NERA 42nd Congress
Education for Sustainable Development
Lillehammer, March 5. - 7. 2014

Session Program
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Wednesday March 5

Parallel sessions 1 - 15.30-17.00

N 3. Early Childhood Research - Symposium
March 5. Room: Birkebeinersal 1

Chair: Liv Gjems, Volda University College, Volda, Norway

The appearance of professionalism in early childhood education, different roles and different perceptions?

Norwegian preschool teachers are supposed to develop academic and professional knowledge during three years of university-college education, while there are no formal pedagogical education requirements for the position of assistant. Despite this, the national framework for kindergarten makes few distinctions between these two professional groups as regards to functions and tasks. Most instant observations of practice, also apparently gives an impression that the division of labor is weak, both regarding responsibility and the direct work with children. It is important to analyze the new Early Childhood Teacher Education and how the role as preschool teachers appears and is promoted in both pedagogy and the subject didactics. Additionally, we also need to investigate how the different actors reflect in and on their actual practice (Schön, 1987) and how they approach planning and follow-up phases. A core issue in this discussion is the tension between what Bernstein (2000) call the horizontal discourse, the practical knowledge, and the vertical discourse, the expert knowledge and furthermore, the balance between a potential reservoir of knowledge and strategies in a kindergarten as a community and the individual repertoire as a single member of this community. The main problem to address in the symposium is: The development of professionalism in kindergarten and preschool teacher education; different roles and different perspectives? In order to enlighten the main problem, three papers will be presented: Paper 1: The first paper asks how the teachers of pedagogy, the teachers of subject didactics and the students understand pedagogy as cohesive and professional mind righting subject in preschool teacher education. Paper 2: The second paper discusses preschool teachers and preschool assistants different views on "bildung" and how it affect their daily work in kindergarten. Paper 3: The main point of interest in the third paper is to compare kindergarten teachers and assistants function in practical terms in the kindergarten. We believe that these findings will be of interest to researchers on early childhood education as well as early childhood teacher education in other Nordic and European countries.


Comparative perspective of kindergarten teachers and assistants in the kindergarten

Liv Ingrid Aske Håberg
Høgskulen i Volda, Volda, Norway

Preschool teachers and preschool assistants' way of understanding "Bildung".

Bente Vatne, Silje Lied
Volda University College, Volda, Norway

Giving the student's direction within the profession

Torhild Høydalsvik
Volda University College, Volda, Norway
Curriculum, assessment policies and learning outcomes

Curriculum reforms worldwide often follow common ideas for how education should prepare individuals and nations for tomorrow's global society. The power of transnational actors is immense and comparative achievement data has become a source of authority for evaluating national educational reforms and thereby also the curriculum. A global curriculum trend is a shift to an outcome-oriented approach. This contrasts the way the curriculum traditionally has been defined and developed in Northern Europe, where the curriculum genre has been highly content oriented. Outcomes-orientations where students' learning is placed at the fore can be identified in recent reforms, accompanied by an increased policy emphasis on assessment. In these reforms, the teacher is central in how the curriculum help transform classroom practice, and questions around as to how curriculum is implemented relate to teachers' perceptions of knowledge and professional autonomy. This symposium focuses on the processes of curriculum making and how various purposes of assessment and different epistemological understandings of learning outcomes are emphasized in national policies. Furthermore, how trust in the teacher profession is reflected in the realization of outcomes-oriented curricula and assessment criteria in three Nordic countries (Norway, Sweden and Finland) are addressed. To enhance knowledge about the life of the current curricula as they are framed, debated and enacted, there is a need to analyse different actors' (teachers, politicians and government officials) perspectives. The papers draw on interviews with policy makers and teachers, document analysis and survey data, conducted in the period from 2003 and up until today. The symposium is arranged around four paper presentations: Sverre Tveit, University of Oslo (NO): Constructing legitimate meritocracies: A comparison of Scandinavian governments' strategies for ensuring legitimacy of their meritocratic education systems Tine S. Prøitz, NIFU (NO): Learning outcomes framing curriculum development Christina Elde Mølstad, University of Oslo (NO): License to teach - national curricula in Norway and Finland Sølvi Mausethagen, Oslo University College, and Christina Elde Mølstad, University of Oslo (NO): Teacher perceptions of responsibility and control in the curriculum Discussants: Daniel Sundberg, Linnæus University (SE) Sven-Erik Hansén, Åbo Akademi (FI)

Constructing Legitimate Meritocracies: A comparison of Scandinavian governments' strategies for ensuring legitimacy of their meritocratic education systems
Sverre Tveit
University of Oslo, Oslo, Norway

Learning outcomes framing curriculum development
Tine Prøitz
NIFU, Oslo, Norway

License to teach - national curricula in Norway and Finland
Christina Mølstad
University of Oslo, Oslo, Norway

Teacher perceptions of autonomy and control in the curriculum
Sølvi Mausethagen1, Christina Elde Mølstad2
1Oslo and Akershus University College, Oslo, Norway, 2University of Oslo, Oslo, Norway
N 5. The Curriculum Research Network (B)
March 5. Room: Skjøvla (Birkebeineren Hotel)  
Chair: Lotta Brantefors, Uppsala University, Sweden

Science Education in Iceland During the Era of the The Department of Educational Research 1966 - 1984  
Meyvant Thorolfsson  
University of Iceland, Reykjavik, Iceland

Logics of Business Education for Sustainability - 8 teachers' descriptions of practice  
Pernilla Andersson1, Johan Öhman2  
1Södertörn University, HUDDINGE, Sweden, 2Örebro University, Örebro, Sweden

Philosophizing with sustainable development and knowledge creation  
Marie Grice  
University of Gothenburg, Gothenburg, Sweden

ESD via Transdisciplinary Teaching Approaches  
Birgitta Nordén  
Malmö University, Malmö, Sweden

N 6. Educational Leadership Network
March 5. Room: Lillehammersal 2  
Chair: Marit Aas, University of Oslo, Norway

The school as an agent in sustainable development  
Group coaching a new way of preparing Principals to handle role ambiguity  
Marit Aas, Mette Vavik, Tor Colbjørnsen  
University of Oslo, Oslo, Norway

Different requirements for school leaders to master new competencies. A comparison between institutions offering competence programs.  
Tor Colbjørnsen  
University of Oslo, Oslo, Norway

In the Eye of the Storm Tornado - Psycho social environment and work load among Swedish principals  
Björn Ahlström, Eva Sundström  
Centre for Principal Development, Umeå, Sweden

Leadership dilemmas and learning outcomes among students in the Norwegian national leadership program.  
Kjell Atle Halvorsen1, Siw Skrøvset2  
1Norwegian University of Science and Technology, Trondheim, Norway, 2University of Tromsø, Tromsø, Norway

On evaluation of base-groups in headmasters academic leadership program -Base-groups as part of a sustainable leadership program?  
Jessica Karlsson1, Sören Augustinsson1, Ulf Ericsson1  
1Samhällsvetenskapliga, Växjö, Sweden, 2Samhällsvetenskapliga, Växjö, Sweden, 3Samhälle - Hälsa, Kristianstad, Sweden

N 7. Value Issues and Social Relations in Education
March 5. Room: Weidemann 5  
Chair: Gunnel Colnerud, Linköping University

Professional Ethics in Further Education: Students' Dialogues about Ethical Dilemmas  
Astrid Eikseth  
Sør-Trøndelag University College, Trondheim, Norway

Teachers' professional discretion - incidental or well-founded?  
Frøydis Oma Ohnstad  
Oslo and Akershus University College of Applied Sciences, Oslo, Norway
Simulated classrooms – pre-service teachers’ strategies for and development of classroom management by use of advanced technique

**Marcus Samuelsson, Gunnel Colnerud**
Department of Behavioural Sciences and Learning, Linköping, Sweden

Schoolchildren’s judgements and reasoning about bullying and repeated conventional transgressions in school settings

**Robert Thornberg, Ulrika Birberg Thornberg, Noor Daud, Rebecca Alamaa**
Linköping University, Linköping, Sweden

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**N 10. Higher Education**

March 5. Room: Lågen  
Chair: Susanna Niinistö-Sivuranta

Sustainability and the Education of Educators

**Lili-Ann Wolff**, Maria Hofman*, Irmel Palmberg*, Pia Sjöblom*

1Åbo Akademi University, Faculty of Education, Vaasa, Finland, 2Åbo akademi University, Department of Political Science, Vaasa, Finland

Plant and animal knowledge as door-opener to sustainable development

**Jardar Cyvin, Eli Munkebye**
Sør_trøndelag University College, Trondheim, Norway

training on competences for sustainable development: a case study

**María José Bautista-Cerro, María Ángeles Murga-Menoyo**
Universidad Nacional de Educación a Distancia. UNED, Madrid, Spain

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**N 12. Inclusive Education - Symposium**

March 5. Room: Lillehammersal 3  
Chair: Rune Hausstätter, Lillehammer University College, Norway

Twenty years with Salamanca

Twenty years ago, in June 1994, more than 300 people, among them representatives from 92 governments, along with policy-makers, administrators and members of 25 international organizations, including the UN and the specialized agencies, other IGOs, NGOs and donor agencies met in Salamanca (Spain) for the „World Conference on Special Needs Education“, organized by UNESCO in cooperation with the Spanish Ministry of Education and Science. The conference participants adopted the „Salamanca Statement and Framework for Action on Special Needs Education“ which reflect high ideals of progress (e.g., to end all forms of discrimination and to foster social cohesion), thereby making it practically obligatory for national delegations to endorse it. The principle element of this text was an outline of a „new thinking“ in Special Needs Education with the goal to „call on all governments to adopt as a matter of law or policy the principle of Inclusive Education“ (Salamanca Statement, paragraph 3) and, in this connection, to reorient educational strategies to meet special educational needs in the mainstream. Arguably, meeting special educational needs in the mainstream turned out to become interpreted in different ways: while some actors understood and still understand this dictum as primarily concerned with people with disabilities, in the sense of education in integrated settings or „schools for all“ respectively, others interpreted and still interpret „meeting special educational needs in the mainstream“ as the objective to widen the focus of Special Needs Education in terms of the target group, reaching out to the heterogeneity of learners and taking diversity as a starting point for educational theory and practice. Despite the varying interpretations, it is common knowledge that the Salamanca Statement reflected the idea of overcoming the divide between Regular and Special (Needs) Education. Reflecting on the consequences of the „World Conference on Special Needs Education“ for education of people with disabilities. In particular, this symposium will explore the role inclusive education has been playing in this context during the last 20 years, since UNESCO and the Spanish Ministry of Education and Science organized this event. The papers presented at this symposium will be published in a book edited by Florian Kiuppis and Rune Sarromaa Hausstätter in cooperation with Peter Lang Publisher.
From integration to inclusion and the role of special education: experiences from two Nordic countries
Rune Sarromaa Hausstätter¹, Markku Jahnukainen²
¹Lillehammer University College, Lillehammer, Norway, ²University of Helsinki, Helsinki, Finland

Salamanca and beyond: Inclusive education still up for debate.
Dóra S. Bjarnason
University of Iceland, 107 Reykjavík, Iceland

Ongoing exclusion within universal education: Why Education for All is not Inclusive
Jonathan Rix, John Parry
Open University, Milton Keynes, UK

My right to education! Voice of girls and women with disabilities in Tanzania
Jonathan Rix, John Parry
Open University, Milton Keynes, UK

N 13. ICT & Education
March 5. Room: Birkebeinersal 2 Chair: Majken Korsager, Norwegian Center of Science Education

Digital Bildung the key competence to future learning
Lillian Gran
College of Lillehammer, Lillehammer, Norway

Students' Conceptual Understanding of Climate Change
Majken Korsager¹, Jim Slotta²
¹Norwegian Center of Science Education, Oslo, Norway, ²Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada

Tracing digital literacies between school and leisure - how do pupils between the age of 9 - 13 years experience and frame digital practices?
Anne Mette Bjørgen
Lillehammer University College, Lillehammer, Norway

N 14. Multi-Cultural Educational Research
March 5. Room: Møterom B Chair: Christian Horst

Learning Spaces for Inclusion and Social Justice - Success Stories from Immigrant Students and School Communities in Four Nordic Countries
Hanna Ragnarsdóttir
University of Iceland, Reykjavik, Iceland

Immigrant Students in Nordic Education Acts
Lars Anders Kulbrandstad¹, Hanna Ragnarsdóttir², Anette Hellman³, Johannes Lunneblad³, Fred Dervin⁴
¹Hedmark University College, Hamar, Norway, ²University of Iceland, Reykjavík, Iceland, ³University of Gothenburg, Gothenburg, Sweden, ⁴University of Helsinki, Helsinki, Finland

When second language acquisition becomes part of identity politics.
Christian Horst
Institute of Education, ARTS, Aarhus University, Campus Copenhagen, Denmark

Cultural Bridge Building in Norwegian Kindergarten Education.
Hans Mark Svedal, Henriette Harbitz
Sogn og Fjordane University College, Sogndal, Norway
N 17. Leisure time pedagogy
March 5. Room: Inga (Birkebeineren Hotel)    Chair: Bjørn Haglund
What about care in Swedish leisure-time centres?
Annica Löfdahl, Maria Hjalmarsson
Karlstad University, Karlstad, Sweden

Teachers picturing themselves - Professionalism in Swedish schoolage educare centres
Anna Klerfelt
Högskolan för lärande och kommunikation, Jönköping, Sweden

Leisure-time pedagogues in the culture of assessment and achievement - an (im)possible coexistence?
Birgit Andersson
Umeå University, The Department of Applied Educational Science, Umeå, Sweden

N 19. Teachers’ work and teacher education - Symposium
March 5. Room: Weidemann 4    Chair: Frode Olav Haara, Sogn og Fjordane University College, Norway

Research on Teachers’ and Students’ Perceived Learning Experiences

This symposium of four papers reflects the rich variety of learning oriented research taking place in the West of Norway. Learning is still a ‘black box’ (Black & Wiliam, 1998), with a number of under-researched areas (Wedemeyer, 2009; Schunk & Zimmerman, 2012; Pedler, 2011). We know little of how the learners perceive their own learning. The four papers seek to elicit the learners’ voices, either the learners are students or teachers. The aim is to present the breadth of research about learning undertaken by teacher educators affiliated to university colleges. Pupils, students of teaching, and experienced teachers talk about how they perceive their own learning in a variety of instructional settings. The papers are contextualized within multiple disciplines, from learning English as a foreign language and teacher education to professional practice, and in-service learning about assessment in marginal and core school subjects. Murray (2005) introduced the concepts of primary and secondary expertise of teacher educators, and Smith (2012) has discussed the multiple roles of teacher educators, two of which are that of teacher and researcher. Today teacher educators whose primary expertise is teaching are required to become competent researchers as their future in the academic world depends on research based publications. Moreover, in Norway, as in a number of other countries, teacher education is required to be research based (Smith & Østern, 2013). Researchers presenting in this symposium are in the process of developing a research portfolio through the research network on pedagogy, didactics and leadership in the West Norwegian region. A major aim of the network is to empower teacher educators in conducting research, and the symposium is the product of a series of workshops within the network. It is believed that the research focus of the presented studies as well as the context in which they have been conducted might be of interest to researching teacher educators internationally.

Discussant: Professor Kari Smith, University of Bergen, Norway

Assessment in the practical and aesthetic subjects: teachers’ perceptions.
Elizabeth Oltedal, Siv Måseidvåg Gamlem, Thorstein Vasset, Kari Ryslett, Ole Martin Kleivenes
Volda University College, Volda, Norway

Adult Teacher Education students’ perception of study quality in relation to personal life situation
Bente Nikolaisen Sollid¹, Ann Kristin Steinhovden Wathne²
¹Høgskulen i Sogn og Fjordane, Sogndal, Norway, ²NL A Høgskolen, Bergen, Norway

Teachers’ experience with action learning as a method to develop leadership competence.
Marit Øien Sæverud
Volda University College, Volda, Norway

Picture Books as Authentic Texts for Language Learning
Åsa S. Bruheim
Volda University College, Volda, Norway
N 20. Youth research
March 5. Room: Biblioteket
Chair: Gestur Gudmundsson, University of Iceland

Learning to labor intelligently? - a cultural study of relations between school and work in a vocational educational programme for basic health and care

Jakob Bøje, Steen Beck, Helle Winum
University of Southern Denmark, Odense, Denmark

Geographies of education in rural settings. Gry Paulgaard, Professor Dr. polit, Department of Education, University of Tromsø

Gry Paulgaard
University of Tromsø, Tromsø, Norway

Prison Break. Transition of Young People with a Criminal Background from Prison to Civil Society.

Katarina Mertanen, Kristiina Brunila
University of Helsinki, Helsinki, Finland

March 5. Room: Troll
Chair: Arja Haapakorpi, University of Helsinki and Taina Saarinen, University of Jyväskylä

Sociology of education

School choice policies and urban spatial segregation in the city of Turku, Finland

Anna-Kaisa Berisha
University of Turku, Turku, Finland

Institutional Spaces for Parental School Choice and Local Democratic Iterations on the Right to Education and Freedom of Education

Mira Kalalahti, Janne Varjo
University of Helsinki, Helsinki, Finland

The School Choice and the Fragments within the Finnish Middle Class

Janne Varjo, Mira Kalalahti
University of Helsinki, Helsinki, Finland

School Choice under Regional Conditions - The Empirical Nexus of Micro- and Macro Level

Mariella Knapp, Tamara Katschnig, Michaela Kilian, Corinna Geppert
University of Vienna, Vienna, Austria

N 24. School Development
March 5. Room: Inga
Chair: Anette Olin, University of Gothenburg, Sweden

Education for Sustainable Development in Ground-school in Denmark- challenges and perspectives on a municipality level

Venka Simovska, Katrine Dahl Madsen, Lone Lindegard Nordin
Department of Education, University of Aarhus, Copenhagen, Denmark

Focusing School Choices in Times of Educational Change. Parents’ Decisions in Austria.

Tamara Katschnig, Michaela Kilian, Mariella Knapp
University of Vienna, Vienna, Austria

What is really going on? A critical realist approach to the ontology of school development processes

Lene Nyhus
Lillehammer University College, Lillehammer, Norway
No network - Symposium
March 5. Room: Lillehammersal 1

Learning/limits in education

Learning is an empty concept to be applied to whatever content there is to be learnt. The term seems to carry with it certain limitlessess. Maybe this is part of its appeal – there is none limits to learning! Everything can be learnt! Learning is just a question of choice, perception, training, attention and foci. Ironically though, learning seems also to put limit to education when connected it to a particular content, as if education are completed when certain content is transferred to someone. But it is also limiting by adding a certain emptiness to educational practices that tends to depriving education of its emancipatory potentials. Learning, in education then signals both limit and limitlessness, what we will call “learning/limits in education”.

The interest is not so much on learning as in its limits, that is, not “limits” as answer to a question as “how much can we learn”? Neither is the focus on the question whether learning is about a matter of transmission, acquisition or participation. The interest is in the context where learning seems to make sense in the first place, namely where learning and limits are inherently connected. The limits in learning will not be erased by a proper understanding of learning; there will rather just be another learning/limits-constellation whose articulation is dependent on the socio/politico circumstances at hand. We are interested in the very interrelatedness of learning/limits and its diverse functions in actual socio/political contexts. This symposium deals with different notions on learning/limits in diverse educational systems and practices, from kindergarten to higher education.

