

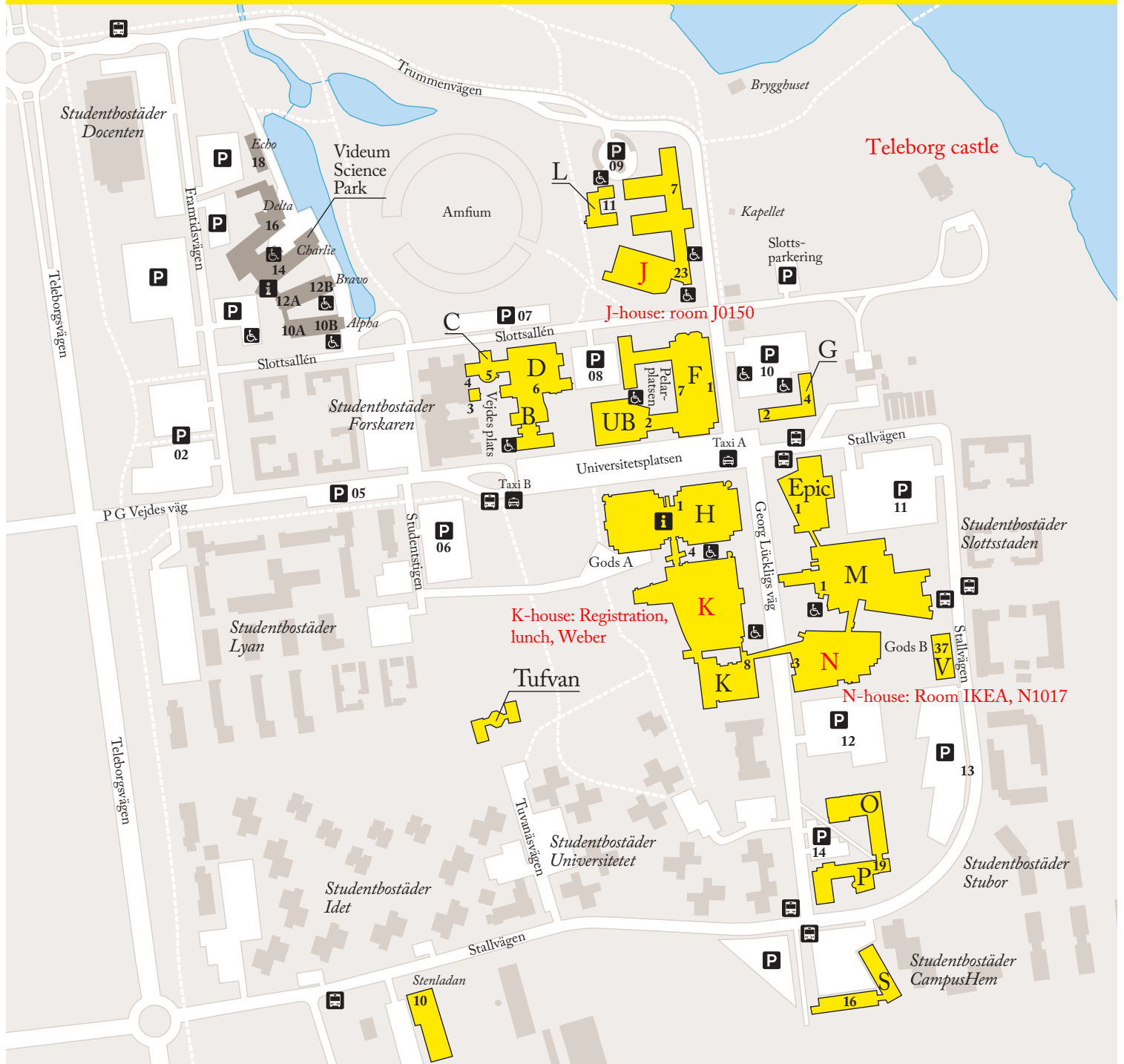


Linnæus University
Sweden

Teachers matter – but how?

Conference abstract book





i Infocenter..... house H, entrance 1

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Faculty of Arts and Humanities..... house F, G, J, K, M

Faculty of Social Sciences..... house F, G, J, K, M, N, P, S

Faculty of Technology..... house B, D, M

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K1009-K3151..... house K, entrance 4
K1211-K3207..... house K, entrance 8
L225..... house L, entrance 11
M0010-M2102..... house M, entrance 1
N1017A-N2052..... house N, entrance 3
UB0028-UB3018..... UB, entrance 2

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Café Tufvan..... Tufvan
Drivhuset..... house H, entrance 1
Restaurang Kristina..... house H, entrance 1
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WEDNESDAY, OCTOBER 13

Keynote: Professor Anna Sfard, University of Haifa

The devil in details: Teaching as managing inter-discursive gaps

Once teaching-learning events are conceptualized as inter-discursive encounters, it becomes clear that classroom talk is rife with invisible pitfalls. There are many types of unacknowledged discursive gaps, some of them necessary for learning, and some potentially harmful. Such gaps may exist also between the teacher's intentions and her own habitual moves, most of which are too brief and automatic to be controlled. Unknown to the teacher, her basic communicational routines may constitute invisible crevices through which the prejudice enters the conversation. In this talk, it will be argued that if devil is in the finest detail of classroom communication, it is the detail that must be considered in the attempts to exorcise the devil. The talk will begin with illustrations of these claims and will conclude with a reflection on how teachers may sensitize themselves to discursive pitfalls, how they and their students can benefit from those communicational gaps that are likely to generate learning, and how they can cope with those divides that hinder the process or infect it with unwanted messages.

Keynote: Professor Kirsti Klette, Oslo University

Teaching Matters - towards a common language for teaching? How research on curriculum and instruction contribute to a shared vision of teaching and possible improvement of schooling

More than forty years ago, Dan Lortie famously lamented the lack of a common language with which to describe teaching. In this talk, Dr. Klette will explore the use classroom of video classroom research and observation protocols as a tool to develop common language and professional vision around teaching and to improve instruction

Session 1:

Symposium 1a: Equity, teaching practice and the curriculum – part one

Ninni Wahlström, Linnaeus University

Equity is included in the policy rhetoric of the national school systems in two ways. From a neoliberal point of view, equity is about getting the opportunity to choose one's own path to enter the working life. From a social justice point of view, equity is about receiving the resources needed for compensation for structural or other inequalities. While the neoliberal view of equity is focused on educating citizens as workforce, the social justice view of equity is focused on educating citizens to get the same chances in life. In this symposium, the aspect of equity is present, both at the policy and the classroom level, in the exploration of teaching in high-and low-performance classroom and the different conditions and priorities in different schools as a consequence of school and knowledge segregation. Drawing on Doyle (1992), two interdependent relationships are considered important for classroom research from a curriculum theory tradition. First, it is not possible to draw any definite boundary between curriculum content and pedagogy. To fully understand the complexity of teaching, there is a need to understand these two aspects as

intertwined, as it is not possible to distinguish between the what and the how of teaching in a clear-cut way; instead, the content and the teaching repertoires are interdependent. Second, teachers and students are interdependent actors in the formation of curriculum content. The multifaceted transformation from the curriculum's textual content to the actual teaching content is understood as constituting 'curriculum events'. A major task is to identify the constraints that limit curriculum choices and to explore the pedagogic implications that follow (Biesta, 2014; Young, 2013). Drawing on the foundational curriculum theory question 'what knowledge is of most worth?', we explore the kind of knowledge that is valued in school from different perspectives and levels in the school system. The papers in this symposium take their examples from a comparative classroom study from 2020, which build on classical classroom studies related to curriculum research (Jackson, 1968/1990; Lundgren, 1981; Hansen, 2001).

Equity in education - equal opportunities for what?

Ninni Wahlström, Linnaeus University, Sweden

In this conceptual discussion of equity, equity is explored from both an institutional framework of justice and from an individual perspective of actually achieved experiences and outcomes of education. The purpose of the analysis is to develop a framework for how the understanding of equity can make an important contribution to studies on education at different levels of a school system. Drawing on Nancy Fraser's concepts of redistribution, recognition and representation, 'the principle of parity of participation', and Amartya Sen's and Martha Nussbaum's conceptualisation of the capability approach, a framework combining curriculum theory with the concept of equity is elaborated. This implies that the two general approaches of justice are more specifically discussed from the perspective of education and the particular dimensions of education that becomes important for the development of an equitable school system. Finally, the meanings of equity expressed in some policy rhetoric are discussed.

Teacher feedback and the re-moralization of teaching

Jeff Frank, St. Lawrence University, NY USA

In this presentation I discuss how reflecting on feedback can lead to a re-moralization of teaching. This work is important, because teachers are apt to experience demoralization when their agency is threatened, and teacher agency is increasingly threatened in a top-down policy context. For example, teachers in the United States have questioned the logic of standardized testing as a means to promote student learning, and yet their objections are silenced. This leads to teachers feeling like they must teach in ways that harm their students, causing demoralization. Thinking deeply about feedback can have positive short and long-term benefits for teachers and teaching. In the short-term, teachers can experience agency as they develop educative feedback practices. In the long-term, practices of educative feedback can serve as reminders to policymakers and school leaders, reminding them that narrowing the ends of education to results on standardized testing is ultimately harmful and must be reformed.

Curriculum coherence: What is it and how does it relate to teachers' enacted curricula in different educational settings?

Daniel Sundberg, Linnaeus University, Sweden

The idea of curriculum alignment has become a guiding principle for policymakers around the world in recent decades. A core assumption has been that a strengthened coupling of the elements of the curriculum, the goals, the content, the assessment criteria, textbooks, teacher's professional development etc. according to set standards will improve goal attainment and student performances. A second core assumption has been that clear and standardized achievement standards will benefit equality and have a

levelling effect on differences between student achievements in high- versus low performing schools. This paper provide a critical examination of the concept of curriculum coherence and teachers' enacted curriculum with examples from high- and low-performance classrooms contexts. By conclusion, two main versions of curriculum coherence in addressing the challenges of a knowledge segregation between schools and classrooms are discussed.

Paper session 1b

Whatever does it mean to 'turn social'?

Jeppe Skott, Linnaeus University S. & University of Agder, N.

Like other content related fields in education, mathematics education research has moved beyond its original emphasis on the subject itself and on individual students' learning. It is part of this development that different social frameworks have come to play a role for interpretations of learning and lives in mathematics classrooms. However, it is somewhat controversial what 'the social turn' entails. I introduce a framework called Patterns of Participation (PoP) (e.g. Skott, 2017, 2018, 2019) as one approach to what it may mean to 'turn social'. PoP draws on both social practice theory (e.g. Holland & Lave, 2009; Holland, Skinner, Lachicotte Jr, & Cain, 1998; Lave, 2019; Wenger, 1998) and symbolic interactionism (Blumer, 1969; Mead, 1934) to focus on the emergence of group life in the locally social. I use PoP to discuss two sets of data from a study of a Greek upper secondary teacher, Elena (Skott, Potari, & Papakanderaki, submitted). In the course of the study, Elena moves from a somewhat traditional school to what in Greece is known as an experimental and model school. The data are from two teaching-learning sequences on functions in grade 10, one from each school. Although Elena taught the same contents at the same grade level, the two sequences worked very differently. Based on a relatively open approach to the analysis of the data, we *describe* the differences between the sequences in terms of different relationships among what we came to see as informal, structural and operational aspects of mathematics. We *explain* the differences with reference to the locally social context. In terms of framework, the moral of the story is that PoP offers a perspective that may help us understand the social character of classroom practices.

Re-mattering teachers and the subject matter: Exploring the school textbook as curriculum in Greek-Cypriot Language Arts elementary classrooms

Stavroula Philippou & Stavroula Kontovourki, University of Cyprus

Research Topic/Aim:

This presentation focuses on the materiality of teaching and learning to suggest that materials and artifacts, like school textbooks, are key players in curriculum and everyday classroom practice. Focusing on language arts as a case-school subject, we examine how the mandated textbook and other materials are used by teachers in elementary classrooms. We argue that this occurs in ways which both traverse and reiterate the historicized centrality of the textbook in the local educational context and in the particular school subject. A focus on materiality thus opens up ways to discuss complexity in curriculum and teaching by attending both to materials as part of elementary teachers' constitution as professional subjects, and to teachers as shaping curriculum and subject matter.

Methodology/Research Design and Theoretical Framework:

This presentation draws on data from a qualitative inquiry that employs a case study methodology to explore Greek-Cypriot elementary teachers' sense of professionalism and enactments of Language Arts and Social Studies curricula in elementary classrooms. Cases of five female teachers were constructed through ethnographic data collection methods, which included participant and video-recorded observation to document regular teaching practices during the school year 2015-2016, and a series of semi-structured,

individual interviews with each of the teachers, supplemented by the archiving of related documents and instructional material. Data analysis was premised on the assumption that school textbooks are objects of research that take shape/make sense in the ways they are used and interpreted by teachers and learners (Fuchs, 2011). This has thus been one of the key research areas exploring curriculum and pedagogy as converging rather than as distinct (Doyle, 1992). Combining this understanding with sociocultural perspectives on literacy, we approach language arts teaching as instantiated in practice that brings together people, artifacts, activities and settings (e.g., Barton & Hamilton, 2000). Artifacts refer to texts and any material object involved in interaction, as well as their social history and immaterial resources (values, beliefs, ways of thinking, feelings, emotions, skills and knowledges) that make up a particular event and practice (Pahl & Rowsell, 2010, 2012). Moving a step further, artifacts are central not only as objects or products of pedagogy, but as agents alongside other human, nonhuman, and immaterial forces (Burnett & Merchant, 2018; Burnett et al., 2020; Jackson, 2013).

Expected Conclusions/Findings:

Attending to materiality in teaching and learning practices in language arts classrooms allowed the identification of a network of objects and materials, including and often placing the school textbook at the center. To emphasize its centrality, we discuss this “gravitational pull” (Merchant, 2010) of the textbook and trace how its force was variably instantiated across the five teachers’ classrooms: as central to how newness in curriculum change was negotiated, as central because of its recognition as sufficient, as one among many materials and objects, as multifaceted material, as in the margin. We argue that due to its gravitational pull, the textbook shaped and disciplined the content, as it was also disciplined by the rationalities that have historically shaped language arts as a school subject in the particular context. We suggest that the multiplicity in this material’s instantiations re-matters teachers in the contingency of daily classroom life *and* is shaped by teachers’ established conceptualization of subject matter, curriculum, and teacher professionalism.

Embedded Teacher Educator Professional Learning to Support Critical Reading Praxes: The Reading Pedagogies of Equity Curriculum

Rachel Heydon & Zheng Zhang, Western University, Canada

Drawing inspiration from an established model of embedded professional learning (Pacini-Ketchabaw et al., 2015), this presentation introduces the *Reading Pedagogies of Equity Project* which has launched and is studying a network of *literacy pedagogues*, trained teacher educators who are supporting peers and teacher candidates to collaboratively create critical reading praxes. Reading is a requirement for participation in higher education (Desa et al., 2020), yet is invisible (Baker et al., 2019), creating multifaceted threats; for instance, instructors expect students to make meanings with assigned texts, yet when reading is *blackboxed* (Callon, 1986), reading pedagogies tend to be neglected, and barriers to academic success are easily misconstrued as inherent inadequacies in learners, further marginalizing learners from minoritized communities (Pendakur et al., 2019). Moreover, reading is central to disciplinary and professional knowledges, with teacher education programs, for example, “drawing on academic genres and discourses which students may be unfamiliar with, or see as belonging to a different group of people than themselves, or not recognise as relevant to their career” (Erixon Arreman & Erixon, 2017, p. 54). Reading pedagogies, then, become central to enabling/constraining the discourses and epistemologies that comprise teacher education. The R-PEP team and participants are employing *speculative pedagogies of qualitative inquiry* (Kuby & Christ, 2020) to collectively explore: *What are the processes for the establishment and flourishing of a network of literacy pedagogues in teacher education? What kind of academic reading in teacher education is called for in viral times, and what are the pedagogies that could engender such readings and with what effects for the promotion of equity, justice, and diverse ways of thinking, seeing, and doing?* The presentation will focus on the literacy pedagogue curriculum model where participants are engaging with each other and project partners in on-going praxes within their real-time Bachelor of Education teaching supported by an online resource and discussion site and meetings that include an *atelierista* (an educator with arts expertise who can provoke educators to think semiotically within their pedagogies (Kind, 2013)). Participants are guided through the documenting and sharing of reading pedagogies with the option to disseminate

pedagogies broadly through a public project portal. Data sources for the study include participants' contributions during online discussions, recordings of literacy pedagogue meetings, multimodal interviews (Zhang & Heydon, 2014), *institutional curricula* (e.g. mandated outcomes), *programmatic curricula* (e.g., syllabi), and *classroom curricula* (Doyle, 1992) of the courses in which the participants are teaching. Data Analysis entails *thinking with theory* (Jackson & Mazzei, 2013) where researchers think with key concepts: *entanglement* (i.e., a concept that shows a “relational ontology” [Bozalek & Zembylas, 2017] of how humans, matter, time, and space work relationally to bring the reading pedagogies of equity to presence), *diffractive reading* (i.e., reading that attends to the differences and effects made by the relational encounters [Lenz Taguchi, 2012]), and *enacted agency* (i.e., forces that are distributed between human, nonhuman, time, and space and affect meaningmaking in multiple languages, modes, and media [Wargo, 2018]). The presentation contributes to teacher education, literacy, and professional learning knowledge.

