Nordic educational research

Violence against teachers is a significantly understudied. The goal of this paper is to contribute to research on the phenomena from a Norwegian and Swedish national policy and union perspective.

Vocational teachers' work with support activities

Christina Linderos[1]

[1] Christina Linderos

Research topic/aim

According to the Swedish Education Act (SFS 2010:800) all students are entitled to not only guidance and stimulation, but also additional adjustments and special support, when there is risk that the student does not achieve the minimum grade E. When a student is in need of support, the support should be based on the student's whole education, i.e. all subjects. Consequently, the teaching staff must cooperate and share not only problems or obstacles but also success factors.

In Swedish context, Vocational Education Students in Upper Secondary Schools on one hand tends to need more support activities, e.g. action programs, but on the other hand mainly in core subjects or theoretical subjects. Additionally vocational teachers' claim to have other conditions. My thesis therefore focuses on vocational teachers' perspective on their work with support activities and also the vocational teachers' role in the schools' workflow when it comes to support activities.

Theoretical framework

Since there are no universal method of teaching that ensure the knowledge development of every student, one starting point is didactic concepts when trying to capture the complexity of teaching not at least when meeting students' different needs. One way to describe and understand the relationship between The Education Act and the schools and teachers are by using concept from Curriculum theory (Lindensjö & Lundgren, 2000). However other factors also affect the work such as school culture and the knowledge that exists in the organization, which could be one way to explain the different ways schools organize the work with support activities (Yngve, 2020).

Methodological design

Exploring the borderland between Vocational Education and Training (VET) and Special Needs Education (SNE), the collecting of empirical data is mainly going to be done through observations and supplementary interviews with vocational teachers. Also, Special Educators will be interviewed while support activities not only are formed and performed in classroom context but also are, or should be, a part of the school organization. Where and how Vocational Education and Special Needs Education encounter and in what way my role as researcher and special educator, on one hand affect and on the other hand is influenced from my own experiences and knowledge when observing, are two questions I would like to discuss.

Expected conclusions/findings

Hopefully my thesis will highlight the work of Vocational Teachers and especially when it comes to students in need of support activities and also VET-teachers role in the school's workflow around support activities in general.

Relevance to Nordic educational research

Research concerning Special Needs Education (SNE) in combination with Vocational Education and Training (VET) a is sparsely not only in Sweden but also in Nordic context. My contribution is an attempt to find and highlight where and how Vocational Education and Special Needs Education encounter.

What comes through Ongoing Realities: Student Teachers´ Nuances of Emotions Reframe Powerful Sustainability Knowings.

19. Teaching and Teacher Education

Birgitta Nordén

Research topic/aim

The key strands of the new UNECE strategy (2022) empower vital ESD initiatives and virtually extended, reality-based education. Difficulties in meeting physically have led to the need for hybrid meeting places and mixed learning beyond classrooms. One challenge is to synchronize those who are physically on site with virtually connected conference participants in different time zones.

The purpose of this study is to investigate what happens when student teachers are offered innovative tools to transform and design hybrid learning spaces for an international sustainability focused network of upper secondary school youth and subject teachers.

Theoretical framework

"Didaktik models" and modelling for the teacher profession and teacher training by Lunde and Sjöström (2021) emphasized usefulness in future professional practice (the teachers' own and student teachers') as an important starting point in sustainability education. Accordingly, there is a need to emphasize the (subject) didactic models, which can be interpreted as "(subject) didactics theory-based professional support" in this study.

Methodological design

To arrive at the findings of this study, the empirical analysis of the students´ reflections, the questionnaires and the observations were used. These were jointly analysed to consider the participants (n=19) i.e., the student teachers' opinions and requests concerning decisions to take commonly. Thereby, the action cycle processes resulted in a recognition of how to guide and conduct upcoming steps to optimise the conditions for the students to solve their case by a deep approach of learning. This was achieved by applying innovative methodologies focusing on ongoing, extended, and augmented realities, involving the participatory action research (Kemmis, 2009), supporting the development of hybrid sustainability teaching. By advancing the investigation and analyses of eXtended realities (XR) within the data gathered, added insights and new opportunities to visulize ongoing realities (Nordén, 2023).

Expected conclusions/findings

The results show that student teachers struggle with the concept of combining their didactic capability, in the teaching role they already identified and hold, with a more innovative, entrepreneurial design role. The study concludes that subject didactics and didactic modelling are necessary requirements within a design thinking framework to enable teacher students to deliver a substantive quality of powerful sustainability knowings by implementing an augmented learning reality in hybrid contexts.

Relevance to Nordic educational research

The study has examined challenges in connecting didactic models and design thinking for educational development in the field of teaching and learning for sustainability in a Nordic perspective. It thereby contributes to wider Nordic educational research on the integration of digital tools into the curriculum both in upper secondary school, teacher education and tertiary contexts. By exploring the role of technology enhanced learning, it highlights both potentials and barriers to enhance student-developed hybridity through increased contextualisation of ongoing realities. The methods applied can also be useful for Nordic student teachers in their future professional role. Some of the key features required, including creativity, and collaborative boundary-crossing explorative approaches, may support exchange of outlined methodological development and innovation relevant to educational research in the Nordic countries.

What is meant by a professional arena at an upper secondary school in Sweden?

19. Teaching and Teacher Education

Ulrika Bergstrand[1, 2, 3, 4] , *Lena Bylund*[1, 2, 3, 4], *Magnus Larsson*[1, 2, 3, 4]

[1] Ulrika Bergstrand, ulrika.bergstrand@hig.se

[2] Lena Bylund, lena.bylund@gavle.se

[3] Jessica Nilsson, jessika.v.nilsson@hig.se

[4] Magnus Larsson, magnus.larsson@gavle.se

Research topic/aim

Teacher professionalism today requires a competence amongst teachers to interconnect research with practice (Nihlfors, 2020), which we here refer as a professional arena. In this ULF-project, researchers together with active teachers at an upper secondary school want to explore how it is possible to establish a link to teaching related questions posed by teachers and the ongoing research efforts, within the framework of a professional arena. In this arena, teachers' competence is created by dialogue both through a common knowledge base of professional knowledge as well as teachers' day-to-day experience (Bergh, 2015; Jarl & Rönnberg, 2015). The study asks the following questions: what is meant by a professional arena and why is it deemed important according to teachers and researchers in a municipality in Sweden? What kind of challenges and possibilities are involved in developing a professional arena, according to the teachers and researchers?

Theoretical framework

Shulman and Shulman (2004) highlights four concepts of professional capital such as knowing what is in education policy, moral capital, change capital and teaching and teaching skills. This theoretical framework will be used to analyze the professional arena and can define the professional arena in progress.

Methodological design

The methodologic design is action research (Rönnerman, 2022) which bridges the gap between theory and practice and puts teachers at the center of professional development (Bergmark, 2020). Activities on the professional arena focus is for example on, mathematics didactics, vocational educators, students' academic literacy, and the function pre-service teachers. The empirical material consists of fieldnotes from observations where data is collected by watching and listening to participants when they act or express their opinions (Jacobsson & Skansholm, 2019). The participants also write reflection journals which gives opportunities for a deeper analysis (Rönnerman, 2012). Interviews will be conducted with the participants to complement the data material and are well suited to taking part in the experiences of another person or group (Jacobsson & Skansholm, 2019).

Expected conclusions/findings

The anticipated result of this study is the creation of a dynamic professional arena where educators' requirements and methodologies converge with the research expertise of scholars. The arena could be a tool to strengthen the teacher's professional development through a locally designed competence development initiative in an educational setting characterized by changes.

Relevance to Nordic educational research

From a Nordic education research perspective, a professional arena in an upper secondary school in Sweden could be relevant for teachers at all levels. The novelty of this design is that it takes teachers' point of view as its starting point, rather than researchers' preconceived notions of what constitutes an interesting subject of study in schools.

Wicked problems in Nordic teacher education

19. Teaching and Teacher Education

Eyvind Elstad[1] , *Amalía Björnsdóttir*[2], *Lena Boström*[3], *Elsebeth Jensen*[4], *Lis Madsen*[5]

[1] University of Oslo

[2] University of Iceland

[3] University of Mid Sweden

[4] VIA University College

[5] Copenhagen University College

Wicked problems in teacher education are characterized by their complexity, the lack of a single, clear solution, and the need for interdisciplinary collaboration and continuous adaptation. The primary objective of this exploratory workshop is to foster discussions regarding research opportunities and reflections pertaining to wicked problems in Nordic teacher education. Several parts of the Nordic countries are currently grappling with issues related to the insufficient number of applicants for teacher education programs and the declining qualifications of these applicants. Notably, in Norway, this predicament became glaringly evident in the autumn of 2023 when only half of the program's capacity was filled by incoming students. It is worth noting that this recruitment crisis has persisted for several years. In response to these and other challenges, education authorities in Norway and Iceland have adopted different approaches. Norway has adopted the Finnish model, offering a 5-year master's degree in education for teachers, even at the elementary level. The impact of this change on teacher training applications in Norway remains unclear (Skagen & Elstad, 2023). Conversely, Iceland has introduced a master's degree in teaching as an alternative to the traditional education culminating in a master's thesis (Sigurdsson et al., 2023). Danish education authorities have opted to maintain a 4-year teacher training program at university colleges (Jensen & Madsen, 2023). In Sweden, the landscape of teacher education programs is complex and has faced challenges in attracting qualified applicants (Boström, 2022; Boström et al., 2023). So what can be done to reduce wicked problems of teacher education? The only reasonable way is to make the profession more attractive. Goldin shows that women in particular value flexibility and predictability. Since women take more responsibility for the family, this is not surprising and in a more equal country like Sweden there are perhaps even men who value the same. For a long time, the teaching profession was also seen as flexible and predictable, but that is hardly the case anymore. Compared to other professions that require higher education, it most likely appears as one of the less flexible (Bound lesson time, constant meetings and requirements for school attendance). It is often said that teacher education must be reformed to attract more young people to the teaching profession. Do the conditions in the professional life determine how attractive it is to become a teacher? Swedish school authorities emphasise higher salaries, flexible solutions to becoming teachers, higher status, and better working environments (Boström, 2023). The Norwegian policy in the area is to signal stricter admission requirements and master's-based teacher training (but this can hardly be said to solve the problem). Danish education authorities are reforming the teacher education programs to make them even more attractive in addition to having a pragmatic approach to the applicants' qualifications than the Norwegian authorities. The Icelandic education authorities have created a new Master of teaching that provides an easier path to completing a master's degree. The overall aim of this exploratory workshop is to initiate research collaboration on these important issues.

WITHDRAWN: Diffractions from a sensory-aesthetic space: an exploration of performative//Bildung-centered collaboration

19. Teaching and Teacher Education

Marianne Nødtvedt Knudsen[1] , *Veslemøy Olsen[1]*, **Alexander Elmies-Vestergren[1]**
[1] University of Agder

Research topic/aim
In this paper we explore the multidisciplinary collaborative process of developing new perspectives on aesthetic learning processes in Norwegian teacher education. The paper builds on a recent pilot with fifth year teacher students, where we transformed a classroom into a *sensory-aesthetic space*. Exploring this process, we seek to contribute to new perspectives addressing the Norwegian curriculum's emphasis on aesthetic learning processes (Minestry of Education and Research, 2017).

Theoretical framework
Our common outset for this project is our shared wish to follow the call of Alexander Baumgarten (1750) to take the aesthetic seriously. For us, this means viewing the aesthetic as a language available to all, offering possibilities to experience, process and communicate the personal, emotional, sensory, complex and diverse (Austring & Sørensen, 2019). The sensory-aesthetic space was created out of the *diffractions* occurring between the authors, our disciplinary and theoretical outsets, the room, the different materials and the overarching theme of the student's pedagogy subject, *school in a pluralistic society*. One theoretical impulse was the idea of *performativity* (Schechner, 2013) where learning is seen as «participation in art events which are constructed in situations of interaction» (Aure, 2013, our translation). It is a shared process of *being-knowing* (Lenz-Taguchi, 2012) *in* and *with* the world (Biesta, 2018, in Østern & Knudsen, 2019, p. 5) where all participants are «prepared to try out, stay open, participate, change direction» (Østern & Knudsen, 2019, p. 2). Another impulse was *Bildung-centered general didactics* (Willbergh, 2021), where education is viewed through *Didaktike teche*; the art of showing what cannot immediately show itself (Künzli, 2000). Thus, the educational situation is seen as a process of showing/representing the world, with the intention of opening both the world and the student to each other (Klafki, 2001). This is understood to require a reflective teacher (Westbury et al., 2000) who assumes responsibility for the world (Arendt, 1961/2006).

Methodological design
To explore our multidisciplinary collaborative process, we draw on the *diffractive analysis* of Karen Barad (2007; 2014) and *a/r/tography* (Irwin et al., 2008), seeing ourselves as artists, researchers and teachers intertwined with the work and material of the process. We stay open to both aesthetic and discursive languages (Austring & Sørensen, 2019) exploring different diffractions occurring as intra-actions (Barad, 2007; 2014) – as pictures, shapes, poetic texts and fragments. In this paper we draw attention to these diffractions, with a special interest in the 'new patterns' appearing in the space between the theoretical impulses brought into the project.

Expected conclusions/findings
We expect that our impulses, through diffraction, will create new patterns, challenging our conceptions and theoretical tensions and widening our perspectives on aesthetic learning processes. One preliminary result is the idea of teaching as *invitation*, both *showing* (representing) and *being in* the world together through the aesthetic.

Relevance to Nordic educational research
Seeking diffractions between our theoretical impulses in a sensory-aesthetic space, we aim to contribute to new perspectives in the field(s) of research addressing the Norwegian curriculum's emphasis on both aesthetic learning processes and "all-round development" (Bildung) of all pupils (Minestry of Education and Research, 2017).

"Expanding singing activity in early childhood education" Experiences from singing activity in an untraditional context (nor)

19. Teaching and Teacher Education

Torill Sæterstad[1]

[1] Universitetet i Sørøst-Norge

Research topic/aim

Denne studien har gitt kunnskap om motstanden og spenningen som utløses hos elever og lærere når sang systematisk implementeres i en utradisjonell akademisk kontekst, og hvilke faktorer som bidrar til å redusere motstand og spenninger.

Denne studien er en del av et forsknings- og utviklingsprosjekt som har pågått i en periode på ett år i barnehagelærerutdanningen og kunnskapsområdet «barns utvikling, lek og læring» (kjent som BULL i Norge). Læringsutbyttebeskrivelser og vurderingskriterier innenfor dette kunnskapsområdet er rettet mot naturfagpedagogikken (Universitets- og høgskolerådet, 2018). Å bringe inn sangaktiviteter i tillegg til pedagogikkfagene må forstås som utradisjonelt. At utdanningen har gått fra en struktur med fagspesifikk inndeling til en inndeling i tverrfaglige kunnskapsområder, representerer en åpning for å prøve ut sangaktivitet utover det som relaterer tradisjonell musikkvitenskapelig undervisning og kompetanse (Eide, Møen og Borgen, 2017). Også barnehagehverdagens tverrfaglige karakter er en sentral referanse for å utforske sang i en utvidet faglig sammenheng.

Theoretical framework

Teoretiske perspektiver i studien er basert på å forstå sang som en naturlig del av mennesket (Bjørkvold, 1985:1989; Berre, 2012), påvirker ulike syn på musikalitet vårt forhold til musikk i barnehagen (Bjørkvold, 1985:1989; Schei, 2011; Kulset, 2018; Kulset & Halle, 2019), og sang forstått som en deltakende sosial praksis der sang er noe vi gjør sammen, mer enn en ferdighetsorientert forestilling (Small, 1998; Bjørkøy 2020:2022; Kulset & Halle, 2020).

Methodological design

Studien er metodisk basert på aksjonsforskning (Carr &; Kemmis, 1986: Hiim, 2010), og sangaktiviteten presenteres som ulike tiltak gjennomført med førsteårsstudenter i barnehagen. Studentenes erfaringer fra tiltakene utgjør studiens datagrunnlag. Innsamlede data er analysert med utgangspunkt i kulturhistorisk aktivitetsteori (Engeström, 2001, 2011; Postholm &; Smith, 2017; Eri & Aas, 2020), og er sortert etter personlige eller strukturelle spenninger.

Expected conclusions/findings

Et sentralt funn i studien er at studentene relaterer sangaktivitet i undervisningen til observasjoner av sangaktivitet i barnehagen. Dette er med på å legitimere at vi synger i klasserommet og har betydning for viljen til å overskride personlige spenninger med sang. Et annet sentralt funn er knyttet til sang i et deltakende sosialt perspektiv. Strukturelle spenninger utløses av å overskride akademiske tradisjoner. Å se barnehagens hverdag som en tverrfaglig smeltedigel er et viktig bidrag til å redusere strukturelle spenninger knyttet til gjennomføring av undervisningsaktiviteter som overskrider tradisjonelt faglig innhold.

Relevance to Nordic educational research

Erfaringene leder til en diskusjon av sang i barnehagelærerutdanningen basert på en utvidet faglig tolkning av kunnskapsområdets læringsutbyttebeskrivelser og vurderingskriterier.

"We laugh much more together" How art courses in school expand the didactic skills of the professionals. (dan)

19. Teaching and Teacher Education
Lene Tanggaard[1] , *Maria Lyndgaard*[1]
[1] Designschool Kolding

Research topic/aim
Through a Danish cultural initiative, KUMULT, the children of six Zealand municipalities participate in art courses once a year. Political support enables the collaboration between artists, teachers, and pedagogues. We have conducted accompanying research on the cultural initiative. This article aims at uncovering the professional's perspective when they participate alongside the children in creative and open-ended processes with the artists, also it investigates how the initiative inspire the professionals' own practice and increase the children's opportunities for participation in the school.

Theoretical framework
The theoretical framework is based on the analytical perspective of situated learning, where learning processes are defined as activities that enable people to take part in social practices in ways that are both legitimate and conducive to the individual's development of belonging and identity (Tanggaard & Nielsen, 2006). Learning is described as an integrated part of and as a driving force for a changing participation in simultaneously changing social practices (Lave & Wenger, 1991). The analytical perspectives on situated learning have traditionally been used in analyzes of learning processes outside school, but the perspectives have also found use in school (Tanggaard, 2006). In a didactic, situated perspective, teaching, will concern how we can make knowledge-based and behavioral conditions fit together, so that opportunities for participation are expanded for the students. This interconnection makes it relevant to apply the situated perspective to alternative and new didactic perspectives to investigate whether they can create new practice opportunities. Atkinson (2016) states that the force of art or art events challenges us to think and can be conceived as a process with a potential for the individuation of new worlds or to see that other worlds might be possible also in a pedagogical context (Atkinson, 2016).

Methodological design
We make use of qualitative, interview-based studies and a quantitative study of how the professionals experience the art courses. We select prototypical, empirical examples based on responses from children, professionals, and field notes from observation of the cultural courses, with particular emphasis on the analysis of what it means for both students and professionals to have access to new and alternative, artistic based, didactic approaches in teaching.

Expected conclusions/findings
Our current research results show that KUMULT! enables new participation with the children. The professionals are formed and understand themselves in new ways. The professionals are inspired and implement art-based didactic methods in their teaching in the ordinary lessons, which give the children increased opportunities for participation.

Relevance to Nordic educational research
The structured approach to working with art and artists in school and daycare, that KUMULT ensures, makes it possible for both children and professionals to engage with the new ways of learning. The Nordic countries have similar initiatives and this article shed light on how the professionals benefit from participating together with the children.

" What I was looking for doesn't really exist." (swe)

19. Teaching and Teacher Education

Carl Michael Karlsson[1] , *Carl Michael Karlsson*[1]

[1] Department of education and special education, Gothenburg university

Research topic/aim

This paper describes parts of my ongoing PhD dissertation work where I study the policy enactment of the Swedish 'first teacher' ('förstelärare') reform in practice. The first teacher reform (Prop. 2012/13:136) completed ten years as a reform initiative in 2023. The purpose of the reform is to make the teaching profession more attractive and ensure good teaching for students. In the last two decades, a range of policy initiatives designed to establish new teacher roles. These new 'expert' teachers are called förstelärare in Sweden, lærerspesialist in Norway and tutoropettajat in Finland (Grimm, 2023; Lorentzen, 2021; Utbildningsstyrelsen, 2020).

The aim of the paper is to explore how five selected first teachers at a primary school in Sweden interpret their assignment and how they describe their everyday work at school.

Theoretical framework

As a theoretical frame, I use Bernstein's (2000) discourse analytical concepts of classification and framing, as well as recognition- and realization rules.

Methodological design

Empirically, the study is based on recurrent interviews with five first teachers at a Swedish primary school (called Västhagaskolan), with special difficulties, considering the students' socio-economic background.

Expected conclusions/findings

The preliminary results show two categories of first teachers' assignments, the teaching- and school development assignment, in the statements. The teaching assignment consists of planning (before and after) and teaching with their students. The school development assignment is primarily connected to the school and the municipality's systematic quality work, where the assignment involves driving and leading development and competence development with Västhagaskolan's staff. The first teacher assignment at Västhagaskolan lacks, to some extent, both a clear mandate from the principal and the conditions to carry out the assignment. The first teachers can only distinguish parts of the assignment and which requirements are set. In the study, it appears that the first teachers have difficulty distinguishing the assignments, since the assignment has many purposes and tasks with unclear boundaries. The first teachers have both individual tasks and common tasks in the group, which makes it difficult for the first teachers to understand what is required of them.

Relevance to Nordic educational research

Despite great interest of these 'expert' teachers in Nordic countries, the research about these roles is still in the making. In a review of previous research, there are few relevant studies that explore what they do in their everyday school practice, specifically in schools with special challenges.

„My professionalism grew" Student preschool teachers' experience of paid internship

19. Teaching and Teacher Education

Ingibjorg Sigurdardottir[1] , *Svava B. Mork*[2]

[1] University of Iceland

[2] University of Akureyri

Research topic/aim

One of the main challenges in Icelandic preschools today is lack of licensed preschool teachers. According to the preschool act, 2/3 working in preschools should be educated as preschool teachers and have teacher's license. However, in 2021 only 22,8% preschool staff were preschool teachers. In 2019, the Icelandic government established a five-year campaign to increase the number of teachers in pre- and primary schools. One part of that campaign was paid internship at the graduate year in the teacher education program. The internship involves a half-time job in pre-or primary school, during one school year. The aim of the internship is to increase student teachers' competences to face the challenges of the teacher profession when they graduate, with increased likelihood of successful career. The aim of this study is to explore student preschool teachers' experience of paid internship at their final year of studies.

Theoretical framework

Scholars have pointed out that extensive and well-organized internship is one of the most important factors regarding quality of teacher education. Relation to the field is important for the student teacher to try out pedagogical approaches from the program. At the same time, close collaboration between universities and teachers in the field is important for the student teacher's education (Darling-Hammond, 2010). Former studies show how important the mentor's role is for the teacher student's internship. The mentor should support the student to transfer theory into practice (Nolan & Molla, 2018).

Methodological design

The study is descriptive non-experimental. Data was gathered through questionnaire that was sent to 201 students who had taken paid internship since it was established in the autumn 2019, at either of the two universities with preschool teacher programs in Iceland. The response rate was 63%. The questionnaire included open-ended and closed questions. Students were asked about their experience of the paid internship, their experience of guidance in the field and their experience of courses and assignments related to the internship.

Expected conclusions/findings

The findings show that students' experience of the paid internship is generally positive. The same was revealed concerning guidance in the field and the courses and assignments related to the internship. However, considerably many students did not get the number of hours in guidance each month, like they should according to the agreement between the university and the preschool. Most of the students found that the internship was good preparation for the preschool teacher profession. They felt empowered in their work and more confident as professionals. However, there seems to be some misunderstanding about the arrangement of the internship and how it should be part of the preschool practice. This was recognized since some students found it difficult to integrate their internship with their work.

Relevance to Nordic educational research

The findings are important to develop the internship further in Iceland. Furthermore, they can be useful for teacher education in a wider context, since lack of preschool teachers seems to be a common problem in all Nordic countries. In future studies, the experience of different parties also needs to be explored to get holistic view on the paid internship.

20. Mentoring, Guidance and Counceling

An invitation into a new framework of mentoring

20. Mentoring, Guidance and Counceling
Eirin Annamo[1] , *Bjørn O. Larssen*[1]
[1] Innland Norway University of Applied Sciences

Research topic/aim
The aim of this workshop is to invite the participants to a joint investigation into a new framework and a transformative practice in the field of counselling we are in the process of developing.

Theoretical framework
The new framework we are in the process of developing is based on Roy Bhaskar's philosophy of critical realism and meta-reality. In this workshop we want to highlight and translate into practice three main concepts – the concept of absence, the concept of the ground state and the relationship between the concept of demi-reality and meta-reality.

The concept of absence is one of Bhaskar's crucial and novel contribution to science, philosophy and culture. According to Bhaskar absence is a real and causally efficacious phenomenon in the world, not a social construct. Hunger is for instance a real effect of the absence of food and a just distribution system.

The concept of the ground state is a perspective of non-duality that tell us that all beings (humans, animals and plants) are united at an existential level of oneness, while at the same time each being's ground state unfold in a unique way. The human ground state can be understood as the deepest part of ourselves, and has enfolded within basic capacities, essential qualities, potentiality, and our unique and meaningful life path. This ground state is also the source of the possibility of coming together as an inclusive higher we.

The distinction between demi-reality and meta-reality is specifically important in our project. Demi-reality is a world of efficacious illusions or false reality, a world that manifest as a result of alienation, split and reductionism, while meta-reality is the world of non-duality, unity, oneness, love, creativity and freedom. Demi-reality is, simply put, the absence of meta-reality.

Methodological design
In alignment with the philosophy of critical realism we have developed wat we call the MELDARA model, a model that consists of seven ontological dimensions which is meant to include the entire human ontology or existential ground of being. We use the MELDARA model as the methodological foundation of our research, as well as the foundation of our professional practises. With this we also aim to develop a new way of action research.

Expected conclusions/findings
Through the new framework based on the MELDARA model and its translation into practise, we see the possibility to create a new foundation for how we understand, act and interact in the field of counselling.

Relevance to Nordic educational research
Through an openminded joint investigation of some of our research questions we hope to ignite curiosity in our project and to initiate new academic friendship and research collaborations. Three questions we investigate in our project are:

How can ground state dialogues create rich and robust equality, and catalyse a higher we field?

How can we through obstacles, like for instance fear, anger or anxiety find a way back to our ground states?

How can we through a process we call presencing and co-presencing catalyse ground state empowerment, in all participants involved in the counselling process?

Collaboration in Research: Experiences and findings in the STEP-project

20. Mentoring, Guidance and Counceling
Eva Bjerkholt[1]
[1] Professor Eva Bjerkholt, University of South-Eastern Norway

The project "Partnership for Sustainable Transition from Teacher Education to Profession" - STEP is funded by the Research Council of Norway. The project partners are representatives from the Norwegian Association of local and regional authorities (KS), The Union of Education Norway (UEN), their student organization Norwegian Teacher Student Union (PS) and researchers from the University of South-Eastern Norway (USN); the University of Tromsø (UiT) - the Arctic University of Norway.

The primary objective is to develop research- and experienced based knowledge on the transition from teacher education to profession. The aim is to influence on further development of the national framework for mentoring Newly qualified teachers in Norway. The project period is from March 2021 to March 2025 and follows the first cohort of student teachers from the five-year master's education for primary and secondary schools.

Methodological approach
The project is framed by Cultural historical theory CHAT (Engeström, 1987,2001). This theoretical framework is investigating conceptual growth within and across boundaries. Boundary crossing is about overcoming discontinuity between institutions of shared activities, dialogues and promoting equality and respect diversity and tensions (Akkerman & Bakker, 2011). The boundary crossing creates possibilities for new perspectives, competence building based on recognition and valuing diversity by using different conceptual tools.

We are analyzing observations from open minded dialogues (Langelotz, 2013; Freire, 1974) in two research circles (RC) (Persson 2016; Røise 2022). The participants in the RCs represent different partners organizations and networks. The dialogues in the RCs are recorded, transcribed, coded, and categorized (Braun & Clarke, 2014).

In addition, KS-network for primary schools has recruited eight municipalities and some of their primary schools to participate in the project. The data from these municipalities and public schools consists of voice-recorded individual- and group interviews with different actors: Representatives for the school owners, and actors in the schools. Actors in schools are newly qualified teachers, mentors for newly qualified teachers, head teachers and teachers. The interviews (Brinkmann & Kvale 2018) are audio recorded, transcribed, and analyzed by using for example thematic analyzes approaches (Braun & Clarke, 2006, 2014).

 The symposium will highlight some findings from the STEP projects different work packages:

Paper 1: Challenges and possibilities in collaborative research – a meta perspective.
Authors: Sissel Havre (UEN) Tonje H. Brokke (USN), Jorun Sandsmark (KS), Gunn Gallavara (UEN), Magnus Mork (KS) and Mathias Kristiansen (PS).

Paper 2: What characterizes professional communities in school that includes and value newly qualified teachers' competence? – Mutual learning
Authors: Janne Madsen (USN), Eva Bjerkholt (USN), and Jannicke Gulbrandsen (USN).

Paper 3: School owners' expectations of Newly Qualified Teachers: Novices or resource persons?
Authors Eva Bjerkholt (USN), Knut-Rune Olsen (USN), Tonje H. Brokke (USN) and Finn R. Hjardemaal (USN).

Paper 4: Student teachers and newly qualified teachers' views.
Authors Heidi Gilberg (USN) and Lena Khenriksen (USN).

Relevance to Nordic educational research
To highlight the Nordic relevance of the STEP, the earlier leader of NLS (Nordiske Lærerorganisasjoners Samråd) Christer Holmlund will be the opponent on this symposium.

Challenges and possibilities in collaborative research – a meta perspective.

20. Mentoring, Guidance and Counceling
Sissel Havre[1] , *Tonje Harbek Brokke[2], Jorun Sandsmark[3], Magnus Mork[3], Mathias Kristiansen[4]*
[1] Union of Education Norway
[2] University of South-Eastern Norway
[3] The Norwegian Association of Regional and Local Authorities (KS)
[4] Norwegian Teacher Student Union

Research topic/aim
The partners in the research network STEP come from teacher education institutions (University of South-Eastern Norway (USN) and University of Tromsø – The Arctic University of Norway (UiT)), teacher unions (The Union of Education Norway (UEN) and their student organisation Norwegian Teacher Student Union (PS)) and the Norwegian Association of Local and Regional Authorities (KS).

In 2018, national representatives from teacher unions, school owners and teacher training institutions agreed on national guidelines for induction and mentoring for newly qualified teachers (NQT's). From these guidelines, the document "Principles and Obligations for Mentoring for NQT's" specifies the various roles and obligations for the stakeholders to ensure a sustainable transition from initial teacher education (ITE) to professional teachers and forms the basis for our collaboration.

When the first cohort of new teachers with master's education for primary and secondary school teachers graduated in 2022, STEP was initiated to develop research- and experience-based knowledge on the transition from ITE into the teacher profession. Collaborating in a common research project like STEP, aiming to influence policymaking in the field of induction and mentoring programs as part of a coherent induction and mentoring system for individual collective and mutual learning, is both complex, challenging and rewarding. The partners come from connected, yet different, areas related to new teachers, and bring different perspectives into a common arena for discussion and examination. Being connected through a common goal – preparing our new teachers to be the best teachers they can be for our children - still demands a clear understanding of each partner's role, expectations, and contributions as well as an insight into one's own limits and possibilities. How do and can the different angles, perspectives and experiences challenge and expand our collective learning and development of research-based knowledge as a basis for further policy making?

Theoretical framework/methodology/expected results
Through an active conversation between the partners, we will present a meta-perspective on our collaboration, and further explore how such a tripartite collaboration can influence a research project like STEP with its possible limitations and possibilities, success factors and pit falls.

Relevance to Nordic educational research and collaboration
Our opponent, Christer Holmgren (previous leader of Nordisk Lärarorganisasjoners Samråd NLS), will highlight the Nordic relevance further.

Newly Qualified Teachers' (NQT's) as participants in mutual learning in communities of practice

20. Mentoring, Guidance and Counceling
Eva Bjerkholt[1] , *Janne Madsen[1], Jannicke Gulbrandsen[1]*

[1] University of South-Eastern Norway

1. **Research topic/aim**

In this project we focus on the transition from being a master student to a newly qualified teacher (NQT). The NQTs enter the schools with a higher level of theoretical knowledge than most of the colleagues, whilst at the same time holding a lower level of knowledge about teaching, tasks, school culture, etc. With these differences the colleagues collaborate in a community of practice. We explore this with the questions:

What characterises the teaching staff's community of practice? What hinders and what facilitates learning in these communities?

2. **Theoretical framework**

The staff can be seen as a community of practice (Wenger, 1998). This is also the frame used in this paper. We use theory about equal participation in collaboration despite different roles, functions, and fields of knowledge (Handley, 2011) and dialogical and open-minded interaction in the communities of practice (Langelotz, 2013; Heikkinen, Jokinen og Tynjälä, 2008) to explore the questions.

3. **Methodology/research design.**

Data is gathered in two research circles (Røise, 2022). The participants in the circles represent different actors: NQTs, mentors for NQTs, headmasters, school-owners from the municipality, student teachers and researchers. The circles are provided with some questions and some themes for discussions and meet online 6-8 times each year. Two of the meetings in each circle are especially relevant for this paper and are chosen as data. Data is recorded, transcribed and analysed (Braun & Clarke, 2006, 2019).

4. **Findings**

The analyses are nearly finished, and the findings are related to three categories: 1) The established staff in a school build the premises for how the NQTs will be welcomed and for the acceptance the NQTs meet when they start in their first job. The culture and attitudes in each school will have consequences for how and whether or not the NQT's knowledge will be acknowledged and valued. Open-mindedness and dialogue are essential in communities of practice. The research circles also present some, in their opinion, good ways to include NQTs. 2) The NQTs need to be prepared to be included into a school as a colleague. The NQTs' base of knowledge should be relevant when he/she meets the field of practice, their expectations should be realistic, and their attitude should be openminded and dialogical. 3) some concepts, such as open-mindedness, dialogue, turn up in both categories. We explore those concepts in depth: What do the actors in the circles mean when they discuss necessary qualities for including NQTs in communities of practice? We find that mutual learning and equal, reciprocal acknowledgement are important concepts. The research circles emphasize the importance of NQTs participating in mutual learning in communities of practice.

5. **Relevance to Nordic educational research**

The research circles don`t provide us with knowledge about how the NQT's knowledge is valued in Norwegian schools today, but they discuss how it *should* be. The findings show how research contributes to promoting how NQTs Master's competence could make a positive contribution in schools. Such challenges are also observed internationally, and we will address these questions specifically.

School owners' expectations to Newly Qualified Teachers: Novices or resource persons?

20. Mentoring, Guidance and Counceling
Knut-Rune Olsen[1] , *Eva Bjerkholt*[1]*, Tonje Harbek Brokke*[1]
[1] University of South-Eastern Norway

Research topic/aim:
Mentoring and induction for Newly Qualified Teachers (NQTs) in Norway has for the last five years been based on guidelines signed by the government, teacher unions, the teacher student organization, school owners, and universities in Norway representing teacher training institutions. These guidelines specify roles and obligations for the various stakeholders in the work to ensure a sustainable transition from initial teacher education (ITE) to the role of NQTs in primary and lover secondary schools.

Theory and Methodology
In this submission, the focus is directed at public school owners' role and obligations towards NQTs. Empirically the presentation is based on transcribed interviews with eight representatives of school owners. The interviews were conducted during spring 2023 based on a semi-structured interview guide with the following main questions:

- In the autumn of 2022, the first cohort from the five-year master's education for primary and secondary school teachers began working in the school. What expectations do you have in the short and long term (a time interval of up to five years) for this new generation of teachers compared to previous cohorts?
- Based on the induction strategies you have had in your municipality up to now - what changes might be appropriate to make regarding this new generation of teachers?
- How can you, as a representative of the school owner, contribute to NQTs being offered induction and mentoring in line with the national principles and obligations?
- Which factors related to school culture and management at school level do you think have the greatest significance in terms of NQTs development and learning in the short and long term?
- What role and significance do you think mentoring as professional communication genre and learning strategy can have for the NQTs in the short and long term?

The interviews were voice-recorded, transcribed and analyzed with reference to thematic analysis (Braun and Clark, 2006, 2019) and the stepwise-deductive-inductive method (SDI) (Tjora, 2021).

Expected results/findings
In this presentation, we present the main findings and discuss what challenges this reveals with the aim of ensuring that all NQTs have a structured and comprehensive introduction to work in schools.

Relevance to Nordic educational research
Exploring and discussing the school owners' perspectives can influence further policy making related to programs and guidelines for induction and mentoring programs both in Norway and other Nordic countries. Our opponent, Christer Holmgren (previous leader of NLS), will highlight this Nordic relevance further.

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Professional self-understanding among teacher students and Newly Qualified Teachers (NQT) with a master's degree

20. Mentoring, Guidance and Counceling

Heidi Gilberg[1] , *Lena Khenriksen*[1]

[1] University of South-Eastern Norway

1. **Research topic/aim**

Students on the five-year master-based primary and lower secondary teacher education and NQT`s with this background describe an uncertainty in stepping into the professional role of being a teacher (2022_105_Olsen et al_ rapport.pdf (usn.no). Interviews of students and NQTs indicate that something happens in the relation to the students' and the NQTs' experience of their professional self-understanding (Kelchtermans, 2009): "I didn't get much understanding for... who I am as a teacher? It wasn't easy to get hold of it in practice... There isn't focus on own identity, but more on time planning."

We will investigate the following question:

- *How is professional self-understanding developed and strengthened among teacher students and NQTs with a master's degree?*

2. **Theoretical framework**

This is related to the transition from student life and to being a newly graduated teacher. The development can be described as a concept with five different competencies: self-image, self-confidence, job motivation, task perceptions and a future perspective (Forgasz, Kelchtermans & Berry, 2021). The various components are intertwined and refer to each other. The concept is analyzed in the context of CHAT (Engeström, 1987).

3. **Methodology/research design**

Primary data are based on group interviews of students, NQTs, and mentors for NQTs. Secondary data are linked to qualitative responses in the quantitative survey mentioned above, as well as some comments from the research circles in the STEP-project. The dialogues are transcribed, and the analyses are ongoing (Braun & Clarke, 2022).

4. **Expected results/findings**

This presentation will concentrate on some differences between the students' experiences on how they feel a discrepancy from being a student and being a NQT, related to the focus above. In addition, it will also focus on how this is related to being a professional mentor for students and for NQTs related to this perspective. How do experiences of being mentored in these situations affect the students' and NQTs' professional self-understanding?

5. **Relevance to Nordic educational research**

The Norwegian perspective is interesting compared to the other Nordic countries, related to the early findings in the new generation new qualified teacher with a master's degree in Norway. The Nordic perspective will be further explored by opponent Christer Holmlund (NLF).

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From Deficit Perspectives on Induction of New Teachers towards a Risky Process of "Becoming an I"

20. Mentoring, Guidance and Counceling

Remi Skytterstad[1] , *Yngve Antonsen*[1]*, Jessica Marianne Aspfors*[2]*, Hannu L. T. Heikkinen*[3]

[1] UiT, The Arctic University of Tromsø

[2] Nord Universitet

[3] University of Jyväskylä

Research topic/aim

The prevailing discourse surrounding the induction phase of new teachers centres on the view that they lack essential knowledge and skills for success in the teaching profession, and that these deficits must be remedied (Kelchtermans, 2019). Deficit perspectives are inherent in the very idea of mentoring: a new teacher is often referred to as a "novice", while a more seasoned teacher is labelled a "mentor". Mentoring is therefore necessitated as a solution to a problem that it has a role in perpetuating. Our aim is to challenge this conventional setup, examine its deleterious effects, and argue the benefits of abandoning it.

Theoretical framework

Applying the theory of practice architectures (Kemmis et al., 2014), we reveal that new teachers are often positioned from a perspective that highlights, and even perpetuates, their perceived deficiencies. We promote a more encouraging and equal perspective, by positioning new teachers as active agents who define their own identities and contributions, rather than being passive recipients. To do this, we draw upon Biesta's idea of subjectification, or "becoming an I" (Biesta, 2021), emphasizing new teachers' agency to meaningfully engage with and in the world, as well as Arendt's related concept of natality (Arendt, 2013), which highlights the human capacity for new beginnings and creating something new. For example, through intergenerational learning (Geeraerts et al., 2018), and peer group mentoring (Kemmis et al., 2014).

Methodological design

The article's empirical data is based on semi-structured interviews from principals, mentors, new teachers, and teacher colleagues from eight different municipalities in Norway. Additionally, we include relevant documents that outline guidelines and principles for the induction phase of new teachers and pertinent policy documents.

Expected conclusions/findings

We suggest that shifting the perspective away from remediation challenges the self-fulfilling prophecy of the "deficient new teacher", thereby recognizing new teachers' "I" and their capacity of bringing something new into the world. We argue this will have broader implications for the attractiveness and reputation of the teaching profession.

Relevance to Nordic educational research

We will broaden our scope to discuss Nordic and international implications of our analysis. In doing so, we contribute to NERA's theme of 'Adventures of Education', by furthering dialogues that go beyond quick fixes of remedial perspectives, towards a more adventurous—and risky—approach to educational research and practice.

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Guidance as interaffective encounters – a phenomenological perspective (nor)

20. Mentoring, Guidance and Counceling
Trine Ørbæk[1] , *Eva Bjerkholt*[1]
[1] Universitetet i Sørøst-Norge

Research topic/aim
In this presentation, the question is whether phenomenological perspectives can contribute to a new understanding of guidance as interaffective encounters, and to develop knowledge about how the body and emotions are included in all interactions and meaning-makingprocesses in guidance situations. We will discuss whether, and how, this phenomenological view can be implemented in guidance education.