Papers included are, in other words, exploring, some aspects, particularities and consequences of predominant discourses on learning within education. More specifically the symposium are interested in how learning, with its conceptual history rooted in psychology, came to be understood as a key concept for education from early 2000 and on in all the Nordic countries. It is not that learning was new for education, but what was new was the establishment of new theories of learning, accompanied by new learning technologies and policies. Particularly a shift from emphasising democracy to stressing the importance of learning and knowledge, and where knowledge is characterised by specialisation and subject foci, adapted by the needs and demands of the market economy. Some of the key factors for this sudden rise of symbolic capital for learning will be explored – a capital that was invested in, not only in research and research carriers but also by departments, universities, business, politics etc. The term became the (‘new’) name on such diverse things as research programs and groups, courses, programs, technologies, strategies, desires as well as rooted in political programs and rhetoric’s, school policies and popular discourses on education. If one takes the European conference on educational research (ECER) in Gothenburg 2008, which had as its theme “from teaching to learning”, as a sign of this shift, one can suspect that the shift also largely was a European phenomenon.

Organisers: Professor Carl Anders Säfström and Associate Professor Niclas Månsson
Discussant: Professor Gert Biesta, Luxemburg University

Participants:

Education - something more than just learning the lesson?
Carl Anders Säfström, Niclas Månsson
1 Södertörn University, Huddinge, Sweden, 2 Mälardalens University, Eskilstuna, Sweden

The fundamental pillars and key competences in the Icelandic National Curriculum of 2011
Ingólfur Ásgeir Jóhannesson
1 University of Iceland, Reykjavík, Iceland, 2 University of Akureyri, Reykjavík, Iceland

Composing oneself poetically or letting oneself be composed poetically? Beyond constructivist learning methods
Herner Saeverot
University of Bergen, Bergen, Norway

Are Teaching and Learning Causally or Internally Connected?
Thomas Aastrup Remer
University of Aarhus, Aarhus, Denmark
Thursday March 6

Parallel sessions 2 - 09.00-10.30

N 1. Adult learning – at work, in education and everyday life
March 6. Room: Auditorium D  Chair: Liselott Aarsand

From learning pedagogy to being a pedagogue in action
Kjersti Eckblad
Norwegian Police University College, Oslo, Norway

Communicative Styles in Media Encounters: Adults Negotiating the Parental Subjectivity
Liselott Aarsand
Norwegian University of Science and Technology, Trondheim, Norway

Learning for sustainable development-a model for further education
Ellen Stavlund1, Kirsten Paaby2, Tove Holm3
1Norwegian association for adult learning, Oslo, Norway, 2The Ideas Bank foundation, Oslo, Norway, 3Novia, university of applied sciences, Turku, Finland

KINDERTAGEN AS A LEARNING ENVIRONMENT IN EARLY CHILDHOOD TEACHER EDUCATION
Inger Marie Lindboe, Karen Marie Eid Kaarby
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Some Questions of Importance in Supervisional Work - Searching for rootedness -
Kari Sendenå, Finn Rudolf Hjardemaal
University of Stavanger, Stavanger, Norway

N 3. Early Childhood Research (A) - Symposium
March 6. Room: Auditorium F  Chair: Cecilie Ottersland Myhre, Oslo and Akershus University College, Oslo, Norway

Making ‘matter’ matter: rethinking the place, potential and possibilities of materials within the context of a Kindergarten

This symposium is located around the issue of ‘sustainability’ where as educators we are concerned with reimagining and nourishing educational practices that are sympathetic to and conversant with the complex demands that face all of us in a world of diminishing resources. A specific aim of the symposium is to examine children’s relationships with the material and in so doing we will identify the creative and educative possibilities of taking ‘matter’ seriously. The theoretical underpinnings of the symposium are drawn from posthumanism and feminist poststructuralist theories where there is recognition that our intra-relationships (Barad, 2008) with the non-human can reconfigure what it means in terms of young children learning as well as adult pedagogical approaches. It is argued that within a context such as the kindergarten, assemblages (Deleuze & Guattari, 1988) are constituted, where ‘child’, ‘adult’, ‘furniture’, ‘nature materials’ and other material objects are in molecular relationships where ‘something’ happens (Jones, 2013). It is suggested that this ‘something’ is learning, but learning that involves not just the child’s mind but also her body. Importantly, it is also learning that is not predicated on prefigured cognitive goals or developmental outcomes. The papers emerge from an action research project where the aims were to first understand the relationships that were in circulation where children, pedagogues and the material co-mingled. We also sought to appreciate how discursive structures (Foucault, 1978) contributed towards particular habits and practices where the ‘mind-set’ of both the researchers and the practitioners predisposed them to see children’s relationships with the material in some ways and not others. Thus our third step was to consider how we could interrupt our preferred ways of seeing and doing so that we could create the necessary space to think differently. We draw particular attention to the place of critical reflection, where a change of ‘mind-set’ can open up other possibilities between children, the material and pedagogy where we highlight some of the repercussions, particularly the benefits – including ethical, pedagogical, environmental and cultural benefits - when we make the material matter.
Discussant: Liz Jones, Manchester Metropolitan University

*Marianne Thoresen, Cecilie Ottersland Myhre, Unn-Wenche Joramo, Hanne Berit Myrvold*  
Oslo and Akershus university college, Oslo, Norway

The Place of the Material in Challenging Habitual Ways of Seeing the World.  
*Marianne Thoresen, Cecilie Ottersland Myhre, Unn-Wenche Joramo, Hanne Berit Myrvold*  
Oslo and Akershus university college, Oslo, Norway

The Child, the Material and Learning  
*Marianne Thoresen, Cecilie Ottersland Myhre, Unn-Wenche Joramo, Hanne Berit Myrvold*  
Oslo and Akershus university college, Oslo, Norway

Reusing, Reassembling, Reformulating Space and Materials.  
*Marianne Thoresen, Cecilie Ottersland Myhre, Unn-Wenche Joramo, Hanne Berit Myrvold*  
Oslo and Akershus university college, Oslo, Norway

**N 3. Early Childhood Research (B) - Symposium**

**March 6. Room: S217**  
Chair: Leif Hernes and Lars Gulbrandsen

**Searching for Qualities, Relations, play and learning in different group compositions in day care centers for children under the age of three**

In this symposium we will present glimpses from our ongoing research project “Searching for qualities/Blikk for Barn. Relations, play and learning in different group compositions in day care centers”, a research project financed by the Research Council of Norway (The Program for Practice-based Educational Research (PRAKUT) and Oslo and Akershus University College of Applied Sciences). Due to a substantial increase in the number of children under the age of three enrolled in ECEC and considerable structural changes in day care in Norway, (e.g. group size and compositions) there are urgent need for more knowledge within the ECEC research field. The emphasis on aesthetic subjects has decreased significantly the last ten years despite the guidelines in the Norwegian Framework Plan, underlining the importance of children’s play and aesthetic activities. To illuminate strengths and challenges, and to secure future quality in day care, consequences of changes in the ECED field in Norway we need more research based knowledge. This project intends to meet these challenges through a collaborative and multifaceted design. Our aim is to generate research-based knowledge about how different group compositions affect the quality in care, relations, play and learning for children under the age of 3 and develop tools for researching, evaluating and enhancing quality in Norwegian day care institutions. Quality is a complex matter and this project will combine quantitative and qualitative approaches to investigate certain aspects of quality in day care. We are inspired by the “crystal-method” (Denzin & Lincoln,2008); a multiple approach that may contribute to enhanced and nuanced knowledge, allows shifts, changes and alternations in focus without being «amorphous» (Fischer & James 2008:4). Our main approaches are Questionnaire (Staff and parents experiences with traditional fixed groups and flexible groups in 1000 day care centres) combined with an observational study: (ITERS-R and CIP (Caregiver Interaction Profile) in 80-100 day care centres. In addition to the quantitative approaches we have developed several qualitative approaches aiming to study different aspect of daily life and aesthetics in different group compositions.

"Quality of life, well-being and dignity for small children in day care-A question of participation, belonging and care" (Nina Winger & Brit J Eide)  
*Nina Winger*  
HIOA, Oslo, Norway

Aesthetic Learning  
*Tona Gulpinar, Leif Hernes*  
Oslo and Akershus University College, Oslo, Norway

The Aesthetic Interview - What can it be?  
*Torill Vist*  
University of Stavanger, Stavanger, Norway
**Prospects and challenges for teacher education in an age of cosmopolitization: Session 1 – global and European policies and perspectives**

The first session of the symposium aims to discuss global and cosmopolitan challenges to educational institutions and teacher education, and how they are responded to in global and European teacher education policy. The increasing scope, intensity and effects of globalization are challenging policymakers, researchers and practitioners in the area of education. Global economy, interconnectivity and interdependence changes the way we work, live and educate ourselves. Global pressures call for institutional responses, and teacher education reform is particularly interesting in this global context because of the traditional nation-centred character of modern education. Globalization has created a tension between national and post-national aims in and conditions for education, and teacher education is clearly affected. Governments have considered their teachers and students to be poorly trained for knowledge economies, and they have invested massively in teacher education because of the vital role teachers are expected to play in the preparation for lifelong learning, flexible labour on global markets and for the competitive edge of nations. However, recent teacher education reform around the globe can be criticized for its one-sided economic orientation at the expense of other important aims of education in the light of global possibilities, problems and dangers. The primacy of the economy runs the risk of neglecting other global challenges to important continuities in education connected to democracy, morality, culture, environmental threats and societal change. We can think of these challenges as cosmopolitan challenges to national education and teacher education in world increasingly becoming cosmopolitan in its nature due to changes inside as well as outside schools and nations. This symposium aims to discuss the extent to which global and cosmopolitan challenges to educational institutions are recognized and responded to in global and European teacher education policy. The first paper (Forssell) discusses educational policy debate in the Swedish Parliament 2002-2011 with a focus on teacher education, and how narratives of the future society are used for educational change in the light of knowledge economies and the cosmopolitization of society. The second paper (Bengtsson) examines representations of citizenship in terms of civic competence and intercultural skills in European policy documents on teacher education from a Foucauldian governmentality perspective, and in the light of Martha Nussbaum’s capability approach. The third paper (Wahlström) analyzes the characteristics of teacher education and the role of the teacher in transnational authoritative texts from a cosmopolitan perspective, and the field of tension between economic and moral approaches to cosmopolitanism in the texts. The fourth and final paper (Englund) attempts to elaborate idea of curriculum as a cosmopolitan inheritance in terms of deliberative communication, and how such a view of deliberation can nurture teacher education under cosmopolitan conditions where local and national prejudices must be transcended.

Teacher Education in the light of policy debates

*Anna Forssell*
Stockholm university, Stockholm, Sweden

Policy of teacher education in post-national Europe: education for intercultural citizenship

*Anki Bengtsson*
Stockholm University, Stockholm, Sweden

Transnational policy discourses on teacher education: a cosmopolitan perspective

*Ninni Wahlström*
Linnaeus University, Växjö, Sweden

To learn to live educationally - on the future prospects and possibilities of cosmopolitanism in teacher education

*Tomas Englund*
Department of humanities, educational and social sciences, Örebro university, Sweden
N 6. Educational Leadership Network - Symposium
March 6. Room: Auditorium B  Chair: Monika Törnsén

Viewing School Leadership through Theoretical Lenses and Conceptual Frames - Part I School leadership is a hot topic in the Nordic countries as elsewhere in the world. This symposium will focus on leadership from various theoretical perspectives. Since theoretical viewpoints are important for how we understand educational leadership four different theoretical perspectives will be presented and discussed: a distributed leadership perspective, a relational perspective, a cultural–historical activity theoretical perspective and, a collaborative school improvement perspective.

Discussant: Lejf Moos
Framework for practitioner- scholar school improvement project
Monika Törnsén, Helene Årlestit, Katarina Norberg
Centre for Principal Development, Umeå university, Umeå, Sweden

Using the distributed leadership perspective when studying leadership practices in Swedish schools
Mette Liljenberg
University of Gothenburg, Gothenburg, Sweden

N 7. Value Issues and Social Relations in Education
March 6. Room: G-102  Chair: Christina Osbeck, University of Gothenburg

A cross-cultural study on students’ reasons for defending or not defending as a bystander to bullying
Camilla Forsberg¹, Laura Rosenbaum², Jennifer Smith², Kris Vargas², Joel Meyers², Tomas Jungert¹, Robert Thornberg¹
¹Department of behavioural sciences and learning, Linköping University, Linköping, Sweden, ²The Center for School Safety, School Climate, and Classroom Management, Georgia State University, Georgia, Atlanta, USA

Studies on emerging and escalated conflicts - a complementary and sustainable initiative
Ilse Hakvoort¹, Agneta Lundström²
¹Department of education and special education, University of Gothenburg, Gothenburg, Sweden, ²Department of Applied Educational Sciences, Umeå University, Umeå, Sweden

Power Struggle in Social and Emotional Learning Activities - Case Studies from Preschool and Lower Secondary High School in Sweden
Åsa Bartholdsson¹, Eva Hultin²
¹Dalarna University, Falun, Sweden, ²Dalarna University, Falun, Sweden

“I know it sounds a bit cruel, but she actually has herself to blame”: A field study of school bullying
Robert Thornberg
Linköping University, Linköping, Sweden
N 8. Gender and Education
March 6. Room: Ø-113  Chair: Jukka Lehtonen

Gender Stereotypes and Gendered Vocational Aspirations among Secondary School Students

Andreas Hadjar1, Belinda Aeschlimann2
1University of Luxembourg, Institute of Education & Society, Walferdange, Luxembourg,
2University of Bern, Institute of Educational Science, Bern, Switzerland

Democracy and critical scrutiny in two upper secondary school programmes

Carina Hjelmér
Umeå University, Umeå, Sweden

Learning to labourmarket citizenship in the Finnish vocational upper secondary education of
Social and health care

Sirpa Lappalainen
University of Helsinki, Helsinki, Finland

N 9. General Didactics
March 6. Room: G-204  Chair: Jörgen Dimenäs

Human rights of the learning to the pupil are to read and to write learning (theory of Erik Kandel 2006).Toini Matilda Wallin-Oittinen PhD (Educ.) M. Sc. University of Jyväskylä.

Toini Matilda Wallin-Oittinen
University of Jyväskylä, Jyväskylä, Finland

A Tacit Dream-world Confronted by a Regulated Life-world

silwa claesson
IDPP university of Gothenburg, Gothenburg, Sweden

Connections and values presented by Swedish upper secondary school students regarding the relationship between man and nature Connections and values presented by Swedish upper secondary school students regarding the relationship between man and nature

Kajsa Nerdal
Social Geography, Uppsala University, Uppsala, Sweden

N 10. Higher Education
March 6. Room: Ø-110  Chair: Susanna Niinistö-Sivuranta

HEI LEADERS’ IDENTITY CONSTRUCTIONS IN TIMES OF CHANGING STRUCTURES AND LEGISLATION

Christa Tigerstedt
Åbo Akademi University, Vasa, Finland

Transformations of goal implementation in Swedish higher education - pedagogy, profession and politics in the process of managing by goals

Anders Persson
Lund University, Lund, Sweden

Educational inflation - Expansion of education and the value of degrees in Finland 1970-2008

Mikko Aro
Department of Education, University of Turku, Turku, Finland

N 12. Inclusive Education (A)
March 6. Room: Auditorium C  Chair: Lisbeth Ohlsson

PSSD in schools? A comparison between three elementary schools dealing with behavioural issues

Johan Malmqvist
School of Education and Communication, Jönköping University, Jönköping, Sweden

Towards a pedagogical framework for Early Intervention

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N 12. Inclusive Education (B)
March 6. Room: Auditorium A  Chair: Kerstin Göransson, Mälardalen University, Västerås, Sweden

*From special education to adaptive educational measure* (key words: inclusion, inclusive schools, adapted education, education policy)  (rolf.fasting@hioa.no)

**Rolf Fasting**  
Oslo and Akershus University College of Applied sciences., Oslo, Norway

Is your inclusion in school up to your mother? Teachers’ views on the role of mothers in an inclusive school.

**Hermína Gunnþórsdóttir**  
University of Akureyri, Akureyri, Iceland

Disability, inclusive education and equal opportunities in an age of genetics: an essential ethical-philosophical question.

**Solveig Reindal, Jostein Sæther, Njål Skrunes, Geir Olav Toft**  
NLA university college, Bergen, Norway

N 13. ICT & Education - Symposium
March 6. Room: G-205  Chair: Karoline Tømte, Center for ICT in Education, Norway

**Teacher and pre-school education and ICT in a Nordic perspective**

This symposium builds on the theme Teacher and pre-school education and ICT in a Nordic perspective. The presenters approach the theme by exploring various aspects of teacher and pre-school education in various Nordic countries. All the presentations are in one way or another introducing aspects of digital competence or the use of ICT. The similarities and differences of the cases will be discussed by a discussant participating in the symposium. We present researchers that conduct research on a variety of issues related to the use of ICT in teacher education. The objective is to explore the potentials as well as the challenges of using ICT in teacher and pre-school education and how it can provide new opportunities in education. First Patrick Hernwall from the University of Stockholm will reflect upon the hidden qualities of the preschool teacher profession in relation to current challenges and changes within the formal educational system in general, and the use of ICT and the development of digital literacy in particular. Solveig Jakobsdottir and colleagues from the University of Iceland will then describe experiences of using a model for technology training workshops called Educamp, developed and applied originally in Columbia (Leal Fonseca, 2011). Educamps provide unstructured collective learning experiences, where the possibilities of social software tools in learning and interaction processes are explored using face-to-face organizational forms that reflect social networked learning ideas. To follow up Bård K. Engen, Tonje H. Giæver and Louise Mifsud from Oslo and Akershus University College of applied sciences will discuss the consequences of the gap between the Norwegian National Curriculum and the national teacher reform of 2010 with regards to digital literacy. Finally Gréta Björk Guómundsdóttir and Geir Ottestad present findings from a recent study aimed at newly graduated teachers from Norwegian universities and teacher training colleges. The overall goal was to find out how well their teacher education prepared them for using ICT in different aspects of their pedagogical practise.