Professional learning for global competencies

Roswita Dressler, University of Calgary

Roger Nippard, Foundations for the Future Charter Academy

In Canada, the Council of Ministers of Education Canada (CMEC) endorses global competencies as skillsets which students across Canada should develop: “critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn/self-awareness and self-direction; collaboration; communication; and global citizenship and sustainability” (CMEC, 2021). Yet, we have little understanding of how teachers design instruction for students to develop their global competencies. In this project, a team of researchers, school administrators, and school liaisons worked together using design-based research (Amiel & Reeves, 2008) to explore professional learning for teachers around global competencies. Design-based research allows teams of researchers to analyze practical problems in collaboration, working iteratively and responding with innovative solutions. Using a mixed methods approach, we conducted a three-year study within two school jurisdictions in one province in Canada. Each year we administered a standardized instrument, the Global Competencies Aptitude Assessment, to students in grade 9 (approximately 14 years of age). In year 1, 618 students completed the GCAA, 607 in year 2 and 289 in year 3, for a total of 1519 students. The results from these assessments informed the planning of professional learning sessions for teachers, working toward a curriculum intervention. The focus of this proposal is the professional learning of teachers. Teachers in the two jurisdictions met in various internal configurations, include one day-long workshop where teachers from both jurisdictions met together. Findings emerge from interviews conducted with school liaisons and teachers. While the GCAA provided a standardized score that could be used for comparison, teachers from each jurisdiction responded differently to the use of the instrument. Teachers in one jurisdiction found their scores initiated considerable conversation, even if they felt the philosophy of the instrument designers reflected their understanding of global competencies. They noted how some students recognized the goals of the assessment as aligning with their own responses to current events which spurred them on to form a student club. Teachers in the other jurisdiction saw the GCAA as less helpful but focused more on the collaboration during their professional learning sessions to co-construct constellations of topics that they saw as integral to future planning. Both jurisdictions were periodically and significantly impacted by COVID-19 pandemic shifts between online and inperson schooling which in turn impacted the time and energy teachers could invest in professional learning. Despite the many challenges, the professional learning for teachers emerged as a fruitful and creative endeavour that teachers and school liaisons from both jurisdictions were looking forward to expanding. This study informs the field of teacher professional learning, demonstrating how teachers come together to learn about global competencies in order to implement pedagogies that foster global competencies among their students.

Paper session 1c

Linguistic inquiry in school – design guidelines

Erik Bandh, Lund University

A new way of motivating the study of the underlying principles of language in school settings came into the spotlight during the 1980s in the US (cf. Fabb 1985; Chomsky et al. 1985; Carey et al. 1986, 1989). The idea in the new approach was to let pupils work with language similarly to how linguists work with language: pupils were to come up with hypotheses, look for patterns and formulate their own rules that could hold up for different phenomena in language. A central aspect of letting pupils work with language in this way was that it simultaneously had potential to develop their scientific thinking and understanding of the scientific method. In this paper, I share the results from a literature study on linguistic inquiry, in which I formulate guidelines for design of linguistic inquiry for classroom use. Working with linguistic inquiry as a way of encouraging pupils to think and talk about the underlying principles of languages has proven to be beneficial in different ways: it urges learners to use linguistic terminology to solve linguistic problems, it has potential to show learners who struggle with language subjects that they can successfully solve linguistic problems and it stimulates learners to think critically and work scientifically (cf. e.g. Chomsky 1984; Honda 1994; Denham 2010; Lim Falk & Riad 2017). Ever since these thoughts gained ground in the 70s and 80s, further development has been slow, both in the US and in the rest of the world. Research projects conducted on the topic in classroom settings have been unsuccessful in creating ripples in society at large, likely because the designs have assumed a linguist being present in the classroom, or the teacher possessing a large amount of linguistic knowledge and expertise to be able to successfully use the material (Denham 2010:189). Lim Falk & Riad (2017), who were the first to introduce work with linguistic inquiry in a Swedish context, also point to the required presence of a linguist or linguistic expertise in the classroom as a large challenge for the practical realization of linguistic inquiry in regular school settings. Denham (2010), like Lim Falk & Riad (2017), means that an essential component of linguistic inquiry expanding to larger contexts is to develop material that can stand on its own and easily be used by regular language teachers. In my paper, I choose a slightly different path; instead of presenting a complete material, I share the results from my literature study on linguistic inquiry. In the literature study, I point out aspects of linguistic inquiry that have shown to be important for the method to be successful, as well as aspects that have proven to be challenging and problematic in previous reports. The study culminates in concrete, research-based guidelines that I use in my current research on design and implementation of linguistic inquiry in classroom settings (cf. Bandh, forthcoming). These guidelines can also be of use for L1 language teachers that are interested in designing their own linguistic inquiries for classroom use.

Embodied pedagogical tact in teachers' spontaneous storytelling

Ola Henricsson, University of Gothenburg

Teachers' oral storytelling is closely intertwined with teaching and has been proven in contemporary research to be an effective method in first- as well as second-language learning. In addition to teaching models and methods of oral storytelling, teachers also tell stories spontaneously in response to students' activities or comments in unique teaching situations. This improvised pedagogical action as storytelling, in relation to both the subject of the teaching and the students, is here examined with the concept of pedagogical tact. The aim of the study is to describe a teacher's spontaneous storytelling and what *didaktik* meanings it may have. In accordance with selection criteria, previous in-depth analyzes of oral storytelling as a whole and to be compliant with the phenomenon, *one* teacher's storytelling was selected for analysis. The sequence consists of teacher Helen's spontaneous storytelling in year six during a lesson in science and consists of 3 minutes and 26 seconds. Analysis and interpretation of the results are discussed on the basis that teachers' storytelling unfolds in the pedagogical relation and is described as: the unplannable of sensitivity, restrained teaching and teaching as a risk.

Practiced language policy in a multilingual English classroom: A nexus analysis of a lead teacher and his students

Marie Källkvist

Bilingual-education scholars have argued for the need for longitudinal, interventionist studies (e.g. Lin, 2009) and for mixed research methods in order to understand the multi-causality nature of schools and classrooms (Baker & Wright, 2017). Prior research has revealed challenges in classroom/school contexts in combining methodological rigor with participant fluidity (Dörnyei, 2007), which adds to the complexity of doing school-based research. In this presentation, we draw an ongoing, four-year, longitudinal mixed-methods collaborative research venture involving four teacher trainers/researchers and six teachers at four multilingual secondary schools in Sweden. The project addresses issues of social justice in English-as-an-additional language (EAL) classrooms in multilingual schools, and the need for research-based teaching/learning materials. In the overall design, we were guided by the ethnographic discourse-analytic framework Nexus Analysis (NA) (Scollon & Scollon, 2004; Hult 2017) and its three phases of *engaging*, *navigating* and *changing* the nexus of practice, in our case multilingual EAL classrooms. We *engaged* EAL classrooms by initiating collaboration with school leaders and teachers; we then *navigated* the classrooms by conducting observation and interviews, and by video-recording EAL lessons. Finally, *change* was introduced by us (researchers/teacher trainers) teaching a three-week intervention in six intact year-9 classes, systematically changing the *de facto* classroom language policy (Johnson, 2014) by inviting students to draw on different languages when engaging with new English vocabulary. Classroom language practices were analysed by applying the NA concepts ‘historical body’, ‘discourses in place’ and ‘interaction order’ to observation, interview and photography data. Intervention data of students’ learning of vocabulary was analysed quantitatively, using descriptive and inferential statistics of repeated-measures design vocabulary learning data, involving pre-tests, immediate and delayed post-tests. This presentation reports on a sub-study of the project described above, focusing on ‘practiced language policy’ (Johnson, 2014). This is a key concept in the framework of ‘ethnography of language policy’ (Hornberger & Johnson, 2007) and refers to actual language practices that are socially agreed on in the classroom and developed over time. Using the NA discourses of ‘historical body’, ‘discourses in place’ and ‘interaction order’, we describe and analyse the practiced language policy of one lead teacher (*förstelärare*) of English teaching a group of 21 year-8 students in a multilingual and multiethnic city school. Seven different home languages were represented among the students. Data include national policy documents (*läroplanen*), a school code-of-conduct policy (*skolans ordningsregler*), classroom lesson observation, a focus-group interview with the school team of English teachers, and individual interviews with the English teacher and three of his students, all of whom had migrated to Sweden after the age of six. They were users of a minority language (Arabic or Kurdish) in the home and of Swedish at school. The study reveals somewhat different discourses in the policy documents. Classroom observations and interviews reveal that the teacher and students aim for English-Only classroom practices but end up using both English and Swedish, each language serving different functions. The English-Swedish practiced language policy can be traced to a discourse in the school code-of-conduct policy and to the teacher’s historical body. Students stated in the interviews that the use of Swedish for specific purposes in English lessons facilitated their literacy development in Swedish. None of them felt the need to use their home language in the classroom.

Contributing to Students’ Linguistic Development – Who and How?

Katarina Lundin, Linnaeus University and Lund University

Research topic/aim:

The National Agency of Education (2011) states that it is the task of every upper secondary school teacher to contribute to the students’ linguistic development, regardless of the subject which they are teaching. The question is how teachers with no previous experience of language studies are supposed to put on this task. My project focuses on Physical Education and Health (PEH) teachers, but the results are generalisable to other practically as well as theoretically oriented school subjects, such as Home and Consumer

Economics, Biology, or Physics. The assigned task is doubly problematic. Firstly, PEH teachers have to comment and assess written texts in the subject, which, in turn, requires knowledge of the difference between, for instance, how to *briefly discuss*, *briefly describe*, and *briefly account for* (knowledge requirements of PEH, The National Agency of Education). Secondly, PEH teachers are supposed to contribute to the students' linguistic development, i.e., comment their language, which requires linguistic skills and a meta-language that they presumably have not obtained during their own education. In addition, the required contribution to the students' linguistic development includes teaching the subject-specific literacy of the PEH; how to introduce core concepts, which constitute the subject-specific literacy, is one further type of linguistic skill that is required. The research topic of my project is how PHE teachers and students at the PHE teacher education programme deals with these questions, which partly have emerged as a result of the theorising of the school subject.

Theoretical framework and Methodology/research design:

The topic of the research project is addressed by three different methods. Firstly, analyses of relevant PHE syllabuses and curricula are performed within the systemic-functional linguistic theory (SFL), combined with semantic analysis of core concepts. Secondly, stimulated recall interviews are performed with PEH students and professional PEH teachers. Thirdly, a minor intervention study in the shape of a workshop is undertaken, where PEH students are asked to comment and assess authentic text written by students attending their first year in upper secondary school.

Expected conclusions/findings:

The results of the text analysis elucidate which explicit and implicit linguistic skills the students must have, and, in the prolongation, which skills the PEH students and PEH teachers must have when they comment the texts. The intervention has shown that the PEH students lack the (meta-linguistic) tools to discuss and comment the students' text with respect to linguistic development. It is reasonable to assume that the interviews will underline these results. The project opens up for discussions about who is actually supposed to contribute to the linguistic development of students, and how this is to be done when many of the teachers who are obliged to participate in this work do not have the proper skills to fulfil the task.

THURSDAY, OCTOBER 14

Keynote: Professor Barbara Comber, University of South Australia

Classroom participation - Teachers' work as listeners

One of the hardest aspects of teachers' work, and perhaps one of the most under-rated is listening, really listening. This presentation will examine teachers' work as part of the everyday life of classrooms, schools and communities, as curriculum design and lastly as an oeuvre which is assembled over time. In particular, I highlight the contributions of teacher researchers who take students and their worlds seriously and help them assemble repertoires of complex communication practices for representation, participation and taking action. Listening to students and their wider communities underpins their critical engagement and creative curriculum designs. I illustrate both the potential of this intense listening and also what can go wrong for students in its absence.

Session 2

Symposium 2a: Connecting Teacher Agency and Curriculum Making: Three European Cases

Nienke Nieveen, University of Twente, The Netherlands

Responding to profound social, political and technological changes, recent global trends in education have included the emergence of new forms of curriculum policy. These new curriculum policies acknowledge that curriculum making as an activity occurs across multiple layers of educational systems, through a continual interplay of the global, national and local (Priestley et al., 2021). Moreover, these policies recognize the important role of teacher agency throughout these curriculum making efforts (Priestley et al., 2015). This symposium will start with a paper that explores the relationship, in theoretical terms, between teacher agency and curriculum making, in order to set the scene for the examples from the three country cases of Finland, Cyprus and The Netherlands. Based on empirical studies, these papers will present affordances, conditions, dilemmas and future orientations regarding teacher agency and curriculum making policy in their educational contexts.

Teacher agency and curriculum making

Mark Priestley, University of Stirling, Scotland

This paper explores the complex relationship between *teacher agency* and *curriculum making*, providing an introduction to the case studies presented in the symposium. Both concepts have become increasingly salient in the context of changes to the educational landscape in recent years, particularly the development of new variants of national curriculum frameworks worldwide. The paper will commence by briefly examining each concept in turn. The main part of the paper will analyse how constructive curriculum making might be enhanced by developing the conditions by means of which teacher agency can flourish. Drawing upon empirical research from European education systems (e.g. Priestley et al., 2021; Priestley et al., 2015), I conclude that well-designed policy frameworks and strongly developed meso structures (e.g., teacher networks) are significant conditions for both teacher agency and meaningful curriculum making.

Teacher agency and meso-site curriculum making in Finnish curriculum reform

Tiina Soini & Jenni Sullanmaa University of Tampere, Finland

The Finnish national core curriculum is renewed approximately every ten years. It sets the general aims of education, however, districts, schools and teachers are highly autonomous in deciding about the local curriculum. The meso level curriculum making was particularly essential in the latest 2016 curriculum reform, as the adopted implementation strategy relied on shared sense-making and fostering teacher participation and agency (Pietarinen et al., 2017). In our paper we will present a meta-analysis of a multimethod longitudinal study. We found that the focus and orchestration of sense-making varied in different levels and curriculum was perceived to be less coherent by the stakeholders at the district and school level, rather than at the state level. There were challenges in sense-making that hindered teachers' experiences of curriculum coherence and, consequently, their agency in terms of curriculum making (Sullanmaa et al., 2020). Based on these findings, we will discuss how the implementation strategy relates to teachers' agency in curriculum making.

Expert teacher-subjects as an emerging ‘site’ of meso curriculum making in Cyprus

Stavroula Kontovourki, University of Cyprus

Eleni Theodorou, European University Cyprus

Stavroula Philippou, University of Cyprus

In this paper we explore how particular types of teacher professionals were (re)constituted as curriculum makers during different phases of the recent curriculum reform in the Republic of Cyprus (2004–2017). Theorizing curriculum making as emerging across ‘sites’ of social activity rather across ‘administrative levels’ (Priestley et al., 2021;), we focus on the subject-area counsellor, a hybrid expert teacher-subject, who emerged and was transformed, in policy texts and teachers’ narrated experiences. We trace this subject as a meaningful meso-level, combining practical/classroom knowledge and academic/theoretical (credentialed) knowledge, while lingering between the Pedagogical Institute and the Ministry of Education and Culture (macro-level) and schools/teachers (micro-level). We argue that this type of teacher was not a singular or a stable one, but was rather both enabled and constrained by the context (Kontovourki et al., 2021). This suggests that teacher agency was contingent both upon complex relational positions between subject-area counsellors and practicing teachers and the historicity of the institutional context.