For several decades, the theoretical perspectives in the field of guidance has been characterised by a cognitive approach to supervision. We now see a tendency for this dominance to be challenged by researchers incorporating ontological and epistemological perspectives that can help open up for other understandings of guidance, and supervision situations, such as phenomenology.
Theoretical framework
Our contribution in this paperpresentation, is to highlight guidance as a bodily and emotional phenomenon, as well as bringing in a phenomenological perspective at the importance of body and emotions in the guidance situation. According to Behnke (2008) and Fuchs (2016), the social interaction between people is i*nteraffective*, i.e. encounters between people create affects (sweating, trembling in the knees, uneasiness in the stomach) and emotives (movements) that express our emotional experiences of participating in the relationship. If we follow Fuchs (2016), these two components will interact in guidance situations. This is in line with Szanto (2020) who shows that emotions navigate between what matters to us personally, what matters to others, and what matters within a social group. In such a bodily understanding of emotions, a guidance's bodily and emotional experience in the guidance situation will be able to highlight which norms and values the guidance attaches emphasis, both personally and in meeting the expectations of his or her own guidance practice.
Methodological design
This paper presents and discuss a theoretical framework that will build upon empirical evidence from various previous studies from the authors.
Expected conclusions/findings
Previous studies illuminate that bodily and emotional exprinces occur, and thus can be reflected upon, in situations when the guidance takes an unforseen direction. The initial finding of this study shows that one point of departure may be to facilitate for various forms of such discrepancy experiences through exercises on campus and/or in the student teacher's practicum. Further, encouraging the students to become aware of, and reflect upon, their affective and emotive experiences in given guidance situations, contribue to develop their relational competence.
Relevance to Nordic educational research
This research filed shows that students' and teachers' bodily and emotional experiences in guidance situations are given some attention in educational research both nationally and internationally, but teacher education places little emphasis how students can learning about – and developing of - this form of practical professional knowledge. There is a consensus that bodily knowledge is important, but there is a lack of research on the importance of how phenomenological perspectives and concepts can be a way to further explore guidance education.

How can student independence and autonomy be an answer to the AI challenge at universities?

20. Mentoring, Guidance and Counceling
Anne Bang-Larsen[1] , *Ankersborg Vibeke[2], Karl-Heinz Pogner[2]*
[1] University of Southern Denmark
[2] CBS, Denmark

In Scandinavia education in the 21st century has focused on study skills and competence thinking. Through the writing of problem-oriented project works e.g., in Danish upper secondary, the bachelor thesis and master thesis at university students are expected to acquire and develop study skills and competencies, research and writing literacy/ies but also student autonomy. Providing feedback is an integral part of thesis supervision, and the role of supervisor's feedback and support is crucial in the age of Generative AI and Large Language Models. GenAI and LLM technologies play an active role in students' research, learning and writing processes. Scandinavian research and pedagogy have in the recent years focused on a supervision of graduate and postgraduate students, which emphasizes supervisors' feedback on the writing process. However, the existence of GenAI and LLM as an active player in the supervision room lacks attention.

GenAI, especially LLM, disrupt the way students conduct projects and write reports and theses. However, the Scandinavian tradition of learning through independent research projects emphasizes learning outcomes from the student's own research processes, not just from writing about a given topic (e.g.in an essay). Therefore, the Scandinavian model of supervision has the potential to engage in a dialogue about meaningful ways of using GenAI in students' writing and investigating processes.

In the interactive and reflecting workshop, we want to explore how student independence and autonomy can be an active answer to potential threats and challenges of GenAI.

Through three short presentations we introduce the particular Scandinavian model of supervision. The presentations emphasize how students' autonomy can be developed through supervisors' dialogical approaches. Exploring recent data from students' writing processes, the workshop explores different ways of how supervisors could engage in dialogues with students about the use of GenAI in their research and writing processes. The participants will be invited to discuss different dilemmas addressing the topic and together think beyond the already known in order to explore the opportunities of supervision today and in the nearby future. The participants will discuss how to shape and develop the Scandinavian supervision-model in order to develop, so that students and supervisors can expand their understanding of threats as well as potentials of using GenAI in project-oriented project work. Knowledge in this field can help educational research and educational practice to shed light on the challenges thattudents and supervisors are facing.

Literature

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In it together – a joint PhD supervision journey (nor)

20. Mentoring, Guidance and Counceling
Lis Montes De Oca[1] , *Anette Vaage Sl[1], Anne Holm-Nordhagen[1], Tine Dahlskås Krogen[1], Heidi Gilberg[1]*
[1] Universitetet i Sørøst-Norge

Research topic/aim
This study explores Collective academic supervision for PhD students and the organisation of PhD supervision, focusing on how shared knowledge and collective supervisory processes in formal and informal contexts can contribute to retention and well-being for PhD students.

Collective Academic Supervision (CAS) is a pedagogical practice where students working on more significant written academic assignments in higher education are gathered in smaller groups and supervised jointly (Wichmann-Hansen et al., 2015). The CAS methodology includes activities where supervisors and students provide peer feedback on each other's texts and processes according to agreed procedures (Nordentoft et al., 2016).

Studies on CAS show that the focus on peer learning and CAS methodology can increase student retention, well-being, learning outcomes, and agency (Agné & Mörkenstam, 2018; Wichmann-Hansen et al., 2015). This presentation presents the preliminary findings of a minor research project conducted by five PhD students participating in CAS at the University of South-Eastern Norway. We want to elucidate how organising collective forms of PhD supervision can contribute to the PhD process.

We are five PhD students who practise CAS in a supervision group with three primary supervisors and a co-supervisor called the CAS group. In addition, we as students have organised ourselves into a separate group, the Mini-CAS group, without the participation of supervisors. Here, we have an academic and a social focus, sharing experiences with the research process, inviting external researchers for discussions, etc. As a secondary project, we created a research project on CAS for PhD students, investigating the possibilities and pitfalls of CAS for PhD students.

Theoretical framework
The autoethnographic study is based on sociocultural perspectives on knowledge and learning, combining theoretical concepts from Lave and Wenger and situated learning theory. We refer to learning as the process of becoming a member of a research community (Lave and Wenger, 1991) and Freire (1999, 2014) regarding building community and agency.

Methodological design
We use autoethnography as a method, which allows us to retrieve empirical material from personal experiences (auto), put these into a cultural context (ethno), and reflect using theoretical perspectives (graphy) (Karlsson, 2021). We produce written and digital logs, which will be analysed against the concept of agency (Eteläpelto et al., 2013; Klemenčič, n.d.).

Expected conclusions/findings
Preliminary findings are that Mini-CAS has an informal framework that helps expand our understanding of what it means to become and be a researcher.

Findings call for developing collective academic supervision for PhD students and reorganising PhD supervision focusing on shared knowledge and collective supervisory processes—more studies on PhD CAS activities in formal and informal contexts are needed to explore these potentials and pitfalls.

Relevance to Nordic educational research
There is a lack in the nordic educational research on organising collective PhD supervision and the possible impact on the supervisory journey, retention and academic growth, agency and wellbeing.

Mentor students' exam assignments – moving between adventures of diversity, differences, and dominant discourses

Anna Rigmor Moxnes[1] , *Heidi Østland Vala*[1], *Liv Torunn Eik*[1]

[1] Associated professor

Research topic/aim

In this presentation, we explore mentor students' written exam assignments and discuss diversities and differences in how they describe two dominant discourses of mentoring practices: *recognition* and *critical thinking*. The presentation is based on the third article from an ongoing project on students' texts in the education of future mentors (Eik, Moxnes & Vala, 2021, Vala, Eik & Moxnes, 2022). In this presentation, we focus on diverse ways in which mentoring students describe the discourses and how the discourses are grounded in theory and textbooks in education of mentors. We discuss the following research questions: *Which discourses of knowledge bases can be identified in mentor students' exam assignments, and how can this contribute to discussions on knowledge perspectives in the education of mentors?*

Theoretical framework

We have found Foucault's concept of dominant discourses and power generative. Foucault (2008) underlines how we all are caged in discourses; discourses as normative rules, political ideas, literature, and notions that we must question. We explore knowledge perspectives in the education of mentors in light of the theoretical foundation we have found as the two core discourses (recognition and critical thinking), and how the theories underline the importance of these perspectives. First recognition from e.g.: Hegel in Schibbye (2009), and Honneth in Petterson & Simonsen (2010). Furthermore, for critical thinking, we are inspired by Bjerkholt (2017), Lafton, Moxnes & Søndenå (2022), Larsen & Ulla (2021) and Skagen (2010, 2021).

Methodological design

Our data consists of 42 exam assignments from two cohorts of students, who are kindergarten teachers studying mentoring. They are all practice teachers in early childhood teacher education.

To explore the ethical potentiality, vibrant matters, and diversity of the student's exam assignments, we chose a qualitative and critical design and re-read the exams repeatedly to identify traces of discourses. Inspired by Foucault (1999, 2006, 2008) we developed our analysis based on concepts such as power, discipline, and tension.

Expected conclusions/findings

A key finding is how the students often seem to present the two main discourses, recognition and critical thinking, as contradictions in their exam's assignments. It has further been an adventure to try to identify what lies between these two discourses and how the theoretical perspectives, founding the knowledge base for education, helped to tighten the gap.

Relevance to Nordic educational research

In Nordic research on mentoring, there is a need for more research on students' learning and theoretical reflections through their education and how this knowledge can further develop the understanding of power and discourses in mentoring. Furthermore, there is a need for more awareness of the knowledge base in mentoring, but maybe also a discussion on how practical experiences from mentoring often move in between various knowledge paradigms is required.

Mentor's understanding of their mentor role before and after a mentor course

20. Mentoring, Guidance and Counceling
Elisabeth Halse[1] , *Lisbeth Lunde Frederiksen*[1]
[1] VIA University College

Research topic/aim

The premise of this study is that mentors need training to practice quality mentoring.
This small study seeks to show how the mentors understand their mentor role and their mentoring before and after attending a mentor education course, where focus is on mentoring the newly qualified teachers in their professional development.

Theoretical framework

Newly qualified teachers (NQT) leaving the profession early, is a problem. To assign the NQT a mentor could be a support. But as mentoring is a poorly defined practice, there tends to be an misunderstanding that a good teacher is a good mentor (Frederiksen et al., 2017; Olsen et al., 2020). This results in mentoring of variable quality, often focusing on socialization and tips, and with risk of conservatism and judgementoring (EC, 2010; Hobson & Malderez, 2013,). Research shows that a properly trained mentor with a well-described role increases the quality of mentoring (Frederiksen et al., 2017; Howe, 2006; Lejonberg & Føinum, 2018; Wang et al., 2008).

Quality mentoring provides opportunities for the NQT's professional development through systematic reflection and development of new action (Helleve, 2017). It is central to support the NQT's professional judgement based on their own understanding of "good teaching" (Grimen & Molander, 2008; Smith & Ulvik, 2018). Still, few countries offer systematic mentor education programs and the research is limited (Aspfors & Fransson, 2015; Frederiksen & Halse, 2022).

In Denmark there is no formal education program focusing on mentoring NQTs, only a 10 ECTS mentoring program for mentoring student teachers. There are few formally educated mentors (Frederiksen & Bonde, 2020).

Methodological design

Research question:

How does the teachers reflect on their role as mentors for NQT before and after a mentor training course?

Which implications could these reflections have on the development of future mentor training courses?

The data derives from a qualitative empirical study from a short (2x2 days) mentor training course held twice, in 2021/2022, with 12/19 participants. It was based on international research on mentor education for NQT, including our literature study.

There were two qualitative surveys for each –before and after. The questions were open ended and inquired into the participants understanding of their mentor role and function, with the possibility to express what they deemed as relevant, interesting, dilemmatic, or not applicable, and why. There were 29 respondents, *n*=31.

The analysis is empirical-driven, with a inductive, horizontal open coding first, then moving towards a thematic oriented coding (Braun & Clarke, 2013).

Expected conclusions/findings

Five themes were located, where the respondents either themselves describe or the analysis show a significant change in reflection on the mentor role or the mentoring.

1. mentor role vs. other roles
2. Professional development – what is that, really?
3. To learn an inquiry-based approach
4. Newly qualified teacher – a resource
5. Describing the mentor role

Relevance to Nordic educational research

The findings on mentor's understanding of their role and responsibilities are relevant when developing mentor courses, both in a Danish and Nordic context, as this topic lacks research.

Newly qualified teachers (NQT's) – a mixed methods study on expectations, realities, and the educational opportunities. (nor)

20. Mentoring, Guidance and Counceling

Gunnvi Saele Jokstad[1] , *Marit Myklebust*[1]

[1] NLA University College

Research topic/aim
The transition from higher education to professional life is experienced as both exciting and demanding for newly qualified teachers (NQT's). The qualification they have obtained through the teacher's education should equip them to practice their profession, but research shows that NQT's experience teaching as complex and demanding (Rambøll, 2014;2015;2016; Olsen et al, 2020). Many experiences a worrying discrepancy between work tasks given and their formal education. We wish to draw attention to the tension between school complexity and how students are qualified through teacher education to meet the complexity they face. This study focus on how newly qualified teachers (NQT's) experience their ability to meet the challenges they face the first year of teaching and how this interacts with ideas they had at the end of their teaching education. In line with the conference theme, *Adventures of Education: Desires, Encounters and Differences,* we address the "tension between the known and the not-yet-known, the habits and frameworks for learning".

Theoretical framework
 NQTs are entitled to receive organized mentoring and guidance the two first years (Kunnskapsdepartementet, 2018; Utdanningsdirektoratet, 2019; NOU 2022: 13). Teacher education is until autumn 2024 undergoing evaluation by NOKUT with might lead to changes in the regular programs. This study focuses on the pressure newly qualified teachers face and views the empirical evidence in light of interaction theory (Torgersen, 2015) and teachers' professional development (NOU 2022: 13; Kunnskapsdepartementet 2017; 2018; Halmrast et al., 2021). Moreover, it sheds light on various structural parts of the teacher education and its possibility to organize and reorganize.

Methodological design
We have undertaken a research project that focus on the transition from ideas teacher students have their last year of teacher training (GLU 5 students) and to the reality they meet as NQTs. Our mixed-methods approach data collection (Brinkmann & Tanggard, 2020) includes two separate parts: 1) Teacher students in their last semester of teacher education (GLU 5) and 2) NQTs first year of teaching after finishing teachers' education. The findings presented in this article are carried out through the lenses of interaction theory (Torgersen, 2015).

Expected conclusions/findings
To create a strong connection between the qualification through the teacher education and professional development as NQT's, will benefit both NQT's and teacher students. NQTs experiences and challenges can strengthen teacher education if this is introduced both to students and as a source to develop the structure of practice periods and the interaction between learning activities at campus and at practice schools.

Relevance to Nordic educational research
There is a common Nordic experience that teacher education does not prepare teachers for all the challenges they face during their first employment as teachers (Olsen, et al., 2020) and sharing research is a way to stimulate a research-oriented and evidence-based development of both teacher education and programs for NQTs.

Nordic Teacher Induction network - Promoting Professional Development (NTI-PPD)

20. Mentoring, Guidance and Counceling
Eva Bjerkholt[1]
[1] University of South-Eastern Norway

Research topic/aim
This symposium presents the network Nordic Teacher Induction network - Promoting Professional Development (NTI-PPD), a collaboration network on induction and mentoring newly qualified teachers in Denmark, Estonia, Finland, Iceland, Norway, and Sweden. We start with the historical perspective from 2004 and move to today, and our latest project Promoting Professional Development (PPD). The second paper is about teachers working condition. The teacher unions in the NTI-network have gathered empirical data about newly qualified teachers from all the collaborating countries. The second paper presents the findings of that research on systems and working conditions. The third paper presents the situation of mentoring education in the Nordics and presents the landscape of mentoring education in the Nordics. We invite you to discuss the situation for mentoring education and mentoring research in the future, challenges and possibilities.

The participants in the NTI-Network:

Denmark: Åse Bonde (Danish Union of Teachers), Lisbeth Lunde Frederiksen and Elisabeth Halse (Via University College, Århus).
Estonia: Reemo Voltri (Estonian Educational Personal Union - EEPU) and Kathrin Poom-Valickis (Tallinn University)
Finland: Päivi Lyhykäinen (The Trade Union of Education Finland OAJ) and Hannu L. T. Heikkinen (Jyväskylä University)
Iceland: Jonina Hauksdottir (Icelandic Teacher Union KI) and Birna Svanbjörnsdottir (University of Akureyri)
Norway: Sissel Havre (Union of Education Norway), Eva Bjerkholt and Tonje Harbek Brokke (University of South-Eastern Norway)
Sweden: Per Båvner (Swedish Teacher union), Sally Windsor and Mattias Börjesson (University of Gothenburg)

Paper 1: "Developing practices of induction and mentoring through cross sectorial collaboration: A short history of the "Nordic Teacher Induction network" presented by Hannu L. T. Heikkinen and Tonje H. Brokke.

Paper 2: "An overview of systems and working conditions for newly qualified teachers and their mentors" presented by Åse Bonde and Sally Windsor.

Paper 3: "The landscapes of mentor education in the Nordics" presented by Katrin Poom-Valickis and Birna Svanbjörnsdottir

The opponent for this symposium is Christer Holmlund, Nordiska Lärarorganisasjoners Samråd (NLS).

Nordic Teacher Induction and Mentoring network from 2004 - moving into the future

20. Mentoring, Guidance and Counceling
Hannu L.T. Heikkinen[1] , *Tonje Harbek Brokke*[2]
[1] Jyväskylä University, Finland
[2] University of South-Eastern Norway

Research topic/aim
The network brings together researchers, teacher educators and teacher union representatives as well as developers of mentoring from the Nordics, and roots back to the early 2000s when the Newly Qualified Teachers in Northern Europe network was established in 2004 consisting of researchers of mentoring from all these countries. In 2017, the network was joined by teacher union representatives from the aforementioned countries, thus becoming more cross-sectoral and deliberately taking a more visible role in policy making in terms of teachers' professional development. Since 2017, the network has implemented two collaboration projects funded by Nordplus and is currently implementing its third Nordplus project (2023-25). The network aims to bring together research on mentoring and promote good practices in the induction phase of teaching career. The network has published a book applying the theory of ecologies of practices to the study of induction and mentoring (Bjerkholt, Olsen & Heikkinen 2020).

The network has also taken an active role in developing a European dimension of mentoring and induction research. The NTI network has sparred the development of a European network, Ecologies of Teacher Induction and Mentoring in Europe (TIME), organized under the European Educational Research Association (EERA). Together with the Nordic NTI network, the European TIME network has organized symposia at several European ECER conferences as well as the Nordic NERA conferences and is now in the process of producing a European anthology on mentoring and induction research.

Theoretical framework/methodology/expected results
The present collaborative project NTI-PPD aims at investigating how the practices of teacher induction and mentoring of new teachers are prefigured (enabled/constrained) in the Nordic countries and Estonia as part of continuous professional development. The work is organised in two work packages: WP2 focuses on induction and mentoring education, and WP3 focuses on policies and practices of induction and mentoring with different stakeholders and organisations, comparing different practices and perspectives.

Through our collaboration, we wish to contribute developing practices of mentoring and induction through analyses of existing practices and research-based knowledge. The collaboration between different partners in the wider education community will create a deeper understanding and contribute to a greater diversity, which in turn provides new knowledge and approaches in the educational continuum. Another aim is to strengthen the Nordic and Baltic voice in international policymaking and public discourse related to induction and mentoring, and this collaboration between researchers and teacher unions will enable discussions that focus on research as well as experience-based knowledge on how to establish sustainable systems, highlighting diversity and tensions in our different practices and experiences.

Relevance to Nordic educational research
Part of our goal is to share the experiences and research through different channels in our respective networks, and thus contribute to the public discussion on relevant topics such as professional development as a continuum from teacher education into the profession, sustainable comprehensive induction and mentoring for NQTs, and possibilities to stop the attrition rate of NQTs leaving the profession.

Opponent: Christer Holmlund, NLS

An overview of systems and working conditions for Newly Qualified Teachers and their mentors

20. Mentoring, Guidance and Counceling
Åse Bonde[1] , *Lisbeth Lunde Frederiksen*[2], *Jonina Hauksdottir*[3], *Birna Svanbjörnsdóttir*[4], *Katrin Poom-Valickis*[5], *Sissel Havre*[6], *Sally Windsor*[7], *Mattias Börjesson*[7], *Päivi Lyhykäinen*[8], *Per Båvner*[9]
[1] Danish Union of Teachers
[2] VIA University Denmark
[3] Icelandic Teacher Union KI
[4] University of Akureyri
[5] Tallinn University
[6] Union of Education Norway
[7] University of Gothenburg

Research topic/aim

The purpose of this presentation is to provide an overview of teacher induction practices and the situation of mentoring for new teachers in the Nordic countries and Estonia. We will report on the cross-sectoral project named Nordic Teacher Induction - Promoting Professional Development (NTI-PPD) which is funded by Nordplus Horizontal.

Theoretical framework/methodology

This presentation will begin with tabulated summaries of the current state of mentoring and induction from each of the partner countries. The summaries will include the most up to date (policy) status from each country will be introduced, including a comparison of legislation and working conditions related to professional work with induction. These tables help us to identify and discuss what is unique and also what, if anything, is significantly different in these contexts.

Expected results/findings

The final part of this presentation will address the longstanding collaboration between teachers' trade unions, teacher educators and researchers on mentoring and induction which includes partners from Denmark, Estonia, Finland, Iceland, Norway and Sweden. This collaboration has already resulted in important conference symposia, publications including two anthologies titled: "Newly Qualified Teachers in Northern Europe – Comparative Perspectives on Promoting Professional Development" (edited by Fransson & Gustafsson, 2008) "New Teachers in Nordic Countries: Ecologies of Induction and Mentoring" (edited by Olsen, Bjerkholt & Heikkinen, 2020), as well as in a series of "Road Show Events" in each of the countries for a wide range of stakeholders.

Relevance to the Nordic educational research

The multi-stakeholder collaboration has not only provided a mapping and comparison of mentoring and induction practices for newly qualified teachers across the Nordic region, but it has also provided impetus for change in policy and political attention in the educational landscape in relation to mentoring and induction in each of the countries.

Opponent: Christer Holmlund, NLS

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Olsen, K.R., Bjerkholt, E., & Heikkinen, H.(Eds.). (2020). *New teachers in Nordic countries - Ecologies of induction and mentoring* Cappelen. Damm Akademisk. https://doi.org/10.23865/noasp.105 License: CC BY 4.0.

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Landscapes of Mentor Education in the North

20. Mentoring, Guidance and Counceling

Katrin Poom-Valickis[1] , *Eva Bjerkholt*[2], *Birna Svanbjörnsdottir*[3], *Mattias Börjesson*[4], *Lisbeth Lunde Frederiksen*[5], *Elisabeth Halse*[5], *Hannu L.T. Heikkinen*[6], *Sally Windsor*[4]

[1] Tallinn University, Estonia
[2] University of South-Eastern Norway
[3] University of Akureyri, Iceland
[4] University of Gothenburg, Sweden
[5] VIA University Denmark
[6] Jyväskylä University, Finland

Research topic/aim, framework and methodology

As the Nordic Teacher Induction (NTI) network moves from looking at sustainable ecosystems of mentoring into a new phase, the focus also changes - onto practices of professional development for mentors and newly qualified teacher (NQTs). Building on the mapping work of NTI-SEM in the previous presentation and emerging research that shows how mentors value mentor education when they have the opportunity to engage in such education (for example Windsor et al, 2023; Hansen et al., 2023), this presentation will focus on mentor education in the Nordic countries and Estonia.

We will present the current state-of-play in each country in terms of what mentoring education is offered, how forms of mentor education are supported by education agencies/departments in each country, and how mentor education is possibly changing in light of new EU (Bologna) guidelines. Looking at these changes requires us to look backwards (what mentoring education programs have existed?) and how things are changing moving forward (how does each country need to align with EU guidelines changes in ECT and length of courses) in terms of mentoring education in different contexts.

Finally, we ask: what kind of quality is provided in mentor education and is it fit for purpose? Is mentoring intricately linked to cycles of professional development (for both mentors and mentees), and is it important in contexts with issues recruiting and retaining teachers as we suspect?

Expected results/findings

We will end this part of the symposium where we have gathered these accounts of mentoring education, looking at what research is being done on mentoring education, how mentoring education professionally develops mentors and then, in turn, schools.

Relevance to Nordic educational research

This is a very important discussion as in some Nordic countries, there are no formal programs for mentoring for NQTs. There are political currents and discourses related to mentoring education all over the Nordics, and sharing research-based knowledge and experiences is important both as part of a best-practice discussions and inspiration for further policymaking in the field of induction and mentoring.

Opponent: Christer Holmlund, NLS

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Self-reflexivity of Mentors from a social ecological perspective

20. Mentoring, Guidance and Counceling

Johannes Dammerer[1] , *Verena Ziegler*[1]

[1] University College of Teacher Education Lower Austria (Austria, 2500 Baden, Mühlgasse 67)

Research topic/aim

In Austria NQTs are accompanied by a mentor during entering the profession. The University College of Teacher Education Lower Austria offers a training for mentors on master's level. This course aims to enable experienced teachers to professionally build up supportive relationships with young professionals (mentees). During this training programme, the development of reflective competence takes a high priority. This competence is gradually built up through the writing of reflective papers and is accompanied by peer feedback and professional feedback. This feedback is intended to stimulate further thoughts and thus initiate additional processes of reflection. This process culminates in a concluding reflective paper. The following research question will be addressed in this paper:

To what extent is the further development, according to the social ecological model (Zavelsky, Lishchinsky, 2020), as well as fields of development visible in the concluding reflections of the students at mentoring training?

Theoretical framework

Reflection is considered as a central element in the professionalization process of teachers and can be seen as a significant aspect of professional action competence, as cognitive processes such as analysing, reflecting, evaluating and researching initiate structuring or restructuring. (Aeppli & Lötscher, 2017, S. 159). For many teachers, entering the profession is a phase with special challenges. Therefore, since September 2019, novice teachers in Austria are required to work with trained mentors in their first year of service. Within this mentoring process, reflection is a central instrument to initiate professionalization in a collegial manner. In order for reflection competences to have its full effect in later collaboration with young professionals, it is important to give mentors the opportunity to expand and consolidate their reflection competence as part of their training.

Methodological design

The reflective papers of 28 students in this mentor-training programme are examined to explore which social economical levels are included in these reflections. The social ecological model by Zavelevsky & Lishchinsky (2020) is a framework to understand the complex interactions between individuals and their social and physical environments and is used as the category system for the analysis because mentoring is understood as a social practice and unfolds its full effect in social interaction (Heikkinen, 2020). Based on five deductive categories derived from the social ecological model by Zavelsky & Lischinsky (2020), 28 reflective papers by future mentors are analysed (Individual/intrapersonal, Interpersonal/relational, Organizational/Institutional, Community, Policy).

Expected conclusions/findings

It can be assumed that master's level trained mentors have acquired a broad range of competences and are aware of individual learning areas through constant reflection. Mentoring must go beyond the individual and the micro level as mentors are valuable multipliers on various levels. A wide range of further training offers and networking events at the University College of Teacher Education Lower Austria aim to address the learning area explored in the study through dialogical learning.

Relevance to Nordic educational research

This paper, which explores the reflective practices of master's level mentors in Austria, can be compared to similar programs and practices in Nordic teacher education. The focus on reflective competence and professional development in mentoring aligns with the Nordic emphasis on continuous professional teacher development.

Senior scholar & doctoral student workshop: Envisioning conferences that powerfully create connections & collaborations

20. Mentoring, Guidance and Counceling

Paul James Clucas[1, 2]

[1] Malmö University

[2] Nordic doctoral network (instigated by FND, the Swedish association for research in natural science didactics)

Research topic/aim

Conferences potentially play a crucial role in generating connections and collaborations between doctoral students and senior scholars in their field. Over time these connections and collaborations can come to be essential in enabling doctoral students in creating the networks they need to establish prosperous scholarly careers after gaining their doctorates. An informal investigation by the author has revealed a view amongst doctoral students that the connections and collaborations they need to begin establishing a scholarly career are difficult to create, with those canvassed expressing anxiety and uncertainty about their futures. A key question therefore is 'How might conferences more powerfully generate connections and collaborations between doctoral students and senior scholars in their field?' Significantly, informal discussions with senior scholars point to a need of greater awareness amongst scholars for the role they play in enabling doctoral students in their career paths. Might there be a lack of awareness therefore amongst senior scholars for the important role they play? I propose an exploratory workshop whereby senior scholars and doctoral students can come together to generate (and begin to work to realise) a vision for how conferences can more powerfully facilitate connections and collaborations between doctoral students and senior scholars in their field.

Theoretical framework

The workshop will apply a brief version of Appreciative inquiry (see Cooperrider et al., 2008). Appreciate inquiry is a democratic and group-oriented change approach —related to participatory action research— that builds on an active inquiry into and mobilization of a group's collective resources (ibid). The theme of the Appreciative inquiry will be 'Envisioning conference arenas that can powerfully generate connections and collaborations between doctoral students and senior scholars in their field'.

Methodological design

An Appreciative inquiry is shaped around a progression through the '4D-cycle' (ibid):

Discovery. Beginning with 1-on-1 interviews, this step will guide the group to discovering its shared resources for realizing change.

Dream and *Design.* These generative steps will take the form of rapid prototyping session in which participants envisage a NERA conference in the future in which the generation of connections and collaborations between doctoral students and senior scholars in their field is powerfully achieved.

Destiny. Whilst holding the groups resources for realizing new possibilities in mind, participants are challenged to begin working to realise the future vision generated at the workshop during NERA24.

Expected conclusions/findings

One important outcome of the workshop are the different ideas/strategies that are generated in the workshop and which can begin being actualized during NERA24. A second important outcome are the connections (and potential future collaborations) made between senior scholars and doctoral students who participate in the workshop itself.

Relevance to Nordic educational research

The workshop could generate new opportunities for Nordic educational research by creating and implementing ideas that support PhD students in establishing prosperous scholarly careers.

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Student engagement and relatedness in a positive psychology intervention in upper secondary school

20. Mentoring, Guidance and Counceling
Monica Londen[1] , *Nina Hongell-Ekholm*[2], *Åse Fagerlund*[1]
[1] University of Helsinki
[2] Folkhälsan

Research topic/aim

There is a strong connection between well-being and academic achievement, students who experience well-being are more likely to engage in learning and experience life satisfaction. The aim of this study is to analyse if an intervention course in positive psychology can support the well-being and learning of students in upper secondary school. Furthermore, the aim is to investigate if the intervention can enhance peer engagement and relatedness among students.

Theoretical framework

Many upper secondary students experience negative emotions, including stress and anxiety. Research indicates increased burnout among students in Finnish upper secondary schools. The intervention course Study with strength (helsinki.fi/en/projects/study-strength) is based on positive psychology and the PERMA-model of well-being (Seligman, 2011). Among the themes included in the course are well-being, stress management, strengths, mindset, resilience, and self-compassion. The course includes theory, practice as well as individual and group work.

Methodological design

This study is based on interviews with eleven students and three teachers from two upper secondary schools participating in the Study with strength intervention. One interview was conducted with one teacher and one interview with two teachers. The interviews with students were conducted as focus group interviews with 2–5 students. In addition, 27 hours of classroom observations were conducted. The interviews took place in February and March 2023, while the observations took place during October 2022–January 2023. Research permission was granted from the municipalities and school headmasters. All participants gave a consent regarding the classroom observations and interviews.

The interviews and observations were analysed through a thematic analysis (Braun & Clarke, 2012) using Nvivo. In the preliminary analysis the following main themes emerged: motivation, support, group dynamics, feedback and development, engagement, emotions, challenges, course content and implementation, teacher collaboration and covid.

Expected conclusions/findings

The preliminary findings indicate that collaboration among teachers teaching the intervention course enhances a meaningful and dynamic implementation of the course. The course provides a safe space for students to discuss emotional topics which contributes to enhancing their well-being. Furthermore, practical exercises and group discussions were significant for peer support and relatedness. However, social anxiety at times holds students back. Also, the use of mobile phones during the lessons distracts students and negatively affects the group coherence and mindful presence.

Relevance to Nordic educational research

Since many upper secondary students in the Nordic countries experience decreased well-being, research on interventions supporting student well-being is important. Similar intervention studies have the potential to offer educational practices contributing to strengthening student well-being and peer engagement.

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Suitability and distance: Mentor teachers' perspectives on challenging relations in mentoring student teachers

20. Mentoring, Guidance and Counceling

Henrik Lindqvist[1] , *Maria Weurlander*[2], *Linda Barman*[3, 4], *Annika Wernerson*[4], *Robert Thornberg*[1]

[1] Department of Behavioural Sciences and Learning, Linköping University, Linköping, Sweden

[2] Department of Education, Stockholm University, Stockholm, Sweden

[3] Department of Learning in Engineering Sciences, KTH Royal Institute of Technology, Stockholm, Sweden

[4] CLINTEC, Karolinska Institutet, Stockholm, Sweden

Research topic/aim

Mentor teachers have a prominent role in teacher education as they work in close cooperation with student teachers during their work-based education. Research has shown that mentor teachers rarely focus on student teachers' coping strategies (Heikonen et al., 2017) and issues related to power imbalances (Lilach, 2020), which in turn may impede the relationship between the mentor and student teacher. Nonetheless, when the relationship between them is set on cooperation, there are numerous studies pointing to the importance of the mentor teacher.

This study aims to explore the mentor teachers' perspectives on having challenges creating positive relationships with student teachers. In this process, mentor teachers judge the student teacher's suitability for working as a teacher in both a formal and informal manner. Thus, we explore mentor teachers' meaning-making of how they approach student teachers if they judge that they are not making any progression during the work-based education.

Theoretical framework

We adopted symbolic interactionism and constructivist grounded theory as a theory-methods package (Charmaz, 2014).

Methodological design

GT is a flexible, systematic and iterative approach from which we used coding, memo-writing and constant comparison to guide data collection and analyse the data. The study builds from two sets of interviews, exploring the emergent categories of suitability and distance in these interviews. In total, 25 mentor teachers were interviewed during the first interview, and after approximately seven months 22 of the mentor teachers were interviewed again.

Expected conclusions/findings

The findings show that mentor teachers engaged in a suitability judgment of their student teachers that focused on (1) compliance of the student teacher to school-based norms, and (2) how they perceived that student teachers engaged in using their experiences to progress. This suitability judgment was used to develop actions meant for the student teacher to use in developing their practice as teachers. A reported concern was when mentor teachers perceived that student teachers did not follow their instructions and thus, according to the mentor teachers, did not progress. This lack of progression was found in relation to student teachers' teaching and ability to act socially with pupils and colleagues.

Relevance to Nordic educational research

This study is relevant to Nordic Educational Research since it addresses mentors' perspectives on establishing co-operative relationships with student teachers. We hope this might be of use in the discussion about ways to support mentor teachers when they face problematic situations with student teachers.

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21. Politics of Education and Education Policy Studies

Education, Equality, Service: Discursive themes and contradicting ideas about preschools in the Icelandic media

21. Politics of Education and Education Policy Studies

Ingólfur Jóhannesson[1] , *Sunna Símonardóttir*[1]

[1] University of Iceland

Research topic/aim

Iceland has a longstanding status the most gender-equal country in the world (World Economic Forum, 2022), followed by the other Nordic countries. Its preschool system has contributed to this, although there is a debate about the preschools in Iceland in the media. This debate is explored in the presentation. Altogether 59 articles were analyzed to answer two questions: What is preschool and what is the purpose of preschool? What is expected that children receive from being in preschool?

Theoretical framework

See the below about historical discourse analysis.

Methodological design

We selected two events in 2020 and 2022 with a considerable concentration of coverage, one from January 2020 and the other from May 2022. We approached the material by employing historical analysis of discourse (Ingólfur Ásgeir Jóhannesson, 2010).

Expected conclusions/findings

We analyzed six discursive themes: pressure on the children, work load for the staff, development and play, equality, service role of the preschools, and a theme we labeled as panic. The themes of pressure on the children and workload for the staff are partly interwoven. One example are the worries that an eight-to-nine hour school day is too long for young children. These worries were often put into the context of it being easier to hire staff with reduced opening hours. The development and play theme involved the emphases on preschool as an educational institution, not least the importance of preschools keeping the focus on play and being different from compulsory education which its focus on learning. About equailty, it was pointed out that preschools had made it possible for women not to have to choose between a career in the labor market and having children. The fifth theme was about the role of the preschools to service parents and the labor market. The last theme, panic, included many suggestions on how to solve some of the immediate problems that the preschool system was dealing with. The solutions included cash-for-care schemes, strengthening the system of self-employed childminders, making six or seven hours free of charge, and finding space in compulsory school buildings for five-year-old children.

We identified three legitimating principles in the media coverage which can be seen as competing roles. The first involves the idea that preschool is an educational institution. The second is that the preschool system is one of the most important reasons for positive developments on gender equality in Iceland. The third is that the preschools service the homes and the labor market at once by taking care of the children in a safe place while their parents are working. While the current legislation from 2008 and the National Curriculum 2011 focus on education and play much more than the other roles, the study underlines the importance of taking into account these multiple roles of preschools when in further developing the preschool system in Iceland.

Relevance to Nordic educational research

The study is relevant to research in the Nordic countries as a specific study of the Icelandic case which may have implications in similar societies.

Exploring the 'Student Health Market': Swedish municipalities as buyers of commercial resources

21. Politics of Education and Education Policy Studies

Joakim Lindgren[1] , *Linda Rönnberg[1], Malin Benerdal[1], Emma Laurin[2]*

[1] Umea university

[2] Uppsala university

Research topic/aim

Increasing health issues among school children is a critical concern, given its profound and far-reaching implications across multiple domains. As principal organisers, the 290 Swedish municipalities are responsible for student health provision in their schools. Still, they often struggle with the complexities of various health promotion strategies and preventative measures, addressing problems such as bullying, absenteeism, and low academic achievements, as well as hiring staff to implement such measures. In this context, commercial entities offer a range of student health resources to municipalities. Still, we know very little about which and how such commercial resources are purchased, used, and experienced in schools and municipalities. This paper, therefore, aims to undertake an initial exploration of experiences associated with the sale, procurement, and utilization of commercial resources in student health, from the perspective of Swedish municipalities.

Theoretical framework

Analytically, we use the notion of projectification (Fred & Godenhjelm, 2023), encompassing the increasing reliance in the public sector on projects, seen as 'temporary organisations' (Sahlin-Andersson & Söderholm, 2002). Located in the wider literature on Scandinavian institutionalism (Czarniawska & Savon, 2005), projectification is used as a lens to "scrutinise the logic, politics and power behind temporary (or temporalities of) initiatives as well as their practices, contexts and consequences" (Fred & Godenhjelm, 2023, p. 8).

Methodological design

This study is part of the project Student health as a market (VR 2022-03782), and we draw on interviews from 30 municipal student health officers (or equivalent) from municipalities with varying demographic and socio-economic conditions. The sampling was based on Swedish Association of Local Authorities and Regions' categorisation of municipalities. The interviews, lasting around 60 minutes, included questions on purchases and motives, but also more generally on the organisation and experience of municipal-private actor interaction in the context of student health services.

Expected conclusions/findings

The analysis shows that for instance staffing, different forms of consultancy and digital systems often are purchased from private actors. There are certain and important variations in the interview data, relating to contextual and geographical characteristics in the studied municipalities. Still, certain commonalities are also to be found, for instance on the rise of digitally based solutions marketed by private companies argued to resolve challenges that Sweden's municipalities are facing. The informants identify both challenges and benefits in relation to the commercial school health solutions, which we seek to unpack and problematise.

Relevance to Nordic educational research

The paper sheds light on the evolving commercial landscape of student health, and thereby contributes to the broader discussion of the many faces of public-private interactions in education – issues of central relevance to all Nordic countries and beyond.

Final assessments in the Nordic countries – more differences than similarities?

21. Politics of Education and Education Policy Studies
Elisabeth Hovdhaugen[1] , *Lene Korseberg[1]*
[1] NIFU - Nordic institute for studies in innovation, research and education

Research topic/aim
The structure of the educational systems is similar across the Nordic countries: students attend primary school until the age of 16, and then upper secondary education consisting of either an academic preparatory track and a vocational track. All counties have criterion-based assessment, which means that pupils are assessed according to targets set in national (and in some cases also local) curricula. However, the way the five countries conduct their final summative assessments - particularly at the end of upper secondary education – is strikingly different. Whereas students in both Norway and Denmark are required to sit final exams regardless of their plans for future education, in Finland only those students wishing to qualify for higher education are required to undertake matriculation exams. In Sweden and Iceland, in contrast, student's final diploma only consists of teacher-assessed grades. This implies that the Swedish and Icelandic system only builds on internal evaluation, while the systems in Norway, Denmark and Finland build on a combination of internal and external evaluation.

Theoretical framework
The reasoning behind the choice of system displays different views of what counts as a fair and correct – or valid – assessment. The aim of this paper is to display and discuss common and differing features of the final assessment systems used in upper secondary education in the five Nordic countries and the conceptions of validity and fairness underpinning their choices.

Methodological design
This study builds on document analysis primarily based on laws and regulations governing the educational field, in addition to supporting documents.

Expected conclusions/findings
The country differences have implications for the approach to validity and fairness in final assessments. Some of the substantial differences observed are linked to whether competence goals are set centrally or locally, as well as if there is a standardized and externally evaluated examination or a locally determined final assessment with a grade set by the teacher. Furthermore, the countries have different approaches to ensuring that the final assessment is done in a correct way. In Norway and Denmark, exams are used as a form of external quality assurance, where students complete the same test and are assessed according to the same criteria. In Sweden, the national tests fulfil a similar function, by contributing to an equal assessment of the students' achievement across subjects, as this is supposed to guide a teacher's grading. Additionally, in all the Nordic countries students can make a complaint about the final assessment grade, although this possibility is largely limited to formal and procedural errors. There are also differences between the two countries which have an external exam as part of the final assessment, Norway and Denmark, as students in Denmark only can make a complaint related to "legal errors" linked to the implementation of the exam, while in Norway the student can ask for a new substantive assessment of the exam grade in a written exam.

Relevance to Nordic educational research
There is limited comparative research on final assessment systems in the Nordic countries (Blömeke et al 2019) and this research will contribute to filling that void.

From progressivism to new public management: The changing role of objectives in governing Swedish education 1897-2022

21. Politics of Education and Education Policy Studies

Magnus Hultén[1] , *Christian Lundahl*[2]

[1] Linköping university

[2] Örebro university

Research topic/aim

Objectives have a long history in education. Some argue that it is included in the very concept of education, that eucation always has an objective (Hirst, 1974). However, objectives have not always been formally specified in central governing documents such as the curriculum or the school act. In this study we study how objectives have been formally regulated in Swedish primary and secondary education from 1878 to 2022.

Theoretical framework

Our theoretical starting point is the new institutionalism perspective (Peters, 2019), which holds that so called institutions develop in all organisations and societies. Institutions create different power relationships, habits and traditions, which characterise activities and in turn contribute to reinforcing the institutions. An assumption is that early institutional solutions related to objectives can govern the impact of objectives in modern times as a form of path dependency. At the same time, we are open for paradigmatic changes and coexisting structures linked to the regulation of objectives.

