Education between Hope and Happening – Developing Powerful Curriculum Theorizing in Challenging Times

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Key-note lectures

Professor Stefan Hopmann: What are schools able to do?

The Austrian government unveiled draft versions of new national curriculum guidelines this September. Following an extensive introduction on general aims of schooling and on thirteen cross-curricular topics, the drafts present detailed prescriptions for every school subject what a student should be able to do at the end of each year in school. It is an extreme version of something which has permeated state-run curriculum making in recent years all over the world. This provokes the necessary question if schools are able to do what they are supposed to do and if not, why not.

Professor Rachel Heydon: Entanglements of capability: Curricula for wellbeing in/through early childhood literacies

What are the socio-material and discursive entanglements that render children capable (Murris, 2019) and what are the implications for early childhood curricula that hope to promote wellbeing? This talk explores these questions by juxtaposing cases of literacy curricula that elucidate curricular constituents including competing orientations to early childhood curriculum and pedagogy and suggest their effects on capability and wellbeing. The cases include curricula for 3 to 5 year-olds in schools and child care centres in Ontario, Canada and intergenerational learning programs in Washington State, US.


Professor Berit Karseth: A place called school – a plan called curriculum. Nil novi sub sole?

Schools are institutions embedded in historical and societal contexts and curricula are materialized through different regulations, guidelines, and frameworks. Although similar educational and curriculum reforms are spreading globally, they are translated, re-contextualized, and modified in national and local contexts. Nation-states like the Nordic countries interpret and handle global reform manuscripts differently and adjust their policy to meet global requests and demands. William Reid argued twenty years ago that curricula are cultural artifacts in the same way as national songs and stories are cultural artifacts. Therefore, despite increased global networking and growing numbers of international comparative studies, globalization has not produced a unified word-wide curriculum. Long-standing traditions and national mindsets still affect curriculum planning and educational arrangements.

This keynote will bring together research on curriculum and educational reforms that theorize and position themselves in different ways. It will examine how in doing so, they make efforts to balance approaches that see schools and curriculum as rather stable institutions with a viewpoint that emphasizes micro-dynamics and institutional change. In particular, recent Nordic contributions will be explored and discussed.
From Bildung to a curriculum for democracy

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In current educational and didactic debate the classic concept of Bildung is mentioned by some advocates to have the potential offering a way to meet the challenge of how to create a dynamic development and expansion of the educational future for all participants. At the same time this concept is seen by many others who are critically analysing Bildung as being too élite-oriented with an inbuilt hierarchy closely related to a bygone past of another epoch not attached to the democratic and plural demands of today. However, in spite of the manifold critique of this concept I will take my starting point in Bildung using current proposals of transforming and reformulating Bildung to demands of today with an obvious potential for the future of education.

I will in my forthcoming paper make an attempt to develop what might constitute a kind of powerful curriculum theorizing by bringing together a historical and a contemporary understanding of the concept of Bildung possibly leading to an authoritative educational language giving especially some of the different school subjects important positions and the teachers a crucial role as interpreters and developers of excellent educational practice.

My approach also implies to combine the mentioned proposals with the use of deliberative communication proposing an interactive teaching strategy in many areas, an endeavour to ensure that each individual takes a stand by listening, deliberating, developing arguments and evaluating, while at the same time there is a collective effort trying to find and establish different democratic values as social justice that everyone can agree upon. Using this Bildung-didaktik-model gives the teachers and especially their professional responsibility space and authority for leading the educational work.

In the end of the paper I will also compare this sketch of constructing a future curriculum with a backwards looking analysis of how the different earlier Swedish curricula for general education from 1918 up to today 2022 have related to the question of democracy.

A re-conceptualization of schooling and teaching: the renewed interest in Bildung and transactional realism

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Our paper is a contribution to the ongoing and well-known dialogue between the German-language Didaktik tradition and the English-language curriculum theory (e.g. Westbury, Hopmann, Riquarts, 2000; Krogh, Qvortrup & Graf, 2021). In our paper, we follow up this discussion by
focusing on classroom research, taking concepts of knowledge, curriculum, and curriculum enactment into account from the perspectives of both Didaktik and the American pragmatism tradition of “transactional realism”. More concretely, we take our analytical points of departure in Wolfgang Klafki’s critical-constructive Didaktik (Klafki, 1995; 2007) on the one hand and in transactional realism as represented by John Dewey (1991, 2008) on the other hand. Conceptually, the German term of Bildung is central to critical-constructive Didaktik, which refers to the individual’s capabilities of self-determination, co-determination and solidarity that denote the human as well as the democratic dimensions of education. In a tradition of American pragmatism, the main concepts of knowledge and schooling can be referred to as communication, experience, transactional realism and environment. The role of schooling in a pragmatist tradition emphasizes conditions of democracy, self-realization and acting responsibly in the world.