Teacher agency in Dutch curriculum reform: Call for curriculum space and guidance

Nienke Nieveen, University of Twente, The Netherlands

Currently, all curriculum frameworks at the macro level for Dutch primary and secondary education are under review, with the twofold aim: (i) to provide a substantive update of and more coherence in the curriculum frameworks, and (ii) to offer clearer guidance and better support to teachers and school leaders for curriculum making at the meso and micro level. This call for more detailed support goes hand in hand with the nourishing of freedom, which are both important factors for teacher agency (Priestley et al., 2015). The paper will discuss a set of research-informed principles that intend to overcome this dilemma in the current curriculum review (Nieveen & Kuiper, 2021), including a call for dovetailing the various curriculum layers and for a strategic curriculum mix of room for local decision-making, substantive guidance and support by exemplification and investments in teacher design teams focusing on local curriculum making.

Symposium 2b: Reports from the Classroom Research Front - Discrepancies between Formal and Operational Curricula in Three Different School Subjects: Swedish, Spanish and Civics

Based on studies from three different classroom practices, the symposium aims to discuss discrepancies between the formal and the operational curricula (Goodlad 1979). In examples from secondary schools, with students aged 13-18, our studies show that teachers and students emphasize aspects of teaching and learning that are not significant in the formal curricula. The presentations discuss this in terms of *didactical choices* and *pedagogical freedom* (Hopmann 2007), with examples from teaching and learning of three different school subjects: literary history (Swedish), spoken communication (Spanish) and different literacy purposes in writing assignments (Civics). How do teachers and students find ways to adapt content and methods to the knowledge object? How can discrepancies between the formal, operational and experiential curricula be expressed in our three subjects? In subject education research, the classroom practice is often a neglected point of departure (Klette 2007), whereas in our studies the classroom practice is crucial. We examine different angles of teaching and learning, with a focus on curricula discrepancies. One way of defining curricula is from different perspectives and understood by different participants (Goodlad 1979; Wahlström 2016). On an operational level, teaching could be described as an *offer of meaning* while on an experiential level students’ experiences could be seen as *meaning making* (Engler

1997). Students' meaning making is central when it comes to important aspects such as student influence, equity and inclusion - essential in the curricula as well as in today's and tomorrow's teaching and learning.

Non-formal ways to trigger students' interest in Literary History

Jonas Johansson, Uppsala university

Literary history is an important topic in teaching and learning Swedish. The variety of stories and the historical context contribute to different perspectives on society, develop a common cultural framework and open up possibilities for new reading experiences (Claudi 2019). However, previous studies (Bergman 2007; Nordberg 2017) show that students do not find learning literature particularly interesting. How this interest can be increased in teaching literature, and particularly literary history, is the research aim of the presented study. The Swedish syllabus states that students should be given the opportunity to relate literary history to their own experiences and interests (Skolverket 2011). This is the only guidance teachers get about how to create interest in teaching and learning literature. However, classroom observations and interviews with students show that teachers also find other ways to trigger students' interest. This knowledge comes from teachers' own practice experiences and could be understood in terms of *didactical choices* and *pedagogical freedom* (Hopmann 2007).

What Matters in Teaching and Learning Speaking

Fredrika Nyström, Uppsala university

When learning a new language, the spoken ability is essential. Nevertheless, speaking seems to be a complex skill, with all the cognitive resources that must be activated simultaneously and without giving the speaker much time to think ahead (Tornberg 2020, p. 195). In my study, I investigate spoken production and interaction in the school subject Spanish in lower secondary school, by interviewing 5 teachers and 30 students. In the analysis, the teachers define teaching and evaluating *speaking* as particularly difficult, whereas in the syllabus, writing and speaking are both considered equal productive skills. Teachers and students also link affective factors to the spoken ability, emphasizing how one must *dare* to speak, and correspondingly that spoken activities have to *feel secure* and *safe*. Those emotional aspects are not visible in the syllabus. These results are discussed in relation to teachers' experiences and beliefs about language teaching (Borg 2015) and how their *pedagogical freedom* (Hopmann 2007) might influence the *didactical choices* when it comes to teaching speaking.

Literacy Purposes in Writing Assignments

Viktoria Waagaard, Uppsala university

Language skills are fundamental in a democratic society. One way to work explicitly with a conscious literacy development approach in the multilingual classroom is to focus on vocabulary/concepts (Cummins 2017) and structured writing. The aim of this study is to examine which purposes that are actualized in civics writing assignments. The data consists of students' texts, written in a multilingual classroom context. Using the wheel of writing with its six purposes (Berge et al. 2016), 8 students' texts are closely analyzed. In the analysis so far, the students expose a fairly limited repertoire of writing purposes. The civics syllabus has fewer literacy purposes than the wheel of writing, a discrepancy that may affect teachers' *didactical choices*. This *phase of choice* stresses the importance of *pedagogical freedom* (Hopmann 2007), although the choices must be related to the syllabus. The results in the study are discussed in terms of purposes of the formal syllabus related to the literacy/writing purposes operationalized in the multilingual civics classroom.

Paper session 2c

Beyond the postcolonial paradox – empowerment of students in a Bildung-centered general didactics perspective

Turid Skarre Aasebø & Ilmi Willbergh, University of Agder

Mastering the dominant culture and language has been regarded as a dominant condition for students' achievements and affiliation in school. Minority students might not have the same cultural experiences as majority students, and teachers might be unaware of whether students have the expected cultural references underlying new teaching content (Hilt, 2017). The multicultural and intercultural education approaches have criticised the Eurocentric orientation in Western countries for producing excluding learning conditions for minority students (Bennett, 2001). Research on multicultural and intercultural education expose significant challenges to equity and empowerment (Banks, 1993; Mikander, Zilliacus, & Holm, 2018). One of the aims is to bridge the gap between majority and minority culture by bringing the culture to certain racial or ethnic groups into the classroom (Aronson & Laughter, 2016; Ladson-Billings, 1994/2009). The problem is that these approaches entail an essentialist and deterministic view on culture (Paris, 2012). It actualises the postcolonial paradox which ascertains advocating for the particular can be essentialising, and universalising can lead to de-politisation (Fanon, 1952/1971; Gustavsson, 2014). Additionally, due to the immigration in the global world today the schools do not consist of certain cultural and ethnic groups of students. The growing diversity of students in school means that the students are divided across many factors, as origin culture and ethnicity, transition cultures, the extent of integration in the major culture, immigrant generation measure, etc. And finally, the school's purpose in a pluralistic society is to offer access to the dominant culture and competence (Paris, 2012). This paper aims to make an empirically based contribution to this conceptual debate about empowerment of all students. From a Bildung-centered general didactics perspective (Klakfik, 2001; Willbergh, 2016) we give another perspective on including and excluding cultural references. We conducted an abductive research process inspired by linguistic translatory research (Pedersen, 2007). Data was collected in four classrooms in two different schools in Norway in grades 5, 6, 7, and 8 (10-13 years old students). The methodological issue for the research was plenary teaching communication, 'as 'teachers' and students' talk about the subject matter in whole-class teaching' (Aasebø, Midtsundstad, & Willbergh, 2017, p. 274). Totally, the observations comprise 157 lessons. From the data we developed categories of universal and particular cultural references in classroom teaching. Universal references denote references to general topics concerning all human beings, and particular references presupposes knowledge of specific cultures. We conclude that teaching can contribute to empowerment for all students by combining universal and particular cultural references, so that different realms of the human condition is displayed. Nevertheless, the challenge for the teacher in this endeavour is to increase the use of non-Western references and to be conscious of the postcolonial paradox as an inevitable dilemma when teaching in culturally diverse classrooms.

The significant teacher

Ali Osman, Stockholm University

Research topic/aim:

The aim of this paper is to examine the role school-teachers, in *upper secondary school*, played in the educational success of high achieving students from the perspective of the students. In this paper we will focus on students that come from low and middle/high socio-cultural backgrounds to identify common perception of the teacher by these students.

Theoretical framework:

The analytical framework of the study is based on Pierre Bourdieu's understanding of field and habitus. Our habitus becomes apparent when we enter a given social room, such as a school or a classroom, since it is coded with certain rules of conduct that limit our way to act in certain ways within this room. For the students, when they enter the field, it is a question of developing 'a feel for the game' and play the game

accordingly. For the students from homes with low cultural capital, they must change their dispositions by embodying the habitus that students from homes with middle/high cultural capital already possess, to embark on a successful educational career.

Methodology/research design:

The data analysed for this presentation is based on interviews with students attending their second and the last year of their secondary schooling and consist of in-depth interviews with 52 students. The interviews were conducted in 2018, where the informants were asked to describe their family situation and their everyday life in and outside the school, their school situation and performances, and what kind of support that they perceive contributed to their successful educational career. In our presentation we are focusing on how significant their teachers were for their successful educational carrier and their perceptions on the 'significant teacher'.

Expected results/findings:

Through the analyzes, the empirical data were sorted thematically based on the theoretical framework, with a special focus on how these students' perception on their teachers as significant resources for their successful study career: 1) stringency and attention, 2) motivation and sociability, and 3) understanding and caring. These three aspects that characterizes a teacher that the students perceive played a significant role for their educational success. The significant teacher is an engaged teacher who inspire students to do their best academically, and who they can relate to privately and emotionally.

Didaktik models as a bridge between theories and teaching practice

Jesper Sjöström, Malmö University

Didaktik models may look different, but have in common that they support teachers when reflecting on, answering and/or are practicing teaching based on the didactic questions: why, what, and how to teach a certain content for a certain group of learning subjects (e.g. Lunde & Sjöström, 2021; Sjöström, 2019a; Vallberg Roth et al., in preparation). Didaktik models are useful in both planning and evaluation of teaching as well as in-action, and constitute the basis for teachers' professional judgment and reflection. How can we better understand what Didaktik models are, different types and their usability in different contexts? And how can we better understand the concept of "didactic modelling" both in terms of research and teaching praxis? This latter concept can be given both the meaning of working systematically with Didaktik models in teaching practice as well as in didactic (collaboration) research, both theoretically and empirically (Sjöström, 2019a). Therefore, we propose a multidimensional understanding of didactic modelling based on a humanistic, *Bildung*-oriented, Didaktiktradition (Hopmann, 2007). Examples will especially be given from the collaborationresearch- project, *Fundif* (scientific leader: Ann-Christine Vallberg Roth), which is about teaching in preschool and has been going on 2018-2021 (Vallberg Roth et al., in preparation). Several different examples will be given on Didaktik models, for example from *Fundif*. Also a new model for how Didaktik models can be understood as a bridge between (educational) theories and teaching practice will be presented. Often used synonyms for Didaktik models are tools, instruments, frameworks, compasses and thought figures. It is common with illustrated models, but also with such that are only described with words or presented in a table. Didaktik models often has both a theoretical-philosophical grounding and an empirical-analytical one. Examples of Didaktik models are: didactic questions, Klafki's questions, the Berliner model, didactic triangles, didactic relationship models, Herbart's didactic tact, Schwab's degrees of freedom, organizing purposes and knowledge emphases (e.g. Lunde & Sjöström, 2021; Sjöström, 2019a; Vallberg Roth et al., in preparation; Wickman et al., 2020). Also some content/discipline-specific Didaktik models will be described, mainly related to chemistry and sustainability issues (e.g. Sjöström, 2019b; Sjöström, Eilks & Talanquer, 2020; Herranen, Yavuzkaya & Sjöström, 2021).

Didactical Challenges – the Digital Divide

Anne Kjellsdotter & Peter Erlandson, Linnaeus University

Since the beginning of the twenty-first century ‘Digital competencies’ have been stressed in Sweden, and the national curriculum from 2011 and the revisions in 2017 increase the status of digital competences in all school subjects. Current policies in Sweden propose that teachers are actors responsible for integrating ICT in education in a way that generates ‘adequate’ learning outcomes (Swedish National Agency for Education, 2016). More recent studies, from 2015 onwards, tend to emphasize digital competence needed by teachers and pupils and therefore tend to neglect the influence of broader contextual conditions in the wider school setting (Pettersson, 2018). Research findings indicate that despite substantial efforts by educational authorities to increase ICT access for pupils and teacher’s digital equity has not been reached (Gudmundsdottir, 2010). The term “digital divide” is often used to describe inequalities in access to and use of ICT. In Sweden, children have access to digital tools in their leisure time regardless of their socioeconomic backgrounds. However, a distinguishing aspect is how the digital features are used (Swedish Media Council, 2019). In other words, there is a diversity of content in children’s digital experiences in relation to socioeconomic backgrounds (Swedish Media Council, 2019). With regard to the ongoing discussion of digital competencies in the twenty-first century (From, 2017; Lindberg et al., 2017; Fransson et.al.2018), the aim of this paper is to examine teaching and digitalisation, focusing equity and democratic accountability, from the perspective of the Central and Northern European tradition of *Didaktik* (Hopmann, 2007; Klafki & MacPherson, 2000). We argue that in the era of of ICT and competence frameworks, *Didaktik* and the German notion of *Bildung* provides ways of thinking about educational questions (Friesen, 2018), which could contribute strongly to pedagogical perspectives in Sweden as well as in other countries. The study presented in this paper will serve as a sub-study in a larger research project. The empirical data include a local ICT-group at an elementary school in the South of Sweden and local ICT-documents at the school. The actors at the ICT-meetings are first teachers, local ICTeducators and teachers. The focus is primarily on discussions concerning local policy-making regarding digital policy and teachers’ work, which include in what way digital equity is discussed in relation to lesson planning and subject matter. The empirical data collection consists of participatory observation with field-interviews, field-notes formal and informal interviews. The findings from this study will highlight didactical challenges in relation to digital equity and democratic accountability. Additionally, the results will show, how, and in which way, local policies take into consideration the inequalities of the pupils’ digital competencies in relation to their social backgrounds.

Session 3

Symposium 3a: Equity, teaching practice and the curriculum – part two

Ninni Wahlström, Linnaeus University, Sweden

Equity is included in the policy rhetoric of the national school systems in two ways. From a neoliberal point of view, equity is about getting the opportunity to choose one's own path to enter the working life. From a social justice point of view, equity is about receiving the resources needed for compensation for structural or other inequalities. While the neoliberal view of equity is focused on educating citizens as workforce, the social justice view of equity is focused on educating citizens to get the same chances in life. In this symposium, the aspect of equity is present, both at the policy and the classroom level, in the exploration of teaching in high-and low-performance classroom and the different conditions and priorities in different schools as a consequence of school and knowledge segregation. Drawing on Doyle (1992), two interdependent relationships are considered important for classroom research from a curriculum theory tradition. First, it is not possible to draw any definite boundary between curriculum content and pedagogy. To fully understand the complexity of teaching, there is a need to understand these two aspects as intertwined, as it is not possible to distinguish between the what and the how of teaching in a clear-cut

way; instead, the content and the teaching repertoires are interdependent. Second, teachers and students are interdependent actors in the formation of curriculum content. The multifaceted transformation from the curriculum's textual content to the actual teaching content is understood as constituting 'curriculum events'. A major task is to identify the constraints that limit curriculum choices and to explore the pedagogic implications that follow (Biesta, 2014; Young, 2013). Drawing on the foundational curriculum theory question 'what knowledge is of most worth?', we explore the kind of knowledge that is valued in school from different perspectives and levels in the school system. The papers in this symposium take their examples from a comparative classroom study from 2020, which build on classical classroom studies related to curriculum research (Jackson, 1968/1990; Lundgren, 1981; Hansen, 2001).

Student perspectives on being part of a low-performing classroom

Catarina Schmidt, Jönköping University, Sweden

This contribution aims at exploring students' perspectives within classroom practices that are part of a 'low-performing school'. Based on an analysis of the teaching factors and drawing on interviews with the students, the intention is to examine the created classroom discourse. In this way, the intention is also to investigate what students' perspectives are about, how they are addressed and made visible, through the students talk and in relation to the teaching and learning that these students are offered. What is made visible, what are the conclusions, and what has it got to do with classroom pedagogies? In the light of the current knowledge segregation, the well-known impact of students' socioeconomic backgrounds, and the marketisation of the Swedish school system *and* the outspoken strives of equity, these questions are crucial to approach.