Methodological design

A purposeful selection of relevant texts has been made. We have restricted ourselves to two school forms, *Folkskola* (primary school, 1897-1955) and *Grundskola* (comprehensive school, 1962-2022) This resulted in a selection of nine national curricula dating from 1900 to 1922, and selected school acts from 1897 to 2022. Using content analysis (Erlingsson & Brysiewicz, 2017), we study how objectives are specified and linked to other concepts (such as grading or examination) and regulations in the selected documents. We also analyse formal links between curriculum and school act in relation to objectives. Lastly we distinguish important shifts in the regulation of objectives.

Expected conclusions/findings

Regarding different institutions linked to formal rules, we can distinguish four periods. The first concerns the time before objectives were explicitly specified for the primary school, the time before 1919. Then follows the period 1919-1962 for which objectives are specified in each individual school subject, but the use of these are not formally regulated. During the third period 1962-1994, the number and types of objectives in the curriculum are greatly expanded. Also, the objectives for each individual subject are formally linked to grading in the school act during this period. In the last period 1994-2022, the regulation of objectives becomes even more detailed, not only in the curriculum but also in the school act. Teachers' room to make their own interpretations of use of objectives are radically reduced as compared to the previous periods.

Relevance to Nordic educational research

Current Nordic school systems are often described as being governed by objectives (*målstyrda*). This type of governing (*målstyrning*) is described as a late innovation of the 20th century. But as we will show in this study, objectives have had an important role in governing education for a much longer period, at least in Sweden. Rather than talking about *målstyrning* as a specific type of governing method, we argue that it is better to talk about different types of historical institutions linked to *målstyrning*, and that these institutions to a large extent build on each other, through institutional layering.

Grades or developing responsible citizens? Swedish and English headteachers' views on the aims of education

Åsa Melander[1]
[1] University of Roehampton

Research topic/aim

Education often aims at providing students with knowledge and developing them to become 'democratic citizens' (or similar words to that effect). This paper examines Swedish and English headteachers' views on the Swedish and English curricula regarding the aims of education. The aim is to explore differences and discuss possible consequences.

Theoretical framework

The English and Swedish national curricula both stipulate that 'knowledge' aims and 'democracy' aims or 'developing children into responsible citizens' (words to that effect) are important.

Historically, the Swedish comprehensive school focused on 'fostering' 'democratic individuals', not 'hand[ing] out selected quantities of knowledge' (Hansson, 1974). Education should reduce 'social differences' and increase 'social mobility' (Imsen et al., 2017). Carlgren (2009) notes that 'issues of knowledge' were 'under-emphasised to the benefit of social issues'.

In England, the historical selective school system did not have a social focus resembling the Swedish one. Still today, the high-stakes exam system contributes to a focus on 'results', ostensibly based on 'knowledge' but sometimes on 'regurgitating facts' which is not 'learning' (Richardson, 2022).

In both countries, the 'knowledge' aim is often measured by the proportion of students achieving certain grades. Schools are pressurised to 'deliver results', covered in 'league tables' in England. Grades are increasingly used in Swedish media to denote 'good and 'bad' schools. The 'democracy' aim may be harder to measure.

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Methodological design

Semi-structured interviews with headteachers of non-selective, secondary (equivalent) schools in Sweden and England (n=9+9) explored how they consider the different educational aims and if they believe both types of aims to be important. Headteachers were chosen to include schools with high, medium and lower results. Outliers were excluded to focus on 'standard' conditions.

Expected conclusions/findings

Although most headteachers agreed that both types of aims are important, the order in which they listed them, and/or to what extent they commented on them, differed. Despite the Swedish historical focus on 'democracy', Swedish headteachers commented more often on 'knowledge' aims than English ones, several of them commenting only on 'knowledge'. In contrast, most English headteachers commented primarily or only on 'democracy' aims.

Relevance to Nordic educational research

This small-scale interview study may indicate that the historical Swedish focus on 'democracy' has declined and that a stronger focus on 'results' has emerged, possibly given a changing societal focus. However, the democracy aim could be taken for granted.

In England, these headteachers prioritising 'democracy' aims may indicate that a strong focus on 'knowledge' over time might not be seen as beneficial given the curricular duty to balance both aims.

Further discussion on the need for a stronger focus on 'democratic' aims in Sweden might be beneficial.

Lobbyism in Swedish education. Understanding scopes and strategies of lobbyism within policy processes.

21. Politics of Education and Education Policy Studies
Anna Jobér[1] , *Jakob Billmayer[1], Magnus Erlandsson[1]*
[1] Malmö University

Research topic/aim
The research project Education Inc. discovered that private actors in the Swedish school system used lobbyism. It was not expected and raised questions. However, as Swedish government actors are supposed to cooperate with private actors, one question is if this is an expected part of cooperation. While lobbyism in The EU is well researched and regulated, research and regulation of lobbyism in education is uncertain. Previous research in the context of Sweden is scarce despite the unique model in Sweden allowing profit from tax funds. The research mainly concerns school closures or a general welfare context. Internationally, a few studies have been conducted in, e.g., Germany, Brazil and USA. The aim of the study presented here is to contribute to initial understandings of lobbyism in Swedish and Nordic education.

Theoretical framework
As we are interested in lobbyism as a phenomenon rather than the individuals involved in lobbyism, the works of Luhmann on systems theory and communication have been chosen as our theoretical framework. Luhmann's theory allows for deep analysis and an open-ended exploratory approach. In his work on the political system, Luhmann describes the efforts of stakeholder organisations "in the lobby" as an immanent part of (political) decision-making in modern societies. Following Luhmann's theory, lobbyism in the school system thus means the attempt of organisations that are *not* ascribed parts of to the educational system, to influence organisations that *are* part of the school system, in order to affect their decision-making processes.

Methodological design
The study presented here consists of results from a systematic literature review and a questionnaire. The review will consist of systematic searches, followed by an analyse on identified texts. The questionnaire will be sent to personnel at public and private actors that are involved in the recent work with the new National digitalisation strategy for the Swedish school system. This enables a context for the questionnaire and a focus on digitalisation, a characteristic feature of the Swedish edtech market. The questions will be both quantitative and qualitative. The questionnaire will be strictly anonymous as the answers can be sensitive. The project will follow Swedish ethical guidelines. The quantitative questions will be analysed through SPSS. The analysis of the qualitative results from the questionnaires will follow a discursive analytical strategy derived from Luhmann's theory. Finally, the results from the analyses will be related and compared with the outcomes from the literature review.

Expected conclusions/findings
The literature overview is expected to direct us to international studies that can inform the project. The overview will also present us with possibilities of creating international networks. When analysing the questionnaire, we expect to find different understandings on what lobbyism could be, how it appears and what strategies that are used. We also expect to find that lobbyism is used in informal ways as a way of communicating between different systems in society.

Relevance to Nordic educational research
The outcomes will inform Swedish and Nordic educational fields on knowledge regarding appearances and strategies of lobbyist organisations. In addition, the results will contribute to a deeper understanding on what decision-making within education can look like.

Manifestations of educational reforms: contextual factors of individual schools.

21. Politics of Education and Education Policy Studies

María Jónasdóttir[1] , *Elsa Eiríksdóttir[2], Guðrún Ragnarsdóttir[2]*

[1] PhD candidate at the University of Iceland, School of Education

[2] Associate Professor at the University of Iceland, School of Education

Research topic/aim

In 2008 to 2015 curriculum-making policy for Icelandic upper-secondary education was decentralised by affording individual schools considerable freedom in designing their own study programs (MoESC, 2012; Upper-Secondary Education Act, No. 92/2008). A few years later all upper secondary schools were required to reduce the time of all academic programs from four years to three with the aim of increasing efficiency in the system and reducing public spending (MoESC, 2014). The authors' prior research suggests that this has led to an increased between-school differences in terms of how students are prepared for higher education (Jónasdóttir et al., under review). This raises questions about what the policy changes might mean for different groups of students, their possibilities for varied and broad academic studies, their access to specialised academic knowledge, as well as preparation and possibilities for higher education. The aim of the study was to explore if and how contextual factors of individual schools influenced the manifestation of the reform.

Theoretical framework

The paper draws on literature on critical approaches to policy research (Apple, 2018; Ball, 1993) and policy mobility (Savage et al., 2021; Steiner-Khamsi, 2012).

Methodological design

All Icelandic academic upper-secondary curricula were analysed and categorised using descriptive statistics and an overview of available programs created. The overview of programs was then analysed and categorised by contextual factors such as school size, location, and the socio-economic background of the student body.

Expected conclusions/findings

The preliminary findings indicate that contextual factors greatly influenced how the reform was enacted within individual programs, which again leaves us with important questions of equality within the system.

Relevance to Nordic educational research

The policy changes considered in the paper are traceable to international policy trends of increased school autonomy and decentralisation, and reducing public spending (Jóhannesdóttir, 2023; Jónasdóttir et al., 2023; Ragnarsdóttir, 2018). These trends have also greatly affected education policy in other Nordic countries (Altrichter et al., 2014; Dovemark et al., 2018). The findings contribute to knowledge needed to shape education policy that contributes to structural equality.

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Marketization and its effects on early childhood education in the Nordic countries and beyond

21. Politics of Education and Education Policy Studies
Hanna Sjögren[1] , *Sara Carlbaum[2], Linda Rönnberg[2], Kathleen Falkenberg[3], Baki Cakici[4], Magnus Andersen[5], Ida Lidegran[6]*
[1] Malmö University, Sweden
[2] Umeå University, Sweden
[3] Humboldt-Universität zu Berlin, Germany
[4] IT University of Copenhagen, Denmark
[5] Aalborg University, Denmark
[6] Uppsala University, Sweden

Chair and organizer: Hanna Sjögren, Malmö University, Sweden hanna.sjogren@mau.se

Discussant: Ida Lidegran, Uppsala University, Sweden ida.lidegran@edu.uu.se

The past decades of educational policy and practice are characterized by intense processes of marketizations in various educational settings, both in the Nordic countries and beyond. Marketization includes "the implementation of business-like conditions and ideals in the public sector" (Rönnberg, 2015). Furthermore, marketization signifies the performative processes under which markets are implemented, organizations are adjusted, and identities are shaped to fit the logics of markets (see e.g., Karlsson, 2020). Educational researchers in the Nordics have attended to the effects of marketization for comprehensive and secondary education (see e.g., Bjordal, 2022; Dahlstedt & Fejes 2019; Ideland, et al. 2021; Lundahl et al. 2013). The aim of this symposium is to build and expand on this knowledge to explore the effects of marketization pertaining to early childhood education (0-8 years old) related to the Nordic countries. This aim is to be achieved through in-depth discussions about the content of 4 papers addressing the processes of marketization from various theoretical and methodological perspectives as well as within and across different national contexts (including Sweden, Norway, Denmark, and Germany). The 4 studies zoom in on different central actors involved in the processes of marketization in early childhood education, such as parents, the public sector, and educational for-profit companies. The international setting of the symposium allows for comparative approaches pertaining to both the different actors involved, and the different educational contexts that are involved in marketization processes of early childhood education. The design of the symposium will allow the participants to draw from each other to strengthen their respective research.

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"Wow, you show this to everyone": Preschool quality assurance, ideational power and legitimation for an Edu-business

21. Politics of Education and Education Policy Studies
Sara Carlbaum[1] , *Linda Rönnberg[1]*
[1] Umeå University, Sweden

The expanding Global Education Industry (GEI) has been facilitated by policies of economisation, marketisation and privatisation and the drive for innovation, modernisation, and development (Parreira do Amaral et al., 2019). As GEI actors move across the globe, they carry and promote certain ideas of, for instance, what constitutes, 'successful pedagogy' or 'quality education' (Hogan & Thompson, 2021). ECEC services, as a sub-segment in the GEI, has not been the main focus of research and nor has Nordic actors (for important exeptions Andersen, 2020; Falkenberg, 2022), despite their growing influence, especially in northern Europe (Carlbaum & Rönnberg, in print).

In this paper, we analyse the flow and use of ideas on preschool quality to understand how edu-businesses draw on global discourses and use them for commercial interests in the context of preschool export. More specifically, we examine the ideas and logics of action in the circulation of quality assurance systems between Swedish and Norwegian subsidiaries to the Swedish based edu-business 'EducaCorp' (a pseudonym). The paper seeks to facilitate a discussion on the different manifestations and functioning of the GEI in the preschool 'segment', holding, we argue, important implications for conceptions on what Nordic preschool quality is and should be.

The empirical data includes interviews and various documents from EducaCorp and two of its subsidiaries, the Swedish company Manikin and the Norwegian company Seedling Inc. We have interviewed 12 management representatives, visited three Seedling Inc. preschools and interviewed three principals and six preschool staff. Theoretically, we turn to discursive institutionalism in acknowledging not only the important role of ideas, but also to draw attention to three dimensions of ideational power; the 'power through ideas'; the 'power over ideas'; and the 'power in ideas' (Carstensen & Schmidt, 2016). The findings show how EducaCorp through Seedling Inc brings acclaimed state-of-the-art quality system ideas to policy as ideational leaders, being the ones driving preschool development and improvement, legitimising their own existence as a commercial preschool operator in a context where such actors are increasingly questioned in both Sweden and Norway.

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Crisis as business opportunity. Transnational for-profit providers and the German ECEC sector

21. Politics of Education and Education Policy Studies

Kathleen Falkenberg[1]
[1] Humboldt-Universität zu Berlin, Germany

Early childhood education and care (ECEC) in Germany is marked by persistent descriptions of crises, ranging from an ongoing shortage of daycare places, substantial lack of skilled workers and poor quality of provision in general. In particular, the legal entitlement to a daycare place from the age of 1 introduced in 2013 led to increased pressure on municipalities and existing providers to create new daycare places. The paper aims firstly to analyse to what extent this initial situation contributes to the establishment and expansion of transnational for-profit education companies as a new type of provider in the German preschool sector during the last 10 years. In a second step the paper shows that the crisis diagnoses does not represent a threat, but on the contrary a form of investment security for those edu-businesses. The continuing shortage of daycare places in the face of an increasing demand and the willingness of desperate parents to pay, as well as substantial subsidies from the public sector, is thus transformed from a social crisis situation into a profitable growth opportunity for the companies involved. The paper discusses the extent to which commercial providers use the persistent crises in the German daycare sector to expand their market shares and firmly establish their services in the provider landscape.

Employing market sociology`s concept of narratives about the future (Beckert, 2021) the paper uses business reports and other public self-representations, like homepages and videos, as a data base for the qualitative analysis. These narratives show how edu-businesses legitimise themselves – and their educational services – as a solution to the problems named above. These narratives include, for example, the promotion of gender justice as well as access to high-quality care for all children. The corporations studied – among them one Nordic big player – are part of a global education industry that is characterised by increased global networking and acceleration of marketisation processes, resulting in a shift in the relationship between the state, the market and society or the individual. The paper thus also illuminates the interconnectedness of local dynamics in the German daycare sector with global marketisation tendencies in the education sector. The paper thus aims at broadening the growing body of literature on the global education industry (Verger et al.,2016), focusing especially on Nordic edu-preneurs` transnational activities (Rönnberg et al. 2022) and their role in expanding marketization and market logics elsewhere.

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Welfare Institutions as knowledge factories: Danish 'welfare export' of childcare knowhow to China

21. Politics of Education and Education Policy Studies

Magnus Andersen[1]
[1] Aalborg University, Denmark

In this presentation, I examine how public welfare institutions in Denmark are reconfigured into knowledge factories. Since the 1990s, Denmark has sought to export "welfare" solutions as a way of extracting knowledge on social practices already happening in institutions of the welfare state for economic purposes. This presentation explores this process of 'welfare export' through the case study of 'Danish childcare knowhow' to China.

The presentation draws on insights from the so-called 'post-workerist' tradition that combines poststructuralism with Marxism. Specifically, the presentation will use the concept of 'cognitive capitalism' to explore how social knowledge is standardised, extracted and sold and how this is a new form of marketization of early childhood education both in Denmark and in China.

The presentation draws on a body of empirical material composed by ethnographic field work, qualitative interviews, policy analysis and archival methods. The presentation conducts a case study of one public education institution, VIA University College and how the overlap of marketization and internationalisation of early childhood education creates a supply and demand for 'Danish childcare knowhow'.

The presentation sheds light on the practical arrangements of commodifying "Danish childcare know-how". By doing so, I will explore how the phenomenon of "welfare export" does not result in privatisation but rather challenges and blurs the line between "public" and "private". In the presentation, I argue that "welfare export" activates techniques within public welfare institutions normally associated with corporations. That is, knowledge taught within Danish institutions becomes a product for (and simultaneously creates) a "market niche". Welfare institutions are, in effect, turned into knowledge factories.

Through decades of marketization of early childhood education, the presentation will shed light on how the knowledge produced within such institutions is turned into commodities of 'welfare knowhow' offered to the global educational market due to the Nordic imaginary as a 'playful' 'harmonious' and 'trustful' region of the world.

Configurations of school-choosing parents in informational material from Swedish municipalities

21. Politics of Education and Education Policy Studies

Hanna Sjögren[1] , *Baki Cakici*[2]
[1] Malmö University, Sweden
[2] IT University of Copenhagen, Denmark

Marketization of the Swedish educational system has included implementations of school choice since 1992. Currently Swedish municipalities design and organize school choice systems locally, and since such authorities have extensive autonomy in Sweden the organization of school choice varies between municipalities.

In this presentation, we examine variations in how parents of children are instructed to use municipal systems for public school choice from pre-school to first grade. Our aim is to describe the different ways in which parents are 'configured as users' (Woolgar 1991) by school choice systems in manuals and informational material digitally provided by municipalities.

We draw on theoretical insights from Science and Technology Studies (STS) on how technical systems shape their own (future) users by describing, instructing, scripting, and limiting interactions (Woolgar 1991; Star 1990). We use the theoretical concept of 'user scripts' (Woolgar 1991) to analyse variations in how the users of school choice systems are imagined.

We analyse materials from 20 municipalities through a close reading of online information provided to citizens in their role as parents of children in pre-school who are about to start first grade. The selection of municipalities is based on a representative sample pertaining to municipality size, location, and political majority.

We find that different implementations of school choice systems create distinct configurations of parents as school choosers pertaining to whether a municipality uses catchment areas or algorithmically driven principles for their school choice system.

Marketization signifies the performative processes under which markets are implemented, organizations are adjusted, and identities are shaped to fit the logics of markets. Previous studies of how systems of choice are implemented show that the choosing citizen is enacted and configured in several ways (e.g., Dabisch 2022; Sjögren 2023). This study sheds light on the work it takes to perform market-logics in education and the effects of such logics on ideas concerning the purpose of education.

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National-Authority-Endorsed Privatisation of Teachers' Continuing Professional Development in Sweden

21. Politics of Education and Education Policy Studies

Magnus Levinsson , *Anita Norlund[1], Dennis Beach[1]*
[1] University of Borås

Research topic/aim

This paper reveals national-authority-endorsed privatisation of teachers' continuing professional development (CPD) in the wake of a shift towards more centralised national interventions in Swedish schools. Following reports on a decline in general student performance standards and increasing differences among schools, the Swedish government has made substantial efforts to re-establish control through centralised national interventions, reflecting international trends that directly target teachers and the quality of teaching. Drawing on data from the Collaboration for Best School Initiative (CBS), the context of this paper is an on-going state programme that encourages underperforming schools to collaborate with the Swedish National Agency for Education (SNAE) to raise students' achievement standards and increase equality within and between schools. The aim is to investigate SNAE's governance strategies in action, focusing particularly on the *network governance strategies* that sanction private-sector businesses as providers for the government's CBS initiative.

Theoretical framework

We used meta-governance theory as an analytical framework for examining SNAE's role in sanctioning private-sector services as part of CBS provision, identifying the agency's governance strategies, and exploring the state's role in a networked society. This framework enabled analyses of how SNAE operated as a meta-governor on behalf of the state in relation to three types of strategies: 1) network design strategies—focusing on the composition of the network, including the establishment of new actors and the rearrangement of actors' positions; 2) network participation strategies—aimed at participation in the governance network, including interactions and relationships with actors to gain and build trust, as well as to facilitate sustained partnerships; 3) network framing strategies—focusing on the construction of objectives and outcomes to be pursued, including the discursive 'storytelling' that defines the joint mission of the concerned actors.

Methodological design

For the analysis presented in this paper, we drew on data collected from several sources between November 2020 and February 2023 regarding SNAE's formally designated tasks in relation to CBS (collected from agency and government websites) and the CBS provision that SNAE has actually facilitated according to twenty final CBS reports, four school-principal interviews, and a rich set of company descriptions of CBS-related services.

Expected conclusions/findings

Our analysis revealed that SNAE operates as a meta-governor on behalf of the state to replace university researchers as CPD providers with specific private-sector actors. The results provide evidence of SNAE-enabled substitution processes through three network governance strategies: 1) *hidden and authorised substitution;* 2) *trust building and hybrid participation;* 3) *collective reproduction and solutionism*. Taken together, these governance strategies reflect national-authority-endorsed privatisation in action, suggesting that SNAE primarily operates as an ideology-driven conduit for private economic interests. The article concludes with a call for new collaborative and autonomous implementation strategies for teachers' CPD that can further the interests of the teaching profession.

Relevance to Nordic educational research

An intensified private-sector involvement has occurred as part of a shift towards more market-based CPD procurement in many countries, including in Sweden. A key element in this trend is a process of substitution that replaces traditional public sector actors with others. The present article investigates the role of the state in such substitution processes.

Policies on digital competence – a comparison between Sweden and Europe

21. Politics of Education and Education Policy Studies

Christina Löfving[1]

[1] Göteborgs universitet, Institutionen för Tillämpad IT

Research topic/aim

Education is surrounded by policies such as curricula and other policy-related initiatives, trying to steer education in specific ways by presenting solutions to expressed problems (Bacchi, 2016; Ball, 2015). The aim is to investigate what policy discourse on digital competence is generated in Swedish education when being part of a European context. What solutions, and thereby what problems on digital competence, are formulated, and how can we think further about them?

Theoretical framework

The toolkit "What's the Problem Represented to be" (WPR) by Bacchi (2012) is used to understand problems as constructed by problem representations that need to be uncovered, something that often starts with exposing the solutions, which are expressed as policies (Bacchi, 2016). The WPR questions used are: *What's the 'problem' represented to be in a specific policy or policy proposal?,* and *What presuppositions or assumptions underpin this representation of the 'problem'?* The following WPR questions will contribute to the discussion: *What is left unproblematic in this problem representation? Where has this representation of the 'problem' been produced?,* and *What effects are produced by this representation of the 'problem'?*

Methodological design

The analysis focuses, first, on the Swedish national curriculum for the compulsory school, Lgr22 (National Agency for Education, 2022b), what discourses on digital competence are visible, and how they differ from the previous edition. The commentary material on the national curriculum regarding digitalization (National Agency for Education, 2022a) is analyzed, as well as the European policies: the Digital Education Action Plan (2021 – 2027) (European Commission) and the European framework on digital competence for citizens, DigComp 2.2 (European Commission et al., 2022). Questions from the WPR toolkit (Bacchi, 2012 p. 21) are used to analyze the marked excerpts and to discuss the generated findings.

Expected conclusions/findings

When digitalization is moving fast, a policy solution is to avoid framing digital competence in detail. Another solution is to frame only some parts in detail, indicating their importance. One such framing is a shift from emphasizing source criticism to focusing on people's intentions. Another solution is to provide measurement, evaluation, and control. To some extent, the Swedish and European policies move in different directions and generate various consequences, but also adventures, which is vital to discuss concerning how policies can be understood and enacted.

Relevance to Nordic educational research

All the Nordic countries are, in various ways, influenced by European policies. Sweden will serve as one example of how policies can be understood from a national and transnational perspective and the findings will contribute to Nordic educational research on policies on digital competence.

Politics and practices: How VETprogrammes functions in Nordic countries - in practice.

21. Politics of Education and Education Policy Studies
Peter Koudahl[1]
[1] Malmö University

Research topic/aim
The question the project will focus on is: Who or what governs vocational education and training (VET) in the Nordic countries and what are the practical consequences for students and teachers in VET?

The argument here is therefore that there is a rhetoric about how education programmes work that is not in accordance with the practical reality of how they function, but which to a large extent forms the basis for legislation in the area.

Some examples can illustrate this.

- In Denmark, VET programmes are described as a direct continuation after primary school. The average age of students entering VET is 21 years. This is reflected in the discussions about too few people applying for vocational education and training: The official figures say that 20% apply for vocational education and training. But this is calculated on the number of students who apply directly after primary school. But in practice, the proportion of students who start VETdirectly after primary school is a minority of the total number of starters.
- In Sweden vocational education and training is described as a 3-year school-based education at upper secondary level in direct continuation of primary school that equips students with 'officially recognised vocational qualifications'. In reality this applies to parts of the Swedish system. For example, for programmes aimed at nursing and care. Here, students are employed as for example assistant nurses after 3 years of upper secondary school. However, in the traditional craft trades (carpentry, bricklaying, painting etc.), the 3years of upper secondary school only provide the opportunity to apply for employment in a company as an apprentice. This apprenticeship lasts approximately 3 years (varying lengths in different vocations). Only after completing the apprenticeship the is student qualified. Even though Swedish VET are described as 3-year and school-based the 3 years is just a ticket to the apprenticeship **if** the student can find an apprenticeship. In a situation with recession in the construction industry companies take on a small number of apprentices. This means that numorous students with 3-year upper secondary school cannot finalise the overall education; no apprenticeships available.

Theoretical framework
Theories of practice, institutional theory,
Methodological design
Mixed-method
Expected conclusions/findings
The consequences of the discrepancies between rhetoric, legislation and educational practice have implications for the way students orientate themselves in the overall educational landscape, for the way teachers work and for the way the system is perceived. This has consequences for recruitment, completion, drop-out rates, teacher work, etc.

The ambition of this project is to contribute to the establishment of a more accurate basis for both rhetoric and legislation in vocational education and training programmes...

Relevance to Nordic educational research
The question is interesting because on the one hand, vocational education and training in the Nordic countries is described as centrally governed and regulated. This is reflected, for example, in the political rhetoric surrounding the programmes. Here, the focus is solely on legislation etc. as a starting point for reforms and regulations, while rarely or never focusing on the real governing principle: the labour market's need for qualifications and competences.

Reimagining teachers' professional knowledge base: the case of the new Complementary Pedagogical Education (KPU) (swe)

21. Politics of Education and Education Policy Studies

Catarina Player-Koro[1] , *Lena Sjöberg*[2]

[1] Univerisity of Gothenburg

[2] University West

Research topic/aim

This paper will present preliminary findings from an ongoing project having the Complementary Pedagogical Education (KPU 60/75) program in focus. KPU 60/75 is a one-year teacher education program, directed to students with a bachelor's degree or a professional qualification. With a particular focus on the KPU-program leading to a primary teacher's degree (KPU-75), the overarching aim is to investigate which professional knowledge and competencies are legitimized through the education courses.

The following questions will be addressed:

- What knowledge base for teachers i.e. professional knowledge, competencies, norms and ethical values appear in national policy documents?
- Following this, how is teachers' knowledge base reinterpreted and implemented in local policy documents (in course plans and examinations)?
- What knowledge and competencies do the student teachers at KPU-75 think they need in their future profession as teachers?

KPU 60/75 was introduced in January 2021 by the Government in a memorandum proposing an "accelerated track" within teacher education for students with specific bachelor's programs selected and listed in the government's policy (U2021/00301, 2021). Although the possibility for students with academic backgrounds to become teachers through short teacher education is not new, this recently established KPU-program differs from previous KPU. The former program is somewhat longer (90 ECTS credits) and is available as an alternative pathway for students with a bachelor's degree in academic subjects that are also part of the school curricula. Regarding requirements for the new KPU, it is unclear how a bachelor's degree that is not within one of the school's subjects or a professional qualification contains subject knowledge relevant to the teaching profession. Furthermore, the new program reduces its content by concentrating solely on the "most essential" knowledge and competencies needed for becoming a teacher. Another key distinction from earlier KPU programs is that the students could gain both a primary school teacher degree (KPU-75), allowing them to teach in preschool classes and grades 1–3 and 4–6, and a subject teacher degree (KPU-60), for teaching in grades 7–9 and upper secondary school. Taken together and concerning this study, this reform involves a major intervention in the knowledge base for teachers, which in the long run will have consequences for the teaching profession.

Theoretical framework

Theoretically, the project will draw from professional theory (Brante et.al., 2019) and educational sociology (Bernstein, 2000) to investigate the outcomes of the policy chain that began with the government's memorandum and resulted in the establishment of the KPU-75 program. From a professional theory perspective, this initiative raises intriguing questions, particularly concerning teacher's professional knowledge base, which is considered an essential element within the broader professional context.

Methodological design

The empirical material for this paper consists of policy documents and student essays about students' professional expectations.

Expected conclusions/findings

The project will contribute to understanding how the knowledge base of the teaching profession changes through political governance and what consequences this will have for the teaching profession and, by extension, for schools and society.

Relevance to Nordic educational research

However, although Sweden is in focus here, the results are relevant concerning the political governance of teacher education in the other Nordic countries.

School Development Projects: possibilities and hindrances for successful practices

21. Politics of Education and Education Policy Studies

Johanna Mellén[1] , *Catarina Player Koro*[2]

[1] University of Borås

[2] University of Gothenburg

Research topic/aim

This paper will present findings from an ongoing practice-based school development research project (SPD) conducted in collaboration between two rural primary schools and a University in Sweden. The local schools initiated the collaboration with the University with the ambition to develop and deepen the understanding of a working model for inclusive education, which was developed at the two schools in response to a local politically initiated vision. The focus of this paper is to explore and analyze how a specific model of work is shaped by as well as shaping teachers and their understanding of their students, teaching, and inclusive education.

Theoretical framework

The theoretical framework departs in Socio-technical theory, developed by (Latour, 1987)Latour (1987) for understanding the SPD as a social network, where understanding the connections among actors/actants is key for understanding how SPDs take part in shaping the conditions for teachers' work.

Methodological design

The research builds from critical ethnography and has in line with for instance Freire (1970) the ambition not only to give voice to the participants but also to generate participants' awareness of their situation, and to facilitate their work in the interest of change (Beach & Vigo-Arrazola, 2021; Freire, 2018). Data was produced through semi-structured group conversations intended to open for latent possibilities with the model where our role as researchers was to listen to teachers' discussion in their formulation of possible ways to develop their model for inclusive education, give a response and open windows for further development and possibilities through discussions and reflections. In addition, data was produced through fieldwork in the two schools, formal and informal conversations with school staff, and documents. This data provides an empirical ground for understanding SPDs as a social network, constantly in the process of being assembled, disassembled and reassembled.

Expected conclusions/findings

In previous research, SDPs are primarily investigated with a clear focus on possibilities and hindrances for successful practices (Nehez et al., 2022). Therefore, this study aims to deepen the understanding of the network of actors that constitutes an SDP. Particularly, by our local example we seek to highlight how a specific model of work is shaped by as well as shaping other actors in the network.

Relevance to Nordic educational research

The emergence of practice-based research to ensure the scientific basis of education and develop successful practices is closely connected with the politics of education, nationally and internationally. In Sweden, state-financed SDPs have been widely implemented over the last two decades, with little evidence of long-term success (Löfgren, 2015). Therefore, there is a need for critical research on how politically induced collaborations for school development are enacted and how they affect teachers' and other actors' agency.

School organization for sustainable development

Lina Grundberg[1] , *Helena Gregorc-Lööv[1], Björn Harström[1], Mathias Zannakis[1]*
[1] University West, Department of Social and Behavioural Studies

Research topic/aim
The topic of this paper is to explore how schools handle sustainability issues with regards to organizational governance, culture, norms, and didactics. The study examines how dimensions of a 'whole school approach' (cf. Hargreaves, 2008; Scherp & Scherp, 2008; Verhelst et al., 2021) are affected by tensions within and between various organizational models that characterize the culture of different schools (Fredriksson, 2010). This outlook is of particular interest given that international and national policy underline the importance of education for sustainable development, whereas its connection to local school organization and governance remains somewhat unexplored. Thus, the study investigates two main questions: (i) how can organizational aspects of learning for sustainable development be connected to different organizational models (bureaucratic, professional, client – and market model) found at four different upper secondary schools? (ii) in what way do school organization and the identified organizational model(s) affect the possibility to create a whole-school approach in relation to education for sustainable development?

Theoretical framework
Two main theoretical outlooks are put in the foreground: a whole school approach to school organization and school improvement (Scherp & Scherp, 2008; Verhelst et al., 2021) as well as four organizational models: the bureaucratic, professional, client – and market model (Fredriksson, 2010). In addition, education for sustainable development is understood through a pluralistic lens, where various perspectives, knowledge traditions, opinions and student participation are favored to find solutions to 'wicked', complex problems and dilemmas (cf. Öhman, 2009).

Methodological design
The study's empirical data consist of semi-structured interviews with principals, teachers, and students at four different upper secondary schools with various forms of governance: three independent schools, where one can be regarded as non-profit, and one municipal school. Additionally, the individual school's policy documents (such as quality reports and student evaluations) are discursively analysed.

Expected conclusions/findings
The study can contribute to new insights regarding the relationship between organizational governance, school culture and didactics and how these affect and form approaches to sustainable development at the local school level. Of particular interest is how this relationship can be understood through the lens of a whole school approach.

Relevance to Nordic educational research
Issues regarding sustainable development in terms of policy, implementation and governance can be of interest to Nordic researchers within various fields, such as policy research, school development, and didactics. Furthermore, the study also highlights and problematizes the concept of 'wicked problems' in relation to a whole school approach and can thus be relevant to teacher training and research that aims to understand how action agency is put in motion among teachers.

Selling global futures: Swedish education companies establishing in new national contexts

21. Politics of Education and Education Policy Studies

Linda Rönnberg[1] , *Ann-Sofie Holm*[2], *Sara Carlbaum*[1]

[1] Umeå University

[2] University of Gothenburg

Research topic/aim

A for-profit education industry has emerged in Sweden over recent decades, facilitated by reform decisions and policies entailing extensive privatisation. This national industry is also going global, as some of the largest Swedish free school companies have begun to export their services abroad (Rönnberg et al., 2022). This paper specifically focuses on two of these companies that offer international (bilingual or English medium) education in Europe and Asia. The aim is to analyse and discuss what these companies bring to the new international settings, how they connect to the new local environment and how their education offer is presented.

Theoretical framework

In the wider literature on international schools, a development towards more non-traditional forms of delivery have been observed, where for-profit companies aim to cater for local populations rather than expatriate (Bunnell, 2022). In such schools, education delivery is often a fusion between international and national curricula and approaches. Poole & Bunnell (2023), noting that these developments largely lack theorisation, offer three metaphors in the forms of 'diluting', 'decoupling' and 'dovetailing' as a new imaginary for these developments. In this paper, we will respond to Poole & Bunnell's call to develop these metaphors with empirical evidence (2023, p. 15).

Methodological design

This study is part of the project Going Global (VR 2018-04897) and for this paper, data was collected in extensive fieldwork in schools abroad owned by Swedish education companies. This included on-site visits to three schools in India and two schools in Spain and in each school principals and teachers were interviewed - a total of 8 principals/managers and 18 teachers in the five schools. In addition, 11 high level company representatives were interviewed the two education companies. Documents from the companies and the schools abroad were also analysed.

Expected conclusions/findings

In both countries, elements of Indian and Spanish curricula/activities are integrated into the internationally oriented curricular programs that are offered. Within these combinations, we can identify certain hierarchies and priorities that generally place the national (Indian or Spanish) in a subordinate position, often deemed too traditional or inflexible compared to the progressive, flexible, and modern education offered by these companies for a successful global future. Consequently, and in conclusion, we argue that the 'dovetailing' metaphor is partly useful but falls short in addressing the power asymmetries we observed.

Relevance to Nordic educational research

The paper highlights the role of Swedish private corporate actors in the Global Education Industry and addresses issues relevant to the study of private actors, their export and local influence in education across the Nordic domain and beyond.

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Stability, conservation and/or change? Transformation and translation of school subjects under curriculum reforms.

21. Politics of Education and Education Policy Studies

Jorunn Spord Borgen[1] , *Anniken Randers-Pehrson[1], Marthe Bottolfs[1], **Øyvind Husebø**[1]*

[1] University of South-Eastern Norway

Research topic/aim
Although the practical and aesthetic subjects; physical education, arts and crafts, food and health and music, each have a long history in Nordic schools, we have little knowledge of how the curricula are put into play and operationalised, and how this has an effect in the practices in the educational complex (Kemmis, 2022). The overall research question in this project is in which ways these subjects are transformed and translated due to the Norwegian National Curriculum reform "Kunnskapsløftet 2020" (LK20).

Theoretical framework
Based on practice architecture theory (Kemmis, 2022) and transactional theory (Røvik, 2009), the problem is illuminated through three research questions. Practices are connected in characteristic ways through language, actions, and relationships, according to practice architecture theory. From this theoretical perspective, we can expect new language, actions and relationships in the translations from previous curricula to LK20.

Methodological design
We have chosen a multi-method research design and produced observation and interview data from various contexts and levels in primary and lower secondary education. The purpose has been to form a good starting point for describing, understanding, and interpreting teaching practices in practical and aesthetic subjects in interaction between national and local governance contexts.

Expected conclusions/findings
It emerges that the teachers as well as school leaders and school owners believe that the subjects represent important values for school and society. Transformations and translations from previous curricula to LK20 take place at several levels and in interaction between the various practices. Teachers have a lot of room for action in their practices, both from governing documents and from the local leaders. This also includes major responsibility for the translation to new expectations and demands in LK20.

However, students' and teachers' practices are interconnected and interdependent in ways that contribute to stability and conservation towards what the subjects have been, rather than change. At the same time, there is less connection between teachers' and school leaders' practices. Here it may be that the consideration of the subjects' uniqueness and especially the expectations for the practical nature of the subjects may stand in opposition to expectations in LK20 about more flexibility and interdisciplinarity, and collaboration on interdisciplinary topics.

Relevance to Nordic educational research
Practical and aesthetic school subjects are historical parts of Nordic education, not easily translatable to an Anglophone audience (Krejsler, 2023). Yet, the subjects are influenced by international discourses. This project contributes to a knowledge base for the subject area in primary and lower secondary education in Nordic countries.

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Standardization in education, perspective on the Swedish read, write, count guarantee. (swe)

21. Politics of Education and Education Policy Studies

Annika Linell[1]

[1] PhD Student at the Department of Philosophy, Linguistics and Theory of Science, The University of Gothenburg

Research topic/aim

In 2019, a provision was introduced in the Swedish Education Act regarding a guarantee of action. The purpose with the guarantee of action is to ensure "that a pupil [in preschool class to grade 3] in need of support should receive support early [in linguistic awareness and mathematical thinking], tailored to their needs" (Prop. 2017/18:195). The reform is based on shortcomings and differences in the Swedish education system, concerning the implementation of early interventions for pupils in need (SOU 2016:59). It is argued that these differences and shortcomings impact the principle of equality which the Swedish education system rely upon.

Theoretical framework

The guarantee of action can be understood as a *standard* fostering equity (Timmermans & Berg, 2003, p. 24). Studies on standards claims that to successfully construct and disseminate standards, implies a negotiation that transforms the content of the standard into the terms and circumstances of the users (Sager et. al. 2015, Engel and Zeiss, 2013; van Loon et al, 2014; Bijker et al, 2009), however the regulation of the guarantee of action demand certain steps which opposes transformation. Drawing on the sociology of standard and standardization as a theoretical framework (Timmermans & Berg, 2003) the aim of this study is to examine how the action guarantee, as a *standard,* influences and is influenced by the practices in which it is employed.

Methodological design

Methodologically, this article is based on document analysis and in-depth interviews with teachers, special education professionals, and school leaders who are working with the implementing of the guarantee of action.

Expected conclusions/findings

Preliminary results indicate a tension between the teacher's professional judgment and the formalised routines defined in the guarantee of action. A tension that restricts the teacher's professional judgement in favour to follow the guarantee.This shifts the theachers focus, from developing students' knowledge to focusing on fulfilling the guarantee.

Relevance to Nordic educational research

Due to the fact that a central feature of policy in the Nordic educational sector, is construction and dissemination of standards, this paper contributes to a discussion on *what standards do* and *how they do* and *how it could have been different* (Woolgar, 1991). Rather than exclude standards in education this paper aims to gives perspective on how efforts of standardization in the educational sector can be more reflexive.

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The affective and political dimension of citizenship education

21. Politics of Education and Education Policy Studies

Edda Sant[1] , *Emma Carey Brummer*[2], *Pia Mikander*[3], *Joanna Dennis*[4], *Jonas Thiel*[4], *Emil Sætra*[5], *Ásgeir Tryggvason*[6], *Emma Nilsson-Tysklind*[7], *Katarina Blennow*[8]

[1] The University of Manchester (UK)
[2] University of Antwerp, Belgium
[3] University of Helsinki, Finland
[4] Manchester Metropolitan University (UK)
[5] MF Specialized University, Norway
[6] Örebro University, Sweden
[7] Uppsala University, Sweden
[8] Lund University, Sweden

The aim of this symposium is to initiate a broad discussion of the affective and political dimensions of citizenship education. In times of political unrest, polarisation, and crisis of democratic institutions, citizenship education is often seen as a solution to societal problems (e.g. Van Dyk, 2022). From such an instrumentalist perspective, it is through more knowledge, or stronger values, that citizenship education can facilitate political practice (e.g. Biesta & Lawy, 2006).

As an answer to the conference's call for researchers to "challenge prescribed ways of learning and homogenised educational practices", this symposium will turn away from this instrumentalist perspective on citizenship education. We will take as starting point an understanding that citizenship education is already political, in the sense that it is practiced by subjects who feel, think, and exists in relation to each other and in relation to shared societal problems (e.g. Todd, 2008). In conceptualising citizenship education as a relational practice, speakers in this symposium will assume the artificiality of the boundary separating emotions from rationality prevalent in instrumentalist approaches to citizenship education (eg. Zembylas, 2018), and instead seek to open discussion on different empirical and theoretical perspectives on the affective and political dimension of citizenship education.

The symposium will include five presentations. Brummer will draw upon empirical research with young people in Belgium to discuss the emotional dynamics of citizenship and belonging, particularly as young people practice flexible forms of attachment. Mikander will discuss how Finnish social studies textbooks reproduce antidemocratic forces by silencing hate speech as a democratic threat. We will take as starting point an understanding that citizenship education. Sant, Thiel, and Dennis will draw upon a conversation with primary teachers in England together with feminist and Spinozian accounts to consider alternative, more optimistic, forms of conceptualizing political difference. Sætra will examine the relevance of Winnicott's notion of 'facilitating environment' together with empirical data collected in Norwegian schools for grasping the affective dimension of educational practices. Tryggvason & Nilsson-Tysklind will engage with the Nordic/German tradition of Didaktik to argue that, when theorizing emotions in education, scholars must recognize the distinctive positions that teachers and students occupy in the classroom.