The hidden qualities of a silent profession.  Challenges for the Swedish preschool in finding its place in the current times

**Patrik Hernwall**
Department of Computer and Systems Sciences, Stockholm, Sweden
The Educamp model: experience and use in professional development for teachers
Sólveig Jakobsdóttir, Bjarndís Fjóla Jónsdóttir, Thorbjörg Gudmundsdóttir, Svava Pétursdóttir
University of Iceland, Reykjavik, Iceland

Mind the Gap: ICT in the Norwegian National Curriculum and the 2010 Teacher Education Reform
Bård Ketil Engen, Tonje Hilde Giæver, Louise Mifsud
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

From student of teaching to teacher of students. New teachers’ digital competence and their opinions on ICT within their teacher education programmes
Greta Gudmundsdottir, Geir Ottestad
The Norwegian Centre for ICT in Education, Oslo, Norway

N 14. Multi-Cultural Educational Research
March 6. Room: Ø-112 Chair: Thor-André Skrefsrud

Individualization and basic skills - a solution or part of the problem?Thor Ola Engen, Hedmark University College
Thor Ola Engen
Hedmark University College, Hamar, Norway

Stories about educational achievement among children of immigrants in Norway
Marianne Takvam Kindt
University of Oslo, Oslo, Norway

Minority Students and Special Education
Anne-Kari Remøy
Volda University College, Volda, Norway

N 15. Literacy Research Network
March 6. Room: Ø201 Chair: Helena Colliander, Linköping University

Literacy Teachers and Professional Development
Helena Colliander
Division of Education and Adult Learning, Department of Behavioural Sciences and Learning, Linköping, Sweden

Writing with Auditory Feed-back from Speech Synthesis on a Computer as Training for Children with Reading and Writing Difficulties
Britta Hannus-Gullmets
Åbo Akademi, Vasa, Finland

Early reading related experiences in the narratives produced by third-grade students in Finland
Eeva-Maija Niinistö, Juli-Anna Aerila
University of Turku, Teacher Training School in Rauma, Rauma, Finland

Towards reaching education millennium development and EFA goals in Cameroon and Nigeria.
Cresantus Biamba
University of Gävle, Gävle, Sweden
N 16. The Nordic Society for Philosophy of Education
March 6. Room: P-101   Chair: Gudmundur H. Frimannsson, University of Akureyri

Ecological responsibility in a generational perspective
Ingerid Straume
Universitetet i Oslo, Oslo, Norway

Educating about the moral dimensions of climate change
Odin Fauskevåg
NTNU, Trondheim, Norway

Not only the humans are natural in knowledge emerging processes - Debating anthropocentrism as a predicting assumption for relational communication
Maria Kristina Börebäck
Department of Education, Stockholm University, Stockholm, Sweden

Chronotopes of the polyphonic embodied self
Merete Moe, Alexander Sidorkin
Queen Maud University College, Trondheim, Norway

N 17. Leisure time pedagogy
March 6. Room: P-102   Chair: Anna Klerfelt

Everyday practice in school-age educare: Governmentality strategies and learning opportunities
Björn Haglund
University of Gothenburg, Gothenburg, Sweden

Play makes life worth living
Maria Øksnes, Einar Sundsdal
NTNU, Trondheim, Norway

Education policy and practice in a Swedish leisure-time center
Karin Lager
Institutionen för pedagogik, kommunikation och lärande, Gothenburg, Sweden

N 19. Teachers’ work and teacher education
March 6. Room: Auditorium G   Chair: Finn Daniel Raaen, Oslo and Akershus University College

Teachers’ meaning-making of «research-based practice».
Finn Daniel Raaen, Sølvi Mausethagen
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

The Core of Teacher Professionalism: Pedagogy and Student knowledge?
Tobias Werler
University College Bergen, Bergen, Norway

Teacher education, discourses and concepts - with a lack of educational science and professional standards?
karen borgnakke
University of Copenhagen, Denmark, Denmark

Estrangement in teacher education. Uncovering misunderstandings of the relationship between theory and practice
Marc Esser-Noethlichs
Oslo and Akershus University College, Oslo, Norway
N 20. Youth research
March 6. Room: Auditorium Chair: Gry Paulgaard, University of Tromsø
Gry Paulgaard, University of Science and Technology, Trondheim, Norway
Digital games and game play: Categorizing the female gamer in focus-group interviews
Pål Aarsand
Norwegian University of Science and Technology, Trondheim, Norway
Immigrants in Upper Secondary Education in Iceland
Gestur Gudmundsson
University of Iceland, Reykjavík, Iceland
Identity construction through workplace learning in Vocational Education and Training in Upper Secondary School in Norway
Ann Karin Sandal
Høgskulen i Sogn og Fjordane, Sogndal, Norway

March 6. Room: G-107 Chair: Arja Haapakorpi, University of Helsinki and Taina Saarinen, University of Jyväskylä
Globalization
The Anglophone International(e) - How the emergent economy of publication and citations governs research
Andreas Fejes, Erik Nylander
Linköping University, Linköping, Sweden
Implementation of international ESD initiatives in federal policy networks
Jutta Nikel
University of Education, Freiburg, Germany
Global massification and marketization of higher education and transnational division of knowledge work - what are the consequences in Nordic countries?
Arja Haapakorpi
University of Helsinki, Helsinki, Finland
Basic skills and sustainability by Hanne Riese, Line Hilt
Department of Education
University of Bergen
Hanne Riese, Line Hilt
University of Bergen, Bergen, Norway

N 23. Social Pedagogy
March 6. Room: G-201 Chair: Lisbeth Eriksson
Social pedagogy/Social Education - Academic status and present social pedagogical challenges in Europe
Xavier ücar
Autonome University Barcelona (AOB), Barcelona, Spain
Social pedagogy in ageing research. On loneliness and social exclusion in later life
Elisabet Cedersund
Linköping University, NISAL, Norrköping, Sweden
The Peripeteia Phase: Jerome Bruner’s Narrative Analysis On the shaping of narratives for political bildung and education
Ola Bør-Hansen, Glenn-Egil Torgersen
Norwegian Defence University College, Oslo, Norway
Local development work among youth in the suburbs - a social pedagogical perspective
Lisbeth Eriksson
Linköping University, Linköping, Sweden
N 24. School Development (A) - Symposium
March 6. Room: G-202  Chair: Karin Rönnerman, University of Gothenburg, Sweden

Lost in Practice - Nordic Traditions of Education meet Global Trends in making professional development sustainable

This symposium aims to further discuss the notion of Nordic educational action research and a deepening of the understanding of the Nordic educational tradition and its various practices. This is done by presenting and elaborating specific on Nordic traditions and theories (bildung, practical knowledge regime, translation theory) and by illuminating the use of them via case studies of established professional development practices (study/research circle, peer group mentoring, dialogue conferences) in Sweden, Norway and Finland. The "regional" traditions and educational practices in the Nordic countries will be reflected on in the light of certain contemporary Anglo-Saxon perspectives and practices related to action research. Three papers will be presented in this symposium. Each of the paper draws on a specific Nordic Educational theory exemplified with empirical work in practice from the three Nordic countries. 1. Tor-Vidar Eilertsen, Rachel Jakhelln, Ann-Christine Wennegren The Practice-Theory Regime, professional development and educational action research in Scandinavia 2. Eli Moksnes Furu, Torbjørn Lund, Action research and Translation Studies – understanding change of practice through the lens of translation studies 3. Karin Rönnerman, Petri Salo, Anette Olin, Lill Langelotz: The Nordic tradition of Educational Action Research in the light of practice architectures

Action Research and Translation Studies – understanding change of practice through the lens of translation studies.

Eli Moksnes Furu¹, Torbjørn Lund²
¹University of Tromsø, Tromsø, Norway, ²University of Tromsø, Tromsø, Norway

The Nordic tradition of educational action research in the light of practice architectures

Karin Rönnerman¹, Petri Salo², Anette Olin³, Lill Langelotz²
¹University of Gothenburg, Gothenburg, Sweden, ²Åbo Akademi University, Vasa, Finland, ³University of Gothenburg, Gothenburg, Sweden, ⁴University of Borås, Borås, Sweden

The Practical Knowledge Regime, professional development and educational action research in Scandinavia

Ann-Christin Wennegren¹, Rachel Jakhelln², Tor Vidar Eilertsen²
¹University of Halmstad, Halmstad, Sweden, ²Univ. of Tromsø, Tromsø, Norway

N 24. School Development (B) - Symposium
March 6. Room: G-101  Chair: Michael Dal, University of Iceland, Reykjavik, Iceland

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

The Nordic countries face – as in the rest of Europe - a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Moreover, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people who are willing and able to become entrepreneurs - young people who will launch and successfully develop their own commercial or social ventures, or who will become innovators in the wider organizations in which they work. Because education is one of the keys to shaping young people’s attitudes, skills and culture, it is vital that entrepreneurial learning is addressed from an early age. Pedagogical entrepreneurship can be understood as essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing an entrepreneurial culture. The main question is: How does this affect the students’ learning and the role of the student in the classroom? In this symposium the participants want to explore pedagogical entrepreneurship in the Nordic countries. The aim is to discuss the definition of pedagogical entrepreneurship as well as presenting different research in the field. Name of discussants: Jan-Birger Johannesen, University in Nordland, Norway Ove Pedersen, University in Nordland, Norway Svanborg Jónsdóttir, University of Iceland Mats Westerberg, Luleå Universitet, Sweden Eva Leffler, Umeå Universitet, Sweden
Nordic Research Network for Teaching Entrepreneurship - a fundamental idea!
Jan-Birger Johansen
Nordland Universitet, Bodø, Norway

Prerequisites for Entrepreneurial Education – Expectations, Reflections, Realizations and Expected Learning Outcomes
Monika Diehl
Department of Education, Umeå, Sweden

Entrepreneurial teachers in an entrepreneurial school setting
Eva Leffler
Umeå University, Umeå, Sweden

**N 25. Guidance/Counseling**

**March 6. Room: N-501 Chair: Christian Tang Lystbæk**

Guidance and teacher approaches in diverse classrooms
Kari Berg
NTNU, Programme for Teacher Education, Trondheim, Norway

Social architects - The future role of guidance practitioners in educational systems
Helle Merete Nordentoft¹, Rie Thomsen², Kristine Hecksher³
¹Aarhus University, Copenhagen, Denmark, ²Aarhus University, Copenhagen, Denmark, ³Preventing Drop Out, Copenhagen, Denmark

Power asymmetries, communicative projects and unintended consequences in career counselling of an immigrant.
Åsa Sundelin
Stockholm University, Stockholm, Sweden
Parallel sessions 3 - 11.00-12.30

N 1. Adult learning – at work, in education and everyday life

March 6. Room: Auditorium D Chair: Gerd Stølen

Presenters in this session have all written papers

Return of earlier drop-outs to upper secondary education

Gestur Gudmundsson
University of Iceland, Reykjavik, Iceland

Teacher professionalisation in relation to retention strategies

Kristina Manger-Anderson, Bjarne Wahlgren
Aarhus Universitet, Copenhagen, Denmark

Online Learning and the New Teacher Role

Gerd Stølen
University of Tromsø, Tromsø, Norway

N 2. Arts, Culture and Education

March 6. Room: G-101 Chair: Christin Furu

Innovation

Hansjörg Hohr
University of Oslo, Oslo, Norway

The role of art in education.

Hansjörg Hohr
University of Oslo, Oslo, Norway

The art of teaching an art - about the didactics of Filmmaking and TV-production

Yvonne Fritz, Yngve Troye Nordvælle, Geir Haugsbakk
Lillehammer University College, Lillehammer, Norway

Researching Design Didactics

Marie Koch
Designschool Kolding, Kolding, Denmark

N 3. Early Childhood Research (A)

March 6. Room: Auditorium F Chair: Elisabeth Bjørnestad, Norway

Patterns of awareness – comparing Swedish and Finnish preschool teachers’ integration of mathematics and aesthetics

Eva Ahlskog-Björkman¹, Camilla Björklund²
¹Åbo Akademi University, Vasa, Finland, ²University of Gothenburg, Gothenburg, Sweden

Quality in Norwegian ECEC – A longitudinal approach

Elisabeth Bjørnestad¹, Lars Gulbransen², Jan-Erik Johansson¹
¹Oslo and Akershus University College, Oslo, Norway, ²Nova, Oslo, Norway

A Nordic Study Module Focusing on Learning of Science Concepts in the Kindergarten

Merete Økland Sortland¹, Karen Bollingbjerg², Stig Broström², Birgitte Damgaard³, Thorleif Frøkjæer⁴, Laila Gustavsson⁵, Marianne Presthus Heggen⁶, Inger Hilmo⁷, Kari Holter⁸, Sigve Ladstein⁹, Guri Langholm¹⁰, Kari Grutle Nappen¹⁰, Kristin Norddahl¹⁰, Eva Staffans¹⁰, Heidi Harju-Lukkainen¹⁰, Susanne Thulin¹⁰
¹Högskolan Kristianstad, Kristianstad, Sweden, ²Professionshøjskolen UCC, København, Denmark, ³Universitetet i Århus, København, Denmark, ⁴Høgskolen i Bergen, Bergen, Norway, ⁵Høgskolen i Oslo og Akershus, Oslo, Norway, ⁶NLA Høgskolen, Bergen, Norway, ⁷Høgskolen Stord/Haugesund, Stord, Norway, ⁸Universitetet i Island, Reykjavik, Iceland, ⁹Åbo Akademi, Jakobstad, Finland, ¹⁰Universitetet i Helsingfors, Helsingfors, Finland

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Early childhood educators’ understandings of concepts and practices for education for sustainability

Eva Ärleman-Hagsér, Bodil Sundberg
Mälardalen University, Västerås, Sweden, Örebro University, Örebro, Sweden

Social heredity, positions and educational preferences of staff members within the preschool occupation.

Bent Olsen
Pedagogisk institutt, NTNU, Trondheim, Norway

Dialectics of anticipation: The “school's” presence in the kindergarten's universe of educational values

Bent Olsen
Pedagogisk institutt, NTNU, Trondheim, Norway

Early childhood teacher education: students' knowledge and understandings of early literacy at the end of their education

Liv Gjems
Vestfold University College, Tønsberg, Vestfold, Norway

Students' views on Mathematics as a Function of High School Educational and Different mathematics Track.

Emmanuel Bofah Adu-tutu, Markku Hannula S.
University bof Helsinki, Helsinki, Finland

CLASSROOM DIALOGUES IN MATHEMATICS EDUCATION
Inger Ulleberg, Ida Heiberg Solem
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Science Education in the Greenlandic Public School; language, outdoor science and nature
Lars Poort
Ilisimatusarfik, University of Greenland, Nuuk, Greenland, University of Aarhus, Copenhagen, Denmark

Prospects and challenges for teacher education in an age of cosmopolitanization: Session 2 - The case of Sweden

The second session of our symposium aims to discuss global and cosmopolitan challenges to education, and to what extent they are recognized and responded to in Swedish teacher education. The scope, intensity and effects of globalization are challenging policymakers, researchers and practitioners in the area of education. Teacher education and the expected work of teachers are particularly interesting in this global context because of the nation-centred and the nation building character of modern education. Global economy and interconnectivity are increasingly seen as forces changing the ways we work, live and educate ourselves. Globalization has created a tension between national and post-national aims in and conditions for education, and teacher education in Sweden is definitely affected. The Swedish government have considered teachers and students to be poorly trained for the needs of knowledge economies, and they have invested massively in teacher education because of the vital role teachers are expected to play in the preparation for lifelong learning, flexible labour on global markets and for the competitive edge of nations. However, recent teacher education reform can
be criticized for its one-sided economic orientation at the expense of other important aims of education in the light of global possibilities, problems and dangers. The primacy of the economy runs the risk of neglecting other global challenges to important continuities in education connected to democracy, morality, culture, environmental threats and societal change. We can think of these challenges as cosmopolitan challenges to national education and teacher education in world increasingly becoming cosmopolitan in its nature due to increasing global interdependence and changes inside as well as outside schools and nations. This symposium aims to discuss the extent to which these global and cosmopolitan challenges to national education and teacher education are recognized and responded to in Swedish teacher education. The first paper (Thomasson) discusses the traditional nation building character of national education and teacher education primarily in the light of 20th century educational policy, and how the face of national integration and nation building changes over time. The second paper (Rönnström) discusses how teacher educators in Sweden try to navigate between national curricula, globalist visions and cosmopolitan challenges based on interview data and texts produced by teacher education institutions. The third paper (Scheja) explores teacher students’ descriptions of their own experiences of learning in teacher education in relation to their future role as teachers, and it discusses their potential relevance to emerging cosmopolitan visions for student learning in teacher education. The fourth and final paper (Roth) discusses the important role examples play in a Kantian conception of cosmopolitan education, and to what extent teacher educators in Sweden uses literature that exemplifies cosmopolitan challenges to national education.

In the name of the nation - faces of nation building in Swedish education and teacher education  Adrian Thomasson, Uppsala University
Adrian Thomasson
Department of Education, Stockholm, Sweden

The global making of high quality-teachers? Swedish teacher education between national curricula, globalist visions and cosmopolitan challenges
Niclas Rönnström
Department of Education, Stockholm university, Stockholm, Sweden

Exploring Potentialities for Cosmopolitan-Minded Learning in Swedish Teacher Education
Max Scheja
Stockholm University, Stockholm, Sweden

The role of examples in cosmopolitan education
Klas Roth
Stockholm University, Stockholm, Sweden
N 6. Educational Leadership Network - Symposium
March 6. Room: Auditorium B  Chair: Monika Törnsén

Viewing School Leadership through Theoretical Lenses and Conceptual Frames - Part II

School leadership is a hot topic in the Nordic countries as elsewhere in the world. This symposium will focus on leadership from various theoretical perspectives. Since theoretical viewpoints are important for how we understand educational leadership four different theoretical perspectives will be presented and discussed: a distributed leadership perspective, a relational perspective, a cultural–historical activity theoretical perspective and, a collaborative school improvement perspective.

Discussant: Leif Moos

On the structuring and evaluation of Headmasters leadership training for complex organizations
Sören Augustinsson, Stefan Särnholm-Eriksson
Samhällsvetenskapliga, Växjö, Sweden

Leadership for professional learning and school development. A relational perspective.
Kristin Helstad
University of Oslo, Oslo, Norway

Principal’s identity construction and local curriculum processes
Pia Skott
Uppsala university, Department of education, Uppsala, Sweden

N 7. Value Issues and Social Relations in Education (A) - Symposium
March 6. Room: G-201  Chair: Eva Johansson, University of Stavanger

Symposium I: Values in Nordic Early Childhood Education, ValuEd: Democracy in theory and practice

Nordic countries are often described in terms of shared values, however little is known about the commonalities and variations within values education in Nordic preschools. This project funded by NordForsk deals with values education in Nordic preschools. The overall aim is to deepen understanding of the fostering of values in preschool at the theoretical, methodological, and empirical levels. Three value fields are of particular interest: caring, discipline, and democracy. Values of care are reflected by concern for the wellbeing of others; disciplinary values refer to adapting oneself to rules and order; and democratic values are directed toward one’s possibilities of participating in, and influencing, a community. These value fields are interrelated and at times overlap; they can also be in conflict. By relating to both individual and collective aspects, these value fields refer to important dimensions in fostering future citizens in pluralistic societies. In this symposium we will analyse how values of democracy are described in research and communicated in pedagogical practice in Nordic ECEC settings. We will discuss how research on democracy in Nordic ECEC settings has developed over a period of 20 years. We will also analyse how practitioners address and communicate values of democracy in interaction with children during mealtimes and in the wardrobe in preschool. The theoretical frame for the study is based on Habermas’ theory of communicative action, life-world, and system, which have rarely been utilized in research on a preschool context. Additional theories will be addressed for example Klafki’s theory of formation (buildung). Participants Anette Emilson Linneaus university anette.emilson@lnu Eva Johansson, University of Stavanger eva.johansson@uis.no Elisabeth Ianke Mørkeseth, University of Stavanger elisabeth.i.morkeseth@uis.no Kristin Fugelsnes, University of Stavanger kristin.fugelsnes@uis.no Berit Tofteland University of Stavanger berit.tofteland@uis.no Stig Brostrøm Aarhus University, stbr@dpu.dk - Anders Skriver Jensen, Aarhus University, asje@dpu.dk Ole Henrik Hansen, Aarhus University, ohh@dpu.dk Please note that we will have two connected symposias, both from the same study. We are grateful if these two symposia take place in the same room and after each other.
Values in Nordic early childhood education – democracy and the child’s perspective

Anette Emilson¹, Eva Johansson²
¹Linnaeus University, Kalmar, Sweden, ²University of Stavanger, Stavanger, Norway

The locker room; An arena for communications of democratic values.