Students as co-authors of curriculum events in high- and low-performing classroom Contexts

Bettina Vogt, Linnaeus University, Sweden

The focus of the study is on students as co-authors of curriculum events in high- and low-performing classroom contexts. The paper sheds light on the pedagogical implications of a standards-based curriculum in relation to those groups of actors in school, who are at the centre of all educational efforts and whose broad intellectual, personal and social development the curriculum ultimately addresses. From a perspective of pedagogy, curriculum and *Didaktik*, the primary question is how students' co-authorship can be understood and what this means and does in educational processes, when the standards-based curriculum, intending to enable equal conditions for learning, reaches different kinds of classrooms. The data corpus consists of video-recorded classroom observations, interviews, documents and field notes. The paper concludes with a critical discussion, where also the performance concept in relation to students' co-authorship of curriculum events is problematised.

School leadership in diverse educational settings—a question of conditions or choice?

Katarina Ståhlkrantz, Linnaeus University, Sweden

Beyond socioeconomic factors, educational leadership can have a strong, but indirect impact on students' access to powerful knowledge. Drawing on the question posed by Biesta (2017), 'educational leadership for what?', this study explores the connections between curriculum, school leadership and teaching. The empirical material includes four interviews with principals, representing low- and high-performance schools. Drawing on a pragmatism approach within curriculum theory and its underlying transactional realism framework (Bergh & Wahlström, 2018), principal agency is analyzed through the 'chordial triad of agency' (Emirbayer & Mische, 1998). In the local context and practice, school leaders make different curriculum choices. Rather than reducing the knowledge segregation between schools re-

garding students' access to powerful knowledge, principals' translations and enactments of the Swedish standard-based curricula seem to strengthen it.

Paper session 3b

Finding the didactics for School Age Educare Centers

Lena Boström, Mid Sweden University

A real dilemma for those who work with or are involved in School Age Educare Centers (SAEC) is the lack of a didactic theory or framework for the specific subject leisure pedagogy. The Swedish school inspectorate has also criticized the quality of the teaching activities in the SAEC in 2018. This fact creates problems for staff in SAEC, stakeholders, and teacher educators. Since the staff in SAEC also work in school, they need to organize teaching activities in two different settings where the steering documents, pedagogical goals and traditions are partly different. Consequently, this leads to several possible concrete varieties of didactical considerations depending on which steering documents apply to a particular task (Hansen Orwehag, 2015). Previous research has been sparse and the existing one is mostly of a reasoning and argumentative nature. Not many empirical studies are available (Boström et al. 2021). Some researchers have pointed out important aspects in the didactics of the SAEC (Dahl, 2020; Haglund, 2020), but no one has formed a theoretical framework. Therefore, we believe that didactics should be researched and that it should be based on the activities in the SAEC and its actors because didactic teaching and strategies here differ in substantial aspects from didactics in relation to school subjects. This study is based on an extensive web-survey answered by 505 stakeholders in SAEC within nine different professions (eg. SAEC-teachers, SAEC-students, principals and researchers). The theoretical foundation consists of theory building whereby various theoretical perspectives will be visible in different phases of the research process. In the starting point of the study, the methodological process will rely on informed constructivist grounded theory (GT) (Charmaz, 2014) as way to analyse the empirical data. The approach will also help to open, widen, and put the empirical data into a scientific context. Because this is a study of and about didactics, we will relate to two well-established theoretical traditions, the Anglo-Saxon (Westbury, 2000) and the German (Klafki, 1997). The use of these theories is in line with central starting points in informed GT ideas of abduction and theoretical sampling, which emphasize the importance of a researcher having (a) extensive knowledge of relevant theory and research in the field and (b) an openness to generating new knowledge with help of empirical data. This study will use an exploratory sequential mixed methods design (Creswell, 2014). The web survey has fixed response options and open questions which makes it possible to analyze the answers with both analytical statistics (Brunnström & Barkowsky, 2018) and by an informed GT approach (Charmaz, 2014). Using GT as a methodological strategy, the data will be collected systematically depending on the focus. The empirical data will make it possible to categorize didactic strategies. Expected outcomes are a variety of answers depending on the profession, but also a unique overview of the perceptions from main actors in the field, the staff in SAEC. A didactic model based on practice will be distinguished.

The teacher as a listener, an interactive agent, or an “excessive pointer”: Lessons from school-age educare teachers

Jens Gardesten, Linnaeus University

Replying to reviewers of their book *“Towards an ontology of teaching”* Vlieghe and Zamojski (2020) confirmed that the phrases “pointing”, or “extraordinary pointing” could indeed be seen as the most essential dimension of teaching: *What makes pointing into a truly teacherly gesture is an exaggeration: pointing in a more than trivial sense (like when instructing someone where the post office is), pointing in an overdone way, extraordinary pointing (s. 113-114).* The pointing gesture aims to draw the attention of the pupils, thus enabling a joint focus on a subject matter that the teacher wants to highlight. Here the word

“Pointing” can also be viewed as a key metaphor for a teacher with episteme knowledge or a teacher with profound subject knowledge. In my presentation, I will discuss this metaphor in relation to the work of school-age educare teachers. School-age educare was included in the Swedish School law in 2010 and received its own section in the national curriculum in 2016, which includes core contents and abilities that the pupils are supposed to develop. At the same time, the curriculum states that teaching in school-age educare is to be based on “the pupils’ needs, interests and experiences, while ensuring that the pupils are continuously challenged, by inspiring them to make new discoveries” (p. 23). What might this mean for the “pointing gestures” of teachers’ work? What other requirements or demands does a student-centered education place on school-age educare teachers, and what are the possible benefits for the pupils? Those are the preliminary research questions in an article in progress, that will be further elaborated on during the presentation. Through qualitative data analysis of teachers’ written reflections, findings contain descriptions of situations and moments where pupils’ curiosity or initiatives are being handled by the teachers. In short, tentative findings indicate that school-age educare teachers rather often notice *pupils’* “pointing”, or *pupils’* unexpected attention/curiosity during dynamic situations and moments. This form of pointing is then discussed in relation to the teacher’s attention and to the teacher as a listener and an interactor. The findings are also related to the concept of “phronesis” (Aristotle, 2011), while the teacher’s *attention* gets a significant meaning through that concept. Moreover, the findings indicate that the concept of “episteme” may need a more prominent meaning for school-age educare teachers and school-age educare teachers’ education. If the teachers focus on the pupils’ “pointing” then the teachers may need a wide range of episteme knowledge in order to listen, interact with and elaborate the pupils’ curiosity within this form of student-centered education context (Shulman, 1987).

Opening up for participatory action research and challenge-based sustainability education in the preschool: Opportunities and challenges for the preschool in a time of diversity and mobility.

Birgitta Nordén, Malmö University

Through newly arrived children's participation and learning in a complex sustainability project (Nordén & Avery, 2020), the ecological focus is integrated into the main dimensions; children's relationship to place and local environment; the curriculum's goals for science and sustainability in preschool outdoor education and didactic strategies. Learning through action and reflection is focused in this study in order to change practitioners' practice and their understanding of their practice and the conditions under which they practice (Kemmis, 2009). A think tank with all staff for the purpose of discussing visions and practical work around the preschool's outdoor environment followed the *thinking - saying - doing* order so that the participants would understand how they wanted to change their practice. Conditions, opportunities and challenges were identified. In line with participant-driven research (Kemmis, 2009), this means in practice that educators, children and researchers talk (say) and collaborate (doing) with each other. Everyone's voice should be heard and everyone should be able to share their views (thinking). This was done according to the preschool's governing document, where the curriculum states: “Children and parents must be involved [...] and their voices must be highlighted” (Lpfö 18, p. 18). The formulations were compared with how the schoolyard looks and is used. Thereafter, the intervention process was carried out with many meetings where the educators' room for maneuver was made visible as well as the actors. A reflection was made as an evaluation of action results and what has happened in the business through the action. In summary, new issues, identified participant-driven action spaces and didactic strategies formulated by the educators were addressed. In the context of preschool, clearly communicating educators are required who, through conversation, develop stimulating tools for learning, the joy of discovery that leads to co-learning, more than collaboration and collaboration. It is enriched by the individual and the group creating understanding, meaning and meaning by sharing their reality with each other. The pedagogical environment must be designed in a way where children can be led by the teachers. The preschool teachers' education and ability to communicate with children and ensure that the children are given influence and tools for their knowledge in concrete situations and exploration of various phenomena entails learning in a context. The organization of educational activities becomes important for how children perceive themselves as learning individuals. In today's preschools, children need to develop responsibility for their

own learning. The teachers' presence is important, as their didactic experiences play a major role in making the children aware that there are different thoughts and ideas about the same natural phenomenon. Meaning-creating activities for learning in interaction with others require the teachers' ability to introduce new knowledge. The children then have the opportunity to experience variation and take part in many more perceptions. The children's confidence in themselves and their learning - their own knowledge-forming process - can be developed, whereby they dare to face new challenges in the future. The teachers' pedagogical approach to how different changes can be shaped provides opportunities for learning. Pedagogical development is affected by the preschool teachers' competence to develop didactic strategies, as well as their ability to negotiate outdoor teaching for sustainability and space for the children's expanded learning in preschool.

Pupils with special needs - from a School-age educare view

Birgitta Lundbäck, Linnaeus University

Research topic and aim:

The Swedish School-age educare works on basis of a social and relational approach where diversity and variation are taken for granted. The School Act (Skollagen, 2010: 800) and the curriculum (Skolverket, 2019) emphasize the school-age educare activities in group-oriented working methods and additionally, the school-age educare need to take into account the student's individual interests and needs. The curriculum describes areas of knowledge which the school-age educare has to consider in order to be a complement the school and contributes to the student's development of knowledge requirements. The Education Act also describes how the work with students in need of special support should include activities in school-age educare. Earlier research elucidates how school-age educare ends up in a resistance/cross pressure/dilemma between the school and the parents in school-age educare. Research also indicates that there is a gap between how to understand the intention of the governing documents in the pedagogical context. It is expected teachers' work in school-age educare should be based on a relational, group-oriented approach, while at the same time supporting each individual's knowledge development, interests, and needs. The purpose of the present study is to investigate whether there is a conflict between the traditional relationship-oriented approach used in school-age educare and the "new" knowledge-oriented approach, which may lead to that teachers in school-age educare being "forced" to categorize students.

Methodology and design:

Bronfenbrenner's ecological system theory is used to study how teachers in Swedish school-age educare interact with special education teachers in schools. A survey with open-ended questions to teachers in school-age educare and to special education teachers in schools was conducted.

Conclusions:

The results show that on the, by Bronfenbrenner called Exo-system level, the teachers in school-age educare support special support teachers in school with assessments of students' difficulties or needs. At the meso-system level, the School-age educare receive support and advice from the special education teachers. Teachers in School-age educare also perceive that, at the micro-system level, the students experience less pressure and demands to perform in the school-age educare than in school.

Paper session 3c

Living in the realm of place

Maria-Sofia Kristina Brännvall, University of Agder

In this paper I will present my PhD project. The aim of my doctoral dissertation is to give light to the ways in which the place is significant for the schools' opportunity to create sustainable multifaceted participation

in society. The urbanization that is taking place in Sweden may cause us to lose places. Therefore, the theoretical framework includes a pedagogy of place. According to Løvlie (2007) all teaching requires a setting, and all learning is bound to situations, the places where experiences come into being and leave their traces. Teaching is not primarily about transferring knowledge to pupils but also about taking responsibility for a safe and learning environment in the classroom and creating relationships with pupils. In this way, the broad, democratically decided mission for Swedish schools can be realized (Nilholm, 2019). This wider mission should also be understood as taking place somewhere and under different conditions. The economic, cultural, and political context of the future will change education and schooling (Bostad, 2017). The initiative Futures of Education (UNESCO, 2021) recognize that there are multiple dimensions to the future – all of which will vary greatly depending on who you are and where you stand (ibid.) The question I use to meet the aim of the study is: In what ways is the place's relationship to the school made visible? This is a case study located in a wider context, it takes its departure in Sweden, in a rural sparsely populated place which is since decades marked by centralization and depopulation and there is only one school left in the central town. Accordingly, the field work consists of observations of the place and the school, and interviews with locals, teachers, school staff and principal. This is an ongoing process where the data collection is partly done, and the analysis phase is to start. Findings so far are about the school's significance for the small community, the need for the outside world and accessibility, and what it does to people to grow up and live a life in a rural area where the population is declining, and public services is disappearing. I am missing certain parts of the stories about urbanization, those about the individual's relationship to the place, and maybe the loss of the place. I expect to find an interesting tension concerning the fact that teachers are educating the growing generation who will probably not be able to live a future life in that place.

The Mechanisms of Peer-Effects in Education: A Frame-factor analysis of Instruction

Pontus Bäckström, Jönköping University

In the educational literature on peer effects, attention has been brought to the fact that the mechanisms creating peer effects are still to a large extent hidden in obscurity (Rutter & Maughan, 2002). The hypothesis in my study is that the Frame Factor Theory (FFT) can be used to explain these mechanisms. At heart of the FFT is the concept of “time needed” for students to learn a certain curricula unit, as it was suggested by John Carroll (1963). The relations between class-aggregated time needed and the actual time available, steers and hinders the actions possible for the teacher according to the theory. In contrast to the claims of Benjamin Blooms’ model of Mastery Learning (ML), the FFT hereby suggests that teachers’ instruction is *dependent* of class composition (Barr & Dreeben, 1977). If this is true, I argue that this must be interpreted as a peer effect on instruction, probably also causing peer effects on student results. The overall aim of the study presented in this paper is to test this argument, that the FFT (as later put forward by Ulf P. Lundgren (1972)) can be applied to the issue of peer effects. The theory predicts that the timing and pacing of the teachers’ instruction is governed by a “steering criterion group” (SCG), namely the pupils in the 10th-25th percentile of the aptitude distribution in class. Previous studies by Dahllöf (1967; 1971), Lundgren (1972) and Beckerman and Good (1981) report evidence of this hypothesis. The class composition hereby set the possibilities and limitations for instruction, creating peer effects on individual outcomes. Similar results from more recent research have been reported by Thrupp et al (2002), Opdenakker and Damme (2006) and Dumay & Dupriez (2007).

To test if the theory can be applied to the issue of peer effects, the study employs multilevel structural equation modelling (M-SEM) on Swedish TIMSS 2015-data (*Trends in International Mathematics and Science Study*; students N=3761, teachers N=179). Using confirmatory factor analysis (CFA) in the SEM-framework, latent variables are specified according to the theory, such as “limitations of instruction” from TIMSS survey items. The results indicate a good model fit to data of the measurement model. The SEM-model verify a strong relation between the mean level of the SCG and the latent variable of limitations on instruction, a variable which in turn has a great impact on individual students’ test results. Thus, the analysis indicates a confirmation of the predictions derived from the frame factor theory and reveals that

one of the important mechanisms creating peer effects in student outcomes is the effect the class composition has upon the teachers' instruction in class.

Politics of belonging: Promoting children's inclusion in educational settings across borders

Anette Emilson, Linnaeus University, Sweden

This presentation aims to give an overview of the cross-cultural research project: *Politics of belonging: promoting children's inclusion in educational settings across borders*, supported by NordForsk (no 85644). The overall aim of the project is to advance knowledge about the politics of belonging in the intersection between macro and micro levels in different educational settings in the early years. The objective is to promote children's inclusion in educational settings in Finland, Iceland, the Netherlands, Norway, and Sweden. The research questions guiding the project are: How do national policy documents of preschools and primary schools frame the politics of belonging in the participating countries? How do children, educators, other professionals, and parents experience and interpret the politics of belonging in different educational settings? What kinds of practices promote the belonging of children with different backgrounds and individual needs in different educational settings? The theoretical framework applies Nira Yuval-Davis (2011) conception of the politics of belonging. This means approaching belonging as a relational phenomenon rather than an individual, based on the idea that different groups always both produce and reproduce the boundaries for belonging. Educational settings are viewed as arenas where power is intertwined with, and produced in, different relationships between children and adults, between different professional groups, and between professionals and parents. A mixed methods design is employed in which researchers combine qualitative and quantitative approaches (Johnson et al., 2007). A variety of methods are used to generate research material and coconstruct knowledge with the participants: policy documents, surveys, (video)-observations, interviews, group discussions, and narratives. The project promotes cross-over collaboration with educators, other professionals, children, and parents in early education settings and primary schools. Findings show a gap between policy and practice. Neither policies nor practices are designed enough to promote children's belonging. The project has revealed important aspects for children's belonging from different perspectives and the presentation will focus on some main findings from publications on the perspective of educators. It is revealed that educators strongly believe in the preschool community, in the confirmation of children and in diversity as an asset (Eek Karlsson & Emilson, under review). To support children's belonging it is emphasized to recognize one's own roots and the diversity in oneself (Juutinen & Kess, 2019). It is also shown how categorizations, emotions, and values are embedded in the educators' interpretations on children's belonging (Puroila, Emilson, Palmadottir, Piskur & Tofteland, under review). Different preschool communities have been identified in the educators talk: 1) the hegemonic preschool community, 2) the community of migrant families, 3) the community of migrant children, 4) faith communities (Berge & Johansson, under review). The discourse about how to support belonging of children with diverse background is in its beginning phase (Einarsdottir & Olafsdottir, 2021). For a holistic view, manifold perspectives on conceptualizing belonging and diversity is suggested. Intertwining various perspectives and approaching belonging from multiple entries seem to be of importance (Juutinen & Kess, 2019).