By bringing together researchers from Finland, Norway, Sweden, the UK, and Belgium, the symposium aspires to move beyond both the simple emotion/rationality divide and the instrumentalist perspective on citizenship education. Through sharing empirical and theoretical research on citizenship education, we want to open up new (hopeful) conversations about citizenship education in the Nordic, and more broadly, European contexts.

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Zembylas, M. (2018). Political emotions in the classroom: How affective citizenship education illuminates the debate

Students' narratives on citizenship and the emotional politics of belonging: Negotiating and Expanding Boundaries

21. Politics of Education and Education Policy Studies

Emma Carey Brummer[1]
[1] University of Antwerp, Belgium

On-going complexities and tensions in society, such as a divisive political climate and increasing diversity, have raised questions on how schools can foster a sense of belonging within the democratic polity. As a result, questions on the meaning of citizenship and citizenship education have received much attention in research, policy, and practice. Xenophobic discourses and anti-migrant rhetorics often lead to the exclusion and marginalization of minoritised people and position these 'othered' individuals outside the 'imagined community' despite having legal citizenship (Abu El-Haj, 2015; Schmitt, 2010). Multiple studies have illustrated the discrepancy between having legal citizenship and feelings of non-belonging and revealed that young people with migration background feel that they are often positioned as the 'other' (e.g., Fleischmann & Phalet, 2018). In this study, I aim to investigate how belonging, and citizenship are experienced and negotiated by young people and focus on the more covert processes of emotions of belonging.

Emotions are used to describe and give meaning to feelings of belonging or non-belonging and emphasize the ways young people experience their social world (Ho, 2009) and provide cues to understand the society and the social structures in which we operate (Barbalet, 2004).

As the existing body of literature has not fully explored the complex emotional attachments of young people regarding their citizenship and belonging (Jackson, 2016), this study will contribute to the field by its particular focus on the empirical exploration of young people's emotional attachments and experiences of belonging in relation to the school.

With the use of focus groups, I explore the emotional dynamics of citizenship and belonging and the ways these are negotiated and contested in the everyday space of the school by young people themselves. The results show that one's sense of belonging was often constrained by a politics of inclusion that fostered scepticism and misrecognition regarding the participant's ethnocultural and religious identities. The participants responded by cultivating flexible forms of attachments, which involved forming social bonds with peers and teachers with whom they shared similarities, but also with people who were willing to embrace the differences.

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Teaching about anti-democratic threats – engaging with hate speech in citizenship education

21. Politics of Education and Education Policy Studies
Pia Mikander[1]
[1] University of Helsinki

How can, and should citizenship education respond to hate speech as a threat towards democracy? Democracy is increasingly being challenged, by disengagement and by anti-pluralist movements (Levitsky and Ziblatt 2018; Wikforss 2021; Svolik et al. 2023). Democracy is a prime example of what discourse theory (Laclau & Mouffe 1985/2001) calls a floating signifier. The presentation draws on a discussion about democracy, pluralism, and notions of threats. Departing from Dewey (1916/2001), Laclau & Mouffe, (1985/2001) Young (1990/2022) and Allen (2023), I discuss how citizenship education is connected to hate speech as a threat to democracy. Empirically, the analysis builds on Finnish social studies textbooks as data. The data consists of ten social studies textbooks in total, all printed in the years 2016–2021. The research question is: How is democracy portrayed and what are the prevalent discourses on threats to democracy, as presented in Finnish social studies textbooks?

While the textbooks generally do not refer to hate speech as threatening democracy, they do include plenty of references to *limiting freedom of speech* as a democratic threat. The textbooks attempt to strike a balance between presenting free speech as a core element of democracy and stressing the need to protect minorities from anti-democratic hate speech. When textbooks call for a debate among "as many different opinions as possible", I argue that this is not necessarily in line with the Deweyan call for including different people's reflected experiences (Burman, 2014), or Young's (1990/2022) recognition of how oppression is connected to various experiences, or Allen's (2023) call to include knowledge originating among different groups of citizens. The textbooks' way of handling hate speech is to point to the judicial system. This discourse obscures the antidemocratic forces of silencing that play out in public arenas, placing the responsibility for ensuring equal political participation with the victim. I argue that this is an urgent matter for citizenship education to consider, theoretically but also in practical classroom discussions.

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Addressing difference in education: Theoretical optimism to feel otherwise

21. Politics of Education and Education Policy Studies
Edda Sant[1] , *Jonas Thiel*[2], *Joanna Dennis*[2]
[1] The University of Manchester
[2] Manchester Metropolitan University

Citizenship and democratic education theory and research have largely been concerned with how anti-democratic emotions might be addressed in educational settings and how teachers can navigate through their own discomfort to address these anti-democratic challenges (e.g. Arneback et al., 2023). In alignment with these concerns, this paper engages with a fragment of data in which a pre-service teacher explicitly mentions having "internal panic" in response to the possibility of having to deal with children disagreeing with each other in the classroom. Against agonistic perspectives in education (e.g. Sant et al., 2021), the teacher recommended that disagreement could be enacted anonymously by voting, so children would not have "their neck on the line".

We consider this critical moment as an illustration of how current affective regimes of citizenship position human differences between fear and loathing (Lorde, 1984). Rather than naturalising this threatening conceptualisation of otherness, we see this conceptualisation as a "prison of the possible" (Garcés, 2020, p. 119) that limits our possibilities to think otherwise. Our aim in this presentation is to shed some light on alternative affective registers that could be mobilised when engaging with otherness and preparing teachers to do the same.

To do so, we engage with feminist and Spinozian politico-ethical accounts. Particularly, drawing upon Ewa Ziarek (2001) and her selected constellation of ethics, feminist, and radical democracy theories, we open the possibility of conceptualising Otherness not as a liability, but as the very source of becoming (p. 163). Karen Barad (2007) invites us to gain a wider understanding of "becoming" and "difference", namely as fundamental principles of the universe. It is only by relating to one another that our bodies and identities emerge in the first place. Spinoza (1996) offers a relational way of being together, implying reciprocity and connection rather than separation and othering. In this theoretical approach, the individual and the collective are inseparable (Williams, 2007).

In our contribution, we argue the need of thinking how educators can amplify our imagination, so we plant a seed for alternative affective regimes to emerge.

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The facilitating environment – a useful concept for conceptualizing constructive disagreement in the classroom?

21. Politics of Education and Education Policy Studies

Emil Sætra[1]

[1] MF Specialized University

Within the community of researchers doing research on democratic citizenship education, there has been a sustained effort to investigate and conceptualize how educational environments can facilitate the form of constructive disagreement that support students' democratic formation. Broadly speaking, the research literature on this topic consists of both empirical studies and conceptual work. In the conceptually oriented strand of this research literature, there has been a particularly lively debate about the notion of 'safe space'. And while some scholars have argued that 'safe space' is a useful term and a desirable ideal for education (e.g. Jackson, 2014), others have criticized the term for being unhelpful – amongst other things because it is "ambiguous, fraught with politicised controversy and promises more than in can deliver" (Iversen, 2019, p. 315).

This paper latches on to the conceptually oriented strand of research briefly mentioned above, by invoking – and discussing the fruitfulness of – the notion of 'the facilitating environment'. The term was coined by psychoanalytic theorist Donald Winnicott. Originally, Winnicott applied the concept to the family, claiming that the family must have a core of basic loving stability for children to grow and flourish. Subsequently, however, he went on to speculate about a larger question: What would it take "for society as a whole to be a "facilitating environment" for the cultivation of its people and their human relationships"? (Nussbaum, 2018, p. 60). In a text called "Thoughts on the Meaning of the Word Democracy", Winnicott (1950) suggest that such a society "would have to be a freedom-protecting democracy, since only that form of society fully and equally nourishes people's capacity to grow, play, act and express themselves" (Nussbaum, 2018, p. 61). For Winnicott, a democratic society was mature, in the sense that it was a society well-adjusted to its healthy individual members (Winnicott, 1950).

In this paper, I will attempt to demonstrate the relevance of this concept to Nordic educational research on democratic citizenship education, by relating it both to previous conceptual work and relevant empirical research from the Nordic context. Briefly put, the main argument is that the concept has qualities that makes it theoretically fruitful, as it helpful for grasping the temporal, relational and affective dimensions of educational environments that facilitate democratic formation.

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Political emotions in citizenship education

21. Politics of Education and Education Policy Studies

Ásgeir Tryggvason[1] , *Emma Nilsson-Tysklind*[2]

[1] Örebro University, Sweden

[2] Uppsala University, Sweden

In research on citizenship education, agonism has been developed as one form of citizenship education (Sant, 2019). Theories of agonistic citizenship education underscore the vital role emotions have in political life and how they cannot be omitted from education (Ruitenberg, 2009). During the last decade there has been an interest in how political emotions can be understood within agonistic citizenship education. For example, there has been a discussion about what kind of emotions are relevant in relation to citizenship education (Sætra, 2021; Tryggvason, 2017). Even though theoretical work on agonism in education has been fruitful, there is a risk that political philosophy is transferred to the field of education without considerations of what education is. As Papastephanou (2005) pointed out almost two decades ago, there is a tendency that philosophy is applied to education and that "such moves often limit education to a passive and receptive role" (p. 499). Thus, the risk is that definitions produced in philosophy decide what teachers should do in citizenship education.

In this paper we address this problem by outlining a didactic characterisation of teaching. Drawing on the Nordic/German tradition of *Didaktik*, we describe three characteristics of teaching: The *asymmetry* between teacher and student (Von Oettingen, 2014), the content specific *attention* of the student (Rytzler, 2017), and the teacher's *autonomy* (Öhman, 2014). By characterizing teaching through these concepts, we argue that the theorizing of affects/emotions/passion in citizenship education needs to be attentive to the specific character of what teaching is.

To explore what such an attentiveness could mean, we describe three concrete examples of how these concepts can inform agonistic citizenship education and the notion of political emotions. Furthermore, we argue that in theorizing emotions in education, scholars must recognize that those who "feel something", or "have emotions", in the classroom are not anyone in general, but subjects that are inevitably in the position of teacher or student. Therefore, questions posed in the field, such as "what kind of emotions are relevant in citizenship education?" need to be rephrased to address the specificity of what it means to be a teacher and a student.

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The affective dimensions of 'market stewardship': Swedish municipalities and private ECEC providers

21. Politics of Education and Education Policy Studies

Linda Rönnberg[1] , *Joakim Lindgren*[1], *Malin Benerdal*[1], *Sara Carlbaum*[1]

[1] Umeå University

Research topic/aim

In the Nordic countries, approaches to the involvement of private actors in Early Childhood Education and Care (ECEC) vary significantly (Traetteberg et al., 2023). In Sweden, municipalities play a central role in managing and controlling their 'local preschool quasi markets' (LPQs, Carlbaum et al., 2023). A central point of departure is that LPQs demand extensive discretionary work and interpretation in municipalities, translating webs of national goals and regulations to local contexts. In this work, municipal actors may for instance endorse or be more restrictive to private actors – they may provide different forms of support or 'market care' (c.f. Carlbaum et al., 2023). In this paper, we aim to elaborate and expand on this notion by analysing how actions and perceptions in the LPQs contribute to foster particular 'affective atmospheres' (Anderson, 2009) that become constitutive of how relationships between public municipal actors and private ECEC providers are formed locally.

Theoretical framework

Central to our analysis are the conceptual notions of 'market stewardship' (Mabon & Carey, 2021); 'affective atmospheres' (Anderson, 2009) as well as Gould's (2012) ideas on 'emotional habitus' in the form of collective affective compositions that are in many ways tacit and/or taken for granted. We draw on these conceptual resources to understand perceptions, relationships and actions in the data relating to the organisation, expectation and manifestation of LPQ in times of increased regulation and control.

Methodological design

We analyse interviews with private preschool organizers of varying sizes and geographic locations. The study, from the larger research project 'Preschool as a market', includes interviews with 20 private providers, including large for-profit companies (N=5), medium-sized preschool operators with at least two or more preschools (N=9), and small operators with only one preschool, including associations, parent and staff-run preschools, etc (N=6). Additionally, we draw on a previous sub-study that focused on the municipal organization of LPQs, encompassing interviews with a total of 30 municipal officers (Carlbaum et al., 2023).

Expected conclusions/findings

The findings highlight expressions of market stewardship in the municipal ECEC setting as well as how the affective dimension of market stewardship are experienced, expressed and discussed. We perceive this dimension as a critical yet often overlooked element of education marketisation.

Relevance to Nordic educational research

The paper addresses issues relevant to the study of the interaction of public and private actors in ECEC across the Nordic domain and beyond. Even if based on the Swedish case, we shed light on aspects relvamt to local governance of ECEC in in contemporary Nordic welfare states.

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The Edu-Business Network in Finland: Network analysis of edu-businesses' coalition memberships and board interlocks

Iida Kiesi[1]

[1] University of Turku

Research topic/aim

In this presentation, we explore the education business network in Finland. We analyze the network by board interlocks, i.e. by observing actors' (edu-business companies' and their board members') membership connections in same organisations.

Theoretical framework

The results are interpreted with the concept of social capital gained from the connections between companies.

Methodological design

The research data consists of three types of actors: coalitions promoting education business (EdTech Finland, Education Finland, Koulu.me and Nordic EdTech Forum), edu-businesses that are members in these coalitions (N=174), and the board members of these companies (N=739).

Expected conclusions/findings

Based on the analysis, the network seems to be roughly divided into three groups: 1. largest companies, which are only members of Education Finland, 2. mainly small, education technology companies that have joined three or four coalitions, and 3. companies of varying sizes that have joined only one or two coalitions and are not connected via board interlocks. Education providers who are members of Education Finland are more tightly networked in terms of board interlocks than other companies are. Education Finland, which is coordinated by the Finnish National Agency for Education, is a significant edu-business actor in terms of its size and the board interlocks of its members: the state has created favorable structures for education business, especially for education export, where the collaboration of public and private sectors is essential.

Relevance to Nordic educational research

The Finnish education system is often spoken of as a strong public fortress that private actors, e.g. private school chains, have not been able to reach. This study explains how the networks of privatization and commercialization of education have navigated in and taken advantage of a strong public system.

The epistemic entanglements of public and private education providers in the pursuit of higher education admissions

21. Politics of Education and Education Policy Studies

Linda Maria Laaksonen[1, 2] , *Suvi Jokila*[1]

[1] University of Turku

[2] University of Helsinki

Research topic/aim

In this presentation, we examine the entanglements (Barad 2007) of public and private education providers in the context of Finnish higher education admissions. We draw from a socio-material perspective and ask *how the entanglements of guidance counseling, private preparatory course providers, and knowledge related to higher education admissions are constructed in the everyday life of public general upper secondary schools*. The socio-material approach enables a diverse examination of the relationships between public education and private preparatory course providers, focusing on the question of how private entities become part of the everyday life of public education.

Theoretical framework

The socio-material approach examines relationships among various actors, encompassing both individuals and materials, such as information (Fenwick & Landri 2012); in addition to guidance counseling and private preparatory courses, we examine knowledge related to higher education admissions (see Alasuutari 2018). We draw on Barad's (2007) concept of entanglement, which allows understanding the entanglements of various actors, such as guidance counseling, private preparatory course providers, and knowledge related to higher education admissions. In this presentation, we particularly focus on questions of epistemic need and epistemic authority. We examine private preparatory course providers as part of the entanglements where knowledge about higher education admissions is produced and negotiated.

Methodological design

We analyse ethnographic research data produced in three Finnish general upper secondary schools during the years 2019–2021. The data consists of ethnographic fieldnotes and interviews with guidance counsellors. We use abductive analysis and our analytical interest is on encounters where guidance counselors work with private preparatory course providers as part of their own guidance counselling work in public general upper secondary schools.

Expected conclusions/findings

Relationships between guidance counselling and private preparatory course providers were formed through various collaborations, including knowledge related to higher education admissions. We identified four entanglements emerging in different situations: 1) visits by private preparatory course providers to the schools, 2) visits by guidance counsellors' to events organised by private preparatory course providers targeting guidance counsellors and educators, 3) materials (leaflets, websites etc.) offered by private preparatory course providers, and 4) private preparatory course providers as part of counseling situations (in discussions). In the first two entanglements, guidance counselors interacted with private actors, while in the latter two, private actors participated by providing information or became part of counseling, for example, through references to their materials/products. We suggest that examining private and public actors requires moving beyond the public-private dichotomy and exploring encounters and negotiations among different actors, such as guidance counselors and private preparatory course providers.

Relevance to Nordic educational research

The study offers a perspective on examining the epistemic needs related to knowledge and epistemic authority when investigating private preparatory course providers, contributing to the Nordic discussion on the privatization of education

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The Impact of Early Warning Systems' Accountability and Care on Teacher Work

21. Politics of Education and Education Policy Studies

Kalliopi Moraiti , *Annika Bergviken Rensfeld*[1]

[1] Gothenburg University, Department of applied IT

Research topic/aim

The practice of analyzing data collected through digital systems and tools has become widespread in both public and private organizations. In educational settings, this data-driven approach, often referred to as 'datafication', has introduced new responsibilities for teachers, increasing their level of accountability. One such responsibility involves proactively identifying students who may be at risk of dropping out and providing them with support. Machine learning offers great potential for the development of advanced early warning systems (EWS) designed to predict student dropouts. Optimistic discussions about these systems often come from policymakers, ed-tech entrepreneurs, and public commentators, who see them as a means to empower teachers with improved decision-making skills and a deeper understanding of student behavior. However, critical scholars express concerns regarding the impact of data-driven practices in education on the teaching profession. This study contributes to the existing literature by exploring how *teachers are regulated by and regulating EWS as part of their work practice.*

Theoretical framework

To argue that teacher work is shaped by accountability mechanisms, we adopt a critical approach within the context of the digital platform and accountability discussions, seeking to uncover the hidden power dynamics at play, which encourages teachers to engage in self-regulation in accordance with school accountability standards. Additionally, we use the concept of 'care' as proposed by Zakharova and Jarke (2022) to explore the technological aspects of care and the care for students within this context.

Methodological design

We employed a blend of ethnographic research methods, including desktop research, analysis of social media posts, and policy analysis related to EWSs, as well as go-alongs with teachers to gain insights into their interactions with them. Following Decuypere's topological framework (2021), our analysis delves into the aspects occurring on, with, behind, and beyond EWS.

Expected conclusions/findings

Our preliminary analysis highlights the increased level of accountability that early warning systems like StudyBee and IST bring to the work of teachers. Paradoxically, teachers appear to have embraced the idea that their teaching profession is closely intertwined with data-driven practices. They find themselves responsible for performing manual tasks within the EWS, even though such work is characterized by automation on the website and other actors such as policymakers, resulting in their work being subjected to data surveillance by these external actors. The manual and double work that teachers perform within EWSs demonstrates their dedication and care for students by utilizing technology. Lastly, the preliminary findings derived from our ethnographic research shed light on the ambiguity surrounding how teachers should handle student data and the absence of formal guidelines in this regard.

Relevance to Nordic educational research

The rapid increase in data-driven practices within contemporary educational institutions is a pressing issue. This study aims to contribute a Nordic and critical lens to the examination of EWSs impact on teachers' work and the education system. Finally, the study seeks to make a contribution to the policy network by providing insights for policymakers to encourage them to establish more transparent communication through well-defined guidelines concerning school data, allocate resources for teacher training on handling student data, and alleviate administrative burdens on teachers.

The Nordic Dimension in Education under Scrutiny: Myths, Realities, and Integration Efforts

21. Politics of Education and Education Policy Studies
John Benedicto Krejsler[1] , *Linda Rönnberg[2], Helena Hinke Dobrochinski Candido[3], Paul Adams[4]*
[1] Aarhus University
[2] Umeå University
[3] Helsinki University
[4] University of Strathclyde, Glasgow

This symposium explores *the Nordic dimension in education.* What it is that unites and divides the five small Nordic countries in educational terms (Andersen et al., 2007; Buchardt et al., 2013; Krejsler, 2020)?

One will observe that each of the small Nordic countries is highly appreciative of the critical mass that the other countries, with similar – but far from identical – school and education systems and values, offer. Many Nordic educational researchers express the need to develop ideas in a Nordic forum before going 'international' in an educational world dominated largely by Anglo-American standards, procedures and norms (Krejsler & Moos, 2021a).

So, is the Nordic dimension an imagined community of a Herder-inspired national-romantic kind that takes off with the movement of Scandinavism in the mid-19th century? Or, is it rather the result of pragmatic collaborations in the Post-WW2 era that are connected to the Nordic Social-Democratic Welfare State? (Hilson, 2008; Rinne & Kivinen, 2003; Telhaug et al., 2006; Tjeldvoll, 1998)

This symposium explores from different angles what a Nordic dimension in education may mean. The contributors present different and mutually supplementary accounts of this complex of discourse and practice that frames and sets direction for school and education in policy, practice and educational research (e.g. Blossing et al., 2016; Elstad, 2023; Krejsler & Moos, 2021; Tröhler et al., 2022) .

It is explored whether the Nordic dimension is exclusive to the existing five Nordic countries, including the Åland Islands, Greenland, the Faroe Islands, and Sápmi? Contrary to that assumption NERA currently works on partnerships with the Scottish and the Irish educational research associations, and also reaches out in many instances to our Baltic neighbors.

It is explored what happens to 'the Nordic dimension' when educational values and business become increasingly mixed, and the Nordic becomes a brand in edu-business ventures to profit from public sector issues with a world-wide reputation and so forth. Can social welfare, gender equality and other issues that relate to education be exploited for business purposes? ... and at what price?

Finally, it is explored how the Nordic dimension can be rendered into a dynamic methodological device – a metaspace - for gathering critical mass among researchers from small like-minded Nordic countries. Could this become a strategy to better mine the riches of the five Nordic countries and beyond?

Pondering upon the largely constructive complexity of the issue of the Nordic dimension, the symposium invites the audience to join in reflections upon Nordic integration experiences as well as significance for a wider European and global education community.

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Education in Scotland and Norden: a match made in heaven, or wishful thinking

21. Politics of Education and Education Policy Studies
Paul Adams[1]
[1] University of Strathclyde

Following the Union of Crowns between England and Scotland in 1603 was the Act of Union of Parliaments in 1707 and the subsequent 'creation' of the 'British Empire' from the mid-18th century onwards. For most Scots, Britain and Empire were important, bolstered by their contribution therein, particularly through articles of war and associated heavy industry. From the 1960s onwards, such British alignment has declined somewhat, to be replaced, at first, by Scottish-lite exceptionalism as proffered by challenges to the Anglicisation of Scotland, and later by a more rounded and inclusive sense of civic-nationalism.

The (re)opening of the Scottish Parliament in 1999 enabled two Liberal Democrat-Labour coalition governments until 2007 whereupon the SNP became the largest party in Holyrood and governed as a minority administration. In 2011 the SNP gained a parliamentary majority. At the subsequent 2014 referendum, Scottish independence was rejected. However, subsequent Westminster and Holyrood elections have shown considerable Scottish National Party (SNP) support.

Scotland has always maintained an independent and unique education system: it has a different curriculum, has different governance systems, and enjoys a somewhat different reputation for the quality of its education. Such accolades may be somewhat mythical at times, but they speak to different agendas, processes, social and political expectations.

In the drive to secure independence successive SNP administrations have looked north to *Norden* for examples as to how small states can prosper, and deliver stability, security, and compassion for their populace, with education at the fore. It is not just education that has been foregrounded by successive SNP administrations; green-energy sustainability, agriculture, fishing, and even democratic processes all feature in discussions and announcements.

In this presentation, I shall highlight how Scottish politics has 'positioned' education in relation to the Nordic region, using Positioning Theory (Harré, 2004; Harré et al., 2009; van Langenhove & Harré, 1999) as the theoretical lens. Positioning Theory explores dynamic interfaces between proffered positions and how they are taken-up, resisted, amended, or subverted to align thought, identity, etc. 'in the moment' through discourse, and within broader societal, cultural, political, etc. Discourses(Gee, 2012). Through this positioning lens I shall outline one Scottish pedagogic development as expressed through the collective 'New Northern Pedagogies' that aligns with Nordic positions, and how these are redolent of wider shifts in educative-political understanding across Scotland.

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Commercialising the 'Nordic Model': Education export rhetoric in Finland and Sweden

21. Politics of Education and Education Policy Studies
Linda Rönnberg[1] , *Helena Hinke Dobrochinski Candido*[2]
[1] Umeå University
[2] Helsinki University

This paper explores the intersection of the (myths of) the Nordic model and its business purposes through the commercialisation of Nordic education abroad. We examine education export in Finland and Sweden to illuminate various facets of the multifaceted Nordic model in education, guided by the following research question: How is the Nordic model in education represented in the policy rhetoric on education export in Finland and Sweden?

An essential starting point is that the term 'Nordic' has been incorporated not only as a rhetorical element for political projects but also for business purposes. The conversion of the Nordic model into commodities that can be sold abroad (Andersen, 2023) includes the transfer and trade of the complexities of the welfare state (Marklund, 2017), also in the field of education. We turn to Marjanen, Strang, and Hilson (2021) and their rhetorical perspective as "a useful way of exploring the connections and interplay between foreign and domestic visions of Nordicness" (p. 19). The construction of the Nordic and the national is seen as reflexive processes (Andersson & Hilson, 2009), with the Nordic complementing, rather than opposing, the national (c.f. Kusima, 2017).

The empirical analysis is based on a selection of policy documents from the two countries, including various government publications such as reports from ministries and agencies, export and branding strategies, government bills, and commission reports, among others.

The analysis highlights that even if education export approaches differ considerably between the two countries, both national contexts offer opportunities for private edu-business actors to thrive, thereby sustaining the global education industry. Education exports are rhetorically positioned in relation to both the national and the Nordic contexts in specific ways, with implications for how Nordic education is framed in the globalissed economy.

By analysing education export and how the Nordic is represented in this context, we argue that we can gain additional empirical and analytical understanding of processes that shape, exploit, sustain, or challenge particular representations of a Nordic model in education.

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Enriching Educational Research by Approaching the Nordic Dimension as a Metaspace

21. Politics of Education and Education Policy Studies
John Benedicto Krejsler[1]
[1] Aarhus University

This paper argues that observing 'the Nordic dimension' as a metaspace in methodological terms harbors potentials to qualifying educational research, policy and debate. The concept of the metaspace thus designates a space that gathers critical mass by scaling up smaller national spaces to a Nordic metaspace. In relation to a Danish, Swedish or Finnish case, a meta-space could be in scalar terms the Nordic dimension, a European or, ultimately, a Global dimension. The driving argument for construing 'the Nordic dimension' as a metaspace is that it may qualify education policy research as the five Nordic countries represent historical, linguistic, and societal links that have produced similar societal and educational values, albeit according to different trajectories (Andersson et al., 2007; Hilson, 2008). The Nordic dimension thus represents a comparative dimension that enables a particular nation-state to put its societal and educational conditions and choices in perspective. As a floating signifier the Nordic dimension allows the opportunity to draw on the wealth of diversity that this metaspace represents to problematize and potentially rethink national solutions.

The Nordic dimension as a metaspace is useful for education policy research in times of globalization and neo-liberal reforms where transnational collaborations have made their imprints on all Nordic countries, and in current times of geopolitical instability (Krejsler & Moos, 2021). Rethinking national school and education models thus requires coming to terms with increasing inequalities and challenges to social cohesion, raising internal tensions in terms of polarization, opposition to non-western immigration and so forth. We see a turn towards national solutions and 'national values' where transnational solutions are increasingly questioned. In such a societal situation the Nordic dimension as a metaspace could serve an important role of getting perspective on issues like national school reform, national values and priorities. This involves potentials of reflecting upon potentials in national culture and it involves risks of bigotry, narrow-mindedness, and other dangerous turns when 'national values' are remade. In a similar way, one could argue, that the Nordic dimension collectively represents only 26 million people wherefore it makes sense to continue this quest of qualifying metaspaces by consulting a European dimension of common history of politics, societal transformations and cultural ideas in a Europe of 750 million people and a European Union of 447 million people.

In terms of method, the project of delimiting a useful conceptualization of a Nordic metaspace is conducted by using scalar, topological and floating signifier approaches. In terms of the field researched the paper draws on considerable Nordic educational research and adjacent literature on the issue of similarities and differences between the five Nordic countries.

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The Politics of Educational Transitions in Finland: An Analysis of Recent Educational Reforms

21. Politics of Education and Education Policy Studies

Alina Inkinen[1,2] , *Nina Haltia*[3]

[1] Univeristy of Helsinki

[2] University of Eastern Finland

[3] University of Turku

Research topic/aim

The transition from upper secondary education to higher education in Finland is a highly competitive process, with limited availability. Measures mitigating the socioeconomic disparities among applicants have been unsuccessful despite the efforts to achieve equity in the Finnish educational system, a founding value of the Nordic model. Those from higher socioeconomic backgrounds, including income and parental academic status, are more likely to be admitted to higher education institutions.

In Finland, secondary education is divided to general upper secondary education, and vocational education and training (VET). Both degrees provide students the eligibility to continue studies to higher education. Despite the eligibility for higher education, students from VET are less likely to continue to university studies, with most new university students being from general upper secondary education.

Over the past decade, Finland has undergone three educational reforms: the higher education admission reform, reform of VET, and the reform of general upper secondary education. This study is examining how these reforms have reconstructed the educational transition from secondary education to higher education in Finland.

The research question for this study is: How is the politics of educational transitions re-constructed in these reforms?

Theoretical framework

In this study, politics of transition are defined as policy actions that are defining the educational transition from secondary education to higher education. It is important to consider these education reforms as a whole, since they collectively have influence to the overall structure of the politics of transition. I apply the post-structural 'What's the problem represented to be'–approach (WPR) (Bacchi 2009, Bacchi&Goodwin 2016). The idea of WPR is to identify what is constituted as a problem by the policy.

Methodological design

The analysis focused on political documentation (N=16) from 2008-2018, with the objective of identifying how policy measures define the problems they seek to address and the ways in which the politics of transitions was constructed.

Expected conclusions/findings

The educational path from VET to higher education primarily means a transition to a university of applied sciences, while the educational path from general secondary education to higher education means a transition to either a university or a university of applied sciences. Certificate-based admissions create visible hierarchies between higher education institutions, upper secondary education institutions, and applicants from different educational backgrounds.

The results suggest that these reforms, individually and cooperatively, have strengthened the segregation of the two parallel educational paths from secondary education to higher education. The path from VET is constructed to continue primarily to working life, or to university of applied sciences, instead of university studies. The path from general upper secondary education is training students to continue their education in higher education. Based on these results, choices at the secondary level have become more significant and may narrow educational paths in the future.

Relevance to Nordic educational research

In conclusion, the study results suggest that the transitional policy has been structured in a way that builds visible hierarchies between secondary education and further studies, between different educational institutions, and between different applicants. This is chalenging the idea of Nordic model.

The Quest for Continuous Improvement in Light of Power

21. Politics of Education and Education Policy Studies

Malin Kronqvist Håård[1]

[1] Högskolan Dalarna

Research topic/aim

Attention has been given to how the neoliberal agenda together with a trend of decentralisation over recent decades have led to a development in education policy where issues such as governing by numbers (Grek, 2009) and governing by comparison (Nóvoa & Yariv-Marshal, 2003) have emerged. A discourse of continuous improvement is also a part of this neoliberal agenda, and both national and international accountability systems put pressure on teachers and schools (Watson & Michael, 2016). This study uses a Swedish a large-scale, state-initiated school improvement programme called Collaboration for the best school possible (CBS, SBS in Swedish) as an example, to investigate governing practices and the workings of different modes of power within the CBS-case study.

Theoretical framework

The theoretical framework combines Foucault's concepts of sovereign, disciplinary and pastoral power. The concept of governmentality, which Foucault developed at the end of his career, has also been added as it can be seen to merge aspects of the other modes of power. The different modes of power do not supersede nor displace one another but rather form a triangle of power (Foucault, 1991, p. 102).

Methodological design

The materials used in this study come from a case study in a small municipality which took part in the CBS programme. The empirical material includes documents (local and national), meeting observations and semi-structured interviews with local school actors. A reflexive thematic analysis will be deployed following Braun and Clarke's conceptualisation of the methodology (Braun & Clarke, 2019).

Expected conclusions/findings

The analysis will focus on how the different modes of power are visible in the school improvement programme and preliminary results point to visible signs of all power modes, but notably the softer modes of governing, pastoral power and the 360° feedback mode, aimed at self-regulation are palpable.

Relevance to Nordic educational research

The educations systems in the Nordic countries are marked by the neoliberal agenda mentioned earlier, and the tension it creates. By using an analytical language based on Foucault and Simons the exercise of power is made recognisable. When we can recognise and assign words to the power being exercised, we also enhance our options for participation in relations of power which also can help open up for new ways of thinking and new ways of acting.

UNESCO's Adventure of Mediating Desires: How Global Education Policy Discourse on Futures relates to Programmatic Ideas

Franziska Primus[1]
[1] Örebro University

Research topic/aim

The understanding of educational needs is very much dependent on how the past is remembered, the present is perceived, the future is imagined and the links between them are drafted (Waldow, 2019). Especially, future seems to be an intrinsic feature of education. Apparently, education is meant to fulfil individual and social desires, which need to meet anticipated and possibly projected demands of the future. Therefore, to justify present action in education policy, coherent and seemingly plausible pictures of the future must be drawn.

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Theoretical framework

Based on sociology of expectations and sociological fictionalism, this paper presents analytical insights into the (re)production of global education policy discourse by relating programmatic ideas to imagined futures. Both approaches have a discursive understanding of futures, which means that futures are socially conditioned and constitutive. They are constitutive in the way that they guide action, provide structure and legitimation. Imagined futures describe and can manifest the idea of what is coming and how to prepare.

Methodological design

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and its initiative "Futures of Education: Learning to become" serve as concrete entry points into the global education policy arena. In 2019, UNESCO established an international commission who within two years should compile a global report on reimagining educational futures in close exchange with diverse experts and the general public. This study therefore does not aim to answer the question of how policy can bring educational adventures and desires to life. I am rather making use of an empirical example - UNESCO and its project - that attempts to do so by facilitating and provoking dialogue as a global forum.

Inspired by the discourse historical approach (DHA), the analysis of mainly text material published on the "Futures of Education" website between the project's launch in 2019 and the launch of its report in 2021 exemplifies how futures are imagined in global education policy discourse and how they relate to programmatic ideas. The findings are discussed along argumentative topoi, which represent general rationales of the future. The topoi and programmatic ideas are inductively reconstructed from the empirical material.

Expected conclusions/findings

Starting out with topoi of elusiveness like uncertainty and ambiguity, the "Futures of Education" initiative adopts the topoi of crisis, negative disruption, and threat with the COVID-19 pandemic**.** The respective global challenges prevail, but the possibly impending loss of future opportunities is framed as the actual central threat. Hope seems to rise as a topos to counter that. Eventually, the initiative's final report offers and requests a new social contract for education, strengthening principles like cooperation, solidarity, reparative justice, diversity, sustainability and more.

Relevance to Nordic educational research

The Nordic countries are all member states of UNESCO and the Swedish International Development Cooperation Agency (SIDA) was even part of the initiative's advisory board. Analysing the discourse around UNESCO means to include Nordic perspectives in relation to the wider global governing context.

22. Post-approaches to Education

Adventures of digital musical practices and loop station-children

22. Post-approaches to Education
Iselin Dagsdotter Sæterdal[1]
[1] Inland Norway Universtiy of Applied Sciences

Research topic/aim

Digital practices are entangled with everyday life, also in the educational institutions like kindergarten and with young children. In the context of Early Childhood Education in Norway, there have been concerns about the inclusion of digital practices, mostly revolving around screens and what harm it may do. But digital practices are more than screens and regulation of screen time, and we are beyond the point where we can discuss *if* we are to include digital practices in educational practices. What we should explore is *how* digital practices could be included and *what else* they could produce.

That is why I, through my PhD project, find it relevant to think and explore beyond the already known with digital music technology in education. The main question asked in the project is what might happen when a loop station and a group of young children meet in a kindergarten setting. This is examined with an explorative and A/R/Tographic approach.

In this presentation I will explore some of the musical adventures emerging in these loop station-children entanglements where digital musical adventure is understood as daring or exiting experiences with and trough digital musical explorations.

Loop station is a digital performance instrument that creates spaces for playing and exploring voice, rhythms and more. Focusing on what else the loop station-children entanglement produces, it is explorations of vibrant, diverse and unexpected digital musical adventures and expressions will be the impulses we engage with in this presentation.

Through this presentation I will think with performativ and post-qualitative approaches and with the notion of *what else* (Barad, 2003; Haseman, 2006; Lather & St. Pierre, 2013; Osgood & Andersen, 2019; St. Pierre, 2021; Østern et al., 2019).

With performance research paradigm the focus shifts from what a research phenomenon 'is' to what it 'does' (Østern et al., 2019, p. 6) and post-qualitative inquiry is about what *might be* instead of *what is* (St. Pierre, 2021, p. 164). This opens up for and even demands an experimental approach where one could resist slipping into well-known paths of knowing (Osgood & Andersen, 2019, p. 377) and ask what else is produced? What knowledge of 'children', 'music' and 'technology' does the entanglement produce? What other stories could be told?

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Theoretical framework

Methodological design

Expected conclusions/findings

Relevance to Nordic educational research

Affective student experiences of cis normativity in teacher education

22. Post-approaches to Education
Emilia Åkesson[1] , *Toby Odland*[1]
[1] Linköping University

Research topic/aim
In the present study, we analyse student experiences in relation to cis normativity, with a focus on critical perspectives of power (Spade 2005) and corpomateriality (Lykke 2010).

Theoretical framework
Corpomaterial theories puts a focus on bodies and materiality, and here we particularly utilize the concepts of affect (Zembylas 2021) and assemblage (Strom and Martin 2017), to "think with" in order to examine student teacher narratives related to their educations. Through working with these concepts, the conditions for, and actors producing power distribution are mapped out.

Methodological design
The analysis is based on individual and group interviews with 12 student teachers, who either self-identified as breaching norms related to an intersectional power dynamic or showed interest in discussing such norms at their educations. The analysis was followed through with a theoretical thematic approach (Braun & Clarke 2013, 175).

Expected conclusions/findings
The themes examined focuses on "spatial conditions" and "pronouns and misgendering". The analysis shows how the student-bodies both shape and are shaped by spatial cis normative assumptions, in relation to sex-segregated and gender-neutral bathrooms and restrooms. Furthermore, the study shows how teacher educators' misgendering and a teacher educators neglect of a students' question of having a round of pronouns, when interpreted as assemblages, are events produced through multiple actors, carrying historical archives of the affects of power structures. The material assemblages of teacher education and higher education might lead to stress and precariousness for trans students and might affect trans students to feel either welcome or excluded and uncomfortable in teacher education.

Relevance to Nordic educational research
This study builds on and contributes to previous Nordic research on teacher education which has shown how power structures affect student teachers (Bayati 2014), how homonationalism is producing norms in teacher education (Reimers 2017) and how posthuman and feminist new materialist perspectives can contribute to an understanding of discomfort and complex topics in teacher education (Lanas and Huuki 2017).

BEYOND AN ANTHROPOCENTRIC VIEW OF PRAXIS: TOWARDS EDUCATION FOR PLANETARY WELL-BEING

22. Post-approaches to Education

Hannu L. T. Heikkinen[1,2] , *Rauno Huttunen*[3]*, Kathleen Mahon*[4]*, Stephen Kemmis*[2]

[1] Finnish Institute for Educational Research, University of Jyväskylä

[2] Charles Sturt University, Australia

[3] University of Turku

[4] University of Queensland, Australia

Research topic/aim

The aim is to develop a basis for planetary wisdom, based on Aristotle's concepts of phronesis and praxis on the one hand, and on a Post-Marxian interpretation of praxis on the other. In defining wisdom on the basis of praxis, deep ecology and posthumanism must be taken into account. Accoriding to these philosophical approaches, human's place in the ecosystem is not determined by the traditional human-centred approach. Instead, humans are understood as natural beings whose life and flourishing depend on how well the rest of nature is doing.

Theoretical framework

Emerging posthumanist and deep ecology perspectives have corrected the anthropocentrism of the environmental education of the twentieth century, offering a prospect of correcting the egocentrism of these fields with a new ecocentrism in which *homo sapiens* is just one species among many. Yet posthumanist and deep ecology perspectives must still find a place for human action; they require clear conceptualisations of human action and agency. It is generally acknowledged that human beings have a weighty moral responsibility for correcting the current global ecological crisis. For more than two millennia, theories of praxis supplied conceptualisations of action for the good of humankind. In this paper, we argue that posthumanist and deep ecology perspectives can be substantially extended and enhanced by a new theory of transformative praxis that breaks through the anthropocentric limit imposed by the notion of 'the good for humankind' to embrace collective human action for planetary well-being. We call this approach a praxis orientation to environmental education. Underlying the concept of planetary well-being is the idea that we must also take into account not only the well-being of animals and plants and other species but also the lineages of species. Therefore, the morally considerable entities are not just solid objects like species, but processes. This means that we move towards process ontologies when discussing morally considerable entities.

Methodological design

Our method consists of a combination of Gadamer's and Habermas' hermeneutics.

Expected conclusions/findings

Environmental education and education for sustainability have frequently been conceived as ways to develop practical and critical capacities for transformative praxis these capacities, but we believe that new ways of understanding them are needed:

1. Posthumanist and deep ecology perspectives that expand the anthropocentric horizons that currently limit understandings of 'sustainability' to what is best for humans;
2. Emerging perspectives which aim to reintegrate the human with the beyond-the-human in ways that can inform not only perspectives but also practices of care for the community of life and the geophysical systems on planet Earth;
3. Perspectives on planetary wisdom that can enable and promote planetary well-being; and
4. A New theory of transformative praxis that breaks through the anthropocentric horizon imposed by the notion of 'the good for humankind' to embrace collective human action for planetary well-being.

Relevance to Nordic educational research

In the context of Nordic educational research there ongoing vivid discussion on theoretical and philosophical foundation of environmental education. The discussion about posthumanist or more-than-human approaches has expanded significantly in the fora of environmental and sustainability education.

Children and digital, sensory filmaking in preschool (swe)

22. Post-approaches to Education

Maria Olsson[1, 2]

[1] Maria Olsson

[2] Anne-Li Lindgren

Research topic/aim

The aim of this paper is to extend knowledge about teaching with digital film in preschool education by creating opportunities to recollect images of the senses, replace them in the present, and also in the future. It is about how children can be brought into contact with the material forms of memory by producing digital films.