Elisabeth Ianke Mørkeseth, Kristin Fugelsnes, Berit Tofteland
University of Stavanger, Stavanger, Norway

Lunchtime democracy?

Stig Broström
Aarhus University, Department of Education, København, Denmark

N 7. Value Issues and Social Relations in Education (B)

March 6. Room: G-102
Chair: Niklas Gericke, Karlstad University

Swedish teachers' and teacher students' attitudes towards nature and environment – A survey of attitudes related to ecosystem services

Eva Nyberg¹, Dawn Sanders¹, Mats Hagman¹, Jan Landström¹, Niklas Gericke², Birgitta Mc Ewen², Maria Petersson², Pierre Clément³
¹Gothenburg University, Sweden, Göteborg, Sweden, ²Karlstad University, Karlstad, Sweden, ³Dalarna University, Falun, Sweden

Playing at Climate Change

David O. Kronlid¹, Jonas Greve Lysgaard², Petra Hansson¹
¹Uppsala University, Uppsala, Sweden, ²Aarhus University, Copenhagen, Denmark

Sustainable backpack - implementation of Education for Sustainable Development in Norwegian schools

Eldri Scheie, Majken Korsager
Norwegian Centre for Science Education, Oslo, Norway

ESD and citizenship in the private and public sphere - Eco-School teachers' and instructors' views on actions as teaching content in ESD

Ulrica Stagell
Jönköping University, Jönköping, Sweden

N 8. Gender and Education

March 6. Room: Ø-113
Chair: Jukka Lehtonen

Can the way in which girls and boys cope with everyday activities have an impact on lifelong learning? Research question: What differences in coping with everyday activities can be identified between girls and boys in the kindergarten?

Elsa Kaltvedt, Aud Torill Meland
University of Stavanger, Stavanger, Norway

"We'll try to keep in at a fairly biological level so that we don't need to go so much into feelings, thoughts and wonderings..." Sex education in school

Auli Arvola Orlander
Stockholm University, Stockholm, Sweden

LGBT youth work in Finland and in South Africa: focus on data production and aims

Jukka Lehtonen
Institute of Behavioural Sciences, Helsinki, Finland
N 9. General Didactics
March 6. Room: G-204  Chair: Silwa Claesson

From ‘general’ to comparative didaktikk? Challenges to systematic didactical analysis from the expansion of multidisciplinary professional R&D on pedagogy and didactics
Harald Jarning
HiOA, Oslo, Norway

Improvisation and teaching - challenging pedagogical principles
Tobias Werler
University College Bergen, Bergen, Norway

COACTIV video: Measuring pedagogical content knowledge (PCK) by using video vignettes
Georg Bruckmaier, Stefan Krauss
Faculty of Mathematics, Mathematics Education, University of Regensburg, Regensburg, Bavaria, Germany

Multimedia and Education
Glenn-Egil Torgersen¹, Herner Saeverot²
¹Norwegian Defense University College, Oslo, Norway, ²University of Bergen, Bergen, Norway

N 12. Inclusive Education (A)
March 6. Room: Auditorium C  Chair: Kristina Ström, Åbo Akademi University, Finland

Moving from Special Education to Adaptive Educational Measures in Schools (key words: inclusion, inclusive schools, adapted education, educational policy)
Paul Sundar, Rolf Fasting
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Towards inclusive schooling : a case study of three 6-8 year-old childrens parents, teachers and assistants perceptions on educational settings
Sonia Lempinen, Joel Kivirauma
University of Turku, Turku, Finland

Translating words into action in school contexts and class room life - School teams working for an inclusive compulsory school
Lisbeth Ohlsson
Malmö University, Malmö, Sweden

Will my child ever go to a university? Norwegian parents’ educational expectations on behalf of their physically disabled child
Jon Erik Finnvold
NOVA. Norwegian Social Research, Oslo, Norway
N 12. Inclusive Education (B)
March 6. Room: N-405 Chair: Stine Vik, Lillehammer University College, Norway

A critical analysis of the support teacher role in Italy
Dario Ianes
Free University of Bolzano, Bolzano, Italy

Teacher's leadership in relation to children's differences
Maria Olsson
Stockholm University and Dalarna University, Stockholm, Falun, Sweden

Gifted education in Denmark; focusing on 4 schools
Kanako Korenaga
Kochi University, Kochi, Japan

N 13. ICT & Education
March 6. Room: G-205 Chair: Kristín Jónsdóttir, University of Iceland

First steps in the use of smartpads in a small village school
Kristín Jónsdóttir
University of Iceland, Reykjavík, Iceland

Bring your own device – challenges for the teacher
Irene Beyer Log, Leikny Øgrim
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Competence in pedagogical use of digital tools and media in kindergartens
Tarja Tikkanen
Stord/Haugesund University College, Stord, Norway

N 14. Multi-Cultural Educational Research
March 6. Room: Ø-112 Chair: Frédérique Brossard Børhaug

Informal Learning in Transnational Civic Spaces: Migrants' Perspectives
Pauliina Alenius
University of Tampere, Tampere, Finland

ADULT MIGRANT STUDENTS' LEARNING PROCESSES
Katarzyna Kärkkäinen
Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland

Ethnic women's constructions and negotiations of health and social inclusion
Birgitte Gade Brander¹, Alma Jabr², Huriah Jabr²
¹Metropolitan University College, Copenhagen, Denmark, ²Independent -, Copenhagen, Denmark

Citizenship education for newly arrived adults in Sweden - a transformative learning perspective
Afrah Abdulla¹²
¹Department of Behavioural Sciences and Learning, Linköping University, Linköping, Sweden,
²University West, Trollhättan, Sweden
N 16. The Nordic Society for Philosophy of Education
March 6. Room: P-101 Chair: Thomas Aastrup Strømer, University of Aarhus

Dewey's phenomenology and the reconstruction of democracy
Lars Løvlie
University of Oslo, Oslo, Norway

Education for sustainable development – a Deweyan reorientation
Einar Sundsdaal
NTNU, Trondheim, Norway

N 17. Leisure time pedagogy
March 6. Room: P-102 Chair: Maria Øksnes

Learning environments for Leisure-time Centre in Sweden
Lena Boström, Maria Frykland, Assar Hörnell
Department of Education, Mid Sweden University, Härnösand, Sweden

Action research in after-school care units
Helene Elvstrand, Anna-Liisa Närvänne
Linköpings universitet, Linköping, Sweden

A theoretical and methodological reflection on unedited places and their meaning for children in school age educational settings
Maria Hammarsten
School of Education and communication, Jönköping, Sweden

N 19. Teachers’ work and teacher education
March 6. Room: Auditorium G Chair: Per Lindqvist, Linnaeus University, Sweden

Unfit to teach? Failures in student teaching related to the idea of admission tests.
Ulla Karin Nordänger, Per Lindqvist
Linnaeus University, Kalmar, Sweden

Examining Student Teachers' Failures in School-Based Teacher Education
Jens Gardesten, Henrik Hegender
Linnaeus University, Kalmar/Växjö, Sweden

Assessing student teachers through conversation - an interactional analysis
Kristina Henriksson
Department of pedagogy, Kalmar, Sweden

March 6. Room: G-107 Chair: Arja Haapakorpi, University of Helsinki

Education policy and practice
The students that had to be as clever as they could be - how potentiality became a demand in education
Kristine Kousholt, Bjørn Hamre
Aarhus University, Copenhagen, Denmark

The Time Orders of Upper Secondary Vocational Education – a case study on the product-originating practices of the Programme of Restaurant Meal Production
Sirkku Ranta
University of Eastern-Finland, Joensuu, Finland

Education policy beyond notions of sustainable knowledge: elite sport as official knowledge provided students in the Norwegian marketplace
Svein Kårhus
Norwegian School of Sport Sciences, Oslo, Norway
N 21. Politics of Education and Education Policy Studies (B)  
March 6. Room: V21  
Chair: Taina Saarinen, University of Jyväskylä

Education policy in transnational and historical comparison  
Jaakko Kauko  
University of Helsinki, Helsinki, Finland

In the name of the nation - faces of nation building in Swedish teacher education  
Niclas Rönnström  
Uppsala, University, Sweden

Who governs the Swedish school? Municipality, school and state during 60 years of Swedish school reforms in a world of change  
Henrik Román¹, Johanna Ringarp¹, Andreas Nordin², Stina Hallsén¹  
¹Uppsala University, Uppsala, Sweden, ²Linné University, Växjö, Sweden

N 22. Poststructuralist Pedagogical Research  
March 6. Room: Ø201  
Chair: Anna Herber, Linnéuniversitetet

To Model Research on Social and Educational Practices  
Anja Kraus  
Linnéuniversitetet, Växjö, Sweden

Ambiguous places for troubled youth. Home, therapeutic institution or school?  
Susanne Severinsson, Catharina Nord, Eva Reimers  
Linköping university, Norrköping, Sweden

Vocational Special Education as inclusion to citizenship?  
Katariina Hakala², Aarno Kauppila¹, Reetta Mietola¹, Antti Teittinen²  
¹University of Helsinki, Helsinki, Finland, ²Finnish Association on Intellectual and Developmental Disabilities (FAIDD), Helsinki, Finland

N 24. School Development (A)  
March 6. Room: G-202  
Chair: Lene Nyhus, Lillehammer University College, Norway

Action- learning as a strategy for school-based development.  
Roy Asle Andreassen, Ellen Jävold  
Volda University College, Volda, Norway

Project as a tool for school development  
Ann Öhman Sandberg  
APeL R6D, Örebro, Sweden
N 24. School Development (B) - Symposium
March 6. Room: Ø-110 Chair: Michael Dal, University of Iceland, Reykjavík, Iceland

CIE - Creativity, Innovation and pedagogical entrepreneurship in the Nordic countries. Part II.

For information on the symposium, see Session 2 for network 24.

Entrepreneurial learning in upper secondary school- from a gender perspective.
Eva-Lena Lindster Norberg
Department of education, Umeå, Sweden

Creativity, innovation and pedagogical entrepreneurship i primary and lower secondary school in Iceland.
Michael Dal
Iceland University, Reykjavik, Iceland

How can theories of learning help us understand entrepreneurial practice in schools?
Gudrun Svedberg, Eva Leffler, Åsa Falk Lundqvist
Umeå University, Umeå, Sweden

Developing entrepreneurial learning from kindergarten to upper secondary school in an entire municipality - the case of Älvsbyn in Sweden
Mats Westerberg
Luleå university of Technology, Luleå, Sweden

N 25. Guidance/Counseling
March 6. Room: N-501 Chair: Helle Merete Nordentoft

Can dialogue seminars help to qualify a conversation assignment?
Kerstin Bladini
Institutionen för pedagogiska studier, Karlstad, Sweden

The role of mutual coaching with partner organizations in developing leadership and collaboration in a start-up business context
Iris Humala
University of Tampere, Tampere, Finland

Can counseling support the vision of inclusive education? Experiences from the project: "Learning for democracy: Partner-driven North/ South collaboration on Inclusive Education"
Désirée von Ahlefeld Nisser
Dalarna University, Falun, Sweden

No network - Artist Talk on Sustainability
March 6. Room: Auditorium A Chair: Hans Jørgen Wallin Weihe

Artist talk - Talent, responsibility and artists and institutions roles in public space
Patrick Huse¹, Hans-Jørgen Wallin Weihe²
¹Delta Press, Skåbu, Norway, ²Lillehammer University College, Lillehammer, Norway
The Nordic Model and identity construction in education
What does Nordicness or the so-called Nordic model or dimension mean? And what implications does it have for educational research and education?

The Nordic keeps on popping up in a variety of versions, which suggests that it makes sense to talk of a regional identity somehow. Sometimes the Nordic is reduced to Scandinavian.

From the outside we hear about Nordic exceptionalism, Nordic welfare or flexicurity model, or simply the Nordic model. When you ask people in Nordic countries they often recognize being Nordic, simultaneously finding it difficult to state exactly what constitutes this Nordicness.

Historically the Nordic countries have for centuries had experiences of discord, continual wars and imperialism as well as collaboration and projects that united.

In the current global reality where e.g. the European dimension grows, and collaboration in the EU and the Bologna Process is on the increase, there is a need to reflect upon the collective identities we subscribe to: local, national, regional… or maybe even a cosmopolitan world citizenship.

Internally, Nordic populations are under transformation through immigration, which changes not only self-perceptions but also relations between the Nordic countries.

This is of prime importance for education and, by implication, to educational research, as education deals with the processes by which individual, local, national, regional and global subjects are constructed.

In order to share reflections upon this theme, the NERA Board has invited a panel of distinguished researchers from Nordic countries who have all dealt extensively with the Nordic theme in research and in education, formally as well as informally.

Invited speakers:
- Sverker Lindblad, Gothenburg University
- Gunilla Holm, Helsinki University
- Gestur Gudmundson, Iceland University,
- Leif Moos, Aarhus University
- Berit Karseth, Oslo University

The NERA Board Panel will end with a 30 - 40 minutes debate.

N 1. Adult learning – at work, in education and everyday life

Characterizing the field of research on the education and learning of adults: a content analysis of three adult education journals
Andreas Fejes, Erik Nylander
Linköping University, Linköping, Sweden

Managing Sustainability in Management Education
Christian Lystbaek
Aarhus University, Aarhus, Denmark

Sofia Österborg Wiklund, Daphne Arbouz, Henrik Nordvall, Ann-Marie Laginder
Linköping University, Linköping, Sweden
N 2. Arts, Culture and Education
March 6. Room: G-101 Chair: Marie Koch

Study
Teachers’ participation in children’s dramatic play in a Norwegian kindergarten
Anne Greve, Knut Olav Kristensen
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Inspiration, process and reflection in a creative activity in Pre School - a study of dialogue between pedagogue and children
Christin Furu1, Eva Ahlskog-Björkman2
1Åbo Akademi, Jakobstad, Finland, 2Åbo Akademi, Vasa, Finland

N 3. Early Childhood Research
March 6. Room: Auditorium F Chair: Annica Läfdahl

Making connections and making friends: social interactions between disabled children and their peers in early years settings.
John Parry
The Open University, Milton Keynes, UK

The meaning of care in the performative preschool
Maria Folke-Fichtelius1, Annica Löfdahl1
1Karlstad University, Karlstad, Sweden, 2Uppsala University, Uppsala, Sweden

Education for all - The Early Childhood Environment Rating Scale (ECERS) as a dialogue based tool for developing high quality in Danish preschools.
Ida Kornerup, Kira Christensen
University College Capital, Copenhagen, Denmark

Preschool teachers' work with children's linguistic competence
Bente Valne, Liv Gjems
Volda University College, Volda, Norway

N 4. Classroom Research
March 6. Room: Auditorium H Chair: Elisabeth Bjørnestad, Oslo and Akershus University College of Applied Sciences, Norway

Framing Your Argument – Using comic strips for pedagogical interaction
Lars Wallner
Linköping University, Norrköping, Sweden

Lived experience of schooling from two perspectives. Doing classroom research with a phenomenologically oriented approach
Bernadette Hörmann, Neda Forghani-Arani
University of Vienna, Vienna, Austria

Autonomi - supportive or controlling? A study of Norwegian teachers' motivating style
Kari Fjell1, Bodil Stokke Olausson2
1Oslo and Akershus University College of Applied Sciences, Oslo, Norway, 2University of Oslo, Oslo, Norway

Student’s understanding and use of teacher feedback in secondary school Norwegian classes
Agnete Bueie
Buskerud University College, Drammen, Norway
N 5. The Curriculum Research Network
March 6. Room: Auditorium E  Chair: Ninni Wahlström, Linnaeus University, Sweden

Construction of 'the international' in social studies/citizenship textbooks in Sweden, England and Germany
Daniel Pettersson, Wieland Wermke
Högskolan i Gävle, Gävle, Sweden

A comparison of subject matter content and the semantics of new curricula for lower secondary school in Norway and Germany (North Rhine-Westphalia)
Maike Luimes1, Kirsten Sivesind2
1Department of Education, University of Oslo, Oslo, Norway, 2Department of Teacher Education and School Research, University of Oslo, Oslo, Norway

Children’s Rights in Curriculum: Looking for Didactics in Children’s Rights’ Education. A New Field of Research?
Lotta Brantefors
Uppsala University, Uppsala, Sweden

N 6. Educational Leadership Network - Symposium
March 6. Room: Auditorium B  Chair: Anders Arnqvist, Karlstad University, Sweden

Master Programs in Leadership
Several colleges and universities in the Nordic countries currently offer masters for principals and school leaders. Each university has developed its own profile in relation to the research it conducts. In this symposium, we intend to discuss the experience of conducting training for principals and explore opportunities for collaboration between the Nordic countries. We also invite participants to present research and development project focusing on the training of principals.
Reflection as a learning tool in leadership training
Marit Aas
University of Oslo, Oslo, Norway

Nordic and Baltic Master in Educational Leadership
Anders Arnqvist1, Börkur Hansen2, Ilze Ivanova2
1University of Iceland, Reykjavik, Iceland, 2Latvijas Universitāte, Riga, Latvia

Developing the organizational understanding among principals through causal modelling.
Jonas Höög
Centre for Principal Development, Umeå, Sweden

N 7. Value Issues and Social Relations in Education (A) - Symposium
March 6. Room: G-201  Chair: Eva Johansson, University of Stavanger

Symposium II: Values in Nordic Early Childhood Education, ValuEd: Action research and narratives – methodological tools for the study of values

In this second symposium on Values education in Nordic preschools we will address methodological issues related to the question: How can values and values education be studied? The project develops a research methodology in which the participative action research methodology of the national sub-projects is connected with the cross-cultural orientation of the joint Nordic research. The research design enables the researchers to work at different levels ranging from the Nordic level to national policy documentation, preschool communities, and individual practitioners. The participatory action research model, aims to both create knowledge about values education, and contribute to change. Change in the context of this project refers to the practitioners’ growing recognition of values, and their developmental work towards values education in preschools. Within the action research process, the researchers and practitioners are involved in a close collaboration. The goal is to align theory and practice together in a dialogical process. The researchers’ role is to initiate, challenge, and encourage the practitioners.
to reflect upon values and values education. The practitioners’ role is to identify issues that need to be developed and work towards the developmental process in preschools. In this symposium we will address the action research methodology as outlined in the different parts of the research process. We will also analyse the potential of employing narratives in an action research, as narratives appear to promote reflection and to contribute to a process of change. We combine experiences and observations from an ongoing action research process concerning values and values education with reflections on the ontological and epistemological assumptions of narrative research. Participants Anna-Maija Puroila, anna-maija.puroila@oulu.fi; Eila Estola eila.estola@oulu.fi, Jaana Juutinen juutinen.jaana@oulu.fi, & Elina Viljamaa elina.viljamaa@oulu.fi University of Oulu, Finland Johanna Einarsdottir, School of Education, University of Iceland, joein@hi.is

Reflecting values education through narratives in participatory action research
Anna-Maija Puroila, Eila Estola, Elina Viljamaa, Jaana Juutinen
University of Oulu, Oulu, Finland