Private tutors matter! Capitalising (on) shadow education in Singapore

Peter Teo, National Institute of Education, Singapore

The phenomenon of shadow education, also known as supplementary or private tutoring, has expanded to become a multi-billion dollar industry worldwide (Bray & Lykins, 2012). In Singapore, statistics show that seven out of ten parents send their children to shadow education institutes, also known as tuition centres in Singapore, where they are taught by private tutors primarily to master examination techniques in order to improve their grades. Private tuition feeds on the desires of school children and their parents to

gain a competitive edge in high-stakes examinations in Singapore's intensely competitive and achievement-oriented culture. In doing so, it draws upon and reproduces cultural capital represented by knowledge, skills and educational credentials and symbolic capital constituted in the power, prestige, privilege and legitimacy of educational achievement in Singapore. Leveraging Singapore's status as a 'smart nation', private tuition centres have been growing their online presence and influence through their websites. By conducting a critical discourse analysis (Fairclough, 2003; Wetherell, Taylor & Yates, 2001) on the websites of five leading tuition centres in Singapore, this study offers a glimpse into the shadow education industry as seen through the Bourdieusian lens of social and cultural capitals (Bourdieu, 1991; Bourdieu & Passeron, 1990). The paper begins with an overview of the shadow education industry in Singapore, followed by a brief discussion of Bourdieu's social theory of power reproduction through valued resources (capitals) and legitimation (symbolic power). We then train our analytic lens on how private tutors are positioned and promoted in the websites of the five tuition centres. This will be accomplished through lexical and syntactic (transitivity pattern) analyses of *who* these private tutors are, *what* credentials they have, and *how* they teach learners who enrol with their centre. This is aimed at uncovering the value and currency of private tutors and the kinds of capitals they afford learners in Singapore; in other words, how and why private tutors matter in Singapore's education. The paper closes with a brief discussion of the implications of our findings for the various stakeholders of the shadow education industry and education at large.

Paper session 3d

Policy artifacts for assessment, planning or statistics?

Karin Sälj, Linnaeus University

Research topic:

This paper presents a partial result of an ongoing dissertation with a focus on teachers' interpretation of the action guarantee/*åtgärdsgarantin* (Prop.2017/18:195) together with a mapping material/*kartläggning i förskoleklass* (Skolverket, 2019). The results presented is an analysis of collected policy artifacts that has been created by local actors despite the fact that it already exists a national material for assessment and compilation. The analysis focuses on how these local result documents differ from the national result documents and what possible motives there may be for constructing them locally.

Theoretical framework:

The analysis is done using *Policy enactment theory* (Ball, 2003, 2015, 2017; Ball, Maguire & Braun, 2012; Braun, Ball, Maguire & Hoskins, 2011; Singh, Heimans & Glasswell, 2014). Policy enactment explores the context and consider teachers as both policy actors and subjects to policy. The policy artifacts that constitute the central data in these analysis regards as local interpretations of national policy text. Assessment artefacts can come to represent the subject of policy and are cultural productions that carry within them sets of beliefs and meaning (Ball m. fl., 2012).

Methodology:

The data consists of 9 result documents and 17 teacher interviews. The documents are used by and collected from the teachers that are interviewed. The interviews are semi structured and for this purpose analyzed by content (Silverman, 2020). The analysis focuses on the policy artifacts and the interviews serve more as a complement. To create an overview, first a table was made of some important points of the artefacts. After that, questions was constructed using Policy enactment theory and then applied to the material. The operational questions concerned: the context of the artefacts, the power over interpretation and the results, how teachers interpret and do their professional role through the artefacts.

Findings:

The most important results is that the policy artifacts could be divided into two categories with different purposes and that many municipalities kidnap the intended purpose. The Government intention of the assessment material is to find the students who are in need of learning support but also to give the teacher information about the students' level of knowledge for the planning of further teaching. When the

municipalities have created their local result documents, they have constructed them based on the activities in the national assessment material, but the motive rather seem to be to collect statistics. Policy artefacts created by teachers more often have the purpose of serving as a basis for assessment and planning. They rather have a focus on students' competencies, development and possibilities. Teachers often show a split feeling and express resistance to the assessment part but still welcome the new policies. The data shows that in only one of the represented municipalities, the different purposes seem to come together in the same digital results document.

“It shouldn’t be something you have to create on your own”; Personal practical knowledge construction and professional learning for teachers in school-age educare

Lena Glaés-Coutts, Linnaeus University

Research Topic:

As a group of professionals in the elementary school system, teachers working in school-age educare (SAEC) in Sweden, often find themselves “betwixt and between” the roles that the teachers in the obligatory school and preschool inhabit (Ackersjö, Lindqvist and Nordänger, 2019). Teachers who work in SAEC, represent a variety of educational backgrounds as the qualifications for the field has changed over the years. Part of the elementary school system, they further hold a dual role working both within the obligatory program as well. This dual competence requirement means that their professional needs are unique from that of the colleagues in the elementary school system (Berglund, Lager, Lundkvist and Gustavsson Nyckel, 2019). They reside in a complex and ambiguous context when it comes to their opportunities for professional learning. The field of extended education remains very much an under-researched area in education and currently, no study has examined the professional learning needs of SAEC teachers. The main research question explored in this study is: How do SAEC teachers describe the role of professional learning as part of their personal professional knowledge?

Theoretical framework:

Located within a social constructivist paradigm, this study is informed by the understanding that “experience is the primary agency of education” (Eisner in Connelly and Clandinin, 1998, p. ix). Teacher professional learning is viewed as part of the journey of constructing and reflecting on the theoretical stances. Just like Connelly and Clandinin (1988) constructs the teachers' personal curriculum as a metaphor for curriculum and teaching, this study posits that teacher's personal experiential history can be viewed as a way of understanding their professional learning, both past, current and future needs. The main concepts used in this study to view the connection between their narratives and their experiences draws upon Huberman's research (1998) and his construct of teacher's professional life phases as a way of envisioning teachers' professional development by approaching the dynamic nature of their learning.

Methodology:

Through narrative analysis (Gilbert, 2008) of personal interviews, this study seeks to map an understanding of the professional learning needs of SAEC teachers. The empirical data consists of one-on-one semi-structured interviews as well as one group interview. The emphasis is on the personal perceptions of teachers in SAEC and how they construct their narratives when discussing the role that professional learning has in crafting their personal practical knowledge (Connelly and Clandinin, 1988).

Expected findings:

The teachers who had worked for more than 15 years described professional learning as a jungle of choices, often were not tailored to their needs, and therefore many of them created their own professional learning opportunities. They placed a high value on being able to learn together with others and dialogue around their shared experiences. The narratives of teachers who had worked for less than five years revealed that for none of them, SAEC been their first choice after high school. Their stories instead reflected finding and developing their professional competency, identity, and efficacy.

Students' interpretations of interactions in group work - an empirical study showing group work dynamics

Chanette Bach Mikkelsen, University of Agder

Research question:

What interactions are seen amongst students and teachers during student group work in a 9th grade Danish lesson in a Danish secondary class, and what do these interactions mean to the students involved?

Theoretical framework and aim of research:

The paper relies on a theoretical framework from the symbolic interactionism (Blumer, 1969; Mead, 1925, 1934/2015). It is a focus on the individual in relation to other social objects, and to the dynamics between all individuals in a group. By using the symbolic interactionism, I seek to show how students act socially and attach meaning to the interactions they are a part of. I wish to show a complexity going on during group work, where students not only strive to accomplish subject goals, but has to interpretate interactions from group members which influence how and in what ways the student participate.

Methodology/research design:

Using a case study design (Stake, 1995), data comes from observations (both with and without video) and interviews from my PhD project, following two 9th grade classes in a Danish school over a year, during their lessons in the subject Danish. Interviews with students are made using video-stimulated recall, reflection and dialogue (Nind, Curtin, & Hall, 2016). After filming the classroom lessons, sequences are picked out and used in interviews to stimulate the students to reflect and talk about, what is happening while attending group work. This is to get knowledge about how the students experience the group work.

Expected conclusions/findings:

The paper presents how students manage complex interactional situations related to answering the group work tasks given by the teachers. Teachers do not attend all group work at all times, which leaves some responsibility of getting the job done in the hands of the students. Also, student's classroom peers are of great importance (McKinney & Cook, 2018; Paine & Knight, 2020). I will show how students' different gestures reflect different agendas which influence how the group work are acted out and get structured. This study shows social interactional aspects of being together in groups in school.

Signs of learning in a linguistically diverse physics classroom

Jenny Uddling & Kristina Danielsson, Linnaeus University

This study aims at examining how physics content is elaborated and negotiated in a classroom, where several students are second language learners. More precisely, the study aims at examining how the students are supported in developing subject specific knowledge (in this case the model of sound) and ways of describing and explaining the content in accordance with the discourse of science. Data consist of video and audio recordings, digital photographs and collected texts from four physics classrooms (students aged 14–15 years). Theoretically, the study takes its stance in social semiotics (cf. Halliday 1978; Selander & Kress 2010), where form and content are closely linked. The multimodal interaction between the teacher and students and between students, along with texts used and produced in the classroom were analyzed through systemic-functional linguistics (SFL) in order to identify signs of learning (Selander & Kress 2010). In parallel with the analyses of students' development of subject-specific descriptions and explanations, choices of resources that seem to enable or hinder such a development were also identified. The results show that the teacher and the students were engaged in activities that increased students' opportunities to understand and express aspects of sound and the sound model a more subject-specific way. However, some observations indicate classroom practices that might constitute a hindrance for learning the content. The study has implications for ways of promoting second language learners' learning in science and the importance of both using meaning-making resources in conscious ways and to discuss how these resources can be used in relation to content.

Session 4

Symposium 4a: The Significance of the Call to Teach in Our Time (A Book Symposium)

David T. Hansen, Teachers College, Columbia University

Research focus:

This proposal responds to core questions of the conference, referred to below, by pivoting around a new book by David T. Hansen, entitled *Reimagining the Call to Teach: A Witness to Teachers and Teaching* (<https://www.tcpres.com/reimagining-the-call-to-teach-9780807765463>). The book juxtaposes systematic philosophical inquiry into teaching with extensive testimony from sixteen teachers who were part of an intensive, two-year-long project focused on the existential and ethical conditions of being a teacher in today's world.

**** *With what fundamental concepts and from what perspectives can we increase our knowledge of teaching today?***

A key claim in the book is that the idea of teaching as a calling, or vocation, remains a powerful, fundamental orientation toward the practice. A calling can be understood as an undertaking that provides, at one and the same time, genuine social service coupled with personal fulfillment. Based on both argument and extensive empirical evidence, the book shows that many dedicated teachers today are animated by a strong sense of vocation. They derive deep meaning from the work while serving society well through their sustained pedagogical engagement with children and youth. The extensive teachers' testimony presented in the book attests to something vital that teachers *know*: namely, that the work is not reducible to managerial input-output models that currently dominate all-too-much educational policy-making the world over. At the same time, the teachers illuminate why the aesthetic, moral, and intellectual richness of teaching cannot be reduced to familiar vocabularies associated with 'job', 'occupation', or even 'profession' (especially when the latter is understood sociologically as focusing on status and power in competition with other resource-seeking groups in society). In this light, the idea of the call to teach reaches to the very heart of what it can mean *to be* a teacher in our time, rather than someone who merely performs role functions in the manner of a bureaucratic employee. The sense of vocation fuels a purposive mindset on the part of the practitioner, in which they bring the terms of the work alive in distinctive, noninterchangeable fashion. They simply will not accept working as mere functionaries discharging tasks in whose formation they play no creative role. This teacher knowledge remains important in today's policy-making zeitgeist. If amplified through research as well as teachers' own formal testimonies, it can help work against business and market mentalities which are constitutionally unable to grasp, or heed, teaching's aesthetic, moral, and intellectual identity.

**** *What are the prospects of going beyond the gap between the German-language concept of 'Didaktik' and the English-language term 'pedagogy' or the divergence between curriculum and pedagogy? What do pedagogy and Didaktik have to offer in relation to teaching understood as moral sensibility – in accordance with a philosophical suggestion of the meaning of teaching?***

The call to teach is bound up with the fact that teaching is a long-standing human practice. The book illuminates why the origins of this practice antedate the emergence of Didaktik and pedagogy as formal, scholarly conceptions of education. Put another way, the book mirrors antidualistic theories by thinkers such as John Dewey and Michael Oakeshott in showing how the organically related perspectives of calling and practice provide intellectual resources for engaging the core dispensations of both Didaktik and pedagogy, as well as of both curriculum and instruction. The close relation of calling and practice helps us better understand how it is that teachers of children and youth quickly discover why teaching is not primarily a reflective undertaking, though reflection is indispensable before and after the fact. But the central fact of teaching is *being with* -- being attuned and responsive to the dynamic or transactive interplay of student, subject matter, and teacher. This fundamentally ethical endeavor is a matter of being fully 'present', not of standing back reflectively from the scene. To be sure, the teacher may often stop the proceedings (even if for a mere milli-second) to reflect on what is occurring. Such reflection in the moment of teaching can be highly efficacious. But it is imperative for the teacher to return as swiftly as possible to an attuned, listening, responsive mode in order to grasp as truly as possible how students are faring with the material, with their peers, and with their own ongoing education. Teachers with a sense of calling seem to take this imperative to heart the moment they walk through the classroom door. In sum, the book fuses

notions of calling, practice, and 'being with' in an attempt to provide a contemporary account of teaching that is true both to its critical traditions (reaching as far back as the likes of Confucius and Socrates) and to what dedicated teachers are saying and doing in our time – including, or especially, in the face of numerous institutional forces that militate against the enactment of authentic educational practice.

Session structure and participants:

Hansen will introduce the session by reviewing briefly the points made above. Then, three commentators experienced in research on teaching will respond to the argument in the book within the context of the conference focus on why teachers matter. The latter portion of the symposium will be devoted to conversation with the audience.

The commentators are:

**** Dr Janet Orchard** is the Director of Post-Graduate Research at the School of Education, University of Bristol. Her research brings philosophical reflection to bear on teacher education, raising questions around the nature of teachers' professional knowledge and how this is best developed. A particular interest is the contribution of both theory and research findings to judgements in the classroom, explored in relation to three contrasting cultural contexts: England,

Hong Kong and the Western Cape (South Africa). Her most recent focus has been the challenge of 'rehumanising' teacher education, with a view to extending opportunities for ethical reflection given their relative absence from current provision. With colleagues she has promoted alternative provision through a series of related interventions, including Shared Space, Going Global and P4T or 'Philosophy for Teachers'.

**** Dr. Tone Saevi** is Professor of Education and Professional Head of the Centre of Learning in Professional Education and Practice (SLIPP) at VID Specialized University in Norway. Her research and writing on education draw upon Continental pedagogy and phenomenology. In her teaching, she focuses on philosophy of education and science theory and methodology. Among her recent publication are two chapters in her co-edited book, *Phenomenology and Educational Theory in Conversation: Back to Education Itself* (Routledge, 2020), for which she also coauthored the introduction. The chapters are "Reality-testing subjectivity, naivety, and freedom – or on the possibility of educational moments," and "Children, adults, voice and agency: On the problem of seeing education from children's perspective." Since 2010, she has been Main Editor of the Open Access journal *Phenomenology & Practice*. (For additional details please see www.tonesaevi.com.)

**** Dr. Minna Uitto** is a university researcher at the Faculty of Education, University of Oulu, Finland. She studies aspects of the practice of teaching, especially relationality and emotions in teachers' work, and draws upon narrative methodologies. Currently, she is the Principal Investigator of *Unpacking and redefining changing relationships in teachers' work* (RELA), a research project (2020-2024) funded by the Academy of Finland (for more information see <https://www.oulu.fi/ktk/node/205604>). The project focuses on what changing working conditions mean for teachers' relationships in their work. Uitto's previous research has dealt with the emotional dimension in beginning teachers' stories about their work and teacher-student relationships based on students' memories of their own teachers. Furthermore, her research has explored the use of narrative pedagogies and peer groups in pre- and in-service teacher education and their potential to support teachers' professional development.