Theoretical framework

Results from previous research shows how the children's own filmmaking, becomes part of prominent computerized and virtual realities. It thus becomes necessary to make ontological theoretical assumptions about how relationships between the film's pixels, the children's eyes and contact surfaces between the synapses in the brain work (Olsson, 2023). In this paper, such a theoretical assumption is elaborated together with ideas about how memory might be moved from the image to the body by thinking about "the screen as membrane" (Deleuze,1989; Marks, 2000), bringing the children into contact with the material forms of memory. The theoretical framework is used to understand empirical material about children's filmmaking, co-produced with children in preschool. Two children mount the camera to their bodies and film with the camera´s slow motion function and move with their bodies in slow motion. The children then show the film on a canvas and move and imitate the slow motion of the film with their bodies. Another example shows how two children mount the camera on the body to explore what the body physically consists of. The digital camera with its film becomes, we argue, a pre-corporeal image of a MRI and skeleton. According to Deleuze (1989) to mount a camera on the body making it pass through a ceremony, of introducing it into a crystal, of imposing a carnival on it which makes it into a grotesque body, but also brings out a gracious and glamorous body, until at last the disappearance of the visible body is achieved.

Methodological design

The empirical production was carried out as a digital, decentralized videography, according to Pink et al (2016), over a period of approximately twelve months.A total of twenty-nine children participated in the filmmaking during film recording and film screening, which are collected in fifteen film event logs.

Expected conclusions/findings

Expected results/findings draws up new images about how children's continuous, sensory digital filmmaking can go beyond language and shift the relations of the senses. Film becomes a continuous and moving place for new configurations of sensuous and embodied knowledge produced within the children's digital film experience. Such insights might challenge the preschool's material teaching environment by highlighting how it is in constant change.

Relevance to Nordic educational research

The result contributes to Nordic educational research it offers new methodologies with opportunities to awaken pre-school teacher's wonder at children's capacity to embody their senses with digital filmmaking. Thus, preschool education can be created with desire to follow the children´s digital filmmaking as a map of adventure where the unexpected and not yet discovered can become visible and embodied in the education with digital film in a constant change.

Children, digital time-images, and filmmaking in preschool (swe)

22. Post-approaches to Education

Maria Olsson[1]

[1] Maria Olsson

Research topic/aim

The aim of this paper is to extend knowledge about teaching with digital film in preschool education by creating opportunities to actualize images of time, replace them in the present, and also in the future. It is about how children can be brought into contact with the material forms of time-images by producing digital films.

Theoretical framework

Results from previous research shows how the children's own filmmaking, becomes part of prominent computerized and virtual realities. It thus becomes necessary to make ontological theoretical assumptions about how relationships between the film's pixels, the children's eyes and contact surfaces between the synapses in the brain work (Olsson, 2023). In this paper, such a theoretical assumption is elaborated together with ideas about how time and speed might be moved from the virtual to the actual image by thinking with Deleuze's (1989) concepts of gallop and ritornello. The theoretical framework is used to understand empirical material about children's filmmaking, co-produced with children in preschool. Two children are running in high speed and filming the floor in circles several times with a digital pad and watching their films. They are recording time and speed because they are recounting the laps they argue. With the ritornello, the children's repetitive recordings of speed increases as they are running in circles and thus new dimension of time begins to be created. According to Deleuze (1989) the gallop accompanies the world running to its end. But the ritornello immortalizes a beginning of the world and removes it from the past. Thus time and life within children's filmmaking restarts without beginning and end and becomes a form of time mathematics. As Gopnik (1996: 71) suggests their pretend play that parade of fictional counterfactuals reflects the most sophisticated, important, and characteristic human abilities

Methodological design

The empirical production was carried out as a digital, decentralized videography, according to Pink et al (2016), over a period of approximately twelve months.A total of twenty-nine children participated in the filmmaking during film recording and film screening, which are collected in fifteen film event logs.

Expected conclusions/findings

Expected results/findings draws up new images about how children's continuous, sensory digital filmmaking can go beyond language and show how virtual and actual time images switch in children's filmmaking. Film becomes a continuous and moving place for new configurations of virtual and not yet visualized knowledge of time and speed produced within the children's digital filmmaking. Such insights might challenge the preschool's material teaching environment by highlighting how it is in constant change.

Relevance to Nordic educational research

The result contributes to Nordic educational research it offers new methodologies with opportunities to awaken pre-school teacher's wonder at children's capacity to visualize and actualize their understanding of time and life within digital filmmaking. Thus, preschool education can be created with desire to follow the children´s digital filmmaking through a digitized time adventures. In these educational time adventures the not yet discovered forms of digital time mathematics can becomes visible and actualized in a creative constant change.

Conceptualisations of humans and nature in PEH - A diffractive analysis

22. Post-approaches to Education
Karin Isaksson[1] , *Erik Backman*[2]
[1] School of Teacher Education, Dalarna University
[2] School of Health and Welfare, Dalarna University

Research topic/aim
The school subject physical education and health (PEH) in Sweden are embedded in the ethics of Western humanism and Christian tradition (Skolverket, 2011; 2022), where human bodies are conceptualised as different from and more valued than bodies conceptualised as nature. This separation has also been found in PEH practice (Mikaels, 2019), and is argued to uphold human exceptionalism and a utilisation of nature (Barad, 2007; Mcphie & Clarke, 2020). Lately though, interest has grown for addressing these issues related to PEH through perspectives such as ecofeminism, new materialism and posthumanism (Olive & Enright 2021; Riley & Proctor, 2022; Thorpe et al 2021).

In this paper, we aim to explore the emerging conceptualisations of humans and nature when PEH policy documents and previous research are diffractively analysed, and to trouble these conceptualisations.

Theoretical framework
We employ agential realism in which concepts are "specific material arrangements" (Barad, 2007, p. 196) that are iteratively performed and emergent through material-discursive practices. This allows us to explore how the concepts of human and nature comes to matter as distinct before asking questions about what they do or how they relate to each other.

Methodological design
In a diffractive analysis, fragments from PEH policy documents, previous research, our own historicities, and events from the research process are read through one another.

Expected conclusions/findings
This results in three diffraction patterns through which humans and nature are conceptualised as different but also entangled. The patterns form around three phenomena: *movement*, *health* and *outdoor nature*. We also offer openings for challenging the conceptualisations of humans and nature, thereby contributing with provocations for PEH teachers that wish to challenge dominant conceptions of humans and nature in their practice.

Relevance to Nordic educational research
Though previous PEH studies in a Nordic context have problematised conceptualisations of nature, the separation from humans is often kept in place. By engaging with agential realism, this study expands this field of research by asking questions about how these conceptualisations emerge and how human bodies become different from, and superior to, other bodies.

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Curating context for the youngest citizens in public spaces – more-than-human contact zones

22. Post-approaches to Education
Christine Eriksson[1]
[1] Department of Child and Youth Studies, Stockholm University

Research topic/aim
What exactly is a public space and who has the right to stay there? Streets and squares are defined as public because they offer all of society's citizens, regardless of age, to stay there. However, most public rooms are designed by and for adults. Research shows that our youngest citizens, pre-school children, have few opportunities to use and move freely in public spaces. Earlier research results have been based on seeking knowledge *about* the child's perspective by consulting children, but often fails to enable children's *actual participation* in influencing and changing the city's design. Public places are considered an adult domain where children have to follow the implicit norms (Bessell, 2017). The aim of the presentation is therefore to elaborate on how preschool can offer our youngest citizens – preschool children - possibilities to activate and (re-)construct public spaces. The presentation will delineate how *new contact zones emerge* in public spaces when a researcher and preschool children aged 1– 3 years activate public places through repeating their everyday preschool rhythms and activities.

Theoretical framework
Theoretically the presentation will start in Donna Haraway's (2008) feminist figuration of democratic contact zones as a more-than-human space. Thus, democratic interaction and encounters are inevitably entangled with the material-discursive place-space, and contact zones are places which activate the potential of getting out of an established context through dissensus and diversification. Democracy is thus also co-mediated by more-than-human actors in material-discursive assemblages that emerge through what Stengers (2011) conceptualize as an Ecology of Practices.

Methodological design
The methodological set up of the planned research project builds on a post-qualitative methodology where research methods emerge collaboratively in-situ rather than stated and declared in forehand prior to the empirical actions. The methodology is thus iterative, that is, it develops and changes along the way and in collaboration with all involved participants. In this presentation I will present how that the role of the researcher is to *curate a context* for preschool children to be able to participate in activating empirical actions through repeating their everyday preschool activities, rhythms and routines in a bus ride, a subway trip and in a pedestrian tunnel. Curating context thus means establishing exchanges between research, preschool and public spaces where people are commuting elsewhere.

Expected conclusions/findings
The presentation will show how another public practice emerge: A collective singing practice on the bus, a kinesthetic practice of direct presence in the underground metro and how embodied and sensorial contact zones are established through another practice of reading road lines.

Relevance to Nordic educational research
The expected knowledge production concerns how the preschool institution might work as a practice that increase the opportunity for preschool children to create another kind of contact zone in public spaces.

Documentation as multiple diversification in Early Childhood Education and Research - A sustainable knowledge practice?

22. Post-approaches to Education

Teresa Elkin Postila[1] , *Christine Eriksson*[2]

[1] Department of Education, Mid Sweden University

[2] Department of Child and Youth Studies, Stockholm University

Research topic/aim

This paper draws attention to two patches of documentation from two different research projects in Early Childhood Education. By drawing attention to sequences of documentation produced by the researchers and the children in the projects, previously overlooked due to quality, we investigate how and if research documentation can be understood as a sustainable knowledge practice. We argue that this sustainable knowledge practice involves more than the researcher alone claiming to interpret the children's everyday life, meaning-making or/and learning. In a more sustainable knowledge production the child is connoisseur, an expert on its own questions and methods.

Theoretical framework

The paper draws on posthumanist/postqualitative theories about documentation and posthumanist/postqualitative previous research on documentation.

Methodological design

Together with documentation; filmsequences and photographs, the theories and previous research on documentation are read together, to produce encounters, in different ways, to exchange thoughts and knowledge about documentation and data production.

Expected conclusions/findings

With a posthumanist framework, it becomes relevant to focus on what thoughts and actions documentation can activate in different ways, rather than discussing whose interpretation is the most adequate and valid. In a posthumanist definition, the task of documentation is thus not to be the basis for generalisability or to legitimise the interpretations, but to create multiple diversifications.

Relevance to Nordic educational research

By drawing attention to documentation as multiple diversifications, we invite the child as connoisseur in a more sustainable knowledge production and more sustainable documentation practices in educational research.

Embodied Critical-Creative Collaborations: putting sexuality education in motion with participatory methodologies

22. Post-approaches to Education

Karin Gunnarsson[1] , *Simon Ceder*[2]

[1] Stockholm University

[2] Konstfack University of Arts, Crafts and Design

Research topic/aim

This paper aims to investigate the methodological implications of a practice-based research project in Swedish secondary schools concerning sexuality education. In collaboration with teachers, students, materialities, and curricula, the project worked with participatory methodologies to reimagine how sexuality education could be carried out in everyday teaching practices.

Theoretical framework

With an embodied critical-creative approach (Braidotti 2010), the ambition was to weave questions of sexuality and gender onto different school subjects such as biology, social studies, art, physical education and health, and language. Moreover, to experiment and learn with problems rather than seek answers or solutions.

Methodological design

In the project, we collaborated with teachers at four secondary schools. The collaboration implied workshops, participating in teaching, and interviews. The workshops responded out of a joint engagement in exploring how to approach sexuality education. We, as researchers, were in charge of the planning, but the content was decided on together with the teachers. In our collective work, affectively loaded questions, such as pornography, gender diversity, the body, and norm-critical pedagogy, were discussed (cf. Gunnarsson and Ceder 2023). With empirical examples, the paper discusses how the workshops, where we and the teachers engaged in embodied collaborative exercises, carried ambiguities and uncertainties for what might occur in critical-creative encounters. One empirical example involved a values continuum exercise where norms and bullying were explored. Another example involved an exercise where we mapped how sexuality education was carried out in different settings of teaching.

Expected conclusions/findings

Focusing specifically on embodiment and space, the paper elaborates on how the workshops became engendered by 'rules and inventions' involving pace, space, and bodies in reciprocal movements (Haraway 2008, 243). As such, the workshops carried vital implications for the knowledge production of the research and teaching at hand. This meant intervening in embedded and embodied curiosities, not only investigating how sexuality education was done but also creatively working together to push collectives into new directions.

Relevance to Nordic educational research

This paper, focusing on participatory methodologies, not only offers insights into critical-creative practices but also aligns with the Nordic region's emphasis on inclusive and comprehensive sexuality education. By exploring how to integrate sexuality education across various school subjects in a collaborative and embodied manner, this research offers vital examples and strategies that can inspire both educational methodologies and research on sexuality education throughout the Nordic countries and beyond.

Nature elsewhere (swe)

22. Post-approaches to Education

Sanne Björklund[1]

[1] Malmö University

Research topic/aim

In Sweden "nature" can be seen as a part of preschools aim and practice in several ways. This is stemming from a long tradition of connecting children to "nature" through nature environments but also as a part of the educational system, articulated in the curricula as science education, sustainable development, health and wellbeing.

This is a PhD project where the notion of the Anthropocene is used as an underpinning to stress the need for studies concerning *childhood-nature* relations through a focus on how science education (SE) is enacted in preschool practice. In this poster presentation there is a focus on one of those practices - the excursion.

Theoretical framework

In ANT (actor-network theory) preschool practices can be understood as actor-networks where human and other-than human actors are connected in assemblages that are not symmetrical but draw on different certainties, already established (Neaspor 2011). This means that power is not the upholding cause of a network but rather the effect of it.

Mol (2002) suggests "that *ontology* is not given in the order of things, but that, instead, *ontologies* are brought into being, sustained, or allowed to wither away in common, day-to-day, sociometrical practices" (s. 6). This thesis shows an interest in how different realities are made possible (or impossible) in practices of early childhood science education.

Methodological design

The methodology in this study is inspired by *praxiography* (Mol, 2002). In this kind of ethnography there is a focus on practice and the practicalities of practice, on what practitioners do and how they do. By tracing how assemblages comes together, translates, connect and disrupt eachother, this method is about understanding how the excursion is done and what actors are involved. Memory notes and photographs from two different preschools are the meterials analysed.

Expected conclusions/findings

So far the findings show that dominant assemblages of the excursions enact childhood-natures in certain ways, as a practice that revolves around specific pedagogical activities. Activities that often enacts The natural environment in a passive way, to be used, collected, arranged, fed or learned about. These activity assemblages leave little room for other possible assemblages, where the environment for instance together with children, could become more powerful. However in repitition there is also always veriety and therefor also other possibilities. This means that assemblages disrupt, coexist or replace eachother. At site pedagouges often works as powerful actors allowing some assembalges to merge whilst keeping others at bay. But power is also distributed amongst other sociomaterial actors i practice like head preschool teachers, bus drivers, strollers, and vests.

It also shows that parts of the excursions practice is stabilized in ways that keeps human bodies in certain positions making some assemblages possible whilst marginalizing others. The practice of "getting there" keeps bodies in place but also enacts the excursion in multiple depending on material aspects of the assemblage.

Relevance to Nordic educational research

The complex relationship between childhood and "nature" is not only a part of Swedish preschool practice but is significant for ECE in all the Nordic countries.

Neonarratives from in-between moments of teacher educators' learning experiences with an aesthetic approach

22. Post-approaches to Education

Juliette Boks-Vlemmix[1, 2]

[1] Åbo Akademi University, Finland, Faculty of Education and Welfare Studies (doctoral student)

[2] NTNU, Norway, Department of Teacher Education (assistant professor in education)

Research topic/aim

The in-between moments in a workshop with an aesthetic approach, aimed at teacher educators' professional learning, are in focus in this article. The in-between moments are visualized and expressed through a neonarrative inquiry which tell four new stories about experiences from a collaborative viewpoint (Stewart, 2010). The aim of this study is *to look at what encounters with materiality or material form, as aesthetic characteristics of the workshop on professional learning, can/do bring in to play in teacher educators' becoming-professional.*

Theoretical framework

This new materialist perspective opens to see how "the form of content ... and the form of expression ...are being produced in one another ..." (Dolphijn & Tuin, 2012, p. 91).

Methodological design

In a series of workshops teacher educators have worked in groups with professional identity-, group- and practice building work forms. In these work forms they have among others worked with building a building, charcoal drawings, theatrical dialogs, visual thinking gallery and more. The workshop where the teacher educators built with wooden blocks and sketching the building with charcoal, show in this article a dynamic encounter where materials create and form the encounter. Inquiry of the sound recordings and visual material of this workshops is presented in form of neonarratives.

Expected conclusions/findings

The neonarratives are findings which are put in perspective to each other and discussed as connected in a continuous line of variation (Deleuze & Guattari, 1994). While still discussing and working on the final considerations, provisionally the neonarratives give space for exiting ways of looking at the workshop as an aesthetic experience which progresses in becoming-professional.

Relevance to Nordic educational research

Today's society puts an increased focus on critical thinking and creative learning processes in schools, which challenges teacher educators to develop approaches to education which can meet this request (see e.g. Ewing, 2023; Harris et al., 2018). This article on encounters in the more-than-human relating's give insight in teacher educators' professional learning experiences with aesthetic approaches, which might prepare them to enable student teachers to feel confident to work with creative thinking in their pedagogical practice. Even though the importance of this theme is widely acknowledged, there little research which takes the teacher educators' perspective in focus.

Networks of leadership – an ANT analysis of principal practice (swe)

22. Post-approaches to Education
Linnéa Rosengren

Research topic/aim
Principals who work in in sparsely populated municipalities experiences a work situation that often is characterized by stress, disruption, and lack of time for effective pedagogical leadership (Åberg-Bengtsson, 2009). The focus of this study are principals in small municipalities and how the arrival of relatively high numbers of refugee children in 2015 affected their work conditions. This constitutes an empirical example of how unpredictability and uncertainty characterize principals' leadership. Refugees were unevenly distributed among the Swedish municipalities. Small and rural municipalities received more people compared to urban ones. The aim of this paper is to describe how leadership is staged when principals must organize schooling for newly arrived students. This is done by using concepts from Actor-network theory.

Theoretical framework
Actor-network theory (ANT) is also known as sociology of translation (Cozza, 2021). The theoretical concept of translation provides the analytical tools used in the analysis to describe how leadership is constituted as a socio-material phenomenon in networks. An essential element in understanding what constitutes an actor in ANT is that actors are formed through the interaction between humans and material objects. According to ANT, an actor is anything that affects or is affected by the situation. This includes actors that, for lack of a better term, are referred to as non-human, meaning material objects. Thus, agency is relational and a product of interactions among various actors (Latour, 2005). Leadership is enacted through practices and is a socio-material phenomenon, which means that leadership is not inherent in either individuals or material entities but rather is the outcome of collective work carried out by people and things (Mulcahy & Perillo, 2011).

Methodological design
The project's design and analysis are on based on Latour's call to follow the actors. The empirical production took place in three rural municipalities in Sweden between 2019–2021. Initial mapping involved interviews with 8 principals and subsequent mapping expanded to include various documents, both at the local and national levels, to comprehensively map actors. Documents are regarded as performative, they become actors that appear in the principals' stories and guide the next step in gathering empirical material. In ANT the concept of generalized symmetry is a principle to which both humans and non-humans should receive equal treatment in analyzing actors and agency.

Expected conclusions/findings
The theme of my preliminary results is to describe how leadership becomes a network effect through translations. I will thus describe the various actors who established networks through translation and what is produced in the networks.

Relevance to Nordic educational research
Principals' leadership is enacted within constantly changing settings, and these sometimes-challenging conditions can highlight the multifaceted nature of school management. Networks of leadership is assembled by multiple actors, including materiality. It is therefore of interest to explore how networks are assembled and to elicit what kind of leadership is produced.

Performance-based con-formulating with the fold in educational research

22. Post-approaches to Education

Camilla Johansson Bäcklund[1]

[1] The Faculty of Fine and Performing Arts - University of Gothenburg

Research topic/aim

I will present performance-based parts of my thesis to put forward questions on the scientific in the artistic. My research is inquiring con-formulating (con- as in with or together, -formulating as in shaping or creating) acts **of trying to understand abstractions, theories and ideas by working with materializing processes of knowing such as assembling models, sketching, and figuring.**

Theoretical framework

I start from Barads (2007) definition of knowledge that is described as being produced in intra-action of time, space, materiality and discourse and can be said to exist in all matter. Knowing is not, according to this theory, merely a human or brain-centred practice (Barad, 2007 : Ivarsson 2016). Through the research Deleuze's (2004) *fold* concept that challenges binary ideas on being, and the *methodology-in-the-fold* developed from his theories by St. Pierre (1997) and Hellman and Lind (2021) are set in motion. With this posthuman perspectives also nonhuman entities can be described as knowers, a paper that has once been folded and had its fibres sprained have knowledge of where the fold once was made and can therefore more easily bend in the same fold repeatedly.

Methodological design

St. Pierre (2019) describes how the research approach that she has come to define as post-qualitative has emerged through post-structuralist, post-humanist, neo-materialist, and ontological turns and how the writing as an act have become important within its methodology. She among others defines how writing is part of the research itself and not just a tool to communicate with (Lykke, 2010; Pierre, 1997; Richardson & Pierre, n.d.). Guttorm (2016) says that the writing is a slow relational becoming. It is not an "I" who writes "about" something. The writing is part of the worlds becoming, an event.

Expected conclusions/findings

It is not unexpected that writing appears so clearly as a thinking and creative act for those people who are used to texting and speaking. Within my research I also consider the writing as part of the methodology, but I would also describe the performance-based parts of my research slightly the same. From that reason I want to question if it is the writing itself that is the methodologically interesting aspect of what St. Pierres, Lykke, Guttorm and Richardson so excellent puts forward. Isn't it the open-ended following that is essential here?

Relevance to Nordic educational research

To carefully follow a research material through other con-formulating processes can be as important for the results as writing. For many students and researchers, it can be other con-formulating ways of doings that extend thinking and are co-thinkers in their grasping of the world. It can be dancing, running, strolling, allowing the hand to move and follow something with a pencil. It could be to carefully folding a piece of paper. It is of relevance for educational research to concider and make vissible diverse approaches to knowing not just within school but also in researchers own methodologies.

Preschool children's watery relations and realities – adventures in multiple timeplaces

22. Post-approaches to Education

Teresa Elkin Postila[1]

[1] Stockholm University, Department of Child and Youth Studies

Research topic/aim

This article draws attention to unexpected and unpredicted, local and global watery timeplace relations in 46 preschool children's and a researcher's investigations in and with water in a Swedish practice-oriented interdisciplinary research project in Early Childhood Education. The aim of the article is to rethink water as other than take-for-granted, by shifting attention to local and global flows of water, where the omnipresence of water is understood as continuously changing and emerging through relations, and the notion of water as solely a human resource is challenged.

Theoretical framework

The paper to be presented draws theoretical and methodological on the scholarship of Isabelle Stengers, Donna Haraway and Anna L. Tsing. In summary, the study is an invitation to rethink water in preschools as always present and relational intertwined with children and their world-making practices.

Methodological design

The practice-oriented interdisciplinary posthuman inspired research project, focuses on three stories of watery relations at different scales. These stories emerged as important during the preschool children's and researcher's investigation. The stories are composed by collaboratively produced data consisting of films, photographs, drawings and notes as well as of children's book, animated worlds and information material on water.

Expected conclusions/findings

The stories of watery relations at different scales display a multifold of relations, which young preschool children already are in and with. These relations tell stories of water, which are more than a taken for granted backdrop in Preschool.

Relevance to Nordic educational research

The paper draws attention to water in Preschool, other than a back-drop. This problematise not just the use of water in preschool practices, but also humans' relations to and with water relevant in today's societies.

Professional Agency: Difference, Repetition and Desire

22. Post-approaches to Education
Mark Hardman[1]
[1] University College London

Research topic/aim
As our research community seeks to think anew about education, posthumanisms (including social materialism, new materialism, Deleuzian philosophy and others) 'de-centre' the human, by highlighting the entanglement of human, non-human and meaning. This unsettles the view of teachers and school leaders as autonomous decision makers and begs questions as to how we frame professional agency. This paper grapples with those questions.

Theoretical framework
Taking Emirbayer and Mische's (1998) seminal framing of agency as a starting point, the paper argues that Deleuze & Guattari's philosophy provides both an ontological basis and a set of concepts with which to meet posthumanist calls and rethink agency.

Methodological design
This rethinking is then taken into a post-qualitative encounter with empirical data from a national study into how school leaders support early career teachers in England (Hardman et al., 2022). Through analysis of sixteen events within interview data from school leaders, we develop two vignettes within the paper.

Expected conclusions/findings
By situating professional agency within an *event* (Deleuze, 1995), we draw attention to how school leaders bring experience from similar situations in the past, and project to the future, as they act in a moment. In this, they affirm difference and repetition (Deleuze, 1968) in the creation of new thought and action. We illustrate the potential for framing agency through Deleuzian event, and further show how school leaders simultaneously attend to abstracted forms of knowledge (such as policy, programme requirements, school roles etc.) and situated understandings (of people, relationships, feelings, materials, history etc.). Whilst Deleuze's concept of *multiplicity* frames how leaders link the abstract and situated (Deleuze, 1968; Hardman, 2019), Deleuze & Guattari's concept of *desire* speaks to the intentions, values and situated ethics within professional agency (Buchanan, 2020; Deleuze & Guattari, 1980).

Relevance to Nordic educational research
In answering calls to de-centre humans in new understandings of education, theorising agency through Deleuze & Guattari's philosophy reimagines professionalism. As teachers and leaders bring understanding, desire and affirmation of difference into each educational encounter, they meet the richness of human and non-human agency. By restating the vibrancy of such encounters, we can better attend to the richness and responsibility of professional action in the world.

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Re-turning children's participation in adventures of educational research

Agnes Westgaard Bjelkerud[1] , *Anna Moxnes*[1]
[1] Associated professor

Research topic/aim
The Norwegian *Act relating to kindergartens* (the Kindergarten Act), emphasizes children's right to express their views on the day-to-day activities of the kindergarten, to regularly be given the opportunity to take active part in planning and assessing the activities of the kindergarten, and to be given due weight according to their age and maturity. This presentation evolves from a concern for the Kindergartens Act's aim for children's rights (KD, 2017) in order to actualise these rights in relation to a methodological move for bringing the child into research related to early childhood education.

Theoretical framework
The Kindergartens Act is related to what Manning calls major politics. Manning (2016, p. 1) explains the major as a "structural tendency that organizes itself according to predetermined definitions of value". When related to research including children one might ask how the intentions of this act come into work. Through our doctoral works, we have both become concerned with sensing and thinking as aspects of both pedagogy and education, and in research to question the already known. Such concerns open issues of the minor by drawing on Manning's (2016) suggestions of the minor as forces that courses through the major. Hence, thinking of the minor as continual variations on experience, including sensing and thinking. In this presentation we draw attention to minor issues within the ecologies of research practices (Manning, 2016; Stengers, 2005) related to early childhood education and early childhood teacher education.

Methodological design
The methodological approach the presentation explores and activates is inspired by Barad's (2014) concept *re-turning*. Barad (2014, p. 168) divides re-turning from returning, and emphasizes that re-turning is not about "reflecting on or going back to a past that was, but re-turning as in turning it over and over again". By re-turning the empirical soil of our doctoral projects (Moxnes, 2019, Westgaard Bjelkerud, 2022), we draw attention to adventures of pedagogical practices related to children within early childhood education, to turn them over and over again. Pursuing such adventures activates ethics, and an ethics of adventure is "characterised by an investment in the *possibility*, not for providing a solution to a pre-existing problem, but to an invention that matters to those concerned." (Savransky, 2016, p. 154, italics in original).

Expected conclusions/findings
Through our re-turning adventures to our doctoral projects we discover various traces of children's implications into research. We put to work a bundle of excerpts from our empirical soils to reconfigure some aspects of children's participation in research.

Relevance to Nordic educational research
The presentation addresses questions of what happens when re-turning to previous research and re-use it in different compositions. Furthermore, we ask what qualitative research regarding young children in meeting newer standards and requirements for open access share of data does, and how children's contributions in research might venture on questions related to applied sciences' relevance for pedagogical practices.

Sound - a border phenomenon with superposition

22. Post-approaches to Education
Bosse Bergstedt[1]
[1] Bosse Bergstedt

Research topic/aim
This article discusses how sound as a phenomenon can increase the understanding of emerging phenomena and why sound is important in pedagogy. With the theories of quantum physics, sound can be described as a boundary phenomenon that has the possibility of being created by superposition (Bohr 2013, Nørretranders 2022). This allows sound to be created in several places at the same time until it is observed and given a position. Something that can lead to ontological discoveries of a world that is constantly repeated and whose effects enable the emergence of the becoming of phenomena (Barad 2007, Bergstedt, 2021)

Theoretical framework
Michel Serres (1998) dwells on sound, especially the noise with which we constantly live and which he believes has received far too little attention. According to him, noise is one of the ways that the world shows itself, but it is often forgotten by researchers. The problem is that we do not think about the non-solid and that wind and water, in the same way as sound, are forgotten when knowledge is created (Serres 1998).

Methodological design
The paper contributes to previous post-qualitative research by showing various examples of how sound can contribute to expanded insights into the multisensory becoming of phenomena (Falkenberg & Sauzet 2023). Attaching the body to the sound. Directing listening towards what creates affect in the body. Sound can make us pay attention to the connections that phenomena create to become with the world.

Expected conclusions/findings
In our Anthropocene epoch, the planet's carbon and nitrogen cycles, marine chemistry, and biological diversity have been radically changed by human activity (Åsberg & Radomska, 2021). By listening to a geological "deep time" from the time the earth came into being when mountains and deep seas were formed (Rawlings 2020), the research body can be affected in a different way, which leads to new insights. A multisensory tuning that increases understanding of how our bodies are transcorporeal and always more than just human (Alaimo 2012). If sound were given a more advanced position in school and education, it could be used to increase our understanding of how nature and culture are something intertwined and fundamentally inseparable.

Relevance to Nordic educational research
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Superposition - how phenomena come into being in several places at the same time

22. Post-approaches to Education
Bosse Bergstedt[1]
[1] Bosse Bergstedt

Research topic/aim
This paper describes a research that aims to explore how phenomena come into being by a superposition in several places at the same time. How is it possible to research the superposition of phenomena without observations placing them as positions? The ontological starting points are based on assumptions about a world that are repeated through an internal difference (Deleuze, Guattari 2015). Phenomena respond to the constant repetition of the world by striving for superposition. This is done by an entanglement that makes them avoid uniform positions (Barad 2007). To describe which phenomena do this the paper focuses on unaccepted moments, like quantum leaps (Bhor 2013), and how superposition can be repaired in a linguistic and visual embodiment.

Theoretical framework
This paper has been theoretically elaborated through diffractive readings with different theoretical orientations, both philosophical, quantum physical, and interdisciplinary such as Gilles Deleuze, Felix Guttari, Jacques Derrida, Karen Barad, Niels Bohr, and Michel Serres. By reading them together, new connections arise which contributed to developing Jacques Derrida's deconstruction, Deleuze and Guattari's schizoanalysis, and Karen Barad's agential realism.

Methodological design
To explore how phenomena come into being by superposition, the body is used as a methodological research instrument. The perspective has contributed to developing concepts about the body's *haptic sensorium* (Bergstedt 2021) and what can occur when the body is touched by affects (Massumi 2002). Interest is directed to what happens when phenomena connect (*entanglement*) at accidental and random moments (*quantum leaps*) (Barad 2007, Bohr 2013). To search as a researcher for these *border zones* where the repetition becomes tangible and from where it is possible to follow the world in its continued becoming.

Expected conclusions/findings
Results of this research show how phenomena through entanglement and quantum leaps strive to come into existence with superposition, in several places at the same time. Something that has been shown particularly clearly in so-called boundary phenomena such as sound, water, wind, and light (Bergstedt 2021). In the description of the becoming of the superposition of phenomena, rhizomes (Deleuze, Guattari 2015) and agential cuts (Barad 2007) are used, formations that combine movement and change with unplanned moments. Examples of how these designs can look are described in the paper.

Relevance to Nordic educational research
Research with differential realism strives to reduce the anthropocentrism of science and its prioritization of putting humans at the center of existence. Research that therefore does not start from representation, linear thinking, or reflections of realities.

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The Materiality of Children's Ecological Imagination in Climate Change Education

22. Post-approaches to Education

Chin Chin Wong[1] , *Kristiina Kumpulainen*[2], *Jenny Renlund*[1], *Jenny Byman*[1]

[1] University of Helsinki

[2] The University of British Columbia

Research topic/aim

Studies in climate change education have called for relational approaches that recognise children's conceptual understanding as imaginative, embodied and materially entangled (e.g., Rousell & Cutter-Mackenzie-Knowles, 2023). Responding to this call, this paper draws on new materialist thinking to address the material entanglements of children's ecological imagination and conceptual thinking related to climate change. In a project called Riddle of the Spirit, children in a Finnish primary school were invited to explore climate-related concepts through narrative, playful, and multimodal activities with a storyline inspired by Finnic Baltic myths. Our inquiry focuses on five children's engagements and asks: *How do the concepts of global warming and carbon dioxide materialise through the children's ecological imagination?*

Theoretical framework

The notion of "ecological imagination" is used to foreground the relational aspect of children's imagination, regarding the importance of other agencies and matter, including humans and nonhumans, in children's imagination (Kumpulainen et al., 2023). Barad's (2007) theorising on the matter-meaning entanglements of knowledge, and Lenz Taguchi's (2010) and Murris' (2016) thinking on the entangled nature of imagination guide our investigation to look into the performative agencies of abstract concepts in children's imagination.

Methodological design

Inspired by post-qualitative methods and cartographical mapping (Rousell, 2021), our relational analysis based on video data illustrates how the concepts came to matter through the intra-actions of human and nonhuman bodies, including the children and available material resources in the pedagogical spaces.

Expected conclusions/findings

Our research shows that, while discussing the concepts, global warming and carbon dioxide unfolded as entangled with the children's bodies, emotions, and things that inspire them in their everyday lives. The children's spontaneous imaginings with cinema movies, thinking with water, and sensing carbon dioxide with their bodies, evidenced creative, embodied and affective ways of relating to climate change. Children's ecological imagination was rich and performative, continuously producing something new and unexpected.

Relevance to Nordic educational research

We contribute research knowledge to the context of climate change education by challenging the human-centric understanding of conceptual thinking and suggesting that children's ecological imagination holds pedagogical potential for approaching climate change through creative, embodied and affective ways. Overall, the Riddle of the Spirit project is a novel and experimental pedagogical approach to Finnish primary education, for creating room for children to story through Finnic Baltic myths and to reflect on their interrelationship with climate issues.

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The Will to Collaboration – shaping leaders for schools of the future

22. Post-approaches to Education

Felicia Daudi[1]

[1] Faculty of Education and Society, Malmö University, Malmö, Sweden

Research topic/aim

The idea of leadership as a collective activity has long been a prominent feature in discussions of the educational organization worldwide. As part of this, practices of capacity building have over the last decades been emphasized as key components of quality education. In this paper, I direct attention to the practice of Collaborative Professional Learning (CPL) that aspires to foster a collective capacity, cultivate a multitude of leaders, and to create a 'common educational leadership'.

Theoretical framework

Primarily inspired by Michel Foucault, I study CPL as a technology of governing made possible by the current educational leadership discourse. In this technology, the production of certain rationalities, logics and strategies are made possible by a way of reasoning, in turn shaping conditions of possibility in which individuals govern themselves and others in various ways. In this article I explore how a leadership rationality is expressed and mobilized by the practice of CPL in the Swedish school organization and what leader-subject this rationality seeks to shape. The aim is to problematize the rationalities employed in the framework of CPL, to make visible what procedures, aspirations, and goals are at play, and what teacher subject are deemed necessary. With this theoretical approach, the main targets of CPL and the techniques it necessitates become the focus in order to broaden our understanding of this leadership phenomenon and its effects in the educational organization.

Methodological design

I have studied the latest CPL manuals (from 2019 onward) that aspire to increase its availability and simplify its implementation. The ideas and anticipated functions of CPL have been explored using a governmentality approach guided methodologically by the following questions: What is described as problematic; what ought to be governed or changed? How should governing come about; what techniques are made necessary? What ways of acting and being are proclaimed essential; what subjectivities are shaped?

Expected conclusions/findings

The empirical findings show that the techniques mainly revolve around prompting self-reflection in an endeavor to instill a strong desire towards collaboration and change. With the aspiration to convert isolated activities of professional development into a positive idea that should generate a *sense of community*, the main targets of CPL are 'the school culture' and 'the attitudes'. In this endeavor, several dialogical techniques are put into play, designed to address teachers' presumptions, inclinations, behaviors, and feelings, to develop a 'collaborative mentality' making real change possible. CPL thus establishes a new regime of ethics in which desirable attitudes and values may arise, thus rearranging the conditions of possibility for teachers to relate to themselves as professional subjects.

Relevance to Nordic educational research

Ideas surrounding what a properly implemented educational leadership may result in is usually unanimously lauded and presupposed as a natural part of educational organizations. Leadership research tends to be one-sidedly affirming to the exclusion of more critical perspectives. In this paper I explore new aspects of this leadership phenomenon in order to broaden our understanding.

Thinking Teaching Unplugged with rhizomatic curriculum: New Old Encounters

22. Post-approaches to Education
Rūta Gajauskaitė[1]
[1] Vilnius University

Research topic/aim

The conception of the paper was inspired and aimed at the inclination to disclose the post qualitative affordances of the *Teaching Unplugged* manifesto. Even though the manifesto is often attributed to the postmethod approach (Kumaravadivelu, 1994, Akbari, 2008), existing research into the movement provides quantitative and qualitative findings (Banegas, 2012, Nguyen & Phu, 2020, Worth, 2012, Zhang, 2023) most of which feed into positivist binaries: right *vs* wrong, valid *vs* invalid, coherent *vs* eclectic, etc, overlooking its openness to being looked at post qualitatively. The choice to think *Teaching Unplugged* with rhizomatic curriculum yields insight into the postmethod's experimental potential.

Theoretical framework

The overarching theoretical framework stems from Deleuze and Guattari's *A Thousand Plateaus* (2016) which lends the paper the concept of the rhizome. The concept has been applied and developed in academic thinking about curriculum by Cormier (2008), Waterhouse (2011), Kairienė and Mažeikienė (2021), and others. Equally significant is Wallin's (2010) attempt to connect rhizomatic curriculum to Aoki's (2004) work on curriculum as plan and lived curriculum. A combination of these scholars' work provides the theoretical basis against which a new reading of the old English language manifesto, namely *Teaching Unplugged* (Meddings & Thornbury, 2009) is possible.

Methodological design

The paper is developed as a thinking-with, as described by Jackson and Mazzei (2013), which means that a theory, or a set of concepts, is applied to gain insight into the matter at hand. In Jackson and Mazzei's (2013) case, the matter was qualitative interview data; in this case, the matter is the *Teaching Unplugged* manifesto (Meddings & Thornbury, 2009). Given the scope of the article, the author has decided to limit the thinking-with to one concept – namely, rhizomatic curriculum.

Expected conclusions/findings

To uphold the postmethod's post qualitative affordances, the teachers and researchers of *Teaching Unplugged* would benefit from adopting an attitude to experiment, rather revolutionize, with the ways that teaching and learning of English takes place.

Relevance to Nordic educational research

The proposed paper connects to Nordic educational research in two significant ways. Firstly, it builds on the ongoing debate on foreign language teaching. A recent comprehensive study of foreign language teaching in Sweden (Bardel et al., 2023) emphasizes that more research into foreign language teaching is necessary. Their research points to monopolizing trends of resorting to CLIL as a dominant language teaching method and using CEFR framework as a main reference in assessment. This raises questions about alternatives in teaching languages, aiming for greater inclusion and redefinition of what counts as learning success. A different study indicates that even though multilingualism is promoted in the Nordic countries, sometimes individual student's needs might be overlooked (Emilsson Peskova et al., 2023). Secondly, it makes use of postqualitative approaches to research that are booming in the Nordic countries. To name a few, the Postqualitative Research Collective at Oulu University, Finland, holds recurring workshops on seminars as well as runs a weekly reading group for those curious about postqualitative inquiry in education; Linnea Boden and Hillevi Lenz Taguchi at Stockholm University, Sweden, explore ways that posthuman philosophy can be applied in rethinking research and education.

23. Social Pedagogy

Collaboration for attendance: a comparative in-depth study of school social teams

23. Social Pedagogy
Martin Harling[1] , *Ola Strandler*[1]
[1] University of Gothenburg

Research topic/aim
We will present a project that intends to study the consequences of so-called school social teams in Sweden, within which actors from school and social services collaborate around students with e.g. problematic school absence, in order to improve attendance. The purpose of the project is to map and analyze the areas of collaboration that arise in and around these teams.

Theoretical framework
We will use neoinstitutional theory to examine how the phenomenon of problematic school absenteeism is perceived and handled when the work is organized around school social teams, e.g. with respect to the rules, routines and expectations that influence what is, and is not, possible to do – that is, how institutional logics condition different actions (Friedson, 2001) and how involved actors "translate" (Alasuutari, 2015), negotiate and give meaning to problematic school absence in relation to one another.

Methodological design
Three municipalities will be selected where the social teams' work is followed for a year through interviews, document collection and observations. The implementation of the study is based on a design that has been developed within the framework of a previous project where specific student cases are used to map and analyze institutional work with problematic school absence (Strandler & Harling, 2023). Hence, the presentation will reflect both previous experiences and possibilities for future designs.

Expected conclusions/findings
Initially, we plan to map how the work within the school social teams is shaped in relation to different professional roles and external conditions. How the teams' work is structured is systematically documented and lin-depth interviews are conducted with the members of the team focusing on how they perceive the work based on different professional understandings and logics. The design then focuses on mapping the work around selected students with regard to the areas of collaboration emerge in the work in and around the teams. The last phase of the project is analytical, describing, problematizing and reporting on what the emerging forms of collaboration entail for the students involved, as well as what consequences the work has for the school social teams in relation to policy intentions.

Relevance to Nordic educational research
Challenges pertaining to school absenteeism, including the organisation, coordination and implementation of work to improve attendance, are of vital concern in all Nordic countries (Ekstrand, 2015). Recent international reports indicate that more research is needed on patterns of absenteeism, in particular interagency cooperation and work to improve attendance, which is the primary focus in this paper (Gren-Landell, 2021).