Participatory Action Research Project on Values Education: Reflections from the Icelandic Project
Jóhanna Einarsdóttir
University of Iceland, School of Education, Reykjavík, Iceland

N 7. Value Issues and Social Relations in Education (B)
March 6. Room: G-102 Chair: Kennert Orlenius, University College of Borås

Is plagiarism related to moral standards among students in higher-education or is it not about moral at all?
Anna-Carin Jonsson, Kennert Orlenius
University College of Borås, School of education and behavioural sciences, Borås, Sweden

Human values and objectives in higher education
Thomas Hansson
Blekinge Institute of Technology, Karlskrona, Sweden

Future awareness as a driver for collaborative learning: Towards a sustainable business cluster in Western Uusimaa
Tarja Meristö, Jukka Laitinen, Susanna Kivelä
Laurea University of Applied University, Lohja, Uusimaa, Finland

Socializing emotions in the classroom: High school students’ perceptions of teacher induced emotion norms in education for sustainable development
Maria Ojala
Uppsala University, Uppsala, Sweden

N 8. Gender and Education
March 6. Room: Ø-113 Chair: Jukka Lehtonen

Troubling discourses on gender and education
Elina Lahelma
University of Helsinki, Helsinki, Finland

To pass the test: boys’ parallel positioning
Lisa Asp-Onsjo, Elisabet Öhrn
University of Gothenburg, Gothenburg, Sweden
**N 9. General Didactics**  
March 6. Room: G-204  
Chair: Tobias Werler

Teachers apprehension on Interdisciplinary Education and ESD  
*Linda Pettersson*  
Departement of Social Geography, Uppsala, Sweden

Food and sustainable development in syllabuses of the Swedish school subject Home and Consumer Studies; at present and in the past  
*Emmalee Gisslevik*, *Inga Wernersson*¹, *Christel Larsson*¹, *Helena Åberg*¹  
¹Department of Food and Nutrition, and Sport Science, University of Gothenburg, Sweden,  
²Department of Social and Behavioural Studies, University West, Sweden

**N 10. Higher Education**  
March 6. Room: Ø-110  
Chair: Mikko Aro

Teacher's communicative style in sustainable education  
*Teemu Ylikoski*, *Susanna Niinistö-Sivuranta*  
Laurea University of Applied Sciences, Lohja, Finland

Formation in higher education: Towards professional responsibility as deliberative praxis.  
*Tomas Englund*  
Department of humanities, educational and social sciences, Örebro university, Sweden

Sustainable development of student numbers: Investigating implications of rapid institutional growth in higher education  
*Elisabeth Hovdaaugen*, *Tone Cecilie Carlsten*  
NiFU, Oslo, Norway

**N 11. Historical Research**  
March 6. Room: N-405  
Chair: Magnus Hultén, Linköping University

Session ends with Network Meeting for Network 11 - Historical Research

Regional educational development research in Sweden- A literature review of research over half a century  
*Lena Boström*  
Department of Education, Härnösand, Sweden

The scientification of science education: professionalisation and interprofessional relations among public school teachers and scientists in 19th century Sweden  
*Magnus Hultén*  
Linköping University, Norrköping, Sweden

**N 12. Inclusive Education - Symposium**  
March 6. Room: Auditorium C  
Chair: Peder Haug, Volda University college, Norway

The function of special education  
A high number of students receive special education, and considerable resources are allocated to special education in Norway. Over the past ten years there has been an increase in the number of students receiving special education of more than 50 %. This has happened in spite of a Parliamentary decision from 2004, that the amount of special education given at that time was too high. Several other countries have similar developments. This is the reason why at present, the function of special education is discussed both nationally and internationally. There is little direct knowledge about recruitment to special education, what actually goes on in special education lessons, how pupils receiving special education are taught, which learning activities they are engaged in, what content they work with or what the learning outcomes are. There is also sparse information about these aspects from the parts of the day or week when students
do not receive special education. In all, there is a need better to understand the recruitment to special education, what special education actually is about and what are the outcomes of special education. In this symposium we intend to present research that can shed light on some of these questions. We present results from the Norwegian SPEED-project, a joint research project between Hedmark University College (HUC) and Volda University College (VUC), financed by the University Colleges and the PRAKUT-program in The Research Council of Norway. Nearly all special education in Norway is given in the ordinary schools, and that is where our research takes place. The symposium will consist of six presentations from the SPEED-project. To create a perspective on these issues, we have invited a presentation about the Italian situation in special education. The idea behind the symposium is that we have to see special education in relation to the ordinary teaching in school. The hypotheses is that ordinary teaching of high quality will reduce the amount of special education, and vice versa, ordinary teaching of low quality will increase the need for special measures. Chair: Professor Peder Haug, Department of Education, Volda University College, Norway Discussants: Professor Gerd Biesta, Institute of Education and Society, University of Luxembourg Professor Niels Egelund, Department of Education, Aarhus University

Inclusion in Norwegian schools
Anne Randi Festøy, Peder Haug
Volda University College, Volda, Norway

ICT in special education - does it support or prevent inclusion?
Terje Mølster, Kari Nes
Hedmark University College, Elverum, Norway

Special or inclusive education? From Integration to Inclusion in Italy
Dario Ianes
Free University of Bolzano, Bolzano, Italy

N 13. ICT & Education
March 6. Room: G-205 Chair: Patrick Hernwall, Stockholm University

The digital room as a meetingplace for reflection on theory and practice in teacher education
Carl F. Dons
HiST, Trondheim, Norway

Pre-Service Student Teachers’ Awareness of their Digital Responsibility
Bård Ketil Engen¹, Tonje H. Giaever¹, Greta B. Gudmundsdottir², Ove Edvard Hatlevik², Louise Mifsud³, Karoline Tømte⁴
¹Oslo and Akershus University College of Applied Science, Oslo, Norway, ²Norsk Senter for IKT i utdanningen, Tromsø, Norway

A model for analysing multimodal figurations in a school context
Helena Bergström, Patrik Hernwall
Stockholm university, Stockholm, Sweden

March 6. Room: Ø-112 Chair: Lars Anders Kulbrandstad

School and library partnership: Challenges within literacy education.Organized by the Nordic Centre of Excellence ‘Justice through Education in the Nordic Countries.’

Discussant: Ulla Damber

The aim of the symposium is to provide insight into school and library partnership contributions to literacy, sustainability and social justice in an era of globalization. It explores benefits of school- and library collaboration, as well as challenges to such collaboration within literacy education. It is firmly established that partnership between schools and libraries leads to better and more reading (Krashen, Lee, & Mcquillan, 2012; Limberg, 2003). High interest reading material has produced powerful language benefits for children learning in a second language, in developing...
countries, and in a context where books are rare (Elley, 2000). Nevertheless, there are contradictions between the documented educational value of school-library partnership and the actual support of such partnership within literacy education. Three papers explore school and library partnership and interprofessional collaboration between teachers and librarians and use of library resources within literacy education. The analytical framework is founded on New Literacy Studies, where literacy is analyzed as a social practice (Barton, 2000, 2007, Martin-Jones & Jones, 2000), and sociocultural and intercultural theory (Edwards, 2007, Engeström, 2010, Pihl, 2012). The papers are based on qualitative methods (interviews, observation, document analysis), research interventions applying sociohistorical activity theory, as well as quantitative methods. The three papers are: 1) Reading engagement in multicultural classes: the role of libraries, interprofessional collaboration and shared and voluntary reading. 2) Challenges to literature-based literacy education and use of library resources in an era of accountability. 3) Contradictions between literacy discourses: Analyzing the declining participation of parents at a multilingual literature café at the school library. The findings show that partnership between schools and libraries can enhance reading engagement for all children regardless of linguistic background, socioeconomic status and gender. An important precondition is non-segregated literacy education, extensive access to library resources and time for voluntary reading and sharing of literary experiences. However, accountability requirements and contradictory literacy discourses limit teacher- and school capacity to use public and school library resources for voluntary and shared reading at school. For school and library partnership to become sustainable, teacher education needs to qualify teachers for collaboration with librarians within literacy education.

Reading engagement in multicultural classes - the role of libraries, interprofessional collaboration and voluntary reading

**Ingebjørg Tonne, Jorun Pihl**
Oslo and Akershus University College, Oslo, Norway

Challenges to literature based literacy education and use of library resources in an era of accountability

**Kristin Skinstad van der Kooij**
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Contradictions between literacy discourses: Analyzing the declining participation of parents from a multilingual literature café at the school library

**Thomas Eri**
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

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**N 16. The Nordic Society for Philosophy of Education**

**March 6. Room: P-101**

**Chair: Torill Strand, Østfold University College**

**Education and the development of autonomy**

**Gudmundur Heidar Frimannsson**
University of Akureyi, Akureyi, Iceland

Aristotle on experience and learning; from a individual-oriented to knowledge-oriented learning theory.

**Tone Saugstad**
University of Copenhagen, Copenhagen, Denmark

Subjectification in the education of pedagogues in DK

**Jan Jaap Rothuizen**
1 Aarhus University, Aarhus, Denmark, 2 Via University College, Aarhus, Denmark

**Education and society, preconditions for a successful result**

**Liisa Granbom-Herranen**
University of Jyväskylä, Jyväskylä, Finland
N 18. Families, Institutions and Communities in Education (NORNAPE)
March 6. Room: P-102 Chair: Kristín Jónsdóttir

The session will end with a network meeting.

Practices and perceptions on school-family relationship in Chinese lower secondary school – a sub-study of a comparative research project

Limin Gu
Umeå University, Umeå, Sweden

Effects of Parental Support in Different School Contexts
Jenni Tikkanen
1University of Turku, Turku, Finland, 2Centre for Research on Lifelong Learning and Education (CELE), Turku, Finland

N 19. Teachers’ work and teacher education (A)
March 6. Room: Auditorium G Chair: Kjersti Mordal Moen, Hedmark University College

Practicum in physical education teacher education: An educational partnership?
Kjersti Mordal Moen1, Øyvind Førland Standal2
1Høgskolen i Hedmark, Elverum, Norway, 2Norges idrettshøgskole, Oslo, Norway

A study of the role and expertise of mentor teachers to supervise novice teachers and student teachers.
Tetsuhito Sakata1, Masahiro Nakada2
1Aoyama Gakuin University, Tokyo, Japan, 2Teikyo University, Tokyo, Japan

The Finnish Model of Peer-Group Mentoring for Teacher Induction
Matti Pennanen, Ilona Markkanen, Hannu Heikkinen, Hannu Jokinen, Päivi Tynjälä
University of Jyväskylä / Finnish Institute for Educational Research, Jyväskylä, Finland

Mentors in teacher education – individual practices
Kirsten E. Thorsen
Høgskolen i Oslo og Akershus, Oslo, Norway

N 19. Teachers’ work and teacher education (B)
March 6. Room: S217 Chair: Aslaug Kristiansen, University of Agder

Assessment and testing
Learning through short field studies, Swedish students voice on field studies in schools in South Africa.
Kerstin von Brömssen1, Getahun Yacob Abraham2
1University of Gothenburg, Gothenburg, Sweden, 2Karlstad University, Karlstad, Sweden

Dialogical conversations - initiation of topics
Mariatta Pakkanen
University of Jyväskylä, Jyväskylä, Finland

Student Narratives as a Tool for Professional Development in Teacher Education: A Project in Progress
Aslaug Kristiansen, Åse Haraldstad
Universitetet i Agder, Kristiansand, Norway
March 6. Room: G-107 Chair: Arja Haapakorpi, University of Helsinki

Education policy 1
A Norwegian strategy for “soft governance”? The advisory team program’ as a case.
Eli Ottesen, Marit Aas
University of Oslo, Oslo, Norway

The battle for the 95 pct. - policies of upper secondary education in Denmark
Palle Rasmussen
Aalborg University, Aalborg, Denmark

How can we manage to live together--today AND tomorrow?(A reviw of the U.N. Decade for Education for Sustainable Development)
Victoria W. Thoresen
Hedmark University College, Hamar, Norway

The relation between policy program, project and practice
Ann Öhman Sandberg
APeL R&D, Örebro, Sweden

N 22. Poststructuralist Pedagogical Research - Symposium
March 6. Room: Ø201 Chair: Camilla Eline Andersen, Hedmark University College, Hamar, Norway

Worldly methodologies and world making - developing a manifesto for sustainable, future directed educational research

The number of books on social research methods in the form of ‘how to do it’ instruction manuals grow by the day. And yet it might be argued that we are not richer in our experience of research methods but impoverished by the pressure to be ever more cost/time efficient and instrumental. In this symposium we will begin by arguing for the following set of linked assertions (5 minutes): 1. There is an impending crisis in educational research as audit culture and commercial marketing forces leave their mark in terms of quality, content and ethical responsibility e.g. the “quick fix” of drop in, gather your data and run is by no means an urban myth. 2. On the horizon an unprecedented mass of digital information (twitter, blogs, big data caches) waits to be researched and yet, the tools of the survey, interview and focus group seem quaintly “out of joint” with the demands placed upon us by these trends. 3. The evidence-based movement threatens to makes much new educational research obsolete, or at least questionable, in its belief that it is enough to look back as an all powerful omnipotent being and undertake (meta)syntheses of the “best” of already completed research. In the second part of our symposium we will argue for the need to experiment with new forms of what we would call “worldly methodologies and world making”. Drawing upon post-structural and posthuman perspectives, we argue that this entails finding new ways to collect and story data where a number of “normal science” practices are questioned, such as the dichotomy between researcher and informant; the linear development from research question to methodology to data to analysis; the under thematised relationships between reality and language; the dominance of the mind before and over the body; the man/machine instrumental form of action and social relations; and ritual dissemination rather than the curating of scientific knowledge. The presenters have 15 minutes each to present their papers. To focus the discussion after our paper presentations we will present a first draft of a manifesto for sustainable, future directed educational research (5 minutes). The session ends with comments from a discussant and time for discussion (20 minutes). Presenter 1: Associate Professor Camilla Eline Andersen Presentation title: Affect-data: Connecting to the world in its becoming Presenter 2: Professor Anne-Beate Reinertsen Presentation title: MyMethods; Sciencing-up and becoming with data Presenter 3: Professor Ann Merete Otterstad Presentation title: Becoming researcher with “new” materialism in early childhood education. Presenter 4: Professor Stephen Dobson Presentation title: Narrative forms of research – the case of bodies and existential choices as refugees construct cultures of exile.
Discussant: Liz Jones, Manchester Metropolitan University

Affect-data: Connecting to the world in its becoming
Camilla Eline Andersen
Hedmark University College, Hamar, Norway

MyMethods; Sciencing -up and becoming with data
Anne Reinertsen
Queen Maud University College, Trondheim, Norway

Becoming researcher with "new" materialism in early childhood education
Ann Merete Otterstad
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

N 24. School Development - Symposium (A)
March 6. Room: G-202 Chair: May Postholm, NTNU, Trondheim, Norway

Leadership for learning - Part I

The title of this symposium introduces two concepts, leadership and learning, where we connect these two terms with the preposition "for". Learning may be understood in different ways, and the concept of learning may also be related to the views on knowledge and humanity. How learning is understood is thus connected to different paradigms with their ontological and epistemological perspectives. The constructivist view frames the texts in this symposium.

Management and leadership are practised on different levels in school. The teacher is a part of a social system on both the micro and macro levels. The teacher leads the pupils in the class, while she is also part of a team of teachers and the entire staff of colleagues in the school. The school administrator’s duty is to lead the staff of teachers. The school administrator, or leader, may be compared to the conductor of a large symphony orchestra. The leader has great responsibility in making this interplay work well. This also means that each member of the "orchestra" has a responsibility for playing well. In such an interaction, no individual is less important than any other. Everyone, and their voices, is equally important if the music is to be satisfying. This is also the way it is in school. The school leader and the classroom leader have the formal responsibility for ensuring that the activity that is being played out functions well and contributes to learning. Teachers must make it possible for the pupils to learn from the teaching, and the leaders must make it possible for teachers to cooperate and learn together. Hence, the leader is an important person who provides processes with good content. Pupils in the classroom and the teachers in the staff are thus all players in the same orchestra. All the parties are thus either active persons or contexts for each other in relationships that must function well if learning and development are to take place. Participants and titles: Gunnar Engvik and Anne Berit Emstad: Skoleledelse og nyutdannede lærere [School leadership and newly educated teachers], Gunnar Engvik: Nyutdannede læreres mestring av klasseledelse [How newly educated teachers cope with classroom management], Kjell Atle Halvorsen: “Jeg er ikke mora deres…” Klasseledelse når elevene er på nett ["I'm not your mother"… Classroom management when the pupils are on the web], Klara Lillevik Rokkones: Klasseledelse og kontaktlærerrollen i videregående opplæring i yrkesfag [Classroom management and the role of the homeroom teacher in vocational training in upper secondary school], Britt Postholm: Klasseledelse i prosjektarbeid i ungdomsskolen [Classroom management in project work in lower secondary school], Turid I. Ertzsás and Eirik Irgens: Fra individuell erfaring til felles kunnskap [From individual experience to shared knowledge].

Discussant: Renata Svedling, Åbo Akademi, Turku, Finland

This symposia will be in Norwegian.
N 24. School Development (B)
March 6. Room: V21
Chair: Roy Asle Andreassen, Volda University College, Norway

“The world's best regional education system”- a school improvement project in three schools in Jämtlands and Västernorrlands counties - What is school improvement for schools?

Maria Styf
Department of education Mid Sweden university, Hämösand, Sweden

"The best regional education system in the world" a regional school improvement project
Conny Björkman, Anders Olofsson
Mid Sweden University, Hämösand, Sweden

Teachers observe teachers-- a way to improve teaching
Lena Ivarsson¹
¹Mid Sweden University, Hämösand, Sweden, ²Mimergården, Östersund, Sweden

Working with school development - a potential boundary zone between activities?
Anneli Hansson
Mid Sweden University, Hämösand, Sweden

N 25. Guidance/Counseling
March 6. Room: N-501
Chair: Petter Mathisen

Productive or re-productive learning? The art of facilitating interdisciplinary role play and reflections on empathy

Helle Merete Nordentoft¹, Birgitte Ravn Olesen²
¹Aarhus University, Copenhagen, Denmark, ²Roskilde University, Roskilde, Denmark

How reflects preschool teacher about its didactic work experience?
Ulrika Larsdotter Bodin
Mälardalen University, Västerås, Sweden

Supervision as a Tool for Supporting the Development of Vocational Student Teachers’ Professional Identity (Presentation in Swedish)
Eivor Romar
Faculty of Education, Åbo Academy, Vasa, Finland
Parallel sessions 5 - 15.30-17.00

N 1. Adult learning – at work, in education and everyday life
March 6. Room: Auditorium D Chair: Brit Bolken Ballangrud

Presenters in this session have all written papers
Citizenship in adult student’s every day practices
Lina Rahm, Andreas Fejes
Linköpings University, IBL, Linköping, Sweden
Upper Secondary School Apprenticeship Education, an education at the boundary?
Per Kristmansson
Umeå universitet, Umeå, Sweden
Professional development in teacher network - between global trends and tradition Brit Bolken BALLANGRUD
Brit Bolken Ballangrud
Buskerud University College, Ringerike, Norway

N 2. Arts, Culture and Education
March 6. Room: G-101 Chair: Eva Ahlskog-Björkman

Study
Image and existential upbuilding
Ane Malene Saeverot
University of Bergen, Bergen, Norway
Sustainable learning - a study of four actors perception of learning in different contexts of crafts
Katarina Jonsson
Department of Culture and Communic, Linköping, Sweden
Voices of representation: working with dilemmas of involvement in multicultural pedagogical research
Sharmila Juhlin
UCC, Copenhagen, Denmark
Assessment of Visual Arts in Teaching Education in a South African context (Presented in Swedish)
Ingrid Bergqvist
Department of Culture and Communication, Linkoping, Sweden
N 3. Early Childhood Research
March 6.  Room: Auditorium  Chair: Tove Lafton

Digital literacy in Early Childhood Education - "more" than human practices

Tove Lafton
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

What can children learn and experience when working interdisciplinary with celebrations of religious festivals in the kindergarten.