Symposium 4b: The subject matter of 'sport didactics' – crossing fields

In this proposed symposium, we will discuss and problematise the subject matter of 'sport didactics'. Sport didactics here refers to on the one hand, the educative sport-related teaching practices in schools, i.e., the school subject physical education and health (PEH) and the school subject of 'special sport' provided in Swedish upper secondary schools by 'sport schools' and on the other hand the educative and socialising practices provided by the Swedish sports movement. These different sports contexts have in common, for instance, a predetermined division of power (Bernstein 1979) between the teachers/coaches and the students/athletes (Lundin 2019, 2020), the importance of proper instructions and feedback (Ward 2011, Klatt & Noël 2019), and an idea of progress and development. The aims and goals, however, differ: from empowering children who have newly arrived in Sweden, with no prior experiences of school PEH, to socializing students into a democratic society and training them in order to achieve explicitly formulated

and measurable results. The special sports schools presumably face a double task in this respect. By highlighting different sport practices, we will argue that even if the intended pedagogical principles may vary, the concepts and especially the logics inherent in these practices may be similar. Not taking into account the logics upheld by sports itself, it is not possible to understand sport didactics in school practice. We will discuss sports didactics from four different perspectives, drawing on different types of methodologies, theoretical frameworks and empirical material. These perspectives all aim at contributing to the overall picture of sports didactics with respect to educating for life-long learning, democracy, physical activity and health, but also a sustainable sports movement and healthy elite sport practices. Four perspectives:

Equitable assessment practices in PEH?

Göran Gerdin & Nina Westrin Modell, Linnaeus University

First, we will present the findings of study that examined students' experiences of equitable assessment practices in PEH. The results show that both teaching and assessment/grading practices in PEH appear to be shaped by values associated with the norms and values of competitive and club sports rather than values outlined in the Swedish Educational Act and PEH curriculum (Modell 2018). Both teachers and students are seemingly involved in reproducing such teaching and assessment practices in PEH. We therefore call for further work to be done with students, teachers and teacher educators of PEH to draw more attention to the learning and achievement objectives of the curriculum.

Social Justice practices in PEH

Göran Gerdin & Susanne Linnér, Linnaeus University

Second, we will present the findings of a cross-national research project, where we examined PEH practices in New Zealand, Norway and Sweden and tried to identify teaching practices that foreground democracy and social justice. We in particular focused on teaching practices that actively strive for greater equity and social justice for all students. From an institutional perspective, the enactment of social justice in the teaching practice is dependent on the coherencies in the interplay between the regulative (laws), normative (curriculum) and the cultural-cognitive (the teachers' interpretations and actions) (Linnér et al 2020). Even so, there are pedagogies for social justice that at a universal level have the potential to strengthen the individual as well the group (Gerdin et al, 2020).

Sport schools and competing logics

Filip Andersson & Katarina Schenker, Linnaeus University

Third, we highlight school subject of special sport provided by Swedish sport schools, where the students can combine school with an elite sport investment (Radtke & Coalter 2007). The organization of sport schools operate under legal structures, underlined by beliefs that these forms provide better opportunities for achieving some sort of success. The few studies highlighting sport schools from an educative perspective indicate that the environment partly is impregnated by a masculine competitive logic, which also reinforce problematic norms (Larneby 2020; Skrubbeltrang et al. 2017;). Additionally, the coaches, who also teach in the sports schools, tend to focus on the sports part rather than the educative part (Hedberg 2014).

The coach and the educator

Jørgen Bagger Kjær & Camilla Strömberg, Linnaeus University

Fourth, we will discuss the role of the coach in sport schools and in sport clubs. It has been suggested that the coach should act as an educator (Jones 2006) and that effective coaching is more than just improving

athlete's skills and understanding of their sport. An effective coach will also improve the athlete's connection and character through athlete-centred coaching (Gilbert and Côté, 2013). In this discussion we draw on Nel Noddings (2013) concept of care who suggest that morality should be at the heart of any pedagogical endeavor. By doing so we aim to problematize and contextualize the meaning of the coach as an educator as well as discussing to what extent taking a moral approach can enhance athletes' outcomes in sport schools and sport clubs.

Paper session 4c

Systematic quality work without quality? A study of local initiatives to challenge segregation

Andreas Bergh, Örebro University

Research topic/aim:

The concept of quality has been high on international and national education policy agendas since the late 1990s. However, rather than bringing questions of educational quality at the center, earlier research has demonstrated that an instrumental emphasis on quality assurance and evaluation (QAE) has become the dominant use of the concept of quality at international and national policy levels (Bergh 2015, Kauko et al 2018). Instead of taking its starting point in a decontextualized and "empty" policy concept, the aim of this presentation is to put the light on a complex educational quality question in the practical, and to discuss implications for teaching and learning activities. More specifically, the focus is at the local meso level, with an empirical interest to study how a Swedish municipality has tried to challenge segregation through education.

Theoretical framework and methodology:

Inspired by Joseph Schwab's (1970/2013) writing on the practical, a curriculum theoretical approach is used to study the relation between hope and happening (Lundgren 1983). The hope, in this case to improve educational quality, goal achievement, integration and equity was formulated by a Swedish municipality that in 2016 decided to close a school and instead spread the students to four other schools. The empirical focus is at the hopes expressed by local politicians and the actions taken at the local administrative level. Data has been collected through interviews, five with politicians and eight with civil servants. In order to approach quality as a question that is done by these actors, with respect to organizational, pedagogical and social aspects, curriculum theory is complemented with insights from school development research, didactics and perspectives that enable intersectional analysis (De los Reyes & Mulinari, 2005; Hudson & Meyer 2011; Jarl et.al. 2017; Wahlström, 2016).

Expected conclusions/findings:

The study demonstrates challenges and possibilities the local meso level actors meet when they try to navigate between local complexity and national policy conditions. A condition that limits the local room for maneuver is caused by the relation between, on the one hand juridical regulations, and on the other, student's freedom of choice. In the next step, the local decision to close one school and move the students put great demands on teaching and learning activities and thus on school leaders and teachers at the four new schools.

Even though education has a great potential to challenge segregation, closing down a school is in itself far from an easy way to improved quality, goal achievement, integration and equity. Altogether, the result demonstrates that conflicts that are concealed in the maximized and recontextualized policy language erupt in the local setting, with challenging consequences for its different actors and for the education in question.

The school principal as meaning maker in the professional, pedagogical, and, administrative scope of opportunities and necessities in the powerplay of leadership for student education and socialization

Jon Terje Hegghaug, University of Agder

This paper discusses how school-principals address different dimensions as professional, pedagogical, and administrative leaders in school. Phronetic organizational studies (Flyvbjerg, 2001) are used as a methodology. The methodology uses specific empirical analyses and practical philosophical considerations are discussed to contribute to societies capacity for value-rational deliberation and action (Flyvbjerg, 2001). The empirical material is analyzed by placing the concept of ‘power’ at the core of the analysis. The study examines social practices by the following four value-oriented questions: Where are we? Is it desirable? What should be done? The last questions hold the importance and impact of power mechanisms, that is who gains and who loses in this constellation of power, not only who governs, but who governs rationality (Flyvbjerg, 2001). The principal is in a position to create meaning, but the same position allow and need as well the use of power (Gunnulfson, 2020; Moos, 2016). Principals as school leaders can create meaning for themselves and for their co-workers in meeting demands and wishes, formal or informal expectations for the school. Being professional, pedagogical, and administrative leader can be content free functions, but in a practical world they are exercised within different dimensions of pedagogical and normative aspects (Moos, 2016). This paper addresses the following research question: *Which dimensions does a principal face in the practical work for student education and socialization?* The empirical data comprise semi-structured life history interviews with five principals in four different municipalities. Life world interviews are about interpretation, understanding the others world (Kvale & Brinkmann, 2009). Knowledge and understanding for and about the topic make it possible to have open questions, that again can lead to follow up questions to go deeper into what the interview subject means (Dahlberg et al., 2008; Kvale & Brinkmann, 2009).

The empirical data will be discussed from a didactical point of view. The principal is in a position where they must be loyal to political administration and policies and at the same time must give freedom to teachers to educate the students. This contribution wants to reveal different dimension that arises for the principal in being a professional, pedagogical, and administrative leader seeking for the best education for the students. Findings indicate that there are different dimensions being a professional leader. This can include, for instance, that the principal as professional leader, offer the teachers autonomy to develop their professional practice, let the pedagogical leader steer the direction together *with* the teachers by communication and interactions. This will contribute to agree on how the collegium wants to work pedagogically, and as well how the role as administrative leader is taken by selfpresentation and by the use of rhetoric means. The core challenge is where all leadership dimensions meet, that is to work together to create meaning and where power is to be used in a continuous but dialogical way with the situations that emerges in everyday school live.

Teaching and assessment in linguistically diverse settings – Merging interests for equity in education

Helena Reierstam, Department of Education, Stockholm University

This presentation leans on experiences and findings from a recent investigation on assessment in multilingual education (Reierstam, 2020). Our world today is characterized by diversity and perhaps more students than ever are educated in a second language (L2) (Nikula et al., 2016). Policy, organization and pedagogy that reflect the role of language in and for assessment is of paramount importance for student success. The findings suggest that measures to promote more equitable and fair assessment include all of the above. I posit, in agreement with Stobart (2005), that fair assessment is inseparable from fairness in access opportunities and in what the curriculum, but also what the organization can offer. Fair assessment thus hinges on access to necessary language, which together with grades provide keys to opportunities in life. The resulting questions are; which language(s) and whose responsibility? Sweden is facing challenges in education since inequalities across student groups are increasing and the gap between advantaged and disadvantaged groups is wider than for the OECD average (OECD, 2019). The present study investigates

teachers' assessment practices and beliefs in two different multilingual contexts in relation to the distinction advantaged – disadvantaged. It includes upper secondary schools where English is used as a medium of instruction and schools with many newly arrived migrant students. The contexts differ, but teachers in both studies claim that language interferes with the students' ability to show their subject matter knowledge. The question is if, and in that case how, this has affected teachers' assessment beliefs and practices? The results of this study, where assessment is considered an integrated part of teaching, reveal that assessment is not comparable across contexts. Conditions differ depending on teacher profile and organization, e.g. if teachers provide students with necessary language, how teachers perceive of the students' skills and prospects, if teachers believe the knowledge requirements to be realistic or not given the students' background, to mention a few. As the present study is cross-disciplinary and comparative in nature, several theoretical perspectives merge, i.e. teacher beliefs, assessment validity theory, functional linguistics and curricular features of the subject disciplines. The functional role of language is of central interest, why a language integration framework adapted after Leung and Morton (2016) was used, but also alignment theory (Biggs, 2003; Biggs & Tang, 1999) and an assessment literacy model, adapted after Abell and Siegel (2011). The data were collected and analyzed using an interactive mixed methods' design (Schoonenboom & Johnson, 2017), including both questionnaire and interview data in order to gain a broad as well as in depth understanding. I argue that educational research should be characterized in terms of pluralism since it must take into account societal developments, implying that the issue under investigation should be approached from a variety of theoretical stances (Smeyers 2006). The key interest, given the challenges, is to gain new usable knowledge to improve and develop teaching conditions.

A Marriage Made in Heaven? Newly arrived students' perspectives on the selection of knowledge and organisation of teaching

Jan Berggren & Ann-Christin Torpgren, Linnaeus University

Research topic/aim:

In our previous articles we have focused on pedagogical and organisational responses newly arrived students encounter in the Swedish national educational system on upper secondary level on knowledge, skills and experiences they have gained previously from other countries, summarised in two questions: What knowledge, skills and experiences count in upper secondary education? What is of relevance in the organisation of teaching for newly arrived students?

In a forthcoming article we focus on the contribution that guardians of newly arrived students add to these students' conditions for learning and qualities in learning.

Theoretical framework:

In analysing what counts as valued knowledge in the Swedish upper secondary system we use Bourdieu's (1974) concept of embodied cultural capital, which refers to cultural resources of an individual that are personally acquired knowledge and skills. A student's embodied cultural capital is crucial for the individual's academic achievements since it refers to a personal ability to use language forms that are institutionalised and valued in school, as well as the personal knowledge about the national societal system and history demanded by teachers.

Methodology/research design:

Our forthcoming article on the contribution that guardians add to newly arrived students' teaching conditions and learning is based on the analysis of interviews with guardians as well as upper secondary teachers.

Expected conclusions/findings:

Findings are that familiarity with the majority culture, how the educational system works and how to use the majority language for learning purposes in Sweden constitute crucial knowledge for progress in upper secondary education. When newly arrived students reflect on conditions for the organisation of learning, they emphasise the importance of inclusion into social networks with young people in school. Teachers add the importance of assistant teachers that can translate the lesson content into the language students are best at. However, teachers in mainstream classes demand reading and speaking competences beyond what

newly arrived students can perform. In our next article we expect guardians and teachers to add what a beneficial network between teachers and guardians could contribute with to enhance the quality of formal instruction of newly arrived students. Finally, the authors encourage a critical approach to what counts as knowledge and how the organisation of teaching takes shape in the upper secondary school system. We call for the acknowledgment of students' diverse cultural experiences, their knowledge of various languages, and their previously accumulated knowledge, thereby improving students' opportunities for continued education and social inclusion. Teachers could aim for these students to experience that "Education is my passport", that education will open the gateway to a future of essence to them.

Paper session 4d

The paradox of risk – A proposal for teachers navigating free speech

Maria Rosén, Uppsala University & Emma Arneback, Örebro University

Research aim:

This paper elaborates on the issue of free speech in education with the teacher profession at the center. And we ask, how can teachers navigate the burning question of free speech? The question about free speech and education has been lively discussed during the last decades. A painful example is the murder of the French teacher Samuel Paty, based on the content in his teaching about freedom of speech and religion. On a general level, the discussion has been circling around the legal framing and the communicative space in education, and questions on *what* can be said, *how*, by *whom* and *when* (Arneback, 2012; cf. Rosén et al 2020) . These questions are often discussed in relation to occurrence of hate and violence and the negative consequences of free speech - both for those listening and for those speaking (cf. Edling & Liljestrand, 2019). Altogether, the described tensions raise questions of the core of a democratic education.

Theoretical framework and research design:

In this philosophical paper we evolve a discussion on teachers navigating free speech around two theoretical concepts, *risk* and *the paradox of action*. To elaborate on possible outcomes of free speech in education, we first turn to the etymological roots of the concept of risk, showing the doubleness of risk (Oxford English Dictionary, 2021) – uncertainty as a potential for change and as a possibility for violence. In this stage we also use earlier research to illustrate the doubleness of risk in relation to free speech in education (e.g. Applebaum 2003, Callan 2016, Ruitenberg 2017). To further discuss teachers' actions, we secondly turn to the philosopher Jonna Bornemark (2020) who use the concept of "paradox of action" to conceptualize the need to navigate in tension.

Findings - proposing a paradox of risk:

Based on the process described above, we in conclusion propose an approach for teachers in navigating free speech in education, which we term 'living the paradox of risk' (cf. Rosén & Arneback, 2020). That is to take both the positive and the negative view on risk in communication into consideration when deciding on how to act. This means that teachers need to reflect on both the risk of violence *and* the risk for change in navigating free speech. This paradox is rooted in our view that the two approaches to risk are reminders of the complexity of the struggle for a democratic education, however sometimes creating an ambivalence for teachers on how to act (Arneback 2012, 2014). Therefore, instead of trying to resolve a paradoxical tension, teachers need to stay and act within it, not reducing its complexity. We should thus think of the paradox as formulating a mutual dependence, where more is required of one side in one moment and more of the other in the next; neither can be neglected.