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Entrepreneurship education for students in social education in the light of a performance culture

23. Social Pedagogy
Manon Alice Lavaud

Research topic/aim
This paper explores the potentials and barriers of teaching social innovation and entrepreneurship in social education, based on two repeated experiences from carrying out a course with students from both early childhood education and social education in Denmark.

Theoretical framework
In the paper, I will first present the effectuation theory as an approach to entrepreneurship education, as formulated by Sara Sarasvasthy (2023) and the focus on promoting self-efficacy (Bandura 1997) adapted by Anne Kirketerp into the "push-method", where students through small steps and actions experience and learn how to be entrepreneurial (Kirketerp 2012).

An effectual approach focuses on how to tackle uncertainty as a premise for navigating in the world and still be able to take action. "More importantly, it turns our attention to the fact that uncertainty is not a problem to be overcome. Instead, uncertainty is both ingredient and outcome of our best efforts to overcome it." (Sarasvasthy, 2023: 12). Thus, innovation involves stepping into yet-unknown fields and solutions.

Methodological design
My analysis and reflections will be illustrated by small practice descriptions, drawing on observations from my own and colleagues' teaching practices, evaluations from students, supplemented with examples from other relevant empirical studies.

Expected conclusions/findings
Teaching courses on social innovation and entrepreneurship ended with two very different experiences. Whereas the first course to a very high degree succeeded in providing safe spaces and yet "small pushes" for the students to work from an effectual approach, the second course was characterized by lots of frustrations and students not being willing to step into uncertain actions. In the paper, I reflect upon how this may also reveal a paradox in teaching an effectual approach in a societal and educational context that is goal-oriented and characterized by a culture of performance (Boysen, 2021; Petersen 2016).

Relevance to Nordic educational research
I argue that the strategies to tackle uncertainty coined by the effectuation approach is not unsimilar to social pedagogical work and early childhood education, where the interactions between professionals and child/service user are characterized by unpredictability and yet taking action. Social pedagogical work can be seen as the skill of navigating in uncertainty, trying out different actions adjusted to the child or service user and situation, continuously reflecting upon process and outcome. Moreover, the actual context in Denmark is that there is a lack of educated staff in daycare as well as institutions for children and adults with special needs. Thus, students in early childhood education and social education face a reality, where their ability to find new solutions and involve users within limited available resources is key.

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Learning and desire in sustainability transitions

23. Social Pedagogy
Juliane Höhle[1]
[1] Centre for Sustainable Development, Ghent University

Research topic/aim

Taking inspiration from the theme of the conference, I develop the relationship between *desire* and learning in the context of sustainability. Recent reviews have emphasised the importance of understanding how (informal) collective learning contributes to sustainable transitions[e.g. 1]. At the same time, it has been highlighted that people's feelings (such as desire) play an important role in aiding or restricting change toward a different future[2]. In this paper, I investigate how people's desire for the future to be different can encourage or impede learning processes in view of sustainability transitions.

Theoretical framework

I draw on transactional pragmatism and Jim Garrison's work of how education guides the desires of people[3]. Using pragmatist analytical methods and models[4,5], I focus on the *actions* and *utterings* of people in collective learning situations to identify which desires for the future are at play and how learning processes take shape in relation to these desires. I distinguish between generative and restrictive consequences of desires in sustainability-related learning and investigate how these consequences are influenced by how educators handle people's feelings in collective learning situations.

Methodological design

The study is based on video recordings of non-formal learning processes in group discussions regarding sustainable mobility and energy transitions. I specifically focus on instances in the empirical material where problems are defined, solutions imagined, and where desires form the background of these learning processes.

Expected conclusions/findings

In the empirical material, desires are expressed when people raise sustainability problems and creatively imagine ways forward. Educational literature suggests that the educator is crucial in helping guide people from what is immediately desirable (for them) to what is 'truly' desirable and in helping people understand what is needed for bringing different futures about[3]. The study deepens our insight into varied ways of approaching people's desires for different futures and into the conditions which make such desires generative in learning processes.

Relevance to Nordic educational research

This research fits into the tradition of pragmatist understandings of and didactical approaches toward environmental and sustainability education research (e.g. Lidar, Lundqvist, Öhman, Östman) in the Nordic countries. It sheds light on how learning and affect are involved in sustainability transitions occurring in the Nordic countries and how these can be guided and facilitated. It further builds on conceptualisations of the political in environmental and sustainability education and its interrelation with affect and emotions (e.g. work by Håkansson, Öhman, Östman, Sund, Tryggvason).

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The invisible but indispensable workforce – a study on paraprofessionals in Swedish schools

23. Social Pedagogy
Per Lindqvist[1] , *Helena Ackesjö*[1]
[1] Linnaeus university

Research topic/aim

The paraprofessional territory in Swedish schools is expanding. It is populated mainly by low-educated staff with poor employment conditions, supporting already established professional categories in schools (Hasenfeld, 1983). The paraprofessionals are now taking part in the everyday work in schools, and constitutes an ever larger, and nowadays almost indispensable occupational group (Swedish National Agency for Education, 2021). Research findings indicates that the expansion of the paraprofessional territory in schools are bringing territorial dynamics to life, changing the way schools are organizing interactions and relations, and promoting unexpected and perhaps unwanted consequences (Lindqvist, et.al., 2020; Gibson et al., 2016).

Theoretical framework

In the session a newly started research project will be presented. The project has the ambition to discern, describe and problematize the paraprofessional territory, its professional dynamics, and the consequences of its expansion. A basic assumption is that the expansion of the territory will disturb the current ecology of school organization. Hence social processes will arise in which expertise and jurisdictional boundaries are negotiated and (de)constructed (Abbott, 1988).

Methodological design

The project consists of three complementary studies containing two surveys with the aim of mapping the paraprofessional territory, and field studies with the intention of discerning the social processes that paraprofessionals negotiate in everyday work. The analysis of the surveys, distributed to headmasters and paraprofessionals, will answer the research questions:

1. What does the spread, scope and variation of the paraprofessional services in schools look like?
2. What are the characteristics of the paraprofessional staff and its' work and how is it organised?

The fieldwork involves participant observations of paraprofessionals at three different schools. These studies will give a response to the questions:

3. How are paraprofessionals negotiating jurisdictional boundaries within and around the territory?
4. How do paraprofessionals relate and interact with others, within or outside the territory, to develop their professional influence?

Expected conclusions/findings

The focus of the presentation will be directed towards the first two questions, presenting data illuminating the miscellaneous and jumbled character of the paraprofessional territory.

Relevance to Nordic educational research

Although the paraprofessionals have grown in numbers, producing a dependence on their services, the knowledge of their work and its consequences is surprisingly low in international research, and almost invisible in Nordic educational research. Results from the project will bring an updated description of the occupational field and an in-depth understanding of paraprofessional work in Nordic schools.

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The power paradox: teacher victimization

23. Social Pedagogy

Sofia Persson[1] , *Ilse Hakvoort*[1]

[1] Göteborgs universitet

Research topic/aim

The teaching profession is a pronounced relational profession that is characterized by recurring and close relationships with students. Although teachers have a formal position of power, they can also be exposed to threats and violence from students (Longobardi et al., 2019; Martin et al., 2012; Skåland, 2016). This presentation is about teachers' and principals' perceptions of threats and violence against teachers from students, factors that contribute to such situations, and ways to prevent and manage the problem. The focus is on teacher-student relationships at lower secondary schools in a Swedish context.

Theoretical framework

The analysis is based on theories of professions. More specifically we discuss how the teaching profession entails care and responsibility for social and pedagogical relationships, as well as elements of coercion, control, and assessment of students (Brante, 2010; Harrits, 2016). The latter contributes to asymmetry and frictions in the relationship. At the same time, teachers depend on students legitimizing their formal leadership and conforming to their exercise of power. We draw upon theories of professions to discuss factors that contribute to teachers' exposure of threats and violence, how victimization effects teachers, and teachers reasoning about professional jurisdiction and ways to prevent and handle threats and violence from students.

Methodological design

Our analysis is based on transcripts from qualitative interviews with teachers, principals, and union representatives. The interviewees work at lower secondary schools that have had problems with threats and violence, but where the situation has changed for the better. The analysis tries to combine a theoretical as well as an empirical responsiveness.

Expected conclusions/findings

The analysis highlights teachers', union representatives' and principals' multidimensional perceptions of threats and violence and its consequences, as well as professional considerations regarding the conditions for and management of this complex problem.

Relevance to Nordic educational research

Teachers' exposure to threats and violence is an issue that has received vast professional, political and media attention in Sweden, but it is largely a blind spot in Nordic research, above all from a qualitative perspective. This research intends to contribute to filling this knowledge gap.

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The role of social pedagogue in a compulsory school in Sweden: comparison with the other school staff

23. Social Pedagogy
Yaka Matsuda[1]

[1] Hiroshima University

Research topic/aim

This study aims to empirically clarify the role of a social pedagogue working in a compulsory school in Malmö, Sweden. Malmö is known as a municipality with many immigrants from abroad; therefore, schools are multicultural. The school's multiculturalism causes to be prone to divisions and conflicts among the pupils. The social pedagogue is expected to build an inclusive and democratic school, which may help address the issues in the school.

Heightened interest in social pedagogy is apparent in Swedish schools and local authorities seem to be employing more social pedagogues (Anderberg, 2020). In this situation, it is increasingly important to consider the expertise of social pedagogue in schools.

Theoretical framework

As previous studies describe social pedagogy as a broad, complex, ambiguous, and problematic concept that applies to very different things (Úcar, 2013), there is no common definition of social pedagogy. Since this study is based on a case study of a social pedagogue's workplace, social pedagogy will be interpreted from the perspective found there. Madsen (2001) described social pedagogy from an inclusive perspective that all citizens, including those in situation of social exclusion will gain a place in society, and social pedagogues function for those people. Thus, social pedagogy could have an inclusive aspect, as historically and its significant role.

Methodological design

This study is a qualitative study, and semi-structured interviews with school staff (social pedagogue, teacher, special teacher, recreation assistant, guidance counselor, school nurse, and speech therapist) were conducted. The recognition of one's own role in the school, thoughts on their work, and methodology of their practice were asked during the interview. The data were compared and analyzed to clarify the characteristics of each profession.

Expected conclusions/findings

A comparative study with other professions showed that social pedagogue's expertise could be seen that social pedagogue, with its comprehensive perspectives, serves as a hub to connect other professions with various expertise, from the medical to the social welfare and pedagogical aspects.

Relevance to Nordic educational research

Social divisions and exclusions in society are increasing worldwide, and this trend is affecting schools as well. The importance of social pedagogues in schools is also increasing, as is their employment in Norwegian schools (Anderberg, 2020), and the challenges surrounding their professionalism will be a common issue in the Nordic region.

24. School Development

Authentic Teaching in STEM Education – Challenges and Opportunities (swe)

24. School Development

Susanne Engström[1]

[1] Helena Lennholm, KTH/ITM/Lärande lennholm@kth.se

Research topic/aim

Teaching for authentic learning is described in the literature as motivating. Therefore, some schools in Sweden profile their education as authentic and some teachers strive for such teaching. During 2022, in a case study, we followed teachers and students in grade three with an age of 17-18 years, in a technology programme at a secondary school with the aim to explore specific patterns in characteristics in teaching for authentic learning. The result showed that teaching in a technology programme in an upper secondary school can be done with characteristics related to theories. Some patterns stood out as enablers of authentic teaching. Firstly, it seemed to be important to start early with authentic activities when the students begin their first year. Secondly, the teachers must let the planning, teaching and assessment "go out of control".

The present work concerns a follow up study with a broader participation. The aim was to explore what patterns appeared as enablers of authentic teaching.

Theoretical framework

We chose to apply the principles of authentic learning that Herrington & Oliver (2000) and Herrington et al. (2010) have developed, presenting them as "nine guiding design elements":

- (i) Provide an authentic context that reflects the way the knowledge will be used in real life,
- (ii) Provide authentic tasks and activities,
- (iii) Provide access to expert performances,
- (iv) Provide multiple roles and perspectives,
- (v) Support collaborative construction of knowledge,
- (vi) Promote reflection to enable abstractions to be formed,
- (vii) Promote articulation to enable tacit knowledge to be made explicit,
- Provide coaching and scaffolding,
- (ix) Provide for authentic assessment of learning.

Methodological design

Data was collected during interviews with six teachers in different schools, both primary and secondary schools. All teachers had participated in specific courses and were involved in projects dealing with teaching about space in STEM, with an authentic approach. The interviews were analysed both related to a category system based on theories about authentic learning as well as more thematic.

Expected conclusions/findings

In essence, all nine guiding elements highlighted by Herrington and Oliver (2000; 2010) as characteristics of authentic learning instruction emerged in the teachers' descriptions of teaching examples. What did not seem to be fully enabled was students' opportunity to truly collaborate with actors outside of school.

We observed how all teachers consider the authentic project and approach to be central in teaching, with the curriculum being somewhat squeezed in. Although they do follow the curriculum, the authentic approach takes precedence. At the same time, the teachers described often feeling alone in their role and their approach to teaching. Colleagues may express scepticism, concerns about losing control, or believe that the approach is demanding.

Relevance to Nordic educational research

The teachers also expressed how newly graduated teachers may find it challenging to embrace authentic teaching. Possibly, teacher education programs are influenced by a logic that does not directly encourage prospective teachers to develop the perspectives and attitudes that characterise authentic teaching.

Co-teaching in innovative learning environments: a case study

24. School Development
Heini Ahonen[1]
[1] University of Turku

Research topic/aim
This paper presents an ongoing study that focuses on the implementation and cultivation of co-teaching in innovative learning environments (ILEs), and how the amalgamation of these is actualized in the classroom. The study takes place in a Finnish primary school that implements co-teaching comprehensively throughout the school.

Theoretical framework
Collaborative teaching is commonly used in non-traditional learning spaces as the physical layout of an open learning space does not usually fit the conventional single-teacher teaching (Gislason, 2018). As such, the change of the physical learning space does not only affect teaching methods, but also the social interactions and decisions done in the classroom, e.g. teachers have to relinquish some of their autonomy to apply collaborative measures in their teaching (Niemi, 2021).

Methodological design
This exploratory case study (Yin, 2018) aims to unfold how co-teaching emerges in everyday teaching within these new spaces through the lens of a Finnish primary school utilizing co-teaching in innovative learning environments that aim to diversify learning situations. The collected data, consisting of observation data (teaching lessons), group-pupil interviews and teachers' documents for planning and reflection of co-teaching, is undergoing a data-driven thematic analysis that consists of qualitative coding procedures (Saldaña, 2016).

Expected conclusions/findings
Based on the collected empirical data and the preliminary analysis, the findings intend to answer these research questions: *"(1) How does co-teaching emerge within the innovative learning environments?"*, and "*(2) What part do the learning environment play in these lessons?*".

Relevance to Nordic educational research
As schools' learning environments are changing in many countries, it is relevant to research its implementation in actuality. Even in Finland, in 2021 there were 32 schools that had been built to follow the concepts of flexible learning environments (Niemi, 2021, p. 286). It is imperative to go to these new learning environments and study how they are actually used, and how co-teaching occurs in them.

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Collegial learning for school development: Consensus building regarding the Swedish upper secondary diploma project (swe)

24. School Development

Katarina Ståhlkrantz[1] , **Simon Holmström**[1], *Camilla Forsberg*[1]

[1] Linnaeus University

Research topic/aim

To attain the upper secondary school diploma, students need to pass a diploma project. This project involves supervising teachers from different subjects. The supervising teachers might have different focuses on supervision and therefore see the (writing) process and the (text) product from different perspectives. Regardless of the subject, however, the research project must be a preparation for higher studies, with similar format as university level (NAE, 2012). Since there is no clear description of the difference between the two levels, upper secondary school teachers are expected to make this interpretation themselves (Calissendorff & Ståhle, 2021). This means that supervising teachers need to have some basic consensus about the design and purpose of the research project. As part of a school improvement project, in which researchers and school practitioners have collaborated to strengthen the scientific basis of education, the aim of this study is to explore how the awareness and consensus regarding various quality aspects of the upper secondary diploma project can be developed and improved through teachers' collegial learning.

Theoretical framework

The study draws on Desimone´s (2009) conceptual framework for effective professional development.

Methodological design

Designed as a case study of collegial learning, with participating teachers from the Natural Science Programme, the empirical data has been collected by digital questionnaires, meeting notes, written reflections, and interviews. The empirical data covers interdisciplinary collegial discussions, as well as reflections linked to teachers' supervision of high school students' writing process. The analysis is based on Desimones (2009) factors for successful continuing education of teachers; focus on content, active learning, coherence, duration, and collective engagement.

Expected conclusions/findings

Through the study teachers' view of both the supervision process and their collegial learning have been made visible, and furthermore also show an example of how to design a school improvement project on scientifically ground in an upper secondar school. The results show, among other things, that an increased awareness of how colleagues work with and reflect on supervision affects teachers' own supervision. The results also show that the principal's support is an important prerequisite for collegial learning, both in terms of concrete organization of the work and anchoring of approaches in the ongoing activities.

Relevance to Nordic educational research

The study is relevant for the Nordic context of educational research, as it can provide a deeper understanding of the active role that practitioners have in research and evidence-based educational practice. The study is also relevant for the broader international context since it provides an empirical example of how to translate policy proposals of collegial learning as a key strategy for research-based education in a local educational context.

Cooperation on Temporal Logics: Navigation- Challenges and Requirements between Teachers and Teacher Education

24. School Development

Tobias Werler[1] , *Åshild Berg Brekkhus*[2]

[1] University of Oslo

[2] Western Norway University of Applied Sciences (HVL)

Research topic/aim

"Not all are there in the same now. They are there only outwardly, by virtue of the fact that they can be seen today. But they are not yet living at the same time as the others. " Ernst Bloch (1985: 104)

The Norwegian Government initiated the Decentralised Programme for Competence Development in Schools (DeKomp) in 2018 to promote equal collaboration between schools and universities, enhancing teachers' professional development and strengthening Teacher Education (TE). Temporal aspects are vital, with successful synchronization requiring internal coordination to navigate institutional time horizon disparities. It modifies teacher educators' roles, leading them to work in environments coined by a different temporal structure compared to TE. Succeeding in synchronization amid time horizons discrepancies demands strong coordination, and failure to address these could harm the programme (Fossestøl et.al.2021).

Key research questions include how teacher educators perceive the time horizons of schools and TE and their experiences with temporal coordination and interaction. Responses will clarify how they experience DeKomp's non-simultaneous simultaneity, an understanding of its approach to handling this, and an evaluation of government-supported school initiatives' potential efficacy.

Theoretical framework

Modern societies have often aspired for simultaneity, the uniformity of time, across all systems for efficient functioning. However, theorists like Bloch (1985), Koselleck (2000) or Luhmann (2000) emphasize the non-simultaneous simultaneity model where systems operate at their own temporal development, often resulting in dissonances and discrepancies. This could be due to the different time horizons, mentalities, and professional traditions within these systems. The concept illustrates the uneven temporal progress of systems and their varying perspectives on past, present and future. For instance, modern schools and teacher education systems have different pacing towards adopting new trends. Understanding social systems therefore necessitates awareness of their temporal horizon and synchronization.

Methodological design

The research object is the DEKOMP-programme and the data material are semi-structured interviews ith teacher educators (12) actively involved in the DEKOMP-programme. We base our study on the
qualitative exploration of teacher educators' statements regarding categories like agency, temporality, resources, and perceived urgency. The analysis is based on Interpretative Phenomenological Analysis
(IPA). The essence of IPA lies within its commitment to exploring individuals' personal lived experiences towards temporal structures (past, present and future) linked to simultaneous simultaneity. This analysis follows Smith et.al.`s (2009) guidelines, involving several stages, including the creation of exploratory initial notes focusing on descriptive and conceptual issues, documenting the dissonances and discrepancies of different time horizons.

Expected conclusions/findings

Preliminary findings suggest that each social system has its own unique temporal structures and planning horizons. Possible conflicts over time-related understanding, different or conflicting temporal logics, and the lack of commonality even when working together are considerations. Whether these conflicts hinder competence and practice development remains uncertain.

Relevance to Nordic educational research

This research relevancy lies in its examination of perspectives and practices in teacher professional development and school development. The paper raises pertinent questions on government-supported school development work if simultaneous non-simultaneity does exist

Cross National Conversations on the Adventures of Pedagogy, Education, and Praxis (PEP)

24. School Development
Lill Langelotz[1] , *Ingrid Henning Loeb*[1], *Sally Windsor*[1]
[1] University of Gothenburg

This symposium will explore and discuss current issues central to the education research community in general, and to the international research network Pedagogy, Education and Praxis (PEP) and it also aims to extend the theory of practice architectures (TPA). The PEP network has, for over 15 years, committed themselves to cross-international conversations and to a focused exploration of educational practices. The purpose of education, suggested by Kemmis et al. (2014), is "to help people live well in a world worth living in for all" (p. 25). The researchers in the PEP collaboration pay close attention to perspectives that are often marginalised, silenced, or somehow lost in the busy-ness and noisy-ness, power struggles, and preoccupations of our contemporary world.

To explore, analyze, understand, and change educational practices we use the site-ontological theory of practice architectures (TPA) (Kemmis et al. 2014). The theory provides useful concepts when examining the complexity of educational practices and social relations, their sites, and relations to other practices. The TPA allows for zooming in (Nicolini, 2013), to a practice to uncover the *sayings, doings and relatings* that constitute practices. It acknowledges the participants agency, pays attention to the participants' ethically and morally informed history-making actions i.e., *praxis* (cf. Kemmis & Smith, 2008) and the aims i.e., the *projects* of the practice; asking the question: what are you doing here?

The practice architectures in any site are made up of the *cultural-discursive, material-economic, and social-political arrangements* which requires a zooming out (Nicolini, 2013) to provide analytical notions of what enables and/or constrains the practice (exploring e.g., Why do you do/say/relate (to) things that way? What pre-figures the practice? How does the practice change the arrangements/architectures?). Further, with the concept of *ecologies of practices,* it is possible to investigate how practices relate to one another (or not) in a specific site.

The contributions in this symposium highlight current research in the Swedish node of the international PEP network that is happening in different educational practices and sites and cover three main themes, with high reelvance not only in the network but in the (Nordic) reserch community, explored in the following paper:

1. Snapshots of principals' practices – emotions matter

1. Practices of social justice for future diverse educators

1. Learning and the 'process of things coming to be done differently'

Discussant: professor Hannu L.T. Heikkinen, University of Jyväskylä

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Practices of Social Justice for Future Diverse Educators

24. School Development
Ulrika Centerwall[1] , *Amoni Kitooke*[1, 2], *Sally Windsor*[3]
[1] University of Borås
[2] University of Lund
[3] University of Gothenburg

Reserach topic
This paper looks at two different projects linked by their focus on social justice for (future) educators as a requirement of living well in a world worth living in for all. The first project investigates how students of a library education program are prepared for working in socially just ways in the future. The second draws on a case study of the learning of a group of Education Research students in relation to social justice outcomes of educational systems.

1. This part of the paper outlines the expected learning in a university-based library education program, in relation to library students' understanding: the role of the library in democratic society, welfare libraries and sustainability, and libraries as part defence in a time of crisis and disruption are discussed. Students are engaged in conversations on how to view librarianship from various critical perspectives, such as norm criticality which involves learning how to teach children information literacy to become responsible citizens and to become active participants in society. Preparing library students for working towards social justice involves raising the issues of societal threats towards libraries as cultural institutions, freedom of speech and freedom of opinions in a political climate where librarians might need to become activists and agents of change.

1. The final part of this paper reflects on what social justice meant to a group of international master's students who were soon to embark on authoring educational research theses when the COVID-19 pandemic started in early 2020. They were asked to conduct small group research projects answering the question – *What does it mean to live well in a world worth living in?* The purpose of the project was to find out how this group of people, in a certain time and place, would respond to this question. Four themes emerged: political engagement; connection and basic needs; social stratification and access; living slow and in 'flow.' This part of the paper outlines this project from the perspective of a research student and the teacher and reflect on how the World Worth Living in Project is giving the reflection wings – through podcasts, for example, and make a point about the importance of sharing projects-worth-sharing widely and through networks.

Snapshots of Principals' Practices – Emotions Matter

24. School Development
Lill Langelotz[1] , **Anette Forssten Seiser**[2], *Katina Thelin*[3], *Jaana Nehez*[4], *Ingela Portfelt*[2], *Veronica Sulau*[5]
[1] University of Gothenburg
[2] Karlstad University
[3] Uppsala university
[4] Malmö university
[5] Frida utbildningar

Reserarch topic/aim

Five children from the same family, did not show up in school today...their classmates, and teachers are devastated... The Migration Authority kept the mother after a meeting at their office...and her small children were sent home in a taxi to the father. And this morning the whole family were ... by the police /.../ think they were sent to Germany... it will affect the budget... I need to sack teachers... (Principal A).

And this is my passion. I love working in this environment, where diversity is everywhere... we do not talk about the... passion, the gratefulness, and the joy in these schools. And that is a pity (Principal B).

The quotations, from interviews with principals leading schools in structurally disadvantaged areas in Sweden, reflect principals' sense of "what is right and wrong" (Nicolini, 2012, p. 5) and the emotional knowledge that are part of contemporary educational practices. In this presentation attention is directed towards various forms of knowledge needed in educational leading practices to foster a socially just school. A particular emphasis is placed on emotions, which according to our understanding "do not belong to individuals but – in the form of knowledge - to practices" (Reckwitz, 2002, p. 254). The aim in the presentation is to explore and discuss principals' everyday work in Swedish schools, in nationally and globally volatile times. We are taking a site-ontological practice approach on leadership by using the theory of practice architectures (Kemmis et al., 2014) to study principals' work and how emotions come into play in the daily leading practices. Leadership is here understood as a practice comprised by sayings-doing-relatings (Langelotz, 2017, p. 25) hold in place by its architectures; the cultural-discursive, material-economic, and social-political arrangements (Kemmis et al., 2014).

Theoretical framework

For this paper, a narrative method has been added to the practice methodology (TPA), that underpins the case studies used in the analyses (c.f. Sjølie et al., 2019). We (the authors) shared stories about our research experiences based in five different case studies on principals' leading in various parts of Sweden. Previous case findings were jointly re-analyzed.

Expected results and relevance

Preliminary findings show how a practice approach reveals site-specific differences and similarities in principals' leading practices. One similarity is the need for a caring sensitivity to enhance leading practices that contributes to educational changes for teachers' teaching and students' studying. This sensitivity seems to be a *practicebased knowledge* on how to stimulate and contribute positive changes, which is important not only in (Nordic) educational practices but also in the research community.

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Learning and the 'process of things coming to be done differently'

24. School Development

Charlotte Arkenback[1] , *Ingrid Henning Loeb*[1]*, Maria Liljeholm Bång*[2]*, Annelie Mickelsson*[1]*, Anette Olin*[1]
[1] University of Gothenburg
[2] University of Umeå

Research topic and aim

Within the PEP network, understandings of learning have been discussed and has evolved over the years. An interest in "learning practices" may seem apparent in a network exploring e.g., pedagogical practices or professional learning practices, and analyzing what these are composed of and what conditions enable and constrain such practices. Yet, the topic of "learning" in the theory of practice architecture theory has needed to be raised and has supplied in-depth discussions on how to not conceptualize learning as merely something individual or relational or social in sites, but in regard to 'a process of things coming to be done differently' (Hopwood, 2021). In this paper we first supply a brief overview of how 'learning' (as in learning practices) has been conceptualized and gradually evolved over the years in the international PEP network. We show a subtle shift of direction from the notion of 'learning as being stirred into practices' to an understanding of learning "… as coming to know how to go on in practices, or coming to be able to go on in practices, or coming to participate differently in practices, or, most simply, coming to practice differently" (Kemmis, 2021, p. 282).

The purpose of this paper is to 1) give examples from four studies conducted/currently conducted within the Swedish network, in which learning practices is a theme in common and to 2) discuss how the analysis in these have been carried out. The studies have been carried out in different educational contexts and all involve the dialectic relationship between agencies, the development/change of practice and the enabling or constraining arrangements.

The different educational contexts are:

1. workplace learning practices in the field of service vocations (Arkenback),

1. professional learning practices in education (Olin et al),

1. teacher-team development of the democratic mission (Mickelsson),

1. a comparative study of the enactment of professionalism in three higher education programs (police, social workers, and doctors) (Liljeholm Bång)

Theoretical framework

Zooming in on the practices (Nicolini, 2012) the studies have all been conducted as ethnographic fieldwork and some also as participatory action research. Depending on the context, the studies have complementary concepts and frameworks. How the analyses have been conducted and why the complementary concepts are needed to produce results will be developed in the paper presentation.

Expected results

In the final part, we problematize a lack of references and connections to established learning concepts that we see in the network's production. Here, we supply some core concepts of 'learning' from the educational philosophy John Dewey and discuss how these may be beneficial as supplement to this practice theory.

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Experiences of different groups of upper-secondary school students during the COVID-19 pandemic

24. School Development

Amalía Björnsdóttir[1] , *Guðrún Ragnarsdóttir*[1]*, Guðlaug Pálsdóttir*[2]

[1] University of Iceland

[2] Sudurnes Comprehensive College

Research topic/aim

The aim of our study was to explore how the COVID-19 pandemic affected the education and well-being of upper-secondary school students in Iceland, with a focus on identifying the groups most adversely affected.

Theoretical framework

The COVID-19 pandemic has profoundly impacted education around the world. In Iceland, schools closed in March 2020, and although schoolwork resumed in the autumn, either in classrooms or in a mixture of classroom and remote teaching, schools closed again after only a few weeks. For its part, the Icelandic government strove to reopen and to keep schools open, not least to protect vulnerable groups (Guðrún Ragnarsdóttir & Storgaard, 2023) considered to be more affected than others by the pandemic's adverse effects (UNESCO, 2020, 2021).

Studies on the pandemic's effects on students have produced mixed results. Some have revealed that students experienced severe anxiety related to the pandemic (Ningsih et al., 2020; Thahir et al., 2021), whereas others have shown a decrease in anxiety among students during the pandemic (Ferraro et al., 2020). In the US, the pandemic widened achievement gaps, increased dropout, and impacted students' well-being (Dorn et al., 2021), and the same might have been the case elsewhere. It also remains unclear how students coped with resuming their studies and returning to the status quo.

Methodological design

In Spring 2021, an online questionnaire was completed by 1306 students across four upper-secondary schools in Iceland. At the time of data collection, three schools offered both academic and vocational tracks, while the fourth was exclusively academic (i.e. a grammar school). Among the participants, 55% were women, 59% were on an academic track, 20% were in vocational training, and 16% were in general upper-secondary education due to not meeting the academic requirements for the first two tracks. The questionnaire covered topics such as conditions that students believed affected their learning (e.g. ADHD, dyslexia, and anxiety), feelings about returning to school after reopening, academic performance in online studies, and comparisons of anxiety and loneliness between online and traditional classrooms.

Expected conclusions/findings

The results indicate varied effects on student groups. Women, especially ones with college-educated parents, reported increased anxiety during distance learning compared with men. Loneliness rose for approximately half of the surveyed students and particularly affected women. By contrast, it rose less for dyslexic and students with Icelandic as a second language. Whereas more than half of the students, particularly ones with Icelandic as their mother tongue and/or with college-educated parents, favoured returning to school, ones with self-reported anxiety, social phobia, depression, and/or dyslexia were less inclined. The findings suggest that students with university-educated parents, Icelandic as their mother tongue, and without specific challenges thrive better in traditional education.

Relevance to Nordic educational research

Altogether, those findings raise questions concerning upper-secondary students who do not feel included in Iceland's conventional secondary education system, and the same might be true in other Nordic countries. Providing that group of students with extra support is critical now that schoolwork has returned to its previous state. The pandemic has revealed weaknesses in equity and equality in the Nordic education model.

Exploring student engagement in cross-curricular projects through the lens of the decentralized model.

24. School Development

Øystein Gilje[1] , *Kenneth Silseth*[2]

[1] Department of Teacher Education and School Research, University of Oslo

[2] Department of Education, University of Oslo

Research topic/aim

In Norway, a political strategy for the last seven years has been to elevate the teaching profession's qualifications through enhanced continuing education and professional development through a 'decentralised competence model' (Meld. St., 2016-2017). This decentralised model gives new opportunities for researchers and teachers to work together in line with new teacher roles suggested in a white paper about in-service education for future school development in Norwegian schools (NOU 2022:13). This presentation aims to discuss this new model in the light of research–practitioners' collaboration, and address how researchers and teachers can learn together in these contexts (Goldman et al., 2022).

Theoretical framework

A common characteristic of synergistic collaboration partnerships is the ideal of establishing *third spaces* where participants from higher education and schools can jointly create new knowledge (Daza, 2022; Risan, 2023). This paper builds on this theoretical framework to understand the role of the teacher as a researcher in this research and development project.

Methodological design

The empirical material in the presentation draws upon a joint collaborative project between three schools in a middle-sized municipality and the Centre for Research, Innovation and School Development at the University of Oslo (FIKS). In a year-long collaborative project, eight teachers worked with two researchers. Together, they prepared and carried out systematic observations and interviews across the three schools that engaged in cross-curricular projects, each operating under different organisational models.

Expected conclusions/findings

In line with previous research, the diverse ways of organising the lessons for the students significantly impacted how the students took part and engaged in the tasks and activities. Preliminary data suggest that the organisation of these projects significantly influences student engagement. Our analysis will further elucidate this relationship. By setting up a research design based on the organisation of these diverse cross–curricular projects at the three schools, further analysis of how the design influenced students' engagement will be explored. Based upon the discussion of these findings, the final analysis will focus on how researchers create new knowledge together with the teachers in these third space contexts.

Relevance to Nordic educational research

Within the international discourse of research-practitioners projects, and with particular relevance for the Nordic context, we will compare the decentralised model's effectiveness with international counterparts, such as Sweden's ULF agreement and Wales's SLO initiative. The findings might give insight into how 'research-teachers' learn together and foster professional growth and research-based knowledge when conducting analysis of student engagement in cross-curricular projects.

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Exploring Teachers' Engagement with the Democratic Mission through Research Circle: A Practice Architectures Perspective

24. School Development

Annelie Mickelsson[1]

[1] University of Gothenburg

Research topic/aim

This thesis project delves into the realm of teachers' involvement with the democratic mission within the context of an action research project. A research circle (Rönnerman & Olin, 2014), as part of an action researsch project, serves as the focal point for collaborative meetings, involving teachers from pre-school to grade 5, aiming to deepen their understanding of practice and generate knowledge about their work with the democratic mission.

Theoretical framework

Employing the theory of practice architectures (TPA) as an analytical tool (Kemmis et al., 2014), the study aims to identify factors that enable and constrain the implementation and changes of the work with the democratic mission.

Methodological design

This research project delves into the transformative impact of adjustments in teachers' practice arrangements, specifically aiming to instigate changes related to the school's democratic mission within the dynamic context of a research circle. Carried out over a semester in a Swedish elementary school, participants critically identify both enabling and constraining factors using the lens of practice architectures.

Empirical data, comprising transcribed audio recordings, field notes, and participant reflections, forms the basis for analysis. The research explores how a research circle functions as a distinct project, where expressions, actions, and relationships align coherently, allowing for tangible changes and the development of applicable knowledge for teaching practice enhancements.

Expected conclusions/findings

Preliminary findings suggest that active participation in a research circle empowers teachers to collectively observe, understand, and discuss changes in practice. This engagement fosters an augmented awareness of democracy within their workplace and these insights may shed light on novel ways of approaching and working with the democratic mission. Teachers' heightened awareness of language use and recognition of democratic shortcomings within their workplace evolve through participation in the research circle and action research project, enhancing their engagement with the democratic mission and fostering the transformation of their practices. Effective implementation of change requires an understanding of the change process and its dynamics (Ronnerman, 2005).

Relevance to Nordic educational research

This poster presentation seeks to contribute to Nordic educational research by exploring the intersection of the democratic mission and collaborative practices, offering innovative perspectives on reshaping educational landscapes towards more just societies.

First teacher assignment in change - from skilled teacher in class to overall responsibility for school development

24. School Development

Cecilia Hermansson[1]

[1] University of Gothenburg

Research topic/aim

In 2013, the career teacher reform was launched in Swedish schools, where particularly skilled teachers could become *first teachers*. Despite good intentions, the reform and the first teachers themselves have been met with criticism, for instance concerning the ambiguity of first teachers' role and mission (e.g. Statskontoret, 2016). At the same time, research has shown that first teachers in their assignments have increasingly approached principals' domains regarding work with the school's development processes (Alvehus, Eklund, & Kastberg, 2019). This study examines if and how first teachers' mandate has changed over time at a Swedish school. Especially, the study focuses on how the mandate of the first teachers has been perceived by the principal and first teachers themselves.

Theoretical framework

To capture change over time, activity theory (CHAT) and the theory of expansive learning (Engeström, 2001) have been used. Expansive learning can be used to understand learning processes that start with questioning the current order and extend beyond pre-formulated goals towards something not yet known, which has been the case in this study.

Methodological design

Empirical data consist of semi-structured individual interviews with first teachers and the principal, conducted at a school unit where the circumstances surrounding the implementation of the career teacher reform are characterised by time for assignments, professional development, and regular meetings between the principal and first teachers. Thus, this case provides opportunities to analyse how the first teacher assignment develops over time under what can be considered favourable circumstances.

For analysis, the fourth principle of activity theory is used, i.e., "contradictions as sources of change and development" (Engeström, 2001, s. 137). Two analytical questions were used to capture contradictions: *What crucial changes for the first teacher group are described*? and *What descriptions of the first teachers' tasks are made*? The encoded material was sorted into themes in an inductive process.

Expected conclusions/findings

Preliminary results show that the mandate of first teachers has changed over time. The first teachers have gone from a rather unclear assignment, mainly based on professional skills in their classroom, via various supervision assignments, to leading the development work regarding teaching at the school as a whole. From the perspective of expansive learning, this can be interpreted as an expansion of the object of activity.

Relevance to Nordic educational research

The study contributes to research on middle leadership and teacher leadership. First teachers´ responsibilities for school development also raise questions connected to principals' educational leadership, which is interesting in a Nordic educational context, where school systems seem to be relatively non-hierarchical.

The results also contribute to the research fields of educational work and teachers' professional development.

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Performing Quality Work: Front- and backstage practices in local education authorities' systematic quality work

24. School Development

Anders Edvik[1] , *Magnus Erlandsson[2], Tuija Muhonen[2]*, **Margareta Serder[3]**

[1] Malmö university, Faculty of Culture and Society, Department of Urban Studies

[2] Malmö University, Faculty of Education and Society, Department of School Development and Leadership

[3] Malmö University, Faculty of Education and Society, Department of Natural Science, Mathematics and Society

Research topic/aim

The Swedish school system has undergone several neoliberal reforms during the past decades and is now considered as one of the most market-oriented in the world (Vesterberg & Dahlstedt, 2019). In order to be competitive on the school market, the school providers need to demonstrate the quality of their education. The state on the other hand wants to monitor the quality in its aspiration for equal education for all students. During the past 20 years Systematic Quality Work (SQW) has been the main tool for evaluating the quality in terms of attainment of the national educational goals (Håkansson & Adolfson 2022). However, the quality practices of the local education authorities (LEAs) have so far largely remained as a knowledge gap. Thus, the aim of this study is to identity what practices materialize when LEAs conduct SQW when translating the requirements of the Swedish Education Act to a local level, and how the idea of quality emerges in these practices.

Theoretical framework

The study draws on literature of governmentality (cf. Dean 2010) and organizing (Czarniawska & Joerges, 1996), in understanding how the institutionalized ideas of SQW are translated and materialized (Czarniawska & Joerges, 1996) in the SQW practices. Further, Goffmans' dramaturgical theory (1959) is used as a tool for analysing the data.

Methodological design

The data was collected by three methods: document studies (e.g., quality reports), observations of meetings (e.g., quality-dialogues), and interviews with key actors (e.g., quality managers) in five different Swedish LEAs. The design was participatory, in the sense that it engaged researchers and LEA staff in a 3 year long professional network associated to the study.

Expected conclusions/findings

We view LEAs SQW as a performance conducted both frontstage and backstage. Practices performed frontstage (keeping up appearances) included: quality reporting upwards, marketing, storytelling, confirming SQW, legitimizing by designing unique "own models", showing off, appearing competent, and socializing ("fika"). Practices backstage involved being critical towards the organisation, reflecting critically about one's ability to perform SQW, questioning the effects of SQW, genuine concern of conducting SQW in a right way, questioning others' capability to increase quality and distancing oneself: "SQW is at least not doing any harm". Indicators for Quality were related to the actual goal attainment and continuous improvement (growth) as well as the SQW itself by focusing on uniqueness and uniformity.

Relevance to Nordic educational research

The results of the study highlight important aspects of SQW and have relevance both in the Swedish and in a wider Nordic context.

Practice-based research and development as relational learning practices

24. School Development

Jens Ideland[1]

[1] Municipality of Malmö and Malmö university

Research topic/aim

This paper builds on experiences from a pilot program with the aim to support practice-based research and development in schools. Through this program, groups of teachers and educational staff in a municipality got the opportunity to collaborate and work with researchers at the local school authority and nearby universities. The intention was that the six projects carried out within the program should contribute to a deepened professional learning and development in schools, as well as practice-based research and collaborations with researchers and universities (e.g. Bulterman-Bos, 2008). The aim of this paper is to highlight some "soft" aspects that have contributed to fruitful processes and projects, as well as some tensions that can arise when schools, local school authorities and universities collaborate.

Theoretical framework

To do this, the projects are analyzed as local practices within a larger ecological system of education and research (Kemmis et al, 2013). They have contributed to new methods and knowledge about teaching and students, but in this paper relational aspects of learning (Ljungblad, 2021) within the project groups are foregrounded.

Methodological design

The empirical material consists of four focus group interviews (approximately 1h each) with participants from four projects and reflections/analyses by researchers at the local school authority who led the pilot program and supported the groups.

Expected conclusions/findings

The results show that different groups and professions have come together to work, discuss, and learn from each other in new ways, which means that the projects have created new niches in the educational ecology. Mutual respect, involving participants as experts, and the researchers' ability to follow and be sensitive to their group's needs are examples of aspects highlighted as central and important to the process by both participants and researchers. These results indicate that collaborations in practice-based research and development often have many similarities with aspects highlighted in research on relational aspects of learning. However, the sensitivity and flexibility asked for can easily be constrained by the project's relations to other practices and material-economic arrangements in the educational ecology. The need for funding and ethical approvement within the "traditional" academic system, where research questions, methods, etcetera must be defined in advance, has for example structured and/or limited collaborations and the possibilities to publish important results.