Bjørg Tvetene Sæter, Hege Gjerde Sviggum
Sogn og Fjordane University College, Sogndal, Norway

Providing for children's early literacy through narratives in Early Childhood Education (ECE)

Sigrun Slettner
Vestfold University College, Tønsberg, Vestfold, Norway

How do children understand graphical symbols? Maria Magnusson Linnaeus
University/Gothenburg University

Maria Magnusson
Linnaeus University, Kalmar, Sweden

N 4. Classroom Research
March 6.  Room: Auditorium  Chair: Anna Kristín Sigurðardóttir, University of Iceland, School of Education, Reykjavík, Iceland

Open plan or traditional classrooms - effects on teaching practice

Anna Kristín Sigurðardóttir¹, Ingvar Sigurgeirsson¹, Rúnar Sigþórsson²
¹University of Iceland, School of Education, Reykjavik, Iceland, ²University of Akureyri, Akureyri, Iceland

Teaching sustainable development in the wild

Per Gyberg
Department of thematic studies, Linköping, Sweden

The Nordic forest garden - an educational opportunity for learning about ecological and emotional relationships between organisms

Per Askerlund¹, Ellen Almers¹, Yvonne Hyltse-Eckert¹, Helen Avery¹, Sofia Kjellström²
¹Jönköping University, School of education and communication, Jönköping, Sweden, ²Jönköping University, School of health sciences, Jönköping, Sweden

N 5. The Curriculum Research Network
March 6.  Room: Auditorium  Chair: Daniel Sundberg, Linnaeus University, Växjö, Sweden

Science Education for All - What? Why?

Meyvant Thorolfsson
University of Iceland, Reykjavik, Iceland

Swedish National Tests in Year 6 Science: Analysis and Review

Jonas Almqvist¹, Graham Orpwood²
¹Uppsala University, Uppsala, Sweden, ²University of London, London, UK

Food and care – a road towards environmental responsibility?

Karin Hjälmeskog
Department of Education, Uppsala University, Uppsala, Sweden

Transformative, Ecological Learning through Global Storylines

Marie-Jeanne McNaughton
University of Strathclyde, Glasgow, UK
School Boards in the Nordic Governance process: Recurrent Themes and National Differences

The purpose of this symposium is to present key themes in local school governance from a cross-cultural perspective based on national studies of local school boards conducted in a comparative design in 2011-2012 in Sweden, Finland, Norway, Denmark – and the US. The overarching purpose of the study was to identify the school governance structures, processes, and systems resulting from several waves of administrative and political re-design reforms across all countries. The overarching research question is: How are trans-national influences and national policies transformed into local policy cultures when they meet the school boards? In all the Nordic countries, the municipalities are equivalent with the school district level, whereas in the US, school districts are situated quite differently. But the point is that both Nordic municipalities and US school districts play a similar role as the interface between state policies and the schools. In this symposium we will present a selection of thematic papers emerging from the research project and that also will be published in an upcoming book on Springer. The first paper on Educational governance takes as a starting point that contemporary restructuring of (Nordic) educational governance systems brings new relations between state, local authorities and schools and thus between politicians, managers and educational professionals. With inspiration from transnational agencies – primarily the OECD – new chains of governance are being created. Decentralising of elements of governance are being mixed with recentralisation of other parts, and this tendency has also made many municipalities to restructure the municipal political and administrative system into a more steep hierarchy. The second paper on democracy and member knowledge address the context and the democratic expectations on the school boards in the different Nordic countries – in terms of school boards relations to the community and what form of influence school boards has central to the governess process. The third paper analyses power and influence as perceived by local school board members in the Nordic countries. It is based on conducted comparisons across the Nordic countries and looks into which influence and power relations there are between the school committee as the central focal point and the schools’ most important interests. The fourth paper addresses the school board members’ assessments of external control versus professional trust as interchangeable reform strategies by the state. The final paper sums up the themes in a note on local school governance in the Nordic countries with an agenda for further research.

External control and professional trust
Hans Christian Høyer, Jan Merok Paulsen
Hedmark University College, Rena, Norway

Educational governance: Politics, administration and professionalism
Leif Moos
Aarhus University, Copenhagen NV, Denmark

Democracy and ‘member knowledge’
Olof Johansson
Centre of Principal development, Umeå, Sweden

N 6. Educational Leadership Network (B)
March 6. Room: G-201 Chair: Rentata Svedlin

Models of leadership
Torbjörn Hortlund, Kristina Malmberg, Eva Forsberg
Uppsala Universitet, Uppsala, Sweden

The Management Team
Lars Svedberg, Stefan Weinholz
Uppsala University, Uppsala, Sweden
Expressions of teacher leadership in a Swedish context
Mette Liljenberg
University of Gothenburg, Gothenburg, Sweden

N 7. Value Issues and Social Relations in Education
March 6. Room: G-102 Chair: Niclas Månsson, Mälardalen University
On Education, Humanism and Reason: Questioning the Foundations of a Norm Critical Pedagogy
Elisabet Langmann¹, Niclas Månsson²
¹Södertörns university, Flemingsberg, Sweden, ²Mälardalens university, Eskilstuna, Sweden
Knowledge or values? An analysis of policy change in Swedish school system.
Goran Bostedt, Linda Eriksson
Dept of Education, Mid-Sweden University, Harnosand, Sweden

Is religion coming into school through the back door?
Geir Skeie, Kirsten Grönlien Zetterqvist
Stockholm University, Stockholm, Sweden

N 8. Gender and Education
March 6. Room: Ø-113 Chair: Jukka Lehtonen
Gender, ethnicity and citizenship in pedagogical texts and education policy – Some examples from Turkey and Sweden
Marie Carlson
University of Gothenburg, Göteborg, Sweden

It's How, Not Who: Examining Gender Differences in Dialogic vs. Traditional Classrooms
Monica Gliñ¹, Alina Reznitskaya²
¹University of Oslo, Oslo, Norway, ²Montclair State University, Montclair, NJ, USA

‘You could at least pretend to look interested' A study of performativity and fabrication in secondary school
Ann-Sofie Holm
Högskolan i Borås, Borås, Sweden

N 9. General Didactics - Round Table
March 6. Room: G-204 Chair: Silwa Claesson
A Forum for General Didactics in the Nordic Countries; ‘Nordic Journal of General Didactics’
Silwa Claesson, Jörgen Dimenäs, Annika Lilja
University of Gothenburg, Göteborg, Sweden

N 10. Higher Education
March 6. Room: Ø-110 Chair: Teemu Ylikoski
Maths Support in Higher Education
Galina Nilsson¹, Elena Luchinskaya², Lilia Kristiansson¹
¹University West, Trollhättan, Sweden, ²Leeds Metropolitan University, Leeds, UK

Tekstcompetences and academic literacy- new students in Higher Education (In Norwegian)
Marit Greek
Oslo and Akershus University College, Oslo, Norway

"Flexible and unique" - HE students at the intersection of education and profession
Kirsten Jæger, Annie Aarup Jensen
Aalborg University, Aalborg, Denmark

Innovation didactics as a tool to teach and learn social entrepreneurship in higher education.
Ingrid Tvete
Lillehammer University College, Lillehammer, Norway
N 11. Historical Research - Round Table
March 6. Room: N-405 Chair: Magnus Hultén, Linköping University
Roundtable discussion Participants: Gro Hanne Aas, Harald Jarning, Jan Morawski, and Harald Thuen, and an additional Swedish researcher not yet decided. Reform pedagogy and Nordic school traditions – Key issues for comparative history of schooling and pedagogies
Harald Jarning¹, Jan Morawski², Gro Hanne Aas³, Harald Thuen⁴
¹HiOA, Oslo, Norway, ²Högskolan i Dalarna, Dalarna, Sweden, ³HIIL, Oppland, Norway, ⁴Privat, Hvittingfoss, Norway

N 12. Inclusive Education (A) - Symposium
March 6. Room: Auditorium C Chair: Peder Haug, Volda University college, Norway
The function of special education part II
Mapping tests in mathematics. The development of tests and some results from the mapping
Leif Bjørn Skorpen
Høgskulen i Volda, Volda, Norway
Mapping test in mathematics: What characterises the achievements for various student groups?
Frode Opsvik
Volda University College, Volda, Norway
Special education in reading, writing and mathematics
Jorunn Aske, Arne Kåre Topphol
Høgskulen i Volda, Volda, Norway
Children with behaviour problems in school
Hege Knudsmoen, Ratib Lekhal, Gro Løken
Hedmark University College, Hamar, Norway

N 12. Inclusive Education (B) - Round Table
March 6. Room: V21 Chair: Kerstin Göransson, Mälardalen University, Västerås, Sweden
Special professions? - The role of special educators in the Nordic countries
Kerstin Göransson¹, Claes Nilholm², Gunvie Möllås³, Gunilla Linqvist⁴, David Lansing Cameron⁵, Kristina Ström⁶, Søren Langager⁷
¹Mälardalen University, Västerås, Sweden, ²Malmö University, Malmö, Sweden, ³Jönköping University, Jönköping, Sweden, ⁴Dalarna University, Falun, Sweden, ⁵University of Agder, Kristiansand, Norway, ⁶Åbo Akademin University, Åbo, Finland, ⁷Aarhus University, Aarhus, Denmark
**N 12. Inclusive Education (C)**

March 6. Room: Ø201  Chair: Thomas Barow

Content and language integrated learning in a multilingual classroom at a Swedish vocational programme PhD study, Maria Rubin, Faculty of Education and Society, Malmö University

*Maria Rubin*
*Malmö University, Malmö, Sweden*

Is organizing vocational education in separated classes necessary to prevent pupils with special needs to drop out from school or is it a result of an increasing segregation of pupils in Norwegian schools because of target-oriented management?

*Ellen Saur, Klara Rokkones*
*NTNU, Trondheim, Norway*

FROM INVISIBLE TO VISIBLE - Encountering shy students in the context of home economics education

*Siilja Kims*
*Helsinki University, Helsinki, Finland*

Entrepreneurship education – a method including pupils with special needs?

*Hege Merete Somby¹, Vegard Johansen²*
³Lillehammer University College, Lillehammer, Norway, ²NTNU/Eastern Norway Research Institute, Trondheim/Lillehammer, Norway

**N 13. ICT & Education**

March 6. Room: G-205  Chair: Massimo Loi, Senter for IKT i utdanningen

Developing critical reflection and lifelong learning through the use of e-portfolios

*Debra Hoven*
*Athabasca University, Athabasca, Alberta, Canada*

Exploring 10th grade student’s digital competence

*Massimo Loi, Ove Edvard Hatlevik*
*Senter for IKT i utdanningen, Oslo, Norway*

Teacher's digital competence, self-confidence and ICT use

*Massimo Loi, Ove Edvard Hatlevik*
*Senter for IKT i utdanningen, Oslo, Norway*

**N 14. Multi-Cultural Educational Research - Symposium**

March 6. Room: Ø-112  Chair: Gunilla Holm

School and library partnership: Challenges in practice, policy and research in an era of globalization. Organized by the Nordic Centre of Excellence ‘Justice through Education in the Nordic Countries’

Discussant: Finn Aarsæther

The aim of the symposium is to provide insight into school and library partnership contributions to literacy, sustainability and social justice in an era of globalization. It explores benefits of school and library collaboration, as well as challenges to such collaboration within the field of professional practice, educational policy and research. It has been firmly established that partnership between schools and libraries leads to better and more reading (Krashen, Lee, & Mcquillan, 2012; Limberg, 2003). High interest reading material has produced powerful language benefits for children learning in a second language, in developing countries, and in a context where books are rare (Elley, 2000). Nevertheless, there are contradictions between the documented educational value of school-library partnership and the actual support provided for such partnership within educational practice, policy and research. Three case studies explore school and library partnership and collaboration in Nordic countries. Our analytical framework is founded on New Literacy Studies, where literacy is analyzed as a social practice (Barton, 2000, 2007; Martin-Jones & Jones, 2000), and sociocultural and intercultural theory (Edwards, 2007;
The case studies apply qualitative methods (interviews, observation, document analysis), research interventions based on sociohistorical activity theory, as well as quantitative methods. The methodological approach focuses on the development of interprofessional collaboration and communities of practice (Wenger, 1998). The case studies:

1) Benefits of school and library partnership and professional, political and research challenges
2) Intercultural practices of an integrated public and school library network in Sweden
3) From grassroots movement to established order? An analysis of the Program for School Library Development in Norway 2009-2013

School and library partnership contributes to literacy, intercultural practices and community building. However, support for such partnership is not firmly established within educational research in spite of research which documents the educational value of school and library partnership in terms of literacy and learning. At policy level, support for school and library partnership leaves much to be desired in terms of infrastructure, funding and priorities. For small-scale interventions of school and library partnership to become sustainable, the issue needs to be prioritized in educational research and educational policy.

From grassroots movement to established order? An analysis of the Program for School Library Development in Norway 2009-2013

Tone Cecilie Carlsten, Jørgen Sjaastad
NIFU, Oslo, Norway

Benefits of school and library partnership and professional, political and research challenges

Joron Pihl
Oslo and Akershus University College, Oslo, Norway

Intercultural practices of an integrated public and school library network in Sweden

Helen Avery
Jönköping University, Jönköping, Sweden

N 16. The Nordic Society for Philosophy of Education
March 6. Room: P-101  Chair: Tone Saugstad, Copenhagen University

Alain Badiou on education
Torill Strand
Østfold University College, 1757 Halden, Norway

Philosophy and physical education: Phenomenology as a theory of practical knowledge.
Øyvind Standal
Norges idrettshøgskole, Oslo, Norway

The competitive state - pedagogy, ethics and sustainability
Brian Degn Mårtensson
UCSJ, Roskilde, Denmark

N 18. Families, Institutions and Communities in Education (NORNAPE)
March 6. Room: P-102  Chair: Limin Gu

Students Educational Aspirations in New Middle Schools and the Influence of their Family-Resources from a Longitudinal Perspective.
Michaela Kilian, Corinna Geppert, Tamara Katschnig
University of Vienna, Vienna, Austria

Home-school partnership matters for teenage students well-being and confidence in learning abilities
Kristín Jónsdóttir
University of Iceland, Reykjavik, Iceland

Understandings of childhood produced in current rhetorics of home-school-relations: New obligations for the family - and increased monitoring of the child
Niels Kryger
Department of Education, Copenhagen, Aarhus University, Copenhagen, Djibouti
N 19. Teachers' work and teacher education (A)
March 6. Room: Auditorium G  Chair: Einar Sundsdal, NTNU

Individualization in school - what, why and how?
Joanna Giota
Gothenburg university, Gothenburg, Sweden

What is an education for sustainable development supposed to achieve - a question of what, how and why
Maria Hofman
Åbo Akademi, Vasa, Finland

Science teachers' responses to changes related to education for sustainable development, a longitudinal study.
Ingela Bursjöö
Department of Physics, Gothenburg, Sweden

Classroom management and democracy in education: A critical discussion
Einar Sundsdal, Maria Øksnes
NTNU, Trondheim, Norway

N 19. Teachers' work and teacher education (B)
March 6. Room: S217  Chair: Per Lindqvist, Linnaeus University

To Stay or Not to Stay (in the teaching profession)- That is the Question!
Kari Smith, Marit Ulvik, Ingrid Helleve, John Ivar Olsen
University of Bergen, Bergen, Norway

Should I stay or should I go (or should I return)? A longitudinal study of teacher drop-outs
Per Lindqvist, Ulla Karin Nordänger
Linnaeus University, Kalmar, Sweden

To be a folk high school teacher
Per Andersson
Linköping University, Linköping, Sweden

March 6. Room: G-107  Chair: Arja Haapakorpi, University of Helsinki and Taina Saarinen, University of Jyväskylä

Education Policy 2

Systematic quality work - a coherent and realistic framework for evaluation and improvement in schools?
Ulf Lundström
Umeå University, Umeå, Sweden

University staff's attitudes towards new quality assurance processes in Iceland: " It was useful"
Gyda Johannsdottir, Gudrun Geirsdottir
University of Iceland, School of Education, Iceland

The power, governmentality and ethics of lifelong learning – a critical discourse analysis of the third generation of lifelong learning in Finland
Heikki Kinnari
University of Turku, Turku, Finland

Fundamental problems with research based policy and practice
Jon Torfi Jonasson
School of Education, University of Iceland, Reykjavik, Iceland
March 6. Room: G-202  Chair: May Postholm, NTNU, Trondheim, Norway

Leadership for learning - Part II
This symposia will be in Norwegian.
Discussant: Renata Svedling, Åbo Akademi, Turku, Finland
From individual experience to shared knowledge: Courses as a means to develop schools
Eirik J. Irgens, Turid I. Ertsås
NTNU, Trondheim, Norway
Leadership for learning in technology rich classrooms
Kjell Atle Halvorsen
Norwegian University of Science and Technology, Trondheim, Norway
I verket må vi ha stramme regler! Klasseledelse og kontaktlærerrollen i videregående
opplæring i yrkesfag [We need strict rules in the workshop!]
Klara Rokkones
NTNU, Trondheim, Norway

No network - Education for Sustainable Development
March 6. Room: Auditorium A  Chair: Olaug Vetti Kvam, University of Bergen, Norway

ESD - Education for Sustainable Development
Education + Sustainable Development = a Passionate Affair- rethinking the concept political
through a radical democratic perspective to make aesthetical political experiences
Håkansson, Michael, PhD-student at Uppsala university (presenter)Östman, Leif, Professor at
Uppsala University
Kronlid O, David, Senior lecturer at Uppsala University
Department of Education, Uppsala, Sweden
Johanne Hjelle Nitter
Universitetet for miljø- og biovitenskap (UMB), Ås, Norway
The hegemonic role of Western epistemologyon education in the global South
Anders Breidlid
Oslo and Akershus University College of Applied Sciences, Oslo, Norway
Friday March 7

Parallel sessions 6 - 09.00-10.30

N 3. Early Childhood Research
March 7. Room: Inga (Birkebeineren Hotel)  Chair: Eva Johansson
Assessment in a preschool under transformation: from fostering to creative partaking.
Eva Johansson
University West, Trollhättan, Sweden
Children's well-being in preschools, results from a quantitative survey in Norway
Inger Vigmostad
Hedmark University College, Hamar, Norway
The impact of group size and group composition on preschool children’s cognitive development
Erik Eliassen
Oslo and Akershus University College (HiOA), Oslo, Norway
Children’s participation in school preparing activities: An ethnographic study of two Norwegian kindergartens
Tuva Schanke
NTNU, Trondheim, Norway

N 5. The Curriculum Research Network
March 7. Room: Skjevla (Birkebeineren Hotel)  Chair: Berit Karseth, Oslo University, Norway
Curriculum change from a teacher perspective - Exploring the new Swedish curriculum, Lgr11
Daniel Sundberg, Ninni Wahlström
Linnaeus University, Växjö, Sweden
Effects of national assessment on teaching in science education
Malena Lidar, Eva Lundqvist, Jonas Almqvist
Uppsala university, Uppsala, Sweden

N 6. Educational Leadership Network (A) - Symposium
March 7. Room: Lillehammersal 2  Chair: Olof Johansson, Centre for Principal Development, Umeå, Sweden
Comparative Research of Principal Leadership
The Nordic International Successful School Principalship Project (N-ISSPP) is one part of the ISSPP. The purpose of N-ISSPP is: To identify and examine the effects of principal leadership upon school structure and culture, teachers, pupil behavior, learning and achievement, and community relations. Although differences in educational administration and leadership, curriculum work, evaluation, and financing between the Nordic countries have increased during the last 20 years, existing educational policies still reflect many similarities in their postwar educational ideology. Similarities include a strong State, loyalty to and acceptance of State steering, municipalities as relatively independent political institutions and a comprehensive education system. Transnational influences are received and reconstructed differently. Yet, all countries have adopted aspects of soft governance. In addition, per-formative accountability is influential and contributes to a reconstruction of the professional role and identity of school leaders, while social justice and the ideal of the democratic, active and participative citizenship are still hailed. The increasing orientation towards per-formative accountability may be experienced as demanding for the principals. Simultaneously, both the State and municipalities support the schools' educational work in a number of ways and also compensate for challenges. The question remains how, and to what extent, principals’ educational leadership and professional identity may be interpreted as a mediating and co-constructional social practice in
explaining to what degree schools are either under- or over-performing. We will select in all four
countries at least four schools, located in two municipalities - two schools within each
municipality of which one school which can be characterized as over-performing and one as
under-performing. The focus of the symposium will be on Comparative research which raises
methodological challenges, like how to establish linguistic, organizational and contextual
equivalence. Therefore, the researcher teams from the four participating Nordic countries have
come together to translate the project-description into a Nordic language and make sure we have
the same understanding of the project. Our NERA presentations will discuss these challenges.