Pupils' informal social strategies "backstage" when dealing with formal individual assignments

Charlotta Rönn, Mid-Sweden University and University of Gävle

Currently, there is a new wave of European policy discourse with an enhanced interest in curricula and compulsory schools, which is emerge in the European and Swedish knowledge discourses; these comprise a performance-based curriculum (Wahlström, 2016). There is a development towards an individual focus on the pupil and a frequent use of self-regulation in Swedish schools (Carlgren, 2015). Visible learning and the closing of pupils' achievement gaps (Hattie, 2009) has had a considerable impact on the curriculum and teaching methods in Sweden. The study's aim was to explore pupils' informal social strategies in doing schoolwork. Goffman's theater metaphor, in which people's behaviors are considered as being enacted either on the "backstage" or "frontstage" of social life was applied as theoretical framework. The concept "backstage" was used for pupils' interaction with peers beyond teachers' gaze - inside and outside the classroom. The study's ethnographic inspired method design, with an outspoken pupils' perspective, comprised four months of observations, two weeks of audio-visual recordings (in grade 8) and 18 semi-structured interviews with the same pupils (in grade 9) in one class, with 25 pupils, at a Swedish municipal lower secondary school. The analysis showed that some pupils took responsibility for their learning as well as developed autonomy in line with the (and teachers') and curriculum's intentions. Others relied on achievements made by the former ones, with the purpose to obtain elevated grades effortlessly. These activities took place "backstage". According to the pupils, their informal social strategies in backstage spaces went unnoticed by teachers. Backstage activities were: a) logging into classmates' Google classroom accounts and write original texts for peers, b) swapping computers with peers behind the teacher's back and writing original texts for classmates, c) (high achieving pupils) taking pictures of their completed individual assignments and forwarding them to peers who reformulated the texts "in own words", and d) sharing leaked National Tests on the class' informal Snapchat-group. Consequently, some pupils' "individual" assignments were produced in collaboration with peers in backstage spaces. According to the pupils, the teachers were not aware of these backstage (which later on was confirmed by their teachers). The results indicate that the visual learning's central questions, the a) Where?, b) Where to?, and c) How?, may deviate for teachers when assessing individual pupils, and it might be difficult for teachers to meet the individual pupil's needs when these become invisible "backstage". The study exposes an issue, where curricular changes brings less desirable "results" than the intended one. In a performance based knowledge discourse, some pupils moved their activities backstage by the use of digital tools and informal social networks. Klette, Sahlström, Blikstad-Balas, Luoto, Tanner, Tengberg, Roe and Slotta (2018) question to what extent "classic patterns of participation established before the extensive digitalization of classrooms" still are valid (p. 68). This study's findings are in line with this; some pupils apply new "patterns of participations" which to a great extent are impossible for teachers to detect. Some of the pupils rather developed a responsibility for having a text to hand in to teachers – rather than taking responsibility for their learning and develop an eagerness for life-long learning.

Democratic practices in school – Children's democratic subjectification in moments of disturbance

Lene C. H Sirevåg, University of Agder

This paper forms part of a phd study aiming to develop knowledge and insight on how moments of disturbance in lived school life inflicts upon children's opportunities to get democratic experiences, and how these experiences inflict upon children as democratic and political subjects. Attention is drawn towards moments when children's moving bodies and use of space pops up and cracks through the expectations of the official ordered rhythm of school, to 'moments of disturbance'. The main research question is: *How is disturbance negotiated in everyday life in school, and how does this inflict upon children as democratic subjects?* It is an ethnographic study with an overall abductive approach where I have carried out a fieldwork over a year among children in a Norwegian primary school. I have followed children around during their days at school and employed participant observation and qualitative semi structured interviews with practitioners and children. Methodologically the study draws on anthropology

and phenomenological reflexive lifeworld research. To analyse and study the relationship between the concept of democracy and disturbance I draw theoretically on Gert Biesta (2011) and his writings on democracy and interpretations of Chantal Mouffe and the radical theory of democracy. The radical theory of democracy has an agonistic approach to democracy where conflict and disturbance is seen as the primer force to keep democracy alive. To study the corporal doings of children and their use of space in moments of disturbance, what children themselves when asked, refer to as things that “just happens”, I employ the concept of the pre-reflexive body and chiasm found in the theory of Merlau Ponty on phenomenology of body. This opens an analytical window to study what Merlau Ponty refers to as children’s special incarnated existential corporal way of inhabiting this world. Furthermore, I draw on Foucault and his perspectives on the ‘political body’ to understand and analyse discursive bodies in the empirical material emerging in the conjunction between everyday school life and educational and political discourses. Lars Løvlie (2021) suggest that teaching must regain its significance in an educational world dominated by politicians and bureaucrats, and route school back into pedagogy and a child centred democratic practice. One condition of this ‘retracking of pedagogy’ is perhaps for teachers to acknowledge and share with children the pull to the moment, where children are recognised as genuinely offering new alternatives on their own terms as already democratic political subjects. Shedding light on new ways of being political; one where, using the words of Toby Rollo (2016); speech and reason no longer holds monopoly to democratic education and politics and where children are present in their form in the now rather than a represented interest or an added dimension to adult politics and democracy. This study carries implications for teaching in respect of democratic education where the teacher must think carefully about what it might mean for a child to be taken seriously as a political subject, to respect the active political agency of children on their own terms. This would imply that it is not enough to think about democratic education as learning about a particular order of society, but for teachers to uphold the relevance and importance of conflict, disturbance, and ruptures of the ‘planned and timed agenda’ and release pedagogical control for ‘things that just happen’.

Keynote: Professor Katherine Schultz, University of Colorado Boulder

The role of listening and silence in classroom participation

This talk will address the ways that teachers can use listening and silence to shift understandings of classroom participation. To build a pedagogy that is respectful and engages students in learning, I suggest that teachers listen deeply to students, locating the knowledge they gain about the students at the center of teaching. Listening to silence in classrooms involves listening to what is said between and beyond words through a stance of questioning and not knowing. Listening for, inquiring into, and honoring silence might lead to louder, more dynamic and engaged classrooms that have moments of stillness when students pause for reflection. Most important, inquiry into classroom silence and participation might lead to classrooms where equitable participation is defined as broadly as possible.

FRIDAY, OCTOBER 15

Keynote: Professor Stefan Hopmann, Vienna University

Didaktik and Democracy

It is one of the most commonly held beliefs among educators that what teachers teach shapes society. Yet, how does this happen, to what degree and in which areas? If you believe what most of the currently available empirical research tells you, then this is about the contribution of teaching to academic achievement, i.e. the social distribution of school knowledge and/or the competencies which are said to be connected to this. Based on more than thirty years of historical and comparative research, I would like to argue that this is a complete and utter misunderstanding of what teaching in schools should be about and what it is able to do. For me, this is more than an academic question of which theories we prefer or which data we believe in. This is a fundamental matter of if and how democracy can have a future in our societies.

Session 5

Symposium 5a: Children and their questions matter – to teachers and to curricula?

In *The Child and the Curriculum* Dewey (1902) discussed the relationship between children and their education as a complex matter. Education today, wherein assessment and accountability are strongly emphasized (cf. Hopmann 2008), can be studied from the point of view children, school or national level. The overall aim of this research project is to generate new knowledge on *children's existential questions as educational concerns*. In this project relationships between the child and the curriculum are at the center. The starting point is in children's questions, seen both as expressions of their worldviews and as questions seeking knowledge, calling for educational responses. The concept 'livsfrågor' [life questions, existential questions] came into the Swedish syllabus of the school subject 'Religionskunskap' [Knowledge of Religion] in 1969. 'Livsfrågor' is the entry here to the study of relationships between the child and the curriculum. In empirical studies carried out 2019-2020 more than 270 children aged 12 years in 10 schools responded in writing to questions regarding what they think of. The methodology resembles recurrent Swedish studies undertaken up to 50 years ago. The analyses of the empirical material centres on questions like: What concerns and questions do the children have, today and 50 years ago? Secondly, national curricular documents from the three Scandinavian countries, plus curricula from the German regions, Bavaria and Berlin-Brandenburg are studied. Questions raised in analyses are: Are questions of children recognized in curricula? What kind of direction is given as to how to address them? Are, e.g. ways described for entering into dialogue with children? Thirdly, in interviews with present-day teachers, how do they didactically describe their approaches to children's questions and concerns? Preliminary analyses of 10 interviews with teachers of the Social Science subject where the subject 'Religionskunskap' [Knowledge of Religion] is one part, are reported on. In our curricular studies (Sporre, submitted) the approach suggested by Geert Biesta (2009a) to understand education as having three functions, qualification, socialisation and subjectification became adequate for analyses. Furthermore, the way Biesta (2009b; 2017) has elaborated on the role of subjectification assists our focus on children and their questions. However, how far Biesta's theoretical framework can serve as overarching theory for every study of this broad project needs to be tested. There is a need of also including as analytical resources other sociological/philosophical perspectives, historic methodology, worldview studies, and didactical theories.

What questions do children have today and 50 years back?

Christina Osbeck, Katarina Kärnebro & Annika Lilja

In this presentation analyses of children's texts from three different tasks from a material, UMRe, gathered 1969-1973, as well as from a new material collected 2019-2020 is presented. The aim is to investigate how important existential questions for 12-year old children vary over time and in relation to e.g. gender. The analysis takes its departure in inductive qualitative content analyses with worldview theoretically motivated analytical foci, i.e. on content, values, knowledge interests, as well as perceptions of human beings and communities. Children's questions are understood as demanding educational responses from teachers and school, which raises the question about how to understand subjectification, socialisation and qualification in relation to each other.

How are the questions of children to be responded to – according to syllabi

Karin Sporre

For the content analyses of syllabi the school subject 'Religionskunskap' and its equivalents were chosen. This as children's pondering before life and other questions of theirs, could be a possible didactical approach in such syllabi. Results of comparing the Swedish, Norwegian and Danish syllabi point to varying patterns regarding how children's questions are recognized (Sporre, submitted). They have been seen as a starting point, a hub, as neglected, being made into an integrative nucleus, or a dialogical platform. When now two German syllabi are included we in a more detailed analysis seek to identify explicit ways to address children's questions. In analyses so far, Hartman (2000) and Biesta (2009a; 2009b; 2017) were used as analytical tools.

Teachers' perspectives and children's existential questions

Katarina Kärnebro, Annika Lilja & Christina Osbeck

Previous studies show that Swedish RE teachers find it important to engage in children's existential questions, but due to lack of time the questions seldom become a focus in their teaching (Löfstedt & Sjöborg 2018). In our study of 10 classes, the teachers were interviewed twice, before the datacollection started in their classes and after its completion. The interviews focused whether the teachers let children's questions influence their planning for lessons, or influenced ongoing teaching. Given preliminary analyses we expect the results will address what teachers consider when designing their RE teaching, especially their awareness of, and use of children's questions. Subsequently, the result will show what the teachers enable in the encounter between child and school, and contribute to an elaboration of Biesta's concepts.

Paper session 5b

The gap between theory and practice: A study of work-integrated teacher training

Petra Runström Nilsson & Linda Jonsson, Mälardalen University

Research topic/aim:

At Mälardalen University a new teacher training programme has been launched to further link theory with practice and help students develop a teacher identity in between the different positions as employed teachers and teacher students. The aim of this study is to highlight how we can understand teacher students' image of the profession and education. This paper examines teacher students' perceptions of the profession and education.

Theoretical framework:

The theoretical starting point is taken from two perspectives. From Wolfgang Klafki's criticalconstructive didaktik (2000, 2004), a practical discussion is made possible about the relationship and connection between theory and practice. The other perspective is inspired by Max van Manen's (1991, 2016) description of the tact of teaching, and what he outlines about pedagogical thoughtfulness, practical intuitiveness and openness towards the students. Van Manen says that pedagogical tact manifest itself in everyday life as instant action and forms a way of acting; pedagogical tact is sensitive to the particularities and context of the situation: "Pedagogical thoughtfulness and tact are the mindful skills that enable a teacher to act improvisationally in always-changing educational situations" (van Manen 1991, s.187). He underlines the importance of the teacher creating strategies in order to respond to unexpected situations.

Methodology/research design:

In focus are a group of students taking the new teacher training programme, *Grundlärarprogrammet inriktning grundskola årskurs 4-6 med fältdag* who the researchers will follow for a year. This study will collect data by focus group interviews conducted at different times. The data will be analyzed using the theoretical concepts from Klafki's critical-constructive didaktik and from van Manen's concept of tact and thoughtfulness.

Expected conclusions/findings:

Results from the project have potential to contribute to knowledge on the theory-practice dilemma within teacher education. The assumption is that the result will give teacher educators clues about how the gap between theory and practice can be illuminated and bridged. We also hope to gain deeper understanding of teacher students' image of the profession and the impact of the placement schools on students' perceptions. As a student said after the first visit on the placement school: "Being a teacher involves so many different tasks, it's so complex".

The school between competence and autonomy - teaching in the light of the double purpose of pedagogy

Niels Tange

This paper presents results from a PhD-thesis in progress that investigates how pedagogical practice and teaching can be understood and carried out, taking into consideration that pedagogy is fundamentally committed to a double purpose. As a response to the current academic debate in Denmark and internationally (Sahlberg, 2011; Biesta, 2014; Kristensen, 2017; Hermann, 2016) on whether the purpose of school solely is optimizing learning outcome and effectively providing pupils with knowledge and competencies, or whether it should include focus on Bildung, subjektification, autonomy and moral judgement, this paper suggests to grasp this discussion with the term of the *double purpose of pedagogy*. The double purpose is in this paper - based on theoretical analysis of Rousseau, Kierkegaard, Biesta and Adorno (Tange, 2021, in prep.) - defined as the fundamental pedagogical condition, that the teacher on one hand is obliged to provide the pupil with competencies and social cultural identity and on the other must support that the pupil develops herself as an independent, autonomous, moral subject. Two domains of purpose that both are opposites and mutually dependent on each other which leaves the teacher with a double, contradictory and paradox task. Moving from a theoretical to a practical-empirical view, this paper asks how the understanding that teaching has a double purpose affects the way teaching should be understood and carried out in everyday teaching practice. On that note the research question for this paper is: *How does teaching appear as a phenomenon in the light of the double purpose of pedagogy?* The question will be answered through a phenomenological-hermeneutic (Heidegger, 2014 ; Gadamer, 2007) analysis of monthly held *research circle* dialogues (Persson, 2008; 2010) carried out with three groups of teachers throughout a year. Prior to and throughout the dialogues the teachers has been introduced to the concept of the double purpose as a *sensitizing view* (Kvale og Brinkmann, 2015) and in between the dialogues the teachers have been experimenting with their own teaching within the frame of *action-learning* (Duus et al., 2012). The ambition of this paper therefore is to identify how the practical everyday teaching should be understood and carried out in a school that both develops cultivated, competent, and adjusted citizens and autonomous, moral human beings. Current ongoing analysis shows that expected findings could be: That teaching should not be understood as either leading the pupil as an object or letting

the pupil be a subject but it is a shifting *pedagogical double movement* between these two orchestrated by the teachers full judgement based on both the teachers humanity and ethics but also methods and techniques. The Danish school is currently caught between being focused solely on competency and longing for focusing on autonomy. The “double” view on teaching opens up for a deeper and more meaningful understanding of the elements of teaching.

Teaching based on children’s experiences of learning at play in a hybrid reality

Marina Wernholm, Linnaeus University

Research topic/aim:

The aim of this paper is to highlight and discuss the digital didactical dilemmas with connecting learning in educational practices to children’s experiences of learning at play in a hybrid reality. Hybrid reality here refers to children’s play practices when the physical and the digital worlds intertwine into one practice for playing and learning (Wernholm, 2020). Children’s previous learning experiences seldom appear to be acknowledged or built upon in schools (cf. Collins & Halverson, 2009/2018). This is problematic, since schools are the dominant educational institutions in contemporary societies, that determine what constitutes, defines and frames learning (Sefton-Green & Erstad, 2015). The findings have increased value for different stakeholders given the new formal demands on schools to provide conditions for pupils to develop digital competence, in combination with the aim of using digital tools and digital resources for educational purposes.

Theoretical framework:

Connected learning is here understood as an approach to learning which is grounded in educational theories that recognize that learning and development are embedded within social relationships and cultural contexts (Ito et al., 2020; Ito et al., 2013), embracing learnercentred strategies (Dewey, 1916/2011, 1938/2015) and how learning is part of belonging in situated practices (Lave & Wenger, 1991). The connected learning framework consists of three spheres of learning that are integrated: interests, opportunities and relationships. These concepts will be applied when highlighting and discussing digital didactical dilemmas.

Methodology/research design:

A number of methods, such as interviews, video-recorded play sessions and video-stimulated recall are used, all capturing the children’s voices and activities, contributing with a nuanced understanding of children’s experiences of learning at play. The analysis of the interviews was partly informed by nexus analysis, and multimodal interactional analysis was applied to the video-recorded play sessions and video-stimulated recalls.