Relevance to Nordic educational research

These experiences indicate that there is a need for researchers, universities, and local school authorities to find ways to work flexibly and relationally with professionals in schools – to involve and make room for their knowledge and agency in projects and collaborations that contributes to "real" development and knowledge about pupils, teaching, schooling, and professions.

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Principal sensemaking of deputy principalship in Swedish school organizations (swe)

24. School Development

Richard Andersson[1] , *Karin Sälj*[2]

[1] Linnaeus University - Department of Education and Teacher´s practice

[2] Linnaeus University - Department of Pedagogy and Learning

Research topic/aim

While constituting a central entity in the day-to-day operations and development of schools across the world, the role of deputy (or assistant) principals is often characterized as simultaneously vague and all-encompassing within prior research (Oleszewski, 2012). In the Nordic context, less in known regarding deputies' specific duties and responsibilities, or in other words: *what* is it that is being shared with or distributed to them, and why. The aim of this paper is to explore how school principals in Sweden make sense of the content of their deputies' position – and through this contribute knowledge to the understanding of what *deputy principalship* might entail within the Swedish school context.

Theoretical framework

The paper takes its theoretical point of departure in Karl Weicks framework of organizational sensemaking (Weick, 2005), providing the necessary tools for understanding how managerial actors ascribe meaning to ambiguous or problematic aspects of organizational life.

Methodological design

The empirical data utilized in the paper is derived from a larger research project on deputy principals' position within Swedish school organizations. Data gathering and analysis has been informed by strategies from grounded theory (Charmaz, 2014) and consists of a qualitative content analysis of job advertisements directed towards deputy principals, as well as interviews with school principals.

Expected conclusions/findings

Results indicate that: **a)** systemic and local triggers co-construct the need for principals to make sense of the deputy role, **b)** the content and distribution of deputy duties are highly dependent on contextual particularities of the local organization, as well as perceptions of the individual principal, and **c)** variations in municipal strategies for managing the contents of the deputy role hold potential consequences for future development and principal autonomy.

Relevance to Nordic educational research

In the Nordic context, deputies practice has been conceived to be shared or distributed in relation to their principal and school organization (Liljenberg, 2015; Döös et al., 2018) – while their space for action in change- and improvement work is shaped by power relations within the inner workings of these organizational structures (Abrahamsen & Aas, 2023). Although prior studies highlight these structural aspects encompassing deputies' practice, less attention has been given to processual aspects related to the content of their position within this context.

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Staff and student perspectives and effects of positive behaviour support: A literature review

24. School Development
Fathi Abou Zaid[1]
[1] Mid Sweden university

Research topic/aim
The aim of the literature review is to describe and evaluate published studies regarding staff and student perspectives on the effects of PBS, between 2000 and 2022.

Theoretical framework
The background for this study is that the social environment conducive to the learning environment in the classroom is crucial for improving students' motivation and achievements (Skolverket, 2023). The social environment conducive to learning has been a current and important issue discussed by various actors in Sweden. Schools need a social environment conducive to learning for students to succeed in their studies. Internationally, Positive Behaviour Support (PBS) as a school improvement program has gained great influence with predominantly positive results in creating a social environment conducive to learning (Dutton, et al., 2010).Although earlier studies have confirmed the positive impacts of PBS in the United States, there is still a dearth of research on the usefulness of PBS in the Swedish school context, where the classroom environment can differ significantly from that of the US.

Methodological design
This study is based on an integrative and systematic literature review carried out according to a flowchart influenced by Polit and Beck's (2021) methodology. The purpose is to update the reader on the state of the field's literature and provide motivation for additional study. The aim of the literature review is to describe and evaluate published studies regarding staff and student perspectives on the effects of PBS, between 2000 and 2022. Different databases were consulted for relevant references by checking the reference lists of the published articles. Different databases were consulted for relevant references by checking the reference lists of the published articles. A total of 852 studies were identified, which, after duplicate a final total of 266 studies. After the first round, specific searching was used for additional search terms, and the total become 41 studies, these 41 texts were thoroughly read in full. A further 25 texts were excluded, so 16 texts remained.

Expected conclusions/findings
The findings indicate that there is a lack of empirical research involving the combination of staff and student perspectives of the effects of PBS. Furthermore, most studies were conducted between 2011 and 2020. The studies reviewed use various data collection strategies, from self-assessment reports to students' opinions. Two studies relied on the students' perspectives on the effects of PBS. Most volume samples are from many elementary schools, teachers and students, with some studies relying on samples from only one or two schools.

Relevance to Nordic educational research
For Nordic educational research the study is of importance that there is no study on student perspectives in the Swedish context, and there is only one study on staff perspectives in the Swedish context in the last 22 years, knowledge of the area is also needed due to the need for the social environment conducive to learning.

Sustainable school development - what, how and for whom?

24. School Development
Veronica Sülau[1] , *Jaana Nehez*[2]
[1] Frida Utbildning
[2] Halmstad Högskola

Sustainable school development - what, how and for whom?

Sustainability is a broad concept that can and should be understood from many different perspectives - ecological, economic and social. The point of departure is taken in the United Nations' 17 global goals for sustainable development. These goals aim to reshape society to ensure the survival and prosperity of people and the planet.

In schools and education, sustainable development is part of the central mission and runs like a core issue through the policy documents and curricula. Working with learning for sustainable development requires a holistic perspective and an ability to integrate the concept of sustainability in many different parts of the organization. The Swedish Council for Higher Education writes in the introduction of the support material *Learning for sustainable development in the policy documents for preschool and school* (2019) that there is a risk that a mission that is everyone's instead becomes no one's.

There are thus challenges linked to the concept of sustainability both in relation to its substantive aspect - what sustainability means - and to its form - how sustainability can be achieved. Therefore, we need to co-create a common understanding of both *what* and *how* sustainable development can be enabled within the school's organization and practice, or from another perspective, create a common understanding of how schools can and need to be organized to create sustainable development.

In this Round Table session, we wish to provide space for a dialogue about sustainability in relation to school development. Questions such as *What is sustainable school development?*, *How can sustainable school development be enacted?* and *Sustainable school development for whom?* are included within this dialogue. An overarching question in the dialogue is perhaps *What purpose does school have, and for whom?*

The aim of the dialogue is to deepen the understanding of sustainability in school development. This is done by listening to different voices and perspectives, challenging each other's thinking, and learning more about how sustainability and school development are connected. We would therefore wish for the dialogue to give space for different voices and perspectives from different levels within the school system: students, teachers, leaders and researchers.

Participants who contribute with an abstract are asked to read the other participants' contributions in advance and make notes of points to discuss during the Round Table session. During the session, space will be provided for raising these questions or comments in a dialogue. The dialogue will be led by a moderator who takes responsibility for creating a democratic space where everyone's voice is included.

Learning to Sustain: A Path to Sustainable Education

24. School Development
Ulrika Bergmark[1] , *Sara Viklund*[2]
[1] Luleå Tekniska Universitet
[2] Umeå Universitet

Since the early 1990s, the Swedish education sector has experienced a multitude of reforms. Between 1990 and 2013, more than 70 reforms affected schools and teachers (Blomgren & Waks, 2017), and the change pace is still high. Between 2021 and 2023, 14 reforms focused on education (The European Commission, 2023). In the middle of this congestion of initiatives are the teachers, drawn between different continuing education efforts aiming to improve school results and meet the abundant challenges of today's society. For teachers to obtain agency in this situation and contribute to sustainable school development on scientific ground and proven experience, they must know how to identify educational needs and have the tools to achieve the desired changes.

The issue of research and development for sustainable school development has been on the agenda for a long time at the Education Administration in a medium-sized Swedish municipality (roughly 40,000 inhabitants), but the work was intensified with the new school law, stating that education shall rest on scientific ground and proven experience. The administration has created strategies, functions and activities in collaboration with universities in the region to create a long-term sustainable school development. For example, a strategy for research and development has been drawn up, a position as a scientific leader has been established, an educational science council has been formed which includes teachers, principals, head of administration and researchers, a master's course for teachers, Research and development in schools, and a course for principals, *To lead a school on a scientific basis*, has been carried out. In addition, several practical research projects have been conducted and a popular science journal has been established.

The latest in the line of initiatives is the establishment of a research and development (R&D) team operating within the municipal context described above. The R&D team includes three first teachers, two PhD students and a professor/scientific leader and was formed in January 2022 with the aim of promoting research and development in primary and secondary schools through collaboration. The team works to increase teachers' scientific competence and ability to lead school development work, which in the long run is expected to contribute to teachers' professional development and students' learning.

The presentation in the round table focuses on the work of the R&D team, which has been explored in a paper (Bergmark et al., 2023). The results show challenges related to three themes: openness and control in the assignment, strategic and operational work as well as breadth and depth in the activities.

Lessons learned included that clear, but at the same time flexible structures, are needed, both long-term and short-term perspectives, and that anchoring on different levels of the local educational system is important. A conclusion is that, in order to deal with the challenges, the team has struck a balance and navigated between internal and external needs, demands and expectations of the team's work.

Structures and mechanisms in school development processes

24. School Development
Lene Nyhus[1]
[1] Högskolen i Innlandet

Structures and mechanisms in school development processes

In a recent book, Helstad and Mausethagen (2022) have studied discourses in Norwegian research in school development, based on systematically selected books over the last decades. Examples from the study are that most of the studied publications are characterized by the cultural perspective on change, where norms and values in schools as organisations, are crucial for the processes. Within this, the relational work in schools has great attention, as well as the ownership to the development processes, including sharing of experiences, partnership, and practice-relevant research. What is *not* mentioned as an explicit attention in the research in this field, is meta-theoretical discourses, which address ontological, epistemological, and axiological questions in the research itself (see for example Bhaskar & Danermark, 2006, on how meta-theoretical positions can be understood and categorized). Meta-theory might already be included or taken for granted in the research, explicit, or implicit, but not to the

extent that it characterizes the (Norwegian) literature.

What I suggest as interesting here, is that meta-theoretical aspects have important implications for research in this field (Nyhus, 2022), and that meta-theory also can inspire to new approaches to research and development of practice in school development. I claim that meta-theory might give other or new positions/perspectives to study school development from, compared to theory-informed research, which is not clearly rooted in meta-theory.

The meta-theory of critical realist philosophy of science (see for example Bhaskar, 2016), direct the attention towards underlying structures and mechanisms. What is happening on the empirical surface is not all that happens in the processes of school development. Bhaskar's TMSA-model (The transformational model of social activity) (Bhaskar, 2016), further developed by Margareth Archer (see for example Archer, 2003) with her main concepts of structure, culture, and agency (and how they relate), provide conceptual tools to understand the dialectic of interplay between structures, culture, and agency, as processes over time. Social structures and cultural patterns are always already present in any school development process, while they both can be changed or transformed by agents on different system levels (groups, organisations, society). These concepts are examples from critical realist meta-theory, and they might help both in research and in practical school development work and in the link between. Studying underlying structures and mechanisms in school development processes, provides insights into phenomena, which at the same time are important for the agents to be aware of when they try to understand the processes and change practices. The same structures and mechanisms can be involved in different contexts, although the empirical surface might emerge differently, and the other way around; the empirical surface might look quite similar in different contexts, but it can still be (some) different structures and mechanisms "behind" the surface.

In Nordic research in school development, discussions on meta-theoretical presuppositions in the research projects might be of interest among researchers and help us all to be aware of how meta-theory influence the knowledge developed from research.

Caretaking of different voices – a prerequisite for sustainable school development

24. School Development
Anne Liv Kaarstad Lie[1] , *Kristin Stören*[1]
[1] Universitetet i Söröst-Norge

Caretaking of different voices – a prerequisite for sustainable school development

Research topic/aim: In School Development we must taking care of different voices in the process of developing schools as learning organizations. This is a storytelling about how a partnership, between a local university and local School Owners, work with reflections and participation in School Development. The research question: ***How do we work with different voices in professional learning communities?***

Theoretical framework: Sustainability School Development can be to move the overall system to continuously self-improve. Any learning work meant to sustain itself must be embedded directly into the school, changing teaching, and learning practices as well as school culture (Copland, 2003; Levin & Fullan, 2008; Alison & Clark, 2017). Reflective practice research is about recognizing, describing, and communicating one´s actions to be able to learn in a continuous way. Reflection is a mental process related to both cognition and metacognition with the purpose to achieve understanding of a specific situation or phenome to act upon the new understanding. Reflective practice, as a tool to improve practice, is linked to the thoughts of John Dewey (1916) and further developed by Donald Schön (1987). Kolb (1984), influences by Dewey, developed a four-stage model for reflective practice. The reflective cycle has been developed and renamed by numerous theorists, among them Baker et al.´s (2017) "active reflection in action learning cycles", Fergusson et al.´s (2018) "micro-reflecting circle" and Cooperrider et al.`s (1995) "Circle of appreciative inquiry".

Methodology/research design: This is a presenting and discussing about caretaking of different voices in educational improvement initiatives. We will introduce a tool for teachers and school leaders to frame and systemize the reflecting process for school development. The tools name "competence mapper" is for reflection and discussion in schools' collective communities for help to use big data and locally collected small data to judge the quality of the status and to be able to find key development areas as well as anchoring visions and aims in the school organization. The mapper is tried in an action research project in several municipalities in Norway.

Expected results/findings: By bringing together teachers and leaders in collective learning groups where they discuss competence needs, based om big and small data, the voices can be lessened to. In partnerships with researchers and project managers from universities these voices play a major role and can enhance the understanding of learning progress and the quality of teaching practice in the school organization. School leaders find support in a common model for reflection on practices.

Relevance to Nordic Educational Research: The mapper-model enhance collecting both data regarding cognitive and socio-emotional learning through observation, interviews and students work. This emphasis both the social and cognitive development of the student, and are strongly linked the Nordic dimension of education where social welfare, equality among genders and social equity is an incorporated part of education.

Systematic R&D collaboration as setting for expansive learning and transformative agency

24. School Development
Åsa Hirsh[1] , *Anette Jahnke[1], Mette Liljenberg[1]*
[1] Gothenburg University

Research topic/aim

In this study, we analyze a three-year R&D collaboration between three researchers and local education authority (LEA) officials, principals and teachers from five Swedish municipalities.

The collaboration aims to achieve an 'inside-out' perspective regarding instructional development, where the needs of actual students form the starting point when instruction is to be developed, and where solutions to meet the needs are sought in teachers' multidimensional knowledge. In parallel, when teachers carry out such development work, their needs form the starting-point for principals' exploration of their pedagogical leadership, and principals' needs form the starting-point for LEA's exploration of overarching support structures.

The researchers' role in the collaboration is to provide stimuli to support all the participants' work towards the achievement of an inside-out perspective, and their development of transformative agency. The overarching research question is:

- How can the actions and collective efforts in the R&D collaboration be described and understood through the lens of expansive learning and transformative agency by double stimulation (TADS)?

Theoretical framework

Models from cultural historical activity theory (CHAT) is active in both research and development processes. The researchers are guided by the expansive learning and TADS frameworks in planning of activities in the seminar arena, and in analysis of empirical data. In parallel, the figurative representation of interacting activity systems is used in workshops with the participants for the identification of systemic contradictions that need to be overcome in order to achieve the desired inside-out perspective based on the needs of students, teachers, and principals.

Methodological design

The collaboration involves a total of 240 participants;10 LEA officials, 35 principals and 195 teachers from different parts of the school system. The implementation takes place in two arenas, where on the one hand the participants and the researchers meet six times a year in large seminars, and where on the other hand actual interventions take place in each individual school and municipality. The participants' interventions in their local contexts are case-based, i.e. the teachers take as a starting point the needs of selected students, the principals explore their pedagogical leadership in collaboration with selected teachers, and the LEA:s explore their support structures in collaboration with selected principals.

Expected conclusions/findings

Two years into the project, a large number of student cases have been completed where changed instructional actions have been implemented and students' development towards curricular goals have been analyzed and documented by teachers. Principals have, through changed leadership actions, approached a more needs-based pedagogical leadership, and the LEA level has reached a deeper understanding of systemic contradictions preventing an inside-out perspective.

Relevance to Nordic educational research

In times when several Nordic countries are searching for and exploring models for collaborations between academia and school practice, both the need- and case-based orientation in the present project, as well as the CHAT framework as a guiding principle for collaboration, constitute examples to learn from.

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Teachers' motivation to use scientific and practical knowledge to improve the quality of their teaching practice (swe)

24. School Development

Helena Sagar[1] , *Louise Frey*[1]

[1] Municipality of Kungsbacka

Research topic/aim

'Education should be based on scientific knowledge and proven experience' according to the revised Swedish School Act (SFS 2010:800). Hence, Swedish teachers are obliged by law to provide education based on scientific knowledge. In the Municipality of Kungsbacka, local researchers developed a multi-dimensional *definition* of "quality in education", based on scientific knowledge, for pre-school as well as compulsory school. Additionally, the definition was illustrated through the formulation of *indicators*; i.e. concrete examples of how scientifically based quality in education may get shaped and visible in teachers' practice; thus may benefit the children and pupils' learning. The combination fo the definition and the indicators is referred to as the *material*.

The indicators were formulated from all principals' and middle leaders' practical knowledge during two working days during which they penetrated the definition. Hence, they have developed a sense of ownership of the entire material. A previous study confirms the principals and middle leaders' engaged usage of the material in different practices in the preschools and schools. However, the majority of the teachers have only recently been introduced to the material.

The aim of the present study is to investigate how the teachers, who have not been part of the process, and therefore may not experience ownership of the material, make use of the indicators to improve the quality of their teaching practice and what the requirements are for the teachers to use the indicators as a guide for professional development rather than simply as a check list or control tool.

Theoretical framework

Thematic analysis will be used to identify categories of teachers' varied usages of the material. The categories will be analyzed in a modified version of a model for *Communities of Practice: Value Creation in Social Learning Spaces* (Wenger-Trayner & Wenger-Trayner, (2020).

Methodological design

All preschool and school teachers will be surveyed on their attitude towards and usage of the material. Thereafter qualitative research interviews will be held on a volountary basis with approximately 20 teachers, in pre-schools and compulsory schools.

Expected conclusions/findings

We are expecting to be able to identify different categories of usage of the material. We are also expecting to find information on what the requirements are for the teachers to use the material as a guidance for systematic professional development, individually and in a collaborative context, in the purpose of improving the quality of the teaching practice.

Relevance to Nordic educational research

Knowledge on how to bridge the gap between theory and practice in education as well as conditions for teachers' effective colleagual learning is valuable in other Nordic countries and world-wide.

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Tensions and developments in an intervention focused on expanding pupils' prospects in a digitized world (swe)

24. School Development

Ulrika Bossér[1]

[1] Linnaeus University

Research topic/aim

Young people's visions of future education and career possibilities are influenced by the educational level and occupations of family members, which may differ significantly between geographical areas. This manifests, for example, by rural youth perceiving their prospects as limited and pursuing tertiary education to a lesser extent than urban youth (Rönnlund, 2019; Statistics Sweden, 2016, 2022). Swedish compulsory education should contribute to ensuring that pupil's future study and career choices are not limited by social or cultural background. Moreover, digital competence and an entrepreneurial mindset should be fostered, which creates conditions for location-independent occupations in a digitized world.

This study aims at providing knowledge about conditions for promoting digital competence and entrepreneurship in education by examining an intervention in which a researcher and municipal officials in a rural area develop strategies to expand pupils' visions of their future education and career possibilities, by means of digital tools.

Theoretical framework

Development in practice can be analysed by means of tensions within an activity system constituted by actions among actors, oriented towards an object turned into outcomes with the help of intermediary aids. The actions can be understood in relation to rules (norms and conventions), community (people who share goals) and division of labour (tasks and power) in the specific context (Engeström & Sannino, 2010). In this case, the actors are a researcher and municipal officials. The object encompasses strategies to promote digital competence and entrepreneurship.

Methodological design

A case study (Cresswell, 2007) was conducted where field notes from participant observations, records and recordings of conversations and interviews, and documents were collected. Data were continuously coded, and themes were constructed.

Expected conclusions/findings

Preliminary results show that tensions emerged regarding the division of labour, which required redefinition of the researcher's role towards a solution-oriented one. Moreover, tensions emerged regarding the object. Negotiation of the possibilities provided by digital tools as intermediary aids, entailed downplaying the promotion of entrepreneurship, in favour of the development of connections between the urban school, working life and the surrounding community.

Relevance to Nordic educational research

Because educational research, in Sweden and other Nordic countries, is dominated by urban studies (Beach & Öhrn, 2019), this study provides valuable knowledge about conditions for developing strategies to utilize digital tools to expand rural youth's visions of their prospects.

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The Ideal of State-Initiated Practice-Based Research in Sweden: Opportunities and Challenges (swe)

24. School Development
Anette Jahnke[1] , *Anette Olin*[1], *Åsa Hirsh*[1]
[1] Göteborgs universitet

Research topic/aim

The study aims to deepen knowledge of the paradigm within which state-initiated practice-based research has been operating in Sweden since the mid-2010s, and where research is based on teachers' experienced challenges in teaching. The aim is also to identify the need for further development of the content and design of practice-based research in order to produce high-quality scientific results and to contribute to teachers' professional development and the improvement of teaching.

Theoretical framework

The study's framework is based on three parts:Firstly, the study uses that action research offers opportunities for three different knowledge interests: 1) technical, 2) interpretative, and 3) emancipatory (Carr & Kemmis, 1986). In addition, this study uses resultat based on Hirsh and Jahnke (2022), demonstrating that when teachers have the opportunity to exercise autonomy in selecting teaching challenges, these choices can be classified as either professional judgments (i), de-professional judgments (ii), or fulfilling a hidden curriculum (iii) aimed at shaping ideal students. C) Lastly, the ethical guidelines for teachers by the Swedish Teachers' Union states the teaching professions own interpreting of their commisson.

Methodological design

Through two phases of hermeneutic work, this study examines characteristics of ideal practice-based research using the work of The Swedish Institute for Educational Research (2015-2022), as well as the national pilot project ULF (Utveckling/Development, Lärande/Learning and Forskning/Research), which developed collaboration models between academia and the school system in relation to research (2017-2021?. The data comprises policy documents, annual reports, evaluations, and final reports concering the work of Swedish Institute for Educational Research and ULF. The first phase results in the identification of four ideals. The second phase assesses the possibilities and challenges of ideal practice-based research and action research concerning professional and teaching development. The study also explores strategies for managing challenges, utilizing the theoretical framework in the the second phase.

Expected conclusions/findings

The preliminary results show that the ideal of practice-based research needs to be broadened in relation to teachers' professional ethical guidelines in order to contribute to professional and teaching development, in that 1) challenges related to teachers' entire mission become the subject of research, and not only didactic problems with the aim of qualifying students; 2) The research design entails joint self-critical interpretation work by teachers and researchers to guarantee that the challenges identified are professionally relevant and not based solely on researchers' interests or teachers' deprofessionalized assessments; 3) Research with teachers about teachers for teachers is included to make visible hidden values at the group level, thus supporting teachers' professionalism.

Relevance to Nordic educational research

Research-based education has become a common practice worldwide, and the Nordic countries are no exception. It is essential to take a critical perspective when researching this phenomenon in Nordic educational research. This helps ensure that practice-based research truly contributes to teacher professionalism and improvment of teaching.

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Uncovering the physical side of education: principles and tools to facilitate collaborative engagement in school spaces

Pamela Woolner[1] , **Bodil Hovaldt Bøjer**[2], Anneli Frelin[3], Jan Grannäs[3], Lisa Rosen Rasmussen[4], Anna Kristín Sigurðardóttir[5], Torfi Hjartarson[5], Ulrike Stadler-Altmann[6], Carolina Coelho[7], António Cordeiro[7]

[1] School of Education, Communication and Language Sciences, Newcastle upon Tyne, UK

[2] Royal Danish Academy - Architecture, Design, Conservation, Denmark

[3] University of Gävle, Sweden

[4] School of Education, Aarhus University, Denmark

[5] University of Iceland, Iceland

[6] Humboldt University Berlin, Germany

[7] University of Coimbra, Centre for Interdisciplinary Studies, Portugal

Space matters to education, but its influence is often hidden or overlooked. Physical spaces and material resources facilitate or constrain activities and behaviour (Sigurðardóttir & Hjartarson, 2011), reflect educational cultures, and often entrench values or ways of doing things. Design and redesign, accordingly, may serve to enhance the alignment between space and pedagogy, reflect new values and encourage innovative practices (Frelin & Grannäs, 2021). To initiate these developments, however, school communities need to recognise the importance of their spaces, understand their design and use, and begin to develop shared ideas for change.

Participatory approaches to developing school space are frequently recommended (Blackmore et al., 2011), but uncertainties remain about how to do this (Bøjer, 2019). The potential contribution of school users to the adaption and redesign of facilities is therefore neglected. Although school designs cannot simply be transported internationally, approaches to designing can be used successfully in contrasting contexts (Woolner & Cardellino, 2021). This is the reasoning behind our ongoing research collaboration, DRAPES, and, specifically, our recent Erasmus+ project Collaborative ReDesign with Schools, CoReD (https://www.ncl.ac.uk/cored/), which has developed resources for school users to use to contribute to the design and redesign of their facilities.

The aim of this symposium is to share experiences of the development of six tools for collaborative reflection, considering how tools, initially developed in one European country (Denmark, Iceland, Italy, Portugal, Sweden and UK), were adapted and used in differing national and school contexts, deepening understanding of how each tool can be applied in diverse ways and settings. The presentations are organised according to the four principles for facilitating successful collaborative engagement about school space (Woolner, 2018) that guided the CoReD project:

- Start where people are (mentally and physically);
- Understand the intertwining of physical, organisational and social aspects of school environments;
- Facilitate the exploration of ideas and possibilities;
- Appreciate the complex lengthy process that is change.

Each paper begins with the Nordic context, through the choice of participatory tool or the location of the school, but then explores experiences across other settings to understand how these tools can help to reveal the spatial side of education and empower users to make changes.

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Starting where people are with Diamond Ranking, a structured activity with photographs

Pamela Woolner[1] , *Ulrike Stadler-Altmann*[2], **Bodil Hovaldt Bøjer**[3]

[1] School of Education, Communication and Language Sciences, Newcastle upon Tyne, UK

[2] Humboldt University Berlin, Germany

[3] Royal Danish Academy - Architecture, Design, Conservation, Denmark

Research topic/aim

Building on the use of ranking images to facilitate discussions about learning environments (Sigurðardóttir, 2018; Stadler-Altmann 2021; Woolner et al., 2010), CoReD included Diamond Ranking as one of its suite of tools. In this presentation, we will consider the reasons for its effectiveness.

Theoretical framework

Diamond ranking of statements was an established thinking skills activity that began to be used with images as an education research tool. The activity invites participants to take nine images, of either their own setting or chosen from image libraries of spaces in other schools, and arrange them according to criteria such as 'good place for learning'/'poor place for learning'.

Methodology/research design

Over the CoReD project, diamond ranking was used in a range of schools, from kindergartens to secondary institutions, in Denmark, Sweden, Italy and England. These premises were extremely varied, ranging in age from recently built to 50 years old to over a hundred, including some renovated buildings, and based in urban, suburban and rural areas. It was used with teachers, other staff and students, with a range of intentions.

Expected results/findings

In this presentation, we will discuss how the tool was used in four examples from the project: with staff in Denmark as part of continuing professional development, with staff in a Swedish school as part of a school safety project in the context of rebuilding, with students in an English school as the first stage in planning the developement of an outdoor space, and with kindergarten practitioners in northern Italy.

Sometimes photographs of the particular school were used, so starting with the familiar physical context. On other occasions, generic images were used to enable participants to explore their underlying ideas about school spaces and learning. A range of ranking criteria was used. In most cases,

the activity was intended to be the first stage in longer-term redesign processes, but the rankings were used in differing ways, either to highlight and discuss concerns or to generate design ideas.

Relevance to Nordic educational research

Across this diversity of uses, participants reported that the activity was engaging, and it is evident that it initiated discussion about the design and use of educational space. Although it is possible to argue that for diverse people, intentions, and settings, diamond ranking 'works', we will discuss how an activity that is so structured and 'easy to do' (comment from 11-12 year old student), enables school users to see school space differently.

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Understanding intertwining aspects of school environments using Pedagogical Walk-throughs and Cartographic Observation

24. School Development

Anneli Frelin[1] , *Jan Grannäs[1]*, **Torfi Hjartarson[2]**, *Ulrike Stadler-Altmann[3]*

[1] University of Gävle, Sweden
[2] University of Iceland, Iceland
[3] Humboldt University Berlin, Germany

Research topic/aim

The building of new schools in the city of Stockholm is extensive. In Iceland, new neighbourhoods near Reykjavik have driven increased school building. Across the two countries, many new schools have been designed to enable pedagogical flexibility, but also, in Stockholm, cost efficiency. Research on these innovative learning environments has been conducted, most recently applying Pedagogical Walk-throughs. In Stockholm, an extensive evaluation was carried out using the tool (Frelin et al., 2022), while in Iceland it was used to review one innovative building in its first year of operation (Sigurdardottir et al., 2021).

Methodology/research design

A selection of students, teachers and other staff participated. Across the schools, the focus was on the physical environment's strengths and weaknesses in relation to pedagogical practices. For the Stockholm study, four key locations were investigated: team learning spaces, entrances, dining rooms and sports halls. Twelve focus groups involved a total of 51 adults and 31 students for about two hours for each walk-through. Participants filled out individual forms focused on possible activities, positive and negative aspects, and possible improvements for each space. The findings were then discussed in their group.

Four focus groups supervised by a researcher reviewed the Icelandic school. Two groups included nine teachers, the third group six members of the assisting staff, and the fourth 13 students accompanied by one teacher. Individual forms were filled at each stop in four out of five selected locations: open-plan classroom, workshop area, library, assembly hall, and corridors. Recorded discussions were conducted after each walk-through.

While Pedagogic Walk-throughs centre on participants' discussions of current and future uses for spaces across a school, the tool Cartographic Observation can be used to reveal and graphically illustrate actual use of specific spaces, interaction and movement patterns. This combination provides a different view, which, as we will discuss, enabled practitioners in nursery settings in northern Italy to enhance their understanding of how the physical space contributed to, but did not determine, their interactions with the children.

Expected results/findings

Across all three national contexts, and the use of both tools, relationships between space, school organization and social meaning were explored. In Stockholm our study revealed a need for social spaces, especially for older students. Configurations of space, furniture, lighting, and technology were considered flexible, and the organization of flow critical in these innovative environments. The teachers in Iceland celebrated the variety of approaches and collaboration they were able to apply, while the assisting staff proved a bit more critical of certain practical aspects of the building. Students appreciated a rich selection of seating options but called for "more calm and quiet". Breakout cells, small and large, were seen as great assets by teachers and learners alike.

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Stories of Educational Spaces: A tool to facilitate the exploration of ideas and possibilities of school spaces

24. School Development

Lisa Rosen Rasmussen[1] , *Bodil Hovaldt Bøjer[2]*, **Torfi Hjartarson[3]**

[1] School of Education, Aarhus University, Denmark
[2] Royal Danish Academy - Architecture, Design, Conservation, Denmark
[3] University of Iceland, Iceland

Research topic/aim

This paper discusses the making and application of a tool for collaborative school development, 'Stories of Educational Spaces' (SES), developed for CoReD to embrace the (hi)stories of school buildings and their users to preserve existing building qualities and inform development processes. Mixing storytelling and historical knowledge, the tool helps school users become aware of actual qualities and shortcomings of a physical school building, thereby encouraging a dialogue about sustainable present and future developments.

Theoretical framework

Educational transformation is known to be challenging (Woolner et al., 2018) and requires both participation and collaboration in the development processes to align educational spaces and practices. A key element for engaging users in these processes is facilitation and appropriate

participatory tools (Bøjer, 2019). In this paper, we focus on the task of storytelling as a fundamental element for a tool (Lewis, 2011; Parrish, 2006), connecting spaces, places (Ellis & Goodyear, 2016) and people with the past, present and future through real and imaginative (hi)stories.

Methodology/research design

The tool has been tested on different educational levels with different groups of participants in three European countries. When applying the workshop-based tool, participants use storytelling to explore selected spaces in a specific school environment. In a 3-step process, the participants describe current uses and create stories about past and future usage. By using their imagination to create scenarios participants expose pedagogical preferences, ideas, and values, which would not necessarily become apparent through sheer analysis of the spaces. This can inform discussions and future designs.

Expected results/findings

With the activity of tracking and imagining the archived, lived and future architectural and educational (hi)stories of a building, the tool serves purposes of cultural, educational, and sustainable value: raising awareness and developing competences of the pedagogical use of the physical environment; creating a shared place affiliation and ownership among participants; and laying the ground for adaptive re-use of existing architecture in renovation projects. Across these uses at different design stages and within projects of differing scale, the tool succeeds in facilitating the exploration of ideas and possibilities.

Relevance to Nordic educational research

This paper presents core ideas behind the development of the tool in Denmark and first experiences with its use in Denmark, Iceland, and England. The testing indicates that the tool can help secure alignment of space and practice in both existing and new learning environments.

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The process of school change: using an evaluation tool for professional reflections and a survey to include students

24. School Development
Torfi Hjartarson[1] , *Anna Kristín Sigurðardóttir[1]*, **Carolina Coelho[2]**, *António Cordeiro[2]*
[1] University of Iceland, Iceland
[2] University of Coimbra, Centre for Interdisciplinary Studies, Portugal

Research topic/aim

This paper starts from an acknowledgment that educational change is never straightforward and presents two very different tools to support continuity. One, the School Development Evaluation Tool (SDET) is intended for use by school staff to plan and map change while the other, Survey on Students School Spaces (S3S) aims to ensure the inclusion of students' perspectives in the change process.

Theoretical framework

SDET was developed as an instrument of municipal policy and laid out to enhance professional discussions aiming for flexible school practice, collaboration and individualised learning (Óskarsdóttir, 2014). Six strands represent features to review and develop. Organisation and leadership; policy, evaluation and development; learning environment; teaching practices; student learning; and parental involvement. Each strand entails issues to examine on a five-point scale from constrained practices towards more democratic practices, student-centred learning, and collaboration (e.g. Jonasson & Land, 2012).

In some contrast, S3S is a tool that aims to redesign and rehabilitate school spaces through an inclusive process, by integrating student feedback in the co-design of learning environments (Coelho et al., 2022). This is achieved by a bipartite procedure of an initial students' online survey and a subsequent focus group in the form of an on-site walkthrough of students within the mentioned spaces. The survey reaches a more extensive array of students who use the school premises, and the walkthrough can detail more specific circumstances of student's occupation of these spaces.

Methodology/research design

This presentation relates three cases, from Iceland and Sweden, where school staff used SDET to review their respective school buildings and two cases of the use of S3S in Portugal. All five schools were of traditional design, recognised to have limitations due to both age and design, and considering alterations.

Expected results/findings

The SDET and S3S tools, overall, proved both userfriendly and adjustable to each school's needs and expectations. In particular, the SDET tool ignited and stimulated professional discussions in the early planning phase of redesign of school facilities, while S3S provided valuable feedback on current spaces, generated ideas for small or large-scale rehabilitations and provided an impetus to follow through with improvements.

Relevance to Nordic educational research

In line with our recognition of the complexity of change, we will consider how the opportunity provided to students by S3S and to staff by SDET can facilitate school change, in particular how school leaders and municipal administration can encourage or constrain redesign efforts.

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Understanding of inter-professional collaboration through the perspective of contradictions

24. School Development

Sofie Lökholm[1]

[1] Gothenburg University IPS

Research topic/aim

Despite the recognition of the Local Education Authority (LEA) as a pivotal actor in the enhancement of quality, the corpus of research incorporating the LEA level remains scant. The overarching purpose of this study is to augment the comprehensive understanding of contradictions within the context of inter-professional collaboration in school improvement initiatives.

Theoretical framework

The theoretical underpinning of this study is informed by the Cultural-Historical Activity Theory and expansive learning. This study hypothesizes that contradictions in inter-professional collaboration can impinge upon executing their mission, potentially culminating in the absence of collaborative expansive learning. Contradictions are defined as "historically accumulating structural tensions within and between activity systems" (Engeström, 2001, p. 137).

Methodological design

Using a qualitative case study approach, it draws on interviews with LEA managers, quality strategists, and school principals in a medium-sized rural municipality.

Expected conclusions/findings

The empirical evidence suggests that collaboration is impeded by disparate interpretations, ambiguous division of responsibilities, and asymmetrical distribution of knowledge and communication, thereby engendering different types of contradictions. The empirical findings disclose that all four manifestations of contradictions are discernible within inter-professional collaboration, with critical conflicts and conflicts being particularly prevalent, especially between the LEA and principals. This study contributes to the academic discourse by enriching the understanding of contradictions in inter-professional collaboration within the realm of school improvement, thereby offering valuable insights for propelling further research in school improvement.

Relevance to Nordic educational research

The study's relevance and contribution to Nordic educational research is that it brings a deeper understanding of how contradictions in school improvement activities can be analyzed and further how contradictions can affect school improvement collaboration between actors in a decentralized school system.

25. Critical Race, Racism and Whiteness in Education

A feeling of racialized and gendered differentiation

25. Critical Race, Racism and Whiteness in Education
Marta Padovan-Özdemir[1] , *Jo Krøjer*[1]
[1] Roskilde University

Research topic/aim

It is widely recognized that race and gender are emotionally charged concepts (Davis & MacNaughton, 2009, p. 2; Krøjer, 2003) in politics, culture and even in pedagogics, not least in a Nordic daycare context characterized by colour- and gender-blind universalism and exceptionalism (Padovan-Özdemir, 2023). Also, tokenism of equality and inclusion (Hamilton & Padovan-Özdemir, 2020; Heikkinen, 2016) impedes the development of professional literacy of sexism and racism. Characteristic of this research field is its preoccupation with race and gender as discursively and performatively constructed social phenomena, accordingly, making the emotionality of racialized and gendered differentiation absent and undertheorized. Therefore, the aim of this paper is to advance theorizations of how gendered and racial differentiations are felt and structurally embodied.

Theoretical framework

Theoretically, we are inspired by and draw on decolonial feminist affect theory (Guilmette, 2020). This entails a poststructural understanding of childhood and social inequalities being constituted within social, cultural and historical discourses and perpetuated through everyday practices (Robinson & Jones-Diaz, 2006, p. 16). It also acknowledges the intersectional complexities of inequality regimes (MacNaughton et al., 2009; Puroila et al., 2021), to which we add and explore the emotional dimension. Accordingly, we subscribe to a de-universalization of subject positions and a decolonization of affects to promote a relational and structural understanding of emotions (Guilmette, 2020, pp. 313–314) and how they are invested in inequality regimes (Acker, 2006).

Methodological design

We conduct a secondary analysis (Heaton, 2008) of observations from two Danish daycare research projects (Krøjer, in prep.; Padovan-Özdemir & Hamilton, 2022) which focused on gender, race and other social categories, respectively. These qualitative data sets are relevant to include and combine as they display empirical evidence of complex entanglements of embodiment, emotionality, and differentiation. Thus, our secondary analytical methodology unfolds by asking new research questions about unresolved empirical matters that have emerged in the two datasets (St. Pierre, 2019) and utilizing the combination of datasets to strengthen the empirical foundation for theoretical conceptualization (Beck, 2019) of how feelings of gendered and racialized differentiation embodies a structure of inequality in daycare everyday life. Accordingly, we bring forth what is emergent in the empirical material.

Asking new research questions to datasets generated on other terms requires ethical considerations (Chatfield, 2020). First, our secondary analysis is ethically responsible, because the projects generating the empirical datasets focused on the same themes of diversity and inequality as does our secondary analysis. Second, both authors were involved in the production of the observation data, thus; knowledgeable of the context of the observations. Third, the re-use of the datasets lies within the timeframe of five years of storing consented to by the research participants.

Expected conclusions/findings

This paper develops a theoretical conceptualization of the emotionality of differentiation with the objective of advancing studies and literacies of race and gender inequality in daycare.

Relevance to Nordic educational research

Accordingly, this paper's contribution to the Nordic field of early childhood education studies is found in the empirical display of how the combination of gendered and racialized inequality are emotionally invested and upheld in pedagogical practices and how these social dynamics can be understood theoretically.

Antiracism in Finnish colorblind schools

25. Critical Race, Racism and Whiteness in Education

Maïmouna Matikainen-Soreau[1] , *Saara Loukola*[1]

[1] University of Helsinki

Research topic/aim

In Finland, both schools and teacher education are required to have plans for furthering equity and equality. Despite the new discrimination law (1192/2022) setting non-intervention to racism as a legally punishable act, racism and antiracism are still not explicitly part of teacher education. On the contrary, research shows that public schools in the Nordic countries are increasingly segregating, while centering whiteness and reproducing racialized processes in curricula and classrooms (Clarke & Vertelyté 2023). Moreover, the colorblind praxis of hegemonic white schools conceals racism (Hübinette & Lundström 2022). In our presentation we investigate how school staff in Finnish lower secondary education attempt to challenge racism and develop antiracist approaches in this constraining environment.

Theoretical framework

We base our research on critical theories of race and whiteness in education with the presupposition that racism shapes education systems (Gillborn 2019). We look at the idea of Finnish exceptionalism (Rastas 2016) as a framework for the concealing and denial of racism. In doing so, we problematize how the local "radical colorblindness" plays into educational practices (Hübinette & Lundström 2022).

Methodological design

Our data are based on short-term ethnographic studies in seven Finnish lower secondary schools. Participant observations (260 days) were done in classrooms and teachers' lounges, during recess and lunch. Open-ended interviews were conducted with 178 pupils and 83 staff members, including e.g. teachers, assistants, school coaches, principals etc. This presentation focuses on staff experiences, observations and manifestations of antiracism in schools via thematic analysis.

Expected conclusions/findings

Our preliminary findings show that Finnish school staff are not educated about (anti)racism, and although many vocalize their zero-tolerance for racism, only a few staff members are prepared to work for antiracism in schools. We found a cognitive dissonance between the staff's will to erase racism and the discomfort evoked by talking about racism in the classroom. In most of the schools the commitments to antiracist actions seemed to be dependent on single staff members' efforts, and the operational culture of the education institution is not systematically supporting antiracism.

Relevance to Nordic educational research

In Nordic countries, antiracist education is not included in state education policies. Where colorblindness and the illusion of Nordic exceptionalism persist, the latest research highlights how antiracist pedagogies are instead invested in by single educational institutions, individual teachers, non-governmental organization, and activist groups (Clarke & Vertelyté 2023). We contribute to this body of scholarship and emphasize the need for a national curriculum and policies against racism in Finnish schools, in dialogue with research from other Nordic countries.