'Comparing different shades of underperforming schools'
Olof Johansson
Centre for Principal Development, Umeå, Sweden

School leadership as mediating activities for student achievement
Jorunn Møller¹, Jan Merok Paulsen², Else Stjernstrøm³, Siw Skrøvset³, Marit Aas⁴
¹University of Oslo, Oslo, Norway, ²University College of Hedmark, Hamar, Norway, ³UiT, The
Arctic University of Norway, Tromsø, Norway

Dialogical evaluation, collaborative coherence making, capacity building and trust as elements in
systemic and sustainable educational leadership for school improvement - the case of Åland
Islands, Finland.
Rolf Sundqvist, Denice Vesterback, Michael Uljens
Åbo Akademi, Vasa, Finland

N 6. Educational Leadership Network (B)
March 7. Room: Troll Chair: Kasper Kofoed
Concept og leadership
Principals construct and create meaning of an inclusive compulsory school
Lena Lang
Faculty of Education and Society, Malmö, Sweden

Looking for the concept of the total leadership - A international literature review of research on
school leadership
Susanne Sahlin
Mid Sweden University, Härnösand, Sweden

The Ethics of Sustainable Educational Leadership
Lili-Ann Wolff
Åbo akademi University, Faculty of Education, Vaasa, Finland

Entering the `black box´ of informal leadership development
Ruth Jensen
University of Oslo, Department of Teacher Education and School Research, Oslo, Norway

N 7. Value Issues and Social Relations in Education - Symposium
March 7. Room: Weidemann 5 Chair: Jelle Boeve-de Pauw, University of Antwerp
The school as an agent in sustainable development

Schools are regarded as key entities in achieving a sustainable future. Schools are imputed a
crucial role in educating the next generations of problems solvers and decision makers.
Policymakers, educators and researchers alike have high expectations for formal education as
an agent in providing our youth with those competences that allow for a sustainable future. Our
symposium focuses on the effects schools may or may not have on the environmentalism and
sustainability beliefs of their students. Bringing together expertise from several independent large
scale studies from the North (Finland, Sweden) and the center of Europe (Belgium), attention
goes to the influence of school participation in formal ESD programs, the importance of different
kinds of experiences youths can have with sustainability issues, the green nature of school (i.e.
the amount of green elements at schools), on the role of teachers (their teaching approaches and
didactical choices), the headmaster (and his or her perception of the school culture regarding
sustainability). Furthermore the symposium goes into issues of conceptualization of ESD, and
the effect the above mentioned stakeholders have hereon. The symposium aims to draw from the results of these different large scale studies to illustrate the impact schools can or cannot have on their student environmentalism and sustainability beliefs, and on the situational, cultural and psycho-social factors that facilitate or constrain their impact. Paper 1: The effect of ESD-schools on students’ sustainability consciousness. Niklas Gericke, Shu-Nu Rundgren, Teresa Berglund & Daniel Olsson. University of Karlstad, Sweden. Paper 2: School experiences and psycho-social factors predicting lower secondary school students’ ecologically sustainable behaviors. Anna Uitto, Jelle Boeve-de Pauw & Seppo Saloranta. University of Helsinki, Finland & University of Antwerp, Belgium. Paper 3: School culture’s impact on sixth grade pupils’ pro-environmental behavior. Seppo Saloranta, Anna Uitto & Jelle Boeve-de Pauw. University of Helsinki, Finland & University Antwerp, Belgium.

The effect of ESD-schools on students’ sustainability consciousness
Niklas Gericke
Karlstad University, Karlstad, Värmland, Sweden

School experiences and psycho-social factors predicting lower secondary school students’ ecologically sustainable behaviours
Anna Uitto¹, Jelle Boeve-de Pauw², Seppo Saloranta³
¹University of Helsinki, Helsinki, Finland, ²University of Antwerp, Antwerp, Belgium

School culture’s impact on sixth grade pupils’ pro-environmental behaviour
Seppo Saloranta¹, Anna Uitto¹, Jelle Boeve-de Pauw²
¹University of Helsinki, Helsinki, Finland, ²University of Antwerp, Antwerp, Belgium

Effective eco-schools: Motivating students and teachers for ecological behavior
Jelle Boeve-de Pauw, Peter Van Petegem
University of Antwerp, Antwerp, Belgium

N 9. General Didactics - Symposium
March 7. Room: Weidemann 4
Chair: Roger Johansson, Lund University, Campus Helsingborg, Sweden

To build a doctoral School, Department of Educational Sciences, Lund University – Part I

To build a doctoral School, Department of Educational Sciences, Lund University; this symposium will present 8 examples on research within this field of subject didactics.

This paper is about aims to seek answers to how geography teachers describe their work to develop students’ geographical abilities. It will relate the teacher’s descriptions to the traditions of geography, view of knowledge and goals and purpose with their teaching. PhD student David Örbring, The purpose of this project is to investigate how ethnic diversity in the classroom affects education in social science. A question that will also be addressed is what effects the education has on the pupils’ perceptions of society. PhD student Katarina Blennow. This paper is about how the teaching of ethics in the upper secondary school, particularly in the religious studies, should be performed to be able to make the students more intellectually aware of ethical issues and problem situations, even a long time after examination. PhD student Hans Teke, How to understand the various processes leading to teachers’ choice of subject content and teaching strategies in the new topic sexuality and norms? In this paper I will describe theoretical perspectives and their consequences in my striving to understand the various processes leading to teachers’ didactical choices. PhD student Åmma Hildebrand, The main aim of this research project, is to study how pupils in compulsory school learn how to program. Furthermore, computational thinking can be used to explore other subjects than computer science, subjects such as science and mathematics. PhD student Malin Chriestersson, The purpose of this paper is to identify how many students in grade eight and nine in three Skåne municipalities with special educational needs in mathematics (SUM) and the proportion of those who have specific learning needs. PhD student Ingemar Karlsson This paper is about the changes in the Swedish upper secondary school during the 1960’s and especially the curriculum which came in 1965. I will focus on the independent work which was emphasized in this curriculum. PhD student Magnus Grahn Views of children and childhood are often closely related to discourses on how children should be treated. This relation is also the theme for my paper, in which I present the results from my analyses of images of the child and discourses on treatment in Swedish Compulsory school.
curricula from 1969 to 2011. PhD student Ingrid Bosseldal

Geography teachers’ views on abilities in geographical education in upper secondary school in Sweden

David Orbring

Department of Educational Sciences, Lund University, Helsingborg, Sweden

Approaching ethnic diversity in the classroom: suitable research methods

Katarina Blennow

Lund University, Lund, Sweden

Increasing Ethical Awareness. A Survey of Different Teaching Methods and their Outcomes.

Hans Teke

Educational Sciences, Helsingborg, Sweden

How to understand the various processes leading to teachers’ choice of subject content and teaching strategies in the new topic sexuality and norms?

Ämma Hildebrand

Lund University, Lund, Sweden

N 10. Higher Education - Session/Round Table

March 7. Room: Little-Hamar (Birkebeineren Hotel)

Chair: Susanna Niinistö-Sivuranta

Becoming a researcher within a collaborative project with both research and development claims – two former doctoral students’ contemplations

Annika Åstrand, Gudrun Holmdahl

Karlstad University, Karlstad, Sweden

Is what the students learn - what the society requires? Example from acupuncture education.

Hilde Skjerve

University Colleges of Health Sciences - Campus Kristiania, Oslo, Norway

N 12. Inclusive Education (A)

March 7. Room: Inga

Chair: Claes Nilholm, Malmö University, Sweden

(Re)conceptualising inclusive education in New Zealand

N Ruth Gasson

University of Otago, Dunedin, New Zealand

What is the rationale for inclusive education? An ethical investigation in light of the capability approach.

Solveig Reindal

NLA university college, Bergen, Norway

Inclusion at risk? Pull out phenomena in inclusive school systems: the Italian and the Norwegian experience.

Kari Nes1, Heidrun Demo2

1Hedmark University College, Elverum, Norway, 2Free University of Bolzano, Bolzano, Italy

N 12. Inclusive Education (B) - Symposium

March 7. Room: Birkebeinerdal 2

Chair: Lars Qvortrup, University of Southern Denmark, Odense, Denmark

Nordic Inclusive Education - Part I

In the Nordic countries, inclusive education has moved into the center of education policy, school development and pedagogical practice. After years with increasing numbers of segregated students, it has become a fundamental concern to include more students into compulsory community preschools and schools. However, this has raised new concerns that will be discussed in the symposium: - how do you define the concept of inclusion and inclusive education in order to reflect not only physical inclusion, but also the child's own experience of
being actively included and recognized? - why has inclusive education become a major concern during recent years? - how do you develop inclusive pedagogical practices? - how do you develop and implement inclusive systems at institution, municipality and national level? - how do you create evidence for inclusive education? - what is the relationship between inclusive education programs and general learning achievements? In addition to providing answers to these and other questions, new research results concerning inclusive education will be presented, national inclusion policies will be compared, special inclusion programs in Nordic countries will be presented, and it will be discussed whether one can talk about a special "Nordic" approach to inclusive education.

Inclusion - a Concept in Need for a Definition
Lars Qvortrup
Aalborg University, Aalborg, Denmark

The 'difficult' boys in the classroom: Construction of meaning, identities and power relations in the classroom and its impact on social inclusion/exclusion and learning behavior.
Pia Frederiksen
Aalborg University, Aalborg, Denmark

How to work with quality in inclusion efforts in schools?
Tanja Miller
AAU/LSP/UCN, Aalborg, Nordjylland, Denmark

N 13. ICT & Education
March 7. Room: Lågen

Chair: Monica Johannesen, Oslo and Akerhus University College

Online buzz-trip? Communication in MOOCs and Distance Education
Monica Johannesen, Leikny Øgrim
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

Presence at distance? Research on distance teaching in the Greenlandic school
Anders Øgaard
Ilisimatusarfik, Nuuk, Greenland, Aarhus University, Campus Emdrup, Copenhagen, Denmark

How can new Learning Designs alter the Traditional Educational Practices in Teacher Education? From lecturing to student learning
Marianne Vinje
Oslo and Akershus University College of Applied Sciences, Oslo, Norway
N 14. Multi-Cultural Educational Research  
March 7. Room: Haakon (Birkebeineren Hotel)  
Chair: Joron Pihl

- VaKE as an innovative program in teaching intercultural value dilemmas  
  Frédérique Brossard Børhaug  
  NLA University College, Bergen, Norway

- Diversity and Teacher Education  
  Thor-André Skrefsrud  
  Hedmark University College, Hamar, Norway

- Teacher Discourses about Multilingual Students and Special Needs Education.  
  Brit Steinsvik  
  Oslo and Akershus University College, Oslo, Norway

N 19. Teachers’ work and teacher education (A)  
March 7. Room: Lillehammersal 1  
Chair: Jon Helge Sætre, Norwegian Academy of Music

Preparing generalist music teachers: An empirical study of educational content, knowledge bases and recontextualising in generalist teacher education music courses  
Jon Helge Sætre  
Norges musikkhøgskole, Oslo, Norway

Artist or teacher? Professional dilemmas in music- and art teacher education  
Elin Angelo¹, Signe Kalsnes¹  
¹NTNU, PLU, Trondheim, Norway, ²Norges musikkhøgskole, Oslo, Norway

ETHICAL MUSIC TEACHING IN THE LIGHT OF SOCIAL SUSTAINABILITY  
Minna Muukkonen¹, Eija Kauppinen²  
¹University of Eastern Finland, Joensuu, Finland, ²National Board of Education, Helsinki, Finland

N 19. Teachers’ work and teacher education (B) - Round Table  
March 7. Room: Biblioteket

Sustainability Teaching Beyond Disciplines with a Global Dimension  
Birgitta Nordén  
Malmö University, Malmö, Sweden

March 7. Room: Birkebeinersal 1  
Chair: Arja Haapakorpi, University of Helsinki

Globalization and The Nordic model - conflicting, resisting and converting tendencies in policy of education

The transformation of Nordic higher education policy is related to global tendencies, which are reflected into national and local circumstances. Public funding crisis and related changes in university governance, global markets of intellectual capital, massification of higher education, intergovernmental higher education policy and related assessment methods and control measures and outsourcing of higher education policy (acknowledging the multiple interest groups by enforcing networks and an open method of consultation) characterize the current environment of higher education. How these tendencies are reacted in Nordic countries?

NORDIC TEACHER EDUCATION IN TRANSTATIONAL PERSPECTIVE: The cases of Danish and Swedish education reform  
John Benedicto Krejsler¹, Ulf Olsson², Kenneth Petersson³  
¹Aarhus University, Copenhagen, Denmark, ²Stockholm University, Stockholm, Sweden, ³Linköping University, Norrköping, Sweden

Katrin Hjort, Frode Frederiksen & Peter Henrik Raae: SUSTAINABLE LEADERSHIP - utilization or exploitation of human resources?
Esthetics as a Tacit Dimension of Education

Beside the kind of research in pedagogy which is founded in governmental theories, cognitive sciences and psychometrics, there is another strong movement in pedagogy that models processes of Bildung and education by referring to anthropological, cultural and esthetical theories (cp. Mollenhauer & Wulf 1996, Liebau 1992, Zirfas 2007, Kraus 2008, Steinnes 2012; „Rat für kulturelle Bildung“ 2012 et al.). In these approaches it is recognized that not only well-articulated and -intended, but also non-discursive communication and interaction play a major role in the processes of learning and Bildung. Instead of focusing only on well-directed pedagogical impulses, the heterogeneous contextual influences on human behaviour as well as corporal, spatial and material aspects of learning settings etc. get in sight. In these contexts, sustainable pedagogy, creativity and innovation are rather attributed to practices than to (new) schedules, models, plans, techniques etc. In terms of literacy (on a first glance) also unfamiliar phenomena and concepts get in sight. This is e.g. the case, when the bodily origin of experiences and insights is emphasized, by taking over e.g. a phenomenological perspective (Meyer-Drawe 1996, Herczeg & Winkler 2004, Friesen 2009 et al.); According to the phenomenological approach “learning retreats into darkness” (Meyer-Drawe 2004). Anyway, learning is figured out here as a responsive process between world and self, as embodiment, mimesis, multimodal transformation, displacement etc. In our symposium we will work out some of the implications of educational settings, which take the impacts of its heterogeneous contexts into account. In order to figure tacit dimensions of pedagogy out, there is a special need to reflect on practices and to find inventive ways for an empirical exploration of them (Wulf 2004, Althans et al. 2007, Nentwig-Gesemann 2001, Herbert 2011, Bergstedt 2012, Kraus 2012; network “Tacit Dimensions in Pedagogy” et al.).

Exploring the Tacit Dimensions of Competences

Anja Kraus
Pedagogy, Växjö, Småland, Sweden

Esthetics and tacit dimensions of pedagogy
Anna Herbert
Psychology, Växjö, Småland, Sweden

Media, film and the Gaze in pedagogy
Anna Herbert1, Maria Olsson1
1Pedagogy, Växjö, Småland, Sweden, 2Psychology, Växjö, Småland, Sweden

On ‘becoming’ - peformativity and corporality in the master discourse
Anna Herbert
Psychology, Växjö, Småland, Sweden
March 7. Room: Lillehammersal 3   Chair: Michael Dal, University of Iceland, Reykjavík, Iceland

CIE - Creativity, innovation and pedagogical entrepreneurship in the Nordic countries. Part III.

For information on the symposium, see Session 2 for network 24.

Long-term Teacher Growth from Continuing Professional Development in Entrepreneurial learning - a Narrative Approach.