Findings:

This paper contributes important knowledge by highlighting younger children’s voices on the current state of their lived experiences of learning at play in a variety of digital contexts. Findings reveal how children through participation in digital play practices develop strategies for both learning and teaching, strategies that appear to have bearing on other contexts when it comes to, for example, formulating questions and answering them, and imitating and showing how something is done. The empirical models and conceptual frameworks presented here can be applied to and guide educational transformation if children and their play practices are given a prominent role. In such play practices, digital tools and digital resources are used as means for representing ideas and for communicating, and children are given the freedom to use suitable modalities. What appears to be a fruitful approach to education in the future is to invite all children to reconstruct themselves as subjects as whole selves, with all the skills and experiences the children represents. Thus, there is an obvious need for teachers to consider and acknowledge the whole range of experiences that children have, in order to understand and support their becoming citizens in a digitized society.

Paper session 5c

Science Studies (“naturkunskap”) as a school subject – implications for teaching

David Örbring & Jesper Sjöström, Malmö University

A subject in school is a construction and way to organize knowledge in the curriculum (Örbring 2021). The curriculum can, in turn, be viewed at different levels (Doyle 1992) or in different arenas (Wahlström 2014). At the programmatic level, school subjects are constructed in writing through various actors and decisions. In this process, the actors make choices and evaluate the knowledge that each subject must contain. Science Studies (“naturkunskap”) is a subject in the Swedish upper secondary school which is a complex construction that draws content from several different academic disciplines. The purpose of this study is to investigate how science studies were constructed on a programmatic level in the 2011 curriculum, and what values of knowledge were made by different actors (or stakeholders) in this process. The theoretical starting point is curriculum theory in terms of levels (Doyle 1992), arenas (Wahlström 2014) and pedagogical device (1990) and vertical and horizontal knowledge (Bernstein 1990; 1999). Also relevant are theories regarding knowledge in school subjects, such as those by Deng and Luke (2008) and Carlgren (2020). Furthermore, Klafki’s Didaktik analytical questions will be applied (e.g. Sjöström & Eilks 2020). The method is qualitative and draws inspiration from an earlier study of geography education (Örbring 2020). This study consists of analyses of documents from the process of making the steering documents for the curriculum, such as minutes, drafts, comments, meeting notes and working materials. A content analysis will be made of these documents, found in the archives of the National Agency for Education. Expected findings are about describing how the Science Studies subject was constructed, what knowledge is included, as well as whether there were/are different values, traditions and conflicts in the subject. Our hypothesis and preliminary analysis – based on reading of the syllabus as well as own experience – is that in Science Studies there is a subject identity tension between being a natural science subject (based on biology, chemistry, physics and earth science) and a societal- and environmental-oriented social science subject (based on themes such as sustainable development, energy and health issues). Related to this tension is the question of what role the Science Studies subject has in the Swedish education system. Science Studies can be seen as a continuation of the science subjects in compulsory school, or alternatively, a value-oriented interdisciplinary subject. In the presentation we will especially focus on the implications of the curriculum and Didaktik analysis for teachers and teaching.

Using praxeologies to disclose the potential of tasks with respect to mathematical reasoning

Elin Berggren & Miguel Perez, Linnaeus University

The anthropological theory of the didactic (ATD) is a research programme developed by Yves Chevallard, a researcher in the didactics of mathematics. Within the ATD, didactic phenomena are studied on the basis of a specific perspective on the concept of knowledge, a praxeology, that considers knowledge as a human activity of study of types of problems in such a way that the practical and the theoretical dimension of their actions are not separated (Bosch & Gascón, 2006). A praxeology consists therefore of two inseparable aspects of knowledge referred to as *praxis*, or our practical “doing”, and *logos*, that serves to describe, explain or justify our doings.

We believe that the notion of praxeologies can be useful for teachers, as well as for researchers, for analysing the potential of mathematical tasks. In our case, focus is put on the potential of tasks for stimulating students’ mathematical reasoning. However, previous research has shown that it may be difficult for teachers to adopt the notion of praxeologies and use it to develop their teaching (Perez, 2018). The aim of this paper is to describe our on-going work of exploring how graphical representations of mathematical praxeologies can be used to disclose the potential of tasks with respect to mathematical reasoning. Our work is inspired by the teaching model “Study and research path” (Florensa, Bosch & Gascón, 2021). In the work of Florensa, Bosch and Gascón (2021) they use so-called “question-answer maps” to describe how knowledge may evolve through the questions asked by students and how answers

to these questions may lead to new questions and new answers, and so on. Question-answer maps can be used as a tool for didactic analysis as it provides a graphical representation of possible learning trajectories in a mathematical activity (ibid.). In a similar way, we believe that graphical representations of praxeologies may provide a better overview of how a specific task can be used for creating opportunities for students engaging in mathematical reasoning. In this research we adopt methodologies from educational design research. In educational design research, the design process usually includes three phases that can be referred to as planning, implementation and evaluation. These three phases constitute one design cycle. In order to make a thick description of the entire research process, it is important that the developmental phases of the design process are not treated as uncomplicated inputs that only serve as a 'design base' for research activities (Perez, 2018). For this reason only the planning phase is considered in this paper. Normally, the outcomes of educational design research includes making contributions to both theory and to teachers practices. In this initial phase, the expected results from this research is a rich a priori analysis that precedes future realisation with teachers.

From implementation to translation: what the development of a teacher network meso site affords to STEM enactment

Andrea Priestley, Alison Hennessey & Claire Ramjan

Background:

This paper explores an example of meso curriculum making (Priestley et al. 2021), that is curriculum development that sits between school-based practice and official policy, connecting the two and facilitating the former. The context is STEM education in Scotland. Teachers of STEM are important for many reasons, including: the creation of a scientifically literate population, where informed individuals are in a position to make sense of scientific information in relation to their own health and global issues; and the development of young scientific minds to continue Scotland's tradition of skill and innovation in the STEM arena. An Educational Science Centre in Scotland has developed an accredited program within school and community settings to foster STEM literacy and enthusiasm. The program facilitates students to both lead and participate in STEM activities, positioning them as curriculum makers (Priestley et al., 2021) and peer role models. To support the development of this programme, the Science Centre has trained a number of tutors and set up a network of regional tutors from this pool. This paper explores the affordances that this network of meso actors offers both to the Science Centre and to the agency of the tutors involved.

Research questions:

What are the barriers and drivers for an Educational Science Centre to develop a tutor network to support a STEM initiative?

What affordances does the tutor network offer to professional agency?

Theoretical Framework:

This research draws on theories relating to curriculum making (Priestley et al., 2021), particularly the role of meso actors as curriculum brokers (Leat and Thomas, 2018) and their professional agency. The theoretical tools include an ecological view of agency (Biesta and Tedder, 2007; Priestley et al., 2015) and the social network concepts such as tie strength (Coburn and Russell, 2008).

Research design:

This research is a sub-section of a broader mixed-methods evaluation project comprising both survey data and interviews. In this paper, we draw on data from in-depth qualitative interviews of actors from the meso sites of activity (Science Centre and the regional network of tutors). The qualitative data was transcribed and imported into a qualitative data analysis package (NVivo). All qualitative data is currently being analysed using an abductive/reproductive approach (Ackroyd and Karlsson, 2014), comprising: a grounded approach to developing themes from the data, thematic analysis, utilising the above theory as a heuristic, generation of context-specific theory from the data.

Initial Findings:

Data suggest that, whilst the drivers for the development at the Science Centre were to support fulfillment of their policy objectives (delivering training and quality assurance), the development of the network has

challenged these parameters as the regional tutors bring their experiences to the network and shape and are shaped by it. The experiences expressed by the regional tutors of belonging to such a network illustrate how the trust that emerges from these ties affords opportunities to achieve agency in the face of constraints, such as tight control mechanisms in school limiting their freedoms. Moreover, the network provides a reciprocal space for the generation of ideas and possibilities both for their own practice and their workplaces.

Paper session 5d

Actors, structures, and power in the process of planning

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Often research on teaching focuses on situations in classrooms, either on what students and teachers experience and learn in these situations or the content that should be learned or taught. However, to understand the complex process of teaching, you also need to understand things essential for teaching beyond the meeting between teachers and students in classroom situations, such as planning. There seem to be ambiguous ways of describing planning (Grundén, 2020), and planning seems to vary between teachers and between cultures (e.g., Roche et al., 2014). In a Swedish research project about planning for mathematics teaching, planning was described as “a situated process, hard to distinguish in time and place, that involves [...] teachers’ socially embedded considerations, decisions, and reflections on and about future teaching” (Grundén, 2020, p. 35). The project aimed to deepen the understanding of planning by seeing the “considerations, decisions, and reflections in relation to surrounding practices and power relations circulating in and between practices” (p. 48). Critical Discourse Analysis, and constructs such as actors, structures, and power, was used as a theoretical framework for the study. The project was designed inductively. Results from an initial interview study with teachers generated questions explored in a focus group study with groups of teachers. Questions that arose from the two studies with teachers resulted in a study of how mathematics teaching is constructed in news media. Although teachers are responsible for teaching, results from the project show that other actors influence decisions teachers make in the process of planning, and thereby also the teaching. Not only formal actors – such as politicians and school leaders – influence, but also informal ones, such as parents, colleagues, and students. The informal actors influence subtly, for example, when teachers consider different options and think of how other actors will react when making decisions. These considerations sometimes result in teachers act against their knowledge and ideas about how teaching should be conducted. However, there are also examples when teachers resist and make decisions and plan to benefit students’ learning the most. Teachers in the project referred on several occasions to a common idea of mathematics teaching – how it should be done. This common idea influences the teachers as well as other actors when they make decisions that affect teaching, and hence, the common idea has consequences also for students’ learning. Overall, the project has contributed to insights that teaching is not just a matter for teachers – there are several actors who “participate” in the planning process in different ways and thereby contribute to constructing teaching. These findings raise questions such as Who has the knowledge and who has the power? which I think need to be considered when discussing why teaching is as it is and how teaching can be developed and changed.

Idealising teachers, ideologising education: A critical analysis of teacher recruitment videos in Singapore

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As a society that places a high premium on education, Singapore has made great strides in growing a system and nurturing a culture of educational success. This success is the result of considerable investment

of resources grounded in the belief that human resource development is the key to Singapore's social and economic progress. Teachers represent one such resource, which is why much investment has gone into the recruitment, education, and continual professional development of teachers in Singapore. This paper focuses on a series of videos produced by Singapore's Ministry of Education from 2011 to 2019 aimed at recruiting teachers. The aim is not only to understand how these videos are used as a marketing strategy to idealise and promote teachers as caring, inspiring and encouraging. It is also to probe into their use as an ideological tool to manage the social anxieties and pressures that have emerged as a consequence of the high premium placed on education in Singapore. Ideology here refers to 'particular ways of representing and constructing society' that underlie the contested relationships between power, meaning and subjectivity represented and constituted by the media (Fairclough and Wodak, 1997, p. 275). The theoretical approach adopted in this study is critical discourse analysis (Fairclough, 1992; van Dijk, 1993), which has its roots in critical social theory (Foucault, 1972; Habermas, 1984). This is a mode of inquiry aimed at denaturalising the representations of events and persons, which may appear normal, neutral or natural to most people but may in fact be ideologically motivated to serve particular interests of dominant groups. The analysis will show that the series of videos all centre their narratives on students' trials and tribulations, which not only serve to tug at the heartstrings of viewers but also set the stage for teachers to nudge and steer them away from their academic, personal or family setbacks. More importantly, the videos can also be seen as reflecting fundamental changes in Singapore's education system in recent years, moving away from an examination-oriented and results-based system towards a more broad-based paradigm that privileges determination, tenacity, critical thinking, innovation and entrepreneurship. In this way, by idealising teachers as mentors who show care and encouragement in areas beyond studies and domains beyond school, the teacher recruitment videos serve to ideologise education in such a way so as to steer Singapore from a grades-focused and examination-centred culture towards an emphasis on holistic, life-long learning and a broader view of success in school and in life.

Teacher and Subject Curricula: A Systematic Review

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The school reform literature has noted that school reforms depend upon teachers' willingness to actively engage with curricula. Ultimately, teachers are responsible for interpreting and translating curricula into practice. They are key players and active curricula workers or designers (Ormond, 2017). However, for decades, researchers have identified a complex interplay between curricula intentions and curricula realization (Goodlad, 1979; Gundem, 1990; Remillard, 2005; Schwab, 1978, Tyler, 1949). Against this backdrop, I use a systematic review of the research to shed light on aspects of teachers' interaction with subject curricula. The research questions are as follows: (1) What characterizes teachers' use of and interactions with subject curriculum documents? (2) What implications does this review offer for research, policy and practice? Selecting the studies included in this review is a work in progress. My tentative search terms include *curriculum use*, *teachers as curriculum makers*, *curriculum adaption*, *curriculum workers*, *teachers as curriculum designers*, *teachers' curriculum development*, *curriculum work*, *teachers' adaptations of curriculum*, *curriculum and teachers* and *teachers' curriculum decisions*. I translated these keywords into Norwegian to enable hits on Norwegian and Nordic studies. Since the new millennium, many Western countries have shifted the orientation in their subject curricula from content to competency (Priestley & Sinnema, 2013). I limited the relevant literature searches to publications from 2000–2021. Several of the studies appeared in multiple different databases (e.g., ERIC; Web of Science; EBSCO; ORIA, the primary library database at The University of Oslo). I used the following preliminary criteria to narrow the initial results: (1) Focus on curriculum defined as formal written government documents. There is a lack of consensus on how to define curriculum, as the concept has multiple meanings. In some research, curriculum is defined quite broadly and includes textbooks, learning materials and other resources. (2) Focus on empirical studies with teachers as main informants (omitting administrators and school leaders.) (3) Focus on lower secondary and upper secondary schools (omitting preschool, primary

school and post-secondary education/higher education) I am still in the initial stage of this review study (May 2021), in which I am establishing relevant research questions and inclusion criteria; therefore, I have no findings to report thus far.

Educational science – a discussion about methodology in didactic research

Linda Eriksson Wilhelmsson & Ulla Damber, Mid Sweden University

Research in the field of educational science is expected to respond to demands of proven experience and scientific principles according to the Education Act. Tensions between maintaining scientific quality and practical relevance for the development of school practices are an ongoing issue for discussion. Research strengthening the quality of teaching is discussed in terms of practice-based, practice-developing research and evidence-based practices. Initiatives from national institutions have aimed to strengthen research to meet the needs of practitioners and enhance teaching practices. Attention is paid to what knowledge research can contribute to and how collaboration between researchers and practitioners may be fruitful. In earlier research, the importance of theoretical choice has been illuminated in terms of the applicability of theories in practice. The choice of methods in practice-based research has primarily been described in action research and learning/lesson studies. Important questions in collaborative projects between researchers and practitioners have targeted who formulates the research question, who is responsible for the design, and who benefits from the results. Metatheoretical points of departure and methodological issues in a more general sense have not, however, drawn significant attention. The purpose is to contribute to a discussion about methodological considerations in didactic research. This is framed with experiences from two theses, one about student influence, didactics, and power and one about the teachers' role in early literacy practices. In the research process both practical and theoretical relevance of the research, as well as collaboration between involved actors were essential to consider. In the thesis about student influence theoretical and methodological questions gain attention also concerning issues of power in the teaching-practice and to deal with power relations between researchers and practitioners. Likewise, in the thesis in literacy practices, methodological questions and theoretical concerns got essential to let teachers' voices influence a picture mainly created by statistics. In addition, questions involving power primarily related to bilingual students' empowerment and chances to overcome language barriers are described. In both theses, the contribution of knowledge was formulated in line with the possibilities for didactic research to create conceptual tools for linking theory and practice. In the thesis, a didactic model was developed with constructive critical didactics as a frame. Examples from the thesis illustrate how critical realism as a scientific approach and methodology can be applied. The thesis also emphasizes how methodological questions and a critical stance towards the influence of external factors and discourses that may affect students' life chances are manifested, with didactic issues considered. The conclusion is that when the research interest is didactical both knowledge and the research process need to be shaped without predetermined narrow limitations. Relationships between different issues for education, and what happens in schools need to be scrutinized. Critical realism and critical analysis may provide such space. Our contribution is that design in didactic research needs a methodologic approach where the outcomes of research can be a common concern. More specifically, the role of abduction is promoted and how it can challenge questions concerning evidence-based practice is discussed.