Literature

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Arctic Pedagogy – Navigating new horizons through action research (dan)

25. Critical Race, Racism and Whiteness in Education
Carina Melgaard[1]
[1] PI/SPS - College of Social Education, Greenland

Research topic/aim
Walking the Path of Decolonization – Devoloping Arctic Pedagogy through Action Research

This project aims to explore and discuss the decolonization process in social pedagogical education at Perorsaanermik Ilinniarfik/Social Pedagogical Seminary in Greenland, focusing on language, culture, identity, and power dynamics.

Despite efforts to integrate Greenlandic culture into pedagogical practices, educators often face challenges due to the lack of literature rooted in Greenlandic culture and the Arctic.

Additionally, the potential to enhance inclusive practices, pedagogy, and education in Greenland and the Arctic region is examined within a decolonial framework. In the historical context, post-war Danishification and modernization processes led to Danish becoming the dominant language in Greenland's school system after 1950. This linguistic and cultural influence in this period has contributed to a perpetuation of a discourse, marginalizing Greenlandic languages and cultures. This issue, insufficiently explored in research, persists despite the lasting impact of Danish language and cultural initiatives in post-war Greenland.

Emphasizing action research, instructors collaboratively investigate how the concept of Arctic pedagogy can be applied to develop education within a decolonial framework.

Theoretical framework
The theoretical framework is informed by postcolonial and decolonial scholars, including Robert Phillipson, Eve Tuck, and Tuhiwai Smith. Arctic pedagogy, as conceptualized in this research, is characterized by a commitment to recognizing and embracing the unique aspects of Arctic communities. This includes an emphasis on local knowledge systems, linguistic diversity, cultural traditions, and the distinct challenges and opportunities posed by the Arctic environment. Arctic pedagogy rejects a one-size-fits-all approach, urging educators to navigate the nuanced landscapes of Greenlandic culture and society.

Methodological design
I will integrate action research as a central method in the project. I plan to facilitate workshops where I, along with my colleagues, can explore how to effectively apply active pedagogy. The aim is to create teaching methods that are more relevant and inclusive in the unique Greenlandic context. Through these workshops, I will work on developing pedagogical practices and education that better reflect the values and experiences of Greenlandic communities.

This involves creating culturally responsive curriculum content, enhancing institutional practices to promote diversity and equity, and fostering inclusive learning environments that align with the values and experiences of Greenlandic communities. Through these concrete steps in action research, I strive to bring about changes that make education more relevant and accessible to all students in Greenland.

Expected conclusions/findings
The anticipated outcomes extend beyond the Social Pedagogical Seminary, contributing to broader conversations on decolonizing education through the lens of action research. Documenting challenges, successes, and lessons learned throughout the intervention, the study aims to provide a valuable resource for educators, policymakers, and researchers interested in fostering more inclusive and equitable learning environments.

Relevance to Nordic educational research
This project aligns with contemporary discourses on social justice, anti-racism, cultural diversity, and the transformative potential of education. Through the lens of action research, it seeks to generate practical insights that inform pedagogical practices, promote cultural sensitivity, and contribute to the ongoing dialogue on decolonizing education in a postcolonial Arctic context.

Being bilingual and dyslexic in the Danish puplic school: Diversity and inequality in the detection practice of dyslexia (dan)

25. Critical Race, Racism and Whiteness in Education

Hatice Secilmis Filikci[1]

[1] ph.d..-student at Aalborg University

Research topic/aim

Dyslexia is the most common learning difficulty at school age and the most frequent cause of major reading difficulties (Elbro, 2021; Jandorf & Andreasen, 2021), but bilingual students diagnosed with dyslexia are underrepresented in Danish public schools (Gellert, 2009). Bilingual pupils are not a new phenomenon in Danish public schools, and the current definition of the Ministry of Education is: *"children who have a mother tongue other than Danish and who learn Danish only through contact with the surrounding society, possibly through education"* (Retsinformationen, 2016). Educational research has shown that the term bilingual students is not only about the language of the students. But language becomes part of the socially practiced category of race through which students are differentiated (Kofoed, 2011; Li, 2021a). In Danish educational practice, bilingual students are often used overlapping with brown Muslim children (Buchardt, 2016). In policy debates, bilingual students are seen as a homogeneous student group and based on their school outcomes, they are often the subject of education policy interventions (Horst, 2017). With this paper, I will investigate what may be the basis for this underrepresentation of dyslexia in bilingual students. The focus will be on how the categories race and class form part of the teachers' interpretation of the students' risk of dyslexia in the Danish primary school.

Theoretical framework

This paper draw analytically and conceptually on intersectionality (Crenshaw, 1991), to analyze how social categories such as class and race in interweaving create meanings for the pedagogical detection practice of dyslexia. With a focus on diversity among students in the detection practice, this paper will illustrate which specific formations of meaning of inequality and positioning the Danish puplic school produces when it comes to bilingual students with reading and writing difficulties.

Methodological design

Regarding to the teachers' practices for detecting dyslexia, this paper will use qualitative studies. Inspired by participatory ethnography, four months of fieldwork will be carried out at two different Danish primary schools (Eisenhart, 2019; Hastrup, 2010), consisting of interviews with seven teachers and reading advisors, classroom observations and observations of class team meetings in relation to test evaluations (Brinkmann & Tanggaard, 2020; Lindblad & Sahlström, 2003).

Expected conclusions/findings

Tentative findings in the teachers' practice, the categories race and class will be assigned and constructed as important intersecting categories for the teachers' interpretation and positioning of the students with reading and writing difficulties and the teachers' detection of dyslexia.

Relevance to Nordic educational research

Nordic research on bilingual students is primarily based on a linguistic (phonological) tradition that sees language as a measurable phenomenon, or a sociolinguistic tradition that deals with the importance of social factors for language and language development (Laursen & Holm, 2010; Holmen & Jørgensen, 2000; Hedman, 2009; Bøyesen, 2006). Specific focus on dyslexia and the detection practice in relation to bilingualism is lacking in Danish (Nordic) research (Gellert, 2009). Neither the education system nor Danish research has a clear focus on bilingual students in relation to dyslexia (Gellert, 2009). Most often, they are treated as separate areas (e.g. UVM, 2020a).

Doing diversity in a predominantly white privileged preschool – opportunities and limitations of de-centering whiteness

25. Critical Race, Racism and Whiteness in Education

Osa Lundberg[1]

[1] Malmö University

Research topic/aim

The overarching theme of this study is to examine how knowledge about racial diversity is constructed in early childhood education within racially homogeneous, white upper middle-class area. Furthermore, the intended purpose of the analysis is to contribute to the theoretical development of racial literacy and applied curriculum theory.

Theoretical framework

The theoretical impetus stems from Basil Bernstein's pedagogic theory, the sociology of knowledge in combination with critical racial literacy perspectives (Bernstein, 2000; Epstein & Schieble, 2019). A curriculum theory perspective is applied to the research design, data production, analysis, and findings. Bernstein's theory is applied to analysis of social and racial diversity in the pedagogic discourse (Bernstein, 2000). The pedagogic discourse includes the content of learning, how it is relayed and the regulation of the social order. The intersections of racial knowledge, identity, and belongingness are examined as knowledge negotiated in ordinary everyday pedagogical activities with young children.

Methodological design

This is an ethnographic study of early childhood education and care (ECEC). Participant observations were carried out at three different sites for a period of 21 days and a total of 70 hours of observations at each site. The data production consists of field notes and teacher interviews. This data has been analyzed with the aid of NVIVO software program for qualitative data.

Expected conclusions/findings

Critical pedagogical approaches in predominately white upper middle-class preschools attempt to offset white normativity through a variety of intercultural and norm critical pedagogic practices. However, the structural settings seem to reinforce privilege and negate the underlying intention to de-center hegemonic whiteness. Despite good intentions and attempts to introduce social and racial variations into the pedagogic content, the results indicate a perpetuation of privilege and status that normalizes social and material advantages. The results also indicate that knowledge about racial diversity can on the one hand de-center normative whiteness while working to strengthen and build solid, secure, positive racial identifications with oneself and others, but on the hand other also reify and reinstate racialized group identities.

Relevance to Nordic educational research

Sweden and Scandinavian preschools are at the forefront of social integration. Preschool is the first step into the educational system and one of the first meeting spaces for newly arrived children and families. This study highlights and emphasizes the necessity of knowledge about racial diversity and diversification of pedagogical practices that can not only sustain, but also utilize racial difference and diversity as unifying force and source of inspiration for knowledge development.

Fostering Racially Minoritized Student Participation in Danish Education through Friendship Pedagogies (1970s-Present)

25. Critical Race, Racism and Whiteness in Education

Jin Hui Li[1] , *Mante Vertelyte*[2]

[1] Aalborg University, Centre for Education Policy Research

[2] Aarhus University, DPU

Research topic/aim

Friendship relations between students of different 'cultural' and national backgrounds have been a focus of educational strategies in Danish school contexts since labor migration began in 1960s' (Moldenhawer & Øland, 2013). Examples of such strategies have included school redistribution and referral projects that transfer students from schools with a high concentration of students with foreign backgrounds to school districts with a high concentration of white Danish students, specific quotas for students with foreign backgrounds in schools, and the establishment of friendship exchange classes. This article explores how friendship relations have been understood and used in approaches to the participation of racially minoritized students in Danish schools from the 1970s until the present day.

Theoretical framework

Using Foucault's concepts of *technologies of power* and *problematization* we approach friendship as a pedagogical technology. This allows us to examine how friendship is implied in school pedagogies and to identify the problems such pedagogies of friendship claim to address.

Methodological design

Based on an analysis of literature targeting education professionals we examine the rationales behind education professionals' use of friendship as a pedagogy and how these rationales have changed over time.

Expected conclusions/findings

We identify three distinct pedagogical problematizations: friendship as a tool for Danish language skills, friendship for intercultural understanding and antiracism, and friendship for integration and social mixing. Our analysis shows that friendship has increasingly been problematized in terms of the Danish welfare state's migrant integration project. Our analysis reveals a shift in the implementation of these pedagogies: conceived as a means to facilitate language acquisition in the 1970s and as a preventive measure against racism in the 1980s, they have evolved into technologies for achieving 'cultural sameness' through the means of social mixing. The article concludes with a discussion of the potentials of friendship pedagogies in antiracist education.

Relevance to Nordic educational research

Like other Nordic welfare states, the education of migrant children has been a central focus of educational policy in Denmark since the 1970s (Li & Enemark, 2023). The policies can be seen as part of the Nordic welfare state's educational practice of "including everyone under the same school roof," with the ideal of supporting social mobility and social cohesion through public education (Ydesen & Buchardt, 2020). Since the 1970s, under the heading 'school for all,' Danish education policies and pedagogical strategies have included regulations for the provision of mother tongue education (Kristjánsdóttir, 2006), bicultural/bilingual classes (Clausen & Horst, 1987), reception classes for newly arrived migrant children (Buchardt, 2016), school distribution strategies such as bussing in Århus Municipality (Jacobsen, 2012), and Danish as second language teaching (Holmen & Lund, 1999). However, several studies have already pointed to how such educational policies and practices are not a neutral instrument for promoting social inclusion in line with the logic of the Danish welfare state and 'school for all.' For the migrant children who encounter these policies and practices in school, there are often racialized consequences resulting in marginalized and minoritized positions (Buchardt, 2014; Khawaja, 2001; Li, 2021; Yang, 2021).

Navigating anti-racism: pockets of opportunity in teachers' practices

25. Critical Race, Racism and Whiteness in Education

Sara Blikstad Nyegaard[1, 2]

[1] Senter for studier av Holocaust og livssynsminoriteter

[2] University of Oslo

Research topic/aim

Studies show that racism is a problem in Nordic countries, and that teachers tend to avoid issues of race and racism, often turning a blind eye to the lived reality of many minoritized studens (Alemanji, 2016; Svendsen, 2014; Wiltgren, 2023). In Norway, as in many other countries, little is known about what teachers actually do and how they interpret and act on racism. Here, I present findings from a study where the perspectives of teachers have been analyzed to gain a deeper understanding of how teachers work against racism. Through inductive thematic analysis of interviews, a range of structures in the teachers' work have become visible. The study answers the following research questions: a)What structures influence the focus on racism in teachers' practices? and b) what may be enabeling and hindering the anti-racist work of teachers?

Theoretical framework

The focus in the article aligns with the antiracist perspective (Okolie, 2005), a critical approach with a normative agenda to reveal and delegitimize racism in hegemonic discourses and support counter-discourses. Racism is understood as a dominant discourse rooted in colonialism, enbabbed in socalization. It is a division between "us" and "the others", that must be understood in connection to asymmetrical power relations in society. Racism encopasses a spectrum from structural to interpersonal and internalized racism, and antiracism is seen as the efforts done to interrupt different forms of racism.

Methodological design

The study has a qualitative design, based on the assumption that rich descriptions of teachers' perspectives is available through in-depth interviews with the teachers themselves, and that the interview data can offer insight into a variety of experiences that are valuable to understanding the work of teachers. Eight in-dept pair-interviews with teachers, and one single interview (N=17) were conducted. The teachers were purposely sampled (Brinkman kvale). All interviews were recorded and transcribed word-by-word. In analyzing the interviews, I used reflecsive thematic analysis (Braun & Clarke, 2022).

Expected conclusions/findings

Five main structures were identified. These were a) access to professional development, b) access to minoritized experiences c) familiarity with relevant policy and curriculum d) support from school leadership e) engagement with community and parents. Where these structures were strongly present, teachers' tended to enable antiracism, for instance through reflexive practices, high awareness of racism and sense of confidence in their own antiracist practices. Where these structures had a weak presence, the teachers showed tendencies of inhibiting antiracism, for instance through avoidance, ad hoc practices, low awareness of racism and fear of approaching the subject with students.

Relevance to Nordic educational research

As Arneback and Jämte (2021) reminds us, it is important that we learn more about who the teachers are. In the Nordic countries, an overwhelming mijority of the teachers are white representatives of the majoritized population. To understand how to improve work against racism within education, a focus on what these teachers do, what inhibits and supports their work, is relevant. As the Nordic countries all have a pattern of denial of racism, and all show teachers' avoidance of racism, these findings may be interesting to discuss across our contexts.

Racism suitable for children? Intersections between child innocence and white innocence

25. Critical Race, Racism and Whiteness in Education

Ahrong Yang[1]

[1] Department of Culture and Learning

Research topic/aim

This article examines the concept of 'child-friendliness' through different notions of innocence in a Danish context. It looks at how such notions are upheld, negotiated and inform ideas of race, making race seem a concern primarily for adults.

Theoretical framework

I approach innocence as connected to race-blindness (Wekker, 2016). That is, the denial and willful ignorance towards acknowledging racism and racialized experiences to uphold national and personal narratives of being non-racist. The connection, or the disconnection, between innocence and racism, I argue, also upholds notions of what is considered child-friendly.

When approaching childhood, my perspective is informed by race as lived experience and queer and feminist lenses on childhood. I am inspired by critical childhood scholars who aim to centralize marginalized knowledge and legitimize such knowledge as important contributions to the world. Since childhood has historically been dominated by perspectives from Western, white men, critical childhood scholars, such as Omolade (1987), Burman (2007), Pérez (2017) and Nxumalo and Cedillo (2017), call for a reconceptualization of childhood and challenging the binary relationship between adulthood and childhood (Faulkner, 2010; Garlen, 2018; Spyrou et al., 2019).

Methodological design

The article builds on empirical material produced with children aged 11–12. It was conducted from April to October 2018 at a Danish elementary school in a middle-to-upper-middle-class part of the Danish capital Copenhagen. The methodological approach consisted of observations of the children's everyday school life, informal conversations with teachers, group interviews with children and child-made material (Sánchez-Eppler, 2018), such as autophotographs and written and drawn storytelling. The analysis in this article draws on the latter, with empirical focus on one group of children's teamwork on a video game they were asked to make and their discussion around one of the locations from their game.

Expected conclusions/findings

Children are not oblivious to racism—quite the opposite. They use their knowledge about race and racism to test the limits of the child category, and vice versa; they use their knowledge about the child category to test the limits of race and racism.

Relevance to Nordic educational research

While many Scandinavian studies have analysed childhood innocence and white innocence as separate analytical scopes, only a limited number have considered how 'child innocence' plays into ideas of race or, more specifically, the silencing of race. We see examples of that within the international work of critical childhood scholars who urge new perspectives that challenge the very idea of childhood.

Re-/decolonization in education: Undoing and unsettling affective sensibilities of coloniality and racialization

25. Critical Race, Racism and Whiteness in Education
Iram Khawaja (Chair)[1] , *Tringa Berisha*[1], *Gabriella Muasya*[1], *Josefine Lee Stage*[1]
[1] Danish School of Education, Aarhus University

In this symposium we are engaged in investigating how processes of racialization and decolonization take shape in and inform different educational contexts across England, Denmark, and Greenland (Kalaallit Nunaat). Education is in many ways a concept and practice deeply embedded in colonial and racialized notions of the acceptable and desired student (Phoenix 2009, Wekker 2016, Khawaja & Lagermann 2023), pointing towards who gets to be recognized as a good citizen and ultimately is seen as hu(Man) in the hierarchy of difference and otherness in the institutional practices in the global North (Wynter 2006, Loftsdottir & Larsen 2012). The process of decolonization entails an undoing and unsettlement of these deeply affective sensibilities of coloniality (Woolford 2015; Quijano 2000; Maldonado-Torres 2007; Tlosatanova 2023). We focus on the situated and specific ways in which colonial and racialized injustices and indignities are reproduced and practiced in educational contexts such as the high school, the university, and in school history. This is related to questions of whose bodies, voices, sensibilities and affects are heard, made visible and seen as legitimate? But also, whose bodies are considered illegitimate, and how are they made into objects of intervention?

The different papers in the symposium will address these questions by looking into; spatialized negotiations of racialized belonging and resistance amongst students in higher education and high school, the struggle amongst high school teachers in responding to student's call for social change, and the reproduction of racialized otherness through educational institutions in the colonial Danish-Greenlandic school history. Drawing on a combination of theoretical perspectives ranging from critical race theory, Black feminism, affect theory and decolonial theory we wish to explore and develop new analytical and conceptual ways of understanding the often, complex processes of racialization and how it entwines in processes of re- and decolonization in education- and more specifically how it relates to the Nordic context of education.

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Colonial imaginaries: contours of an imperialistic Danish project in the history of the school in Kalaallit Nunaat

25. Critical Race, Racism and Whiteness in Education
Josefine Lee Stage[1]
[1] Danish School of Education, Aarhus University

In the aftermath of the case of "the experimental children" and the "IUD-scandal" the history of the relation between Kalaallit Nunaat and Denmark has been re-actualized. These historical events are a part of the school's history in Kalaallit Nunaat because the school referred children to these experiments. The research on these historical events identify them as colonial practices based on an idea of Denmark's moral obligation towards Kalaallit Nunaat (Thorleifsen et.al 2020). However, the research does not connect the school in Kalaallit Nunaat to an imperialistic Danish project.

To understand how the school historically is intertwined with an imperialistic project, it should be contextualized with the massive launch of the welfare project in Kalaallit Nunat during the 1950's-1960's. In this paper, I investigate the ideas of the school in Kalaallit Nunaat that can be traced in welfare work from the beginning of the 1950's until the 1980's, and how these ideas are connected to an imperialistic Danish project. I argue that the school should be understood through a notion of *welfare work* (Øland et.al. 2023) and a concept of *coloniality* (Quijano 2000). This theoretical framework allows us to understand the school as produced and productive of racial and colonial dynamics (Øland 2022). The welfare work's ideas of the school are conceptualized as *colonial imaginaries*. These are traced through a colonial ethnographic fieldwork of the archives (Stoler 2009), which focus on how the school's ideals and practices are unfolded, negotiated, and reasoned through the welfare work's incentives to promote specific behaviors and feelings. The analysis draws on a concept of *fabulation* (Hartman 2008) which entails a focus on the figurative dimension of history and how it is mimed through critical readings. Furthermore, the concept of *affect* is used. Affect is mediating and creative of societal structures by regulating specific patterns of (in)appropriate feelings, knowledge, and behavior (Vallgårda 2013, Ahmed 2004).
I will present preliminary reflections on a specific colonial imaginary, I call the *imaginary of sexuality,* which shows how welfare work reflects on and inscribes the making of a proper sexuality in the project of schooling in the period of 1950s-1980's. The ways in which the school, and education in general, plays a role in ongoing colonial relations is a topic of relevance for the wider Nordic region.

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Reshaping, Repairing and Rearticulating University Structures: Decolonisation Efforts by Minoritised Students in England

25. Critical Race, Racism and Whiteness in Education

Gabriella Muasya[1]
[1] Danish School of Education, Aarhus University

Recent demands by minoritised queer and racialised students in England seek to decolonize higher education institutions by challenging the affective, material and epistemic foundations of the university (Bhambra, 2018, Gopal, 2021). Inspired by global South movements like Rhodes Must Fall and Fees Must Fall, these anti-colonial efforts transcend geographical boundaries, and challenge past colonial legacies, injustices and inequalities that persist in shaping present day universities (Jansen, 2019, Mignolo 2018, Nymanjoh 2020). The students' work reveals the university's inherent paradoxes as both a contested site of colonial and extractive relations, and a space for critical thinking and socio-economic-political development. Drawing on ethnographic research conducted at the University of Oxford from 2020-2021, I examine how students endeavor to reshape, repair, and rearticulate the affective, epistemic and physical structures of the university. The presentation focuses particularly on my collaboration with minoritised Oxford-based student groups, who challenge the notion of the university as historically, affectively, materially and economically disconnected from its broader communities. I hone in on the space-making practices through which the students seek to "reclaim" their university and city of Oxford, challenging British imperial, colonial, and classist histories (Brockliss, 2016, Walker, 2016). Through interviews and participation, the research demonstrates how the decolonial project encompasses not only the removal of colonial iconography but calls for wider structural changes, making the university more connected and accountable to its surroundings. At this symposium, this paper presentation explores how students experiment with different ways of relating and being accountable to each other, both within and beyond the university. The paper offers insights into how minoritised students intertwine affect, materialism, and space in their resistance and transformation practices, shedding light on different ways of understanding the university, its responsibility and potential role in wider society. These wider movements in the UK also influence the Nordic/Scandinavian context of higher education and ways of envisioning resistance within and beyond the university.

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"Powerful powerlessness" – teachers' negotiations of whiteness, difference and authority in the classroom

25. Critical Race, Racism and Whiteness in Education
Iram Khawaja[1]
[1] Danish School of Education, Aarhus University

An increased number of ethnic minoritized students are pursuing high school education in Denmark which on a political level has been framed as a challenge of social cohesion in education which needs to be dealt with through national policies and plans such as student dispersal plans. On the level of the everyday life in high schools, however, questions of diversity, cohesion and difference play out in various ways and more specifically actualized in pedagogical encounters (Ahmed 2000, Davies & Ganon 2009) between students and teachers in diverse classrooms. Most often the teachers are racialized majoritized and white and they experience being met with expectations of having knowledge of issues such as racism, decolonial and social movements for change whilst being challenged on their authority and racialized positionality as teachers. Many students are knowledgeable about and engaged in questions of inequity, social justice, diversity, and power and are attentive to e.g. which words and images should be used or not- and not all teachers are as engaged in these questions having been socialized in a different time and age. Based on qualitative interviews with high school teachers utilizing memory work (Davies et al. 2001), this paper presents teachers' narratives and experiences of negotiating their positionalities, privilege and power in the classroom where many express a feeling of being powerless. Drawing on theories focusing on racialized affect (Berg & Ramos 2015, Zembylas 2015), power and positionality and a theorization of pedagogical encounters as differentiated and racialized entanglements of bodies, spaces, and affects (Deleuze 1990, Puwar 2004, Khawaja et al. 2023), the paper analyzes how racialized differentiations take place in teachers' ways of managing, negotiating, and affectively engaging in contested educational spaces in high schools in Denmark- a focus and an analysis which has wider relevance to the Nordic educational field of diversity, inclusion and otherness.

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Spatialized Racializing Affects: Student Communities and Spatial Contestations

25. Critical Race, Racism and Whiteness in Education
Tringa Berisha[1]
[1] Danish School of Education, Aarhus University

In the context of a relatively segregated suburban high school landscape, situated in the broader political discussions on racially informed student distribution strategies which aim for integration, this article zooms into racialized geographies within schools, namely homing practices (Brah 1996, Isoke 2011) amongst a cohort of racialized students. It analyzes their carving out of space and their crafting of insiderness as a response to their

experienced alienation at school (Puwar 2004, Dyrness 2023). Through the empirical data, deriving from ethnographic fieldwork and spatial tour interviews (Hassani 2018) with students, I seek to foreground ways in which space, school belonging, and homing intersect, as an entry point to explore racialization and student resistance against the institution the cohort comes up against. The data highlights how a spatially anchored knowledge exchange, community building, and other practices of care function as ways to communally articulate and affirm ongoing racialization, centered on- and facilitated by a couch hidden from the rest of the cafeteria. The article thus contributes to the spatial turn in Nordic educational research.

Keywords: space, race, high school, home, belonging

Recognising, naming, and resisting racialisation and ethnicisation in Swedish compulsory schools

25. Critical Race, Racism and Whiteness in Education

Vanja Lozic[1]

[1] Malmo University

Research topic/aim

Among Swedish policymakers and researchers, there is a growing interest in social justice education and children's empowerment. However, there is a need for more research on children's agency and how critical evaluation of lived experiences can enhance social justice. The paper is based on an ongoing article focusing on ethnic and racial oppression experienced by the compulsory school student and their resistance. The aim is to illustrate the processes of resisting and sustaining ethnicised and racialised oppression and how institutionally initiated inquiry can help understand and address oppressive norms and behaviours in local school contexts. Oppression is defined as marginalisation, discrimination, harassment, and exclusionary practices that reinforce inequalities in educational settings (Kumashiro, 2000; Freire, 2018). The primary research questions include exploring how racialised and ethnicised oppression is experienced, resisted, and perpetuated in local schools, how oppressive power dynamics affect the organisation of "body space", and how understanding and investigating oppression can serve as a form of anti-oppressive education.

Theoretical framework

The analytic point of departure is the analysis of oppressive behaviour and normative categorisations and the importance of children's responsive capacities to resisting oppression (Ahmed, 2012; Emirbayer & Mische, 1998). Oppression is viewed as a phenomenological issue. The analysis is centred on how performative acts and verbal interactions position bodies, shape them and lead to disruptive responses. It underscores the spatial distribution of bodies and interpellations and how these actions align, contest, and maintain boundaries between normative and non-normative bodies, ultimately influencing social interactions and societal meanings attributed to these bodies (Puwar, 2004; Dolk, 2013).

Methodological design

This is an ethnographic study conducted in compulsory schools situated in areas of a large city in Sweden. The empirical data were collected through various methods, including students' written reflections on their personal experiences of oppression, participatory observations, and interviews with teachers.

Expected conclusions/findings

The analysis highlights various aspects and examples of the intersection of whiteness, migration, ethnicity, and power dynamics related to age, gender, socioeconomic resources, honour, and religion, as well as resistance to ethnicisation and racialisation. By refusing silence, disrupting, and claiming power to oppose, the student opens the body space to transformation and new potentialities. I argue for the importance of collective and collaborative efforts to develop a critical analysis of privilege and oppression, which can lead to personal, institutional, and social change. The results suggest that recognising and challenging oppressive power dynamics can open new possibilities for transformative actions.

Relevance to Nordic educational research

As the Swedish Discrimination Act excludes race as a basis of discrimination, and there is the official stance of colour blindness in Swedish society (Hübinette & Tigervall, 2009; Osanami Törngren, 2015), it is important to disclose students' own experiences of racism and ethnicisation and their agentic capacity in school contexts.

Resistance, erasure, and the Life & Politics of Coloniality in Norwegian Schools (nor)

25. Critical Race, Racism and Whiteness in Education

Mari Kristine Jore[1] , *Kristin Eriksen*[2]*, Stine Bang Svendsen*[3]

[1] University of Agder

[2] University of Shout Eastern Norway

[3] Norwegian University of Science and Technology

Research topic/aim

This paper maps the political structure of denial of racism as a relevant frame of interpretation in the legal dispute over the so-called Lillesand-case (august 2020- to date) where two sisters, over a longer period, were exposed to racism through bullying and harassment by peers, both physically, socially, and in social media. The case peeked as several of the comments and chatlogs were posted on Facebook naming the bullies. The paper outlines how the school successfully constructs its innocence in this specific case, as the school leadership and school owners fronted the case in local media, carefully avoiding the term racism. Instead, they framed the case as a conflict, implying that the two parts were on equal terms, not acknowledging the racialized structures, symbols, and violence the sisters were exposed to. Later verdicts from the state administration, as the appeal body for parents and children how feel unrightfully treated in schools, and from the court, confirms that the sisters were exposed to racism and that the school response was severely deficient.

Theoretical framework

To conceptualize how racism in schools is experienced by racialized students we use the concept of coloniality of being, meaning a state of peril in which one has to be constantly vigilant of possible dangers (Maldonado-Torres, 2007). We also use the concept of coloniality of knowledge to address the politics and practices of racism in the Norwegian educational system.

Methodological design

We situate the Lillesand-case case in a historical account of the Norwegian education system's colonial policies and practices directed towards the Sámi and the Kven from the 1850s onwards, described as Norwegianisation. Specifically, we do a compared reading between the Lillesand-case and how bullying and harassment in schools has been addressed as part of the school history of the "language-blended" districts in Sápmi and Norway, but also from South Saami schools in the 20th century. From different vantage points, these examples show how bullying and harassment in schools appear as symptoms of a system that produces hierarchies of value among students based on heredity.

Expected conclusions/findings

Our findings indicate that the school's failure to address and resist racism in and through schools must be understood in relation to the long-standing denial of coloniality within the exceptionalist imaginary of the Norwegian nation-state. Through analyzing the cases we argue that institutional responses to racism in schools need to be understood in light of the structure of valuation of peoples, languages, and cultures that is embedded in Norwegian education policy and practice.

Relevance to Nordic educational research

Although evidently a part of the everyday lives of students in Norwegian schools, the notion of racism as exceptionally evil individual acts prevails over historically informed perspectives on racism as a constitutive part of the cultural history of the Norwegian nation-state. The displacing of the root causes of racist violence through re-framing it in the context of allegedly neutral "dialogue", is a common gesture of colonial institutions and actors in perpetuating relations of domination, and the paper shows how this plays out in a Norwegian educational context.

Tension & paradoxes of desires: school staff's concealing and counteracting racism within racializing social structures

25. Critical Race, Racism and Whiteness in Education

Sara Nilsson Mohammadi[1] , *Christine Lillethun Norheim*[2]

[1] Malmö University, Sweden

[2] MF School of Theology, Religion and Society, Norway

Description of symposium

Which mechanisms drive desires to conceal and combat racism in schools? Which factors enable antiracist work in schools, and which are obstacles against it? In their research, the contributors to this symposium have identified different ways by which racism is concealed and sought to be combated in schools. They have also identified tensions and paradoxes of desires among different school staff to conceal and to combat racism in Swedish and Norwegian schools. The contributors show similar but also different driving forces behind these desires in each of their national and local school contexts.

In Swedish and Norwegian schools, staff are legally obligated to safeguard students' psychosocial well-being and prevent degrading treatment. However, the market-driven education system and the potential legal consequences for schools failing in their obligations can drive staff to desire protection for themselves and their schools against racism claims. While staff aim to ensure students' well-being, this desire to shield themselves and their institution may create tensions in their professional and personal lives when addressing racism.

In the educational settings of Sweden and Norway, anti-racist efforts face added complexities. These challenges stem from widespread shared beliefs and emotional investments among predominantly white staff. These encompass notions of Nordic exceptionalism (Eriksen & Stein, 2022), ideologies of whiteness and color-blindness (Hübinette & Lundström, 2022), as well as individualized perceptions of "the racist" who overtly and deliberately harbors hatred towards people of color (Bunar, 2022; Gardell, 2022). These beliefs and investments limit understanding of different forms of racism and may hinder acknowledgements of students' experiences of racism as racism. Moreover, they may explain why many staff report experiences of discomfort when they teach about racism and why they experience having limited knowledge and pedagogical tools to do so in beneficial ways.

While having these perspectives in common, the two papers emphasize them to different degrees. They also differ in their theoretical and methodological approaches to racism and antiracism within the context of education in two Nordic countries. The discussant, Associate Professor Vanja Lozic (Malmö University) concludes the symposium by discussing practical implications of the research presented and ways in which different types of racism can be depicted in the Nordic context. He will also highlight challenges related to communicating the presence of racism among research participants to them in a respectful way without simultaneously concealing racism.

Co-chairs: Sara Nilsson Mohammadi (Malmö University) and Christine Lillethun Norheim (MF School of Theology, Religion and Society)

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Between knowing and not knowing – Exploring teachers' conflictual desire to dismantle and to conceal racism in education

25. Critical Race, Racism and Whiteness in Education

Sara Nilsson Mohammadi[1]

[1] Malmö University, Sweden

Research topic

With the aim of developing deracialization as a concept and practice, this paper will focus on what appears to be teachers' conflictual desire to dismantle racism and at the same time concealing it. The gaps between teachers' aspirations to combat racism and the actions that inadvertently uphold racist power structures has been explored through action research. In recorded conversations some of the teachers seems to be in between knowing and not knowing about the presence of racism in their school and among the students. This examination of conflicting desires creates opportunities to raise awareness of and, strengthen resistance to, racist actions and structures.

Theoretical framework

Deracialization is an active disruption of racializing processes, ultimately aiming to eliminate the regulation of unequal social relations by notions of race (Stevens, 2014). The use of the concept deracialization in this paper should not be mistaken for the deemphasizing of Black racial identity (Johnson, 2017). Within relational psychoanalysis theory attention is paid to the tension between *normative unconscious processes*, when people reproduce different power hierarchies of race, class and sexuality, and conscious and unconscious ways of resisting these reproductions (Layton, 2020). The teachers' conflicting desire to dismantle and conceal racism can be viewed as part of a *repetition compulsion*, manifesting as struggles between normative unconscious processes and *counter-normative processes* (Layton, 2020).

Methodology

Employing an action research approach, I'm engaged in collaborations with two groups of secondary school teachers committed to improving their ability to combat racism in school. Working with the teachers' self-reports in dialogue, space is provided for teachers to reflect on their actions and understandings. This reflective process allows them to examine their *categorizations* and *splits* (Layton, 2020) (which may have been unconscious) and consider how they would like to change their actions as teachers. Transcriptions of the dialogues and teachers' reflections will be thematically analyzed, focusing on the spaces between knowing and not knowing.

Expected results

This research aims to contribute to a more dynamic understanding of teachers' and schools' often conflicting desires in addressing racism. Developing the concept and practice of deracialization may lead to heightened awareness of the limitations of racializing power structures on human experiences and encourage explorations of interdependence among individuals while acknowledging our unique experiences.

Relevance to Nordic educational research

The theoretical framework of "deracialization" and relational psychoanalysis theory can provide a unique perspective on understanding and addressing racism in education. This contributes to ongoing efforts to create inclusive and diverse educational environments.

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Understanding acts and processes of (un)concealing racism in Norwegian schools

25. Critical Race, Racism and Whiteness in Education

Christine Lillethun Norheim[1]

[1] MF School of Theology, Religion and Society, Norway

Research topic

In my ongoing doctoral project, I explore how school staff respond when students say that they are subjected to racism, or staff say they suspect or have proof of this. I find that staff interpret and respond to students' and colleagues' claims in different ways. Sometimes, events or tendencies which some claim to be matters of racism are redefined as something else or stuck in (in)decision-making processes. Both conceal racism. Other staff respond to concealment by acting alone or with others to reveal and counteract racism. In this paper, I identify factors underlying acts and processes of (un)concealing racism in Norwegian high schools.

Theoretical framework

I apply Ahmed (2012; 2021), Essed (1991), Boler (1999) and Alvesson, Einola and Schaefer's (2022) theories on how habits of inaction and inattention to racism shape and are shaped by normalized everyday practices and learnt and willed ways of ignoring. They are also applied to identify factors that enable challenging normalized ways of seeing, acting, and prioritizing.

Research design

The material is produced through fieldwork at Norwegian high schools. I have interviewed 60 school staff, observed 18 formal meetings and 55 lessons. Here, I do thematic analyses of the staff's views on racism and some staff's reflections on their participation in decision-making processes in response to specific claims of racism. This forms the basis for my identification of factors underlying (un)concealment of racism.

Findings

I identify (often unacknowledged) desires for control as underlying concealment of racism. These desires can be about protecting students, oneself, colleagues or the reputation of the school. I argue that these desires can be driven by national and institutional factors of which juridification of students' rights, marketization of the educational system, narratives of goodness and individualized notions of racism are impactful. I identify values of justice and equalization, acknowledgement of subtler forms and damaging effects of racism as underlying some staff's strong will to counter racism for which they engage in acts of unconcealment as a first step.

Contribution to Nordic educational research

There is a growing body of educational research in Norway on racism. Focus is often on how racism is discussed in classrooms, or students and teachers perceive or experience racism. In Norway and the other Nordic countries, less attention has been given to processes school staff engage which perpetuate or counteract racism. This paper contributes to such insight.

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The Missing Pencils: Race, Class, Power and Counter-Power plays in Educational Guidance in Problematized Housing Areas

25. Critical Race, Racism and Whiteness in Education

Lærke Vildlyng[1]

[1] Section of Education, University of Copenhagen

Research topic/aim

"The educational counselor, Susanne hands out pencils to the students. When Susanne looks away, Muhammad takes a handful of pencils and stuffs them in the pocket of his grey sweatpants. The other boys at the table giggle. I pretend not to notice anything. At the end of the lesson, Susanne collects the pencils. She seems puzzled that there are a lot fewer pencils than before. "I had 24 pencils and now there are only 12. The pencils belong to the school office," she says, looking sternly at the students. No one responds. Susanne looks for the pencils in several classrooms. Later in the day, when her and I catch up, she says: "I think it's also a cultural thing, when is it stealing and when is it borrowing and when doesn't it matter? To some, it has no value. It's just a pencil. No it's not just a pencil. It's the school's materials, right? But like they said in the school office, its just pencils. I am not personally insulted or anything, I have forgotten about it in two hours. In two hours I will have forgotten all about this."
(Excerpt from field notes, March 2022)

Based on ethnographic fieldwork in three public schools situated in three different problematized housing areas, this paper presents a forthcoming analysis of how students involved in classroom educational guidance activities engage in modes of resistance or disruption of the guidance.

Theoretical framework

The paper draws on a feminist, affective and intersectional theoretical framework (Ahmed 2014, Crenshaw 1991, Haraway 1988; Keskinen 2022) which enables an analytical attention to how affects such as anger, carelessness and worry expressed in classroom interactions between educational counselors and students take shape in intersections of social categories such as race, class, place and gender.

Methodological design

The paper is based on ethnographic fieldwork in 7th-9th grade at three public schools. I engaged in participant observation of educational guidance activities over the course of three months in the spring of 2022 and interviewed students, teachers and educational counselors. In total, I interviewed 31 students, 4 educational counselors, and 5 teachers, and spent 30 days doing participant observations.

Expected conclusions/findings

I analyze the students' disruptions, e.g. the situation with the missing pencils desribed above, as forms of counter-power; as tactical ways for the students to "get by" and adapt to the circumstances they are in (de Certau 2011). The paper thus aims to create new knowledge on how students respond to and navigate the educational guidance they are subject to, and how disruption, not participating or being passive are also responds that call for analysis.

Relevance to Nordic educational research

Denmark's policies on 'vulnerable housing areas' are of inspiration to other Nordic countries such as Sweden, and therefore, insights to how dominant understandings of 'vulnerable housing areas' and categories such as 'bilingual', 'ethnic minority' or 'Muslim' students affect the educational guidance work taking place in the schools are of relevance to a wider Nordic audience.

The Privilege of Silence: Examining Patterns of Whiteness and Racism in Icelandic Education

25. Critical Race, Racism and Whiteness in Education

Elizabeth Lay[1] , *Cynthia Trililani*[1]

[1] University of Iceland

Research topic/aim

It has become apparent in the last few years that research on race, racism, and Whiteness in the Icelandic education field is underdeveloped and under-theorised in comparison to other Nordic countries. Diversity, multiculturalism, and inclusion studies have been fundamental in advancing educational research in Iceland, not least making important contributions to the well-being and integration of migrating families. Largely missing, however, is a consideration of the subtle and not-so-subtle effects of Whiteness and racialisation in educational policies, materials, practices, and experiences. We are particularly concerned with how the absence of critical racial discourse shapes pedagogical and institutional practices. At the same time, it is from public criticism that children's reading or teaching material are occasionally found to reproduce colonialist and Orientalist positions and consequently taken out of publication. Our study aims to provide a baseline study of racism in and around the Icelandic education system.

Theoretical framework

We apply concepts of Whiteness, racialisation, and migration studies in the Nordic context, allowing us to connect the historical processes of racism and colonialism to the current lived experiences of immigrants in Iceland. We consider the self-perception of Iceland embodied in Nordic exceptionalism and Whiteness that silences the realities of how racism is manifested in everyday school life.

Methodological design

We employ a critical discourse analysis guided by Bacchi's 'What's the Problem Represented' (WPR) approach to evaluate the consequences of this silence. The WPR approach provides a robust critical method to analyse public policies and documents. Rather than studying what problem is addressed in a policy, the WPR approach interrogates further by questioning how the problem is represented within itself. The WPR approach goes beyond simply examining what problem is addressed in a policy. Instead, it looks at how the problem is defined within. This study seeks to understand the underlying assumptions, biases and power dynamics that shape the education policy, school culture and stakeholders' narratives. By interrogating the representation of the problem, the WPR approach can help identify and inform the needs of a diverse student population more equitably and effectively.

Expected conclusions/findings

While talk of equality and democracy is a thread running through the national curriculum, there is ambiguity when it comes to specifying racial inequity as a problem. Tension arises, especially when the policy addresses the expectations of "all students" but targets minority groups as "exempt students". The avoidance of discourse on racism signals the 'White experience' as normative and seems to be based on a construction of the Icelandic identity. The school is encouraged to make an effort to assist students with learning Icelandic. Where racial inequities are not mentioned, we see an avoidance of acknowledging race, especially when other words are used in its place, creating unintentional perpetuation of colourblind racism.

Relevance to Nordic educational research

Policy analysis is impotant to understand what happens in school. The Icelandic identity is tied to a perceived Nordic exceptionalism that places Nordic nations outside of colonial histories and, thus, structures of racism. It is within this framework that we will continue to analyse the discourse of whiteness and racism in Icelandic schooling.