Helena Sagar1,2

1University of Gothenburg, Gothenburg, Sweden, 2Kungsbacka Kommun, Kungsbacka, Sweden

Entrepreneurial Learning - putting a theoretical concept to practice
Karin Axelsson1, Maria Mårtensson2

1Malardalen University, Eskilstuna, Sweden, 2Stockholm University, Stockholm, Sweden

Does education in entrepreneurship make a difference? - Experience from measuring impact in a entrepreneurship program
Erik Lindberg, Håkan Bohman
USBE, Umeå, Sweden

No network - Education for Sustainable Development
March 7. Room: Møterom B   Chair: Astrid Grude Eikeseht, Sør-Trøndelag University College, Norway

ESD - Education for Sustainable Development

Twentyfive years of networking Norwegian schools - Miljolare.no
Olaug Vetti Kvam
University of Bergen, Bergen, Norway

ESD making use of miljolare.no as a pan-Nordic tool for student involvement. A case study.
Frede Thorsheim
University of Bergen, Bergen, Norway

Education for sustainable development between enframing and poiesis
Knut Omholt
Norwegian University of Life Sciences, UMB/Ås, Norway

The Development of International and Norwegian Climate Politics
Ame Chr. Stryken
Foretak Arktiske Drømmer, Lillehammer, Norway
N 2. Arts, Culture and Education
March 7. Room: Biblioteket Chair: Marie Koch

Chasing “the” Ocean. On Mobile Meaning Making and Literature.
**Petra Hansson, David O. Kronlid**
Uppsala University, Uppsala, Sweden

The School Subject “The Art of Sustainability”, Thematic Profile of a “Researching School” - Example of an „Official Project of the UN-Decade Education for a Sustainable Development” of UNESCO 2012
**Anja Kraus**
Linneuniversitetet, Växjö, Sweden

Revitalization of art pedagogy in teacher education
**Mari-Ann Letnes¹, Elin Angelo Aalberg², Ingvild Olsen Olausson¹**
¹Queen Maud University College of Early Childhood Education, Trondheim, Norway, ²NTNU-Norwegian University of Science and Technology, Trondheim, Norway

N 3. Early Childhood Research
March 7. Room: Inga (Birkebeineren Hotel) Chair: Kari-Anne Jørgensen

Children and nature experiences - A narrative inquiry
**Kari-Anne Jørgensen**
Vestfold University College, Tønsberg, Norway

Teaching Mathematics in Swedish Preschool - Didactic Situations
**Kerstin Bäckman**
University of Gävle, Gävle, Sweden

Daily Routines as Learning Environments in Kindergarten
**Søren Smidt, Karen Prins**
UCC, Copenhagen, Denmark

Mathematical Communication in Preschool
**Marita Lundström**
Institutonen för pedagogik och specialpedagogik, Gothenburg, Sweden

N 4. Classroom Research - Symposium
March 7. Room: Lågen Chair: Ellen Saur, NTNU, Norway

Teacher-pupil relationship

This symposium is entitled “Teacher-pupil relationship”. Studies in Norway show that a positive relationship between teacher and pupil is important for the pupils’ academic development (see for example Moen, 2007). Other studies show that a positive relationship between the teacher and pupils is important for the pupils’ social development (see for example Nordahl, 2005). Bearing this in mind, it has also been found that pupils who have a good relationship to their teacher more easily deal with the class rules, and they have less need to rebel or act out (Ogden 2003; Overland 2007). Having a positive relationship to the teacher is thus important, not only for the pupils’ academic and social development, but also for their mental health in the short and long term. For some children, the teacher may be the only person to make a difference in their lives (Killén, 2004). These are children who for brief or long periods of their lives have conditions at home that are dominated by deficient parental care. In such situations the teacher may be the significant adult who contributes to giving the child the courage and strength to master his or her day-to-day affairs. Several classroom studies confirm that pupils appreciate teachers who see them and care about them (see for example Håkenstad, 2008). The results of the Norwegian studies are supported by Hattie (2009) and his meta-analysis of 800 studies world wide. In this
meta-analysis the conclusion is that teachers should be "(...) concerned about the nature of their relationships with their students" (p. 128). Studies also show that a good relationship between the teacher and the pupil is just as important from the teacher's perspective (see for example Hargreaves, 1996, 2000; Moen, 2009). Teachers express job satisfaction and well-being when they have a good relationship to their pupils, and conversely, they experience stress and emotional strain when they feel they do not have a good relationship with their classes, and when they experience that they do not make real contact with their pupils (Hargreaves 1996, 2000). The overall theoretical framework for this symposium is socio-cultural theory. Within this framework teacher-pupil relationship is not a one-way process in which the teacher is the only active part. On the contrary, this is a mutual relationship between the teacher and the pupils, an interpersonal relationship characterized by interactions, communication and dialogues (Moen, 2004). The starting point for all the presentations in this symposium is empirical data illustrating interpersonal relationships between a teacher, Ann, and her pupils during a math-lesson in an ordinary Norwegian classroom context.

Discussant: Fritjof Sahlström

Intersubjectivity in the math-lesson

Torill Moen, Snefrid Tislevoll, Anne-Lise Songedal, Lena Buseth, Arne Tveit
NTNU, Trondheim, Norway

The space of appearance in a math-lesson.

Torill Moen, Snefrid Tislevoll, Anne-Lise Songedal, Lena Buseth, Arne Tveit
ntnu, trondheim, Norway

Think-time in the math-lesson
Anne-Lise Sæteren
1Department of Education, NTNU, Trondheim, Norway, 2Department of Education, NTNU, Trondheim, Norway, 3Department of Education, NTNU, Trondheim, Norway, 4Department of Education, NTNU, Trondheim, Norway, 5Department of Education, NTNU, Trondheim, Norway

The use of humour in the math-lesson
Torill Moen, Snefrid Tislevold, Anne-Lise Sæteren, Lena Ögren Buseth, Arne Tveit
NTNU, Trondheim, Norway

Recognition and positive feedback in the math-lesson
Arne Tveit
Pedagogisk institutt,NTNU, Trondheim, Norway

N 6. Educational Leadership Network (A)

March 7. Room: Lillehammersal 2 Chair: Marit Aas, University of Oslo

Learning and professional development
To influence principals' school improvement efforts through action learning
Anders Arnegård, Lena Karlberg, Åsa Söderström
Faculty of Arts and Social Sciences, Karlstad, Sweden

On learning of Headmasters Leadership and Management in Academic Education - mission impossible or an sustainable academic education?
Sören Augustinsson, Elvi Richard
Samhällsvetenskapliga, Växjö, Sweden

Mentoring in Kindergartens: Individual or Organizational Learning?
Paul Sundar, Magritt Lundestad, Wiebke Klages, Marianne Thoresen
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

The need of new school leaders - is there a need for pre - preparation programs?
Elisabet Edqvist
Centre for principal development, Umeå, Sweden

HOW DO ORGANIZATIONS REMEMBER? Continuity as a challenge in school development.
Bjart Grutle
Bjart Grutle
Høgskolen Stord/Haugesund, Stord, Norway
N 6. Educational Leadership Network (B)
March 7. Room: Troll Chair: Anna Kristín Sigurðardóttir

Leadership and educational change
What are the external and internal influences that guide the educational changes at the upper secondary school level in Iceland?
Guðrún Ragnarsdóttir, Jón Torfi Jónasson
University of Iceland, Reykjavík, Iceland

Improving schools through management dialogues
Øyvind H. Henriksen
Oslo and Akershus University College, Oslo, Norway

School Leadership Actions between Policy Implementation and Teacher Practice Principals framing the problem of interdisciplinary reading instruction in lower secondary schools in Norway
Ann Elisabeth Gunnulfsen
University of Oslo, Oslo, Norway

School leadership and linguistic and ethnic diversity: An analysis of central policy documents in Norway
Fred Carlo Andersen
Østfold University College, Østfold, Norway

Success and failures in innovative school buildings
Anna Kristín Sigurðardóttir, Torfi Hjartarson
University of Iceland, School of Education, Reykjavík, Iceland

Bullying in school. Policy implications of a recent verdict by the Supreme Court of Norway (Presented in Norwegian)
Vibeke Holst
Oslo and Akershus University College of Applied Sciences, Oslo, Norway

N 9. General Didactics - Symposium
March 7. Room: Weidemann 4 Chair: Roger Johansson, Lund University, Sweden

Building a doctoral School in subject didactics at Lund University – Part II

See session 6, Network 9 for information on the symposium.

Computer programming as a means to learn mathematics
Malin Christersson
Lund University, Lund, Sweden

Ingemar Karlsson
Lund University, Helsingborg, Sweden

Schoolography - a method to identify changes in school systems
Magnus Grahn
Lund University, Helsingborg, Sweden

The vision of children in Swedish compulsory school curricula, 1969-2011
Ingrid Bosseidaal
Department of educational sciences, Lund University, Helsingborg, Sweden
N 12. Inclusive Education - Symposium  
March 7. Room: Birkebeinersal 2  
Chair: Lars Qvortrup, University of Southern Denmark, Odense, Denmark

Nordic Inclusive Education - Part II
Inclusion and Exclusion in Pre-school Institutions in Denmark - Processes in and Effects of the LP-model.
Torben Næsby¹  
¹Aalborg University, Aalborg, Denmark, ²University College Nordjylland, Aalborg, Denmark

Can researchers and practitioners jointly develop an inclusive school practice?
Marianne Strömberg, Anita Norlund  
The Department of Education and Behavioural Sciences, Högskolan i Borås, Borås, Sweden

Inclusive didactical practice
Ane Qvortrup  
University of Southern Denmark, Odense, Denmark

N 14. Multi-Cultural Educational Research  
March 7. Room: Haakon (Birkebeineren Hotel)  
Chair: Hanna Ragnasdóttir

Social cohesion: The role and the function of education and related institutional practices
Ali Osman, Niclas Månsson  
The School of Education, Culture and Communication, Eskilstuna, Sweden

“We are the stupid class”. Positioning and expectations regarding language competence in two language groups
Anna Slotte-Lüttge¹, Tuuli From¹, Michaela Pörn², Fritjof Sahlström¹  
¹Helsingfors universitet, Helsingfors, Finland, ²Åbo Akademi, Vasa, Finland

Cultural Racism in Schooling: Ethnography about constructing and compensating for social and cultural differences.
Åsa Möller  
Education, communication and learning, Gothenburg, Sweden

Acting upon multifaceted ethnic/racial experiences: Stancetaking, peer group participation and shifting identities
Fritjof Sahlström¹, Ann-Carita Evaldsson²  
¹Univ of Helsinki, IBS, Helsinki, Finland, ²Uppsala University, Uppsala, Sweden

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N 19. Teachers’ work and teacher education (A)
March 7. Room: Lillehammersal 1 Chair: Vegard Meland, Lillehammer University College
Teacher education in Arts and crafts - faculty teachers’ focus on sustainable development.
Marte S. Gulliksen
Telemark University College, Notodden, Norway
Teacher educators’ perception of their role, a comparative study.
Marit Ulvik¹, Gerry Czerniawski², Kari Smith¹
¹University of Bergen, Bergen, Norway, ²University of East London, London, UK
Enriching cultures for learning management and assessment in two Norwegian upper secondary
schools - preliminary results from an ongoing research project
Egil Weider Hartberg, Stephen Dobson, Berit Dahl, Anne Mette Bjørgen
Lillehammer University College, Lillehammer, Norway
Teachers’ conception of improvisation as a teaching skill
Kjellfrid Mæland
Stord/Haugesund University College, Stord, Norway

N 19. Teachers’ work and teacher education (B)
March 7. Room: Weidemann 5 Chair: Anders Grov Nilsen, Stord Haugesund University College
How can use of social media improve teacher training? - Bringing learning to the people
Anders Grov Nilsen, Aslaug Grov Almås
Stord/Haugesund University College, Stord, Norway
Use of Internet for teacher education and teacher development in Iceland in light of twenty years
history. Exploring alternative future scenarios
Thurídur Jóhannsdóttir, Sólveig Jakobsdóttir
University of Iceland, Reykjavik, Iceland
Teacher education programme and distance student teachers in a process of change
Thurídur Jóhannsdóttir
University of Iceland, Reykjavik, Iceland
In focus for this symposium are discourses on standards and recognition of educational research in Sweden. This is an internationally interesting case due to current changes in the organization of educational research and research funding, as well as the governing of a Nordic welfare state. The purpose is to achieve a more systematic analysis of changing arguments concerning educational research quality and the tools and practices at work when estimating and comparing such qualities. The symposium has the ambition to contribute to public and professional discourses on the qualities of educational research in Sweden and in other Nordic Welfare states. Theoretically, we are informed by studies on educational research assessment and research on international tendencies in the governing of higher education (Besley, 2009), where notions of transparency and accountability are leading to hierarchies of research qualities in higher education and research (Marginson, 2009), mostly based on “thin descriptions” (Porter, 2012). We will here put forwards two different frames of reference used in practices for evaluating research quality in the field of education (Hofstetter & Schneuwly, 2001) – in relation to (a) the academy and scientific qualities and to societal issues, and (b) to qualities in terms of relevance and innovation. The period in focus is 1995-2013, starting with the Swedish Research Council evaluation of educational research.

Organizer: Sverker Lindblad, University of Gothenburg
Discussants:
- Kirsti Klette, University of Oslo
- John Benedicto Krejsler, University of Aarhus
Paper presentations:
- Ingrid Carlgren, Stockholm University: What is quality in ‘clinical’ educational research approaches?
- Rita Foss Lindblad and Sverker Lindblad, University of Borås: Changing discourses on qualities of educational research in Sweden
- Christina Segerholm and Anders Olofsson, Mid Sweden University: Research evaluation consequences – a Swedish local example.

This symposium will be followed by the SWERA (Swedish Educational Research Association) Annual Meeting (12.00 - 13.00)

What is quality in ‘clinical’ educational research approaches?
Ingrid Carlgren
University of Stockholm, Stockholm, Sweden

Changing discourses on qualities of educational research in Sweden
Rita Foss Lindblad1, Sverker Lindblad2
1University of Borås, Borås, Sweden, 2University of Gothenburg, Gothenburg, Sweden

Research evaluation consequences – a Swedish local example
Christina Segerholm, Anders Olofsson
MidSweden University, Härnösand, Sweden
Who is the sustainability literate subject? Education, subjectivity and knowledge in Swedish teacher education for sustainability
Hanna Sjögren
Linköping University, Linköping, Sweden

“Kaksi kieltä, kaksi mieltä” – Constructing identities in the public discourse on bilingual schools in Finland
Tuuli From, Fritjof Sahlström
University of Helsinki, IBS, Helsinki, Finland

Thinking the focus group interview with Deleuze: post-qualitative constructions of the not-yet-said
Lotta Johansson
Lund university, Lund, Sweden
Learning Regions: Regional Differences in Educational Achievement in Norway

This project is directed toward The Program for Practice-based Educational Research (PRAKUT), and its priority is learning in basic and secondary education. The project has a two general aims: To increase knowledge about the development of basic skills in schools and teacher education, and to query how regional consciousness can promote the development of basic educational skills. There are several inroads to describe the background of this project. The introduction of national tests from 2006 has made significant differences between the counties in school attainment apparent. This in turn makes the question how far the national level can regulate local school activities relevant; Norway holds historically a rather centralized position. How can quality be promoted in an educational system? This project aims to find answers to these questions through assuming that regional cultures can explain differences in pupil outcome as measured by National Tests, and to query the role of regions in the shaping of national policy. The starting point for this research initiative is an alliance between school owners and officials from the county of Sogn and Fjordane that for several years achieved among the top three counties in Norway, and three other counties that achieved below the national average (Nord-Trøndelag, Oppland og Aust Agder). Research vise this project is a collaboration between Universities of Agder and Tromsø, University Colleges of: Hedmark, Nord-Trøndelag, and Sogn og Fjordane. Altogether twelve project groups are aiming to shed light over the following questions: 1) to find explanations for why pupils from the county of Sogn and Fjordane achieve so well at national tests; 2) to increase school achievement in the other counties; 3) to increase knowledge about development of basic skills in teacher education; 4) to investigate possible strategies for how national policy can accommodate and benefit from regional differences. Answers on the above-enumerated questions will be investigated on three levels: the overall level will examine structural and cultural conditions in different regions; the second level will focus on school organization and school environments; and the third level will focus on classrooms and teachers’ and pupils’ activities. Presenters: 1) Epistemology and the Development of Institutions Gjert Langfeldt, University of Agder, Norway 2) The effect of bi-dialectal literacy on school achievement in Norway Øystein A. Vangsnes, UiT The Arctic University of Norway Göran Söderlund, Sogn og Fjordane University College, Norway Morten Blekesaune, University of Agder, Norway 3) Regional differences in pupil achievements: The scope and limits of historical explanations Gunnar Yttri, Sogn og Fjordane University College, Norway 4) Hand-in-hand: The Learning Environment’s Influence on Students Attainment Kirsten Horrigmo, University of Agder, Norway 5) The Relationship Between Efficacy Beliefs and Academic Achievement, and the Influence of Regional Context Karin Sørlie, Sogn og Fjordane University College, Norway and University of Oxford, United Kingdom Ingrid Syse, Sogn og Fjordane University College, Norway Göran Söderlund, Sogn og Fjordane University College, Norway

The effect of bi-dialectal literacy on school achievement in Norway Göran Söderlund1, Øystein Vangsnes2,1, Morten Blekesaune3

1Sogn og Fjordane University College, Sogndal, Norway, 2UiT The Arctic University of Norway, Tromsø, Norway, 3University of Agder, Norway, Kristinasand, Norway

The Learning Environment’s Influence on Pupils Attainment Kirsten Johansen Horrigmo Agder University, Kristiansand, Norway

An epistemologic and historical comparison of Sogn and Fjordane and Aust-Agder.
Gjert Langfeldt  
Høgskolen i Sogn og Fjordane, Sogndal, Norway

The relationship between efficacy beliefs and academic achievement, and the influence of regional context.

Ingrid Syse, Göran Söderlund  
Høgskulen i Sogn og Fjordane, Sogndal, Norway

Regional differences in pupil achievements. The scope and limits of historical explanations.

Gunnar Yttri  
Høgskulen i Sogn og Fjordane, Sogndal, Sogn og Fjordane, Norway

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No network - Education for Sustainable Development

March 7.

Room: Møterom B  
Chair: Lars Monsen, Lillehammer University College

ESD - Education for Sustainable Development

Community responses to the removal of bottled water on an Australian university campus

Katja Mikhailovich  
University of Canberra, ACT, Australia

Education for Sustainable Development or international student assessment: What governs education in a time of climate change?

Astrid Sinnes1  
Norwegian University of Life Sciences, Ås, Norway, 2University of Oslo, Oslo, Norway

Developmental, "Historical/Futuristic" Aspects and Challenges of the Education for Sustainable Development

Desanka Ugrinovska  
Individual Author, Skopje, Macedonia

Building the Foundations for ESD: The Case of Pre-schools in Sweden

Sarit Grinberg Rabinowicz  
Institute of International Education, Stockholm, Sweden

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Poster session

March 7.

Room: Weidemann 3 - Lillehammer Hotel

Will be allocated together with exhibitors

School self-evaluation in the longer time scale. Experiences from Norway.

Ola Johan Sjøbakken, Stephen Dobson  
Hedmark University College, Hamar, Norway

How would you say it? - Communication skills in a creative learning environment

Susanna Niinistö-Sivuranta  
Laurea University of Applied Sciences, Lohja, Finland

FROM INVISIBLE TO VISIBLE - Encountering shy students in the context of home economics education

Silja Kims  
Helsinki University, Helsinki, Finland

How does school organisation and leadership affect implementation of Education for sustainable development in Swedish upper secondary schools?

Anna Mogren, Niklas Gericke, Hans-Åke Scherp  
Karlstad University, Karlstad, Sweden

CHECK LIST FOR INCLUSIVE LEARNING ENVIRONMENT

Hanna Ilola, Maija Joensuu
TAMK University of Applied Sciences, Tampere, Finland

Supporting the holistic craft (sloyd) process with storycrafting
Marja-Leena Rönkkö, Juli-Anna Aenila, Eeva-Maija Niinistö
University of Turku, Rauma, Finland

Terminology Analysis and Text Comprehension based on Textbooks of Nature Study for 4th grade
Anne Uusen, Birgit Erma
Tallinn University, Tallinn, Estonia

Window-farming and transformative teaching and learning in a secondary school
Kerstin Sonesson, Agneta Rehn
Malmö University, Faculty of Education and Society, Malmö, Sweden

Handsfree?
Knut Omholt
Norwegian University of Life Sciences, UMB/Ås, Norway

SWERA Annual Meeting
March 7. 12.00 - 13.00 Room: Birkebeinersal 1 Chair: Sverker Lindblad

Click here for Annual Meeting documentation.