The purpose of our paper is to continue the conversation about, and the comparison between, the German and American educational traditions to explore what these traditions can and cannot contribute to when it comes to schooling and teaching. The research questions are: i) From which aspects do the views on knowledge and learning in German Didaktik coincide with and differ from American transactional realism? ii) What implications can be drawn from these similarities and differences regarding the relevance of these traditions in the development of today’s school education? The discussion of the two traditions is concretized in relation to a Swedish curriculum context. Sweden can be viewed as particularly well-suited as a case, since the formation of the Swedish context is socio-historically influenced by both traditions. In order to illustrate traces of the two traditions in school curricula and classroom teaching, we use empirical data consisting of interviews with teachers and students, video-taped classroom observations and field notes from a classroom research project conducted in four Swedish compulsory schools, school year 8.

Our preliminary findings suggest that basic assumptions and core concepts from the two traditions have a potential to be conducive to the framing of current school systems with national curricula. In this regard, we suggest that the conceptualization of ‘meaningful knowledge on matters that concern’ is particularly useful in order to critically explore and theorize the condition for teaching and learning at the classroom level. By directing our interest on to what is essential to teaching and learning, the teaching content becomes central.

References

The democratic value of Didaktik, curriculum and pedagogy

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Research purpose: Cultural encounters as well as institutional arrangements help developing curriculum theories that enlighten politics, policies and educational practices (Scholl, 2012; Westbury, 2007). Currently, experts in the field of media and technology develop perspectives that challenge this theory. For example, Collins and Halverson (2018, p. 67) assert that technology-driven changes lead to a revolution in education by allowing a new type of flexibility in pedagogy and learning that surpasses both curriculum and schooling as traditional knowledge fields. The paper discusses this viewpoint by comparing three conceptual models: The Didaktik-triangle (Hopmann, 2010) the Curriculum-triangle (Harlen, 2007) and the triangle of learning analytics
(Knight et al. 2014). Do technology-driven changes de-legitimize curriculum and schooling as knowledge fields? If not – why?

Theoretical framework: The Didaktik-triangle that developed in Germany during the 19th century, restricted education by what teachers taught in schools. Teachers had a legitimacy to define how to approach the students and promoted Bildung through processes of formation and cultivation, dedicated to an educational project whose concerns were broader than the mere products of learning in a given situation. Another concern in preparing and organizing teaching was students’ ability to learn a particular subject matter.

The curriculum-model that originated in the Anglo-American world during the 20th century has been renewed through developments of so-called “assessment pedagogies”, here understood as Alexander (2008) defines the term pedagogy, as “the observable act of teaching.” The organization of the curriculum and classroom practices is also considered, but often, as Yates (2009) accurately points out, pedagogies “... seem to put the emphasis particularly on the interpersonal instructional (or facilitative) act” (p. 20), which may oppose the interpretative ideas legitimized within a broader scope by classical and modern theories of Bildung.

In the third triangle of learning analytics, a scientific perspective, where epistemological perspectives drive curriculum development is advocated, whereby epistemology replaces curriculum as a key category. Thereby, learning analytics becomes a technology that implies a new infrastructure for how to improve the quality of teaching.Partly in contrast to the earlier schemes within the Didaktik tradition, learning analytics develops and becomes the “middle space” between the learning sciences and educational research, and an area of interest taking into account the triadic relationships among epistemology, pedagogy, and assessment (Knight et al., 2014).

Methodological approach: The three triangles differ in terms of 1) their origins 2) topics and 3) purposes. The paper uses these three dimensions to explore similarities and differences and to discuss the relevance of the models within a Nordic research context.

Conclusion: Researchers who discuss new demands of democratization of the society both appraise and criticize the use of science in legitimizing reform efforts, and simultaneously call for a revisit of traditional approaches that re-invent public education as a democratic project (Sivesind, 2023). From this point of view, the last part of the paper discusses how new technology-driven pedagogy related to learning-analytics, compromise with democratic challenges and needs.

Bildung in/and Curriculum

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Research topic/aim: Since the introduction of public schooling, Bildung has been and still is a central concept in education theory and curriculum policy in Germanic and Nordic Europe (Tahirsylaj, 2019). Within the Scandinavian context, for example, Bildung appears in the latest Norwegian curriculum framework where it is referred to as an education policy goal and labeled as ‘all-round development’ and ‘Bildung’ in English and ‘danning’ in Norwegian; the latest Swedish curriculum framework uses ‘all-round personal development’ in English and ‘bildning’ and ‘elevers allsidiga personliga utveckling’ in Swedish; and the Danish curriculum framework uses ‘well-rounded development’ in English and ‘dannelse’ and ‘elevs alsidige udvikling’ in Danish. Despite these direct and indirect references to the concept of Bildung in these three national curriculum
frameworks, we find that the term is loosely defined and not fully elaborated in any of them. In this article, we rely on an ongoing systematic review of educational research on Bildung. We explore different and evolving conceptions of Bildung in educational scholarship published in English over the past 30 years and ask what implications those conceptions have for present day curriculum theory and policy. Our aim is to examine whether Bildung can serve as a strong concept for framing curriculum making and advancing curriculum theory in the 21st century.

Theoretical framework:
Theoretically, the paper draws on Bildung-based Didaktik to frame the discussion on Bildung more generally, but it will also build up from the conceptions and frames found in the articles included in the final pool for analysis that specifically address Bildung in/and curriculum.

Methodology/research design:
This study is a systematic review that seeks to identify and analyze key issues related to research on Bildung from an educational research perspective. The search strategy relies on the preferred reporting items for systematic reviews and meta-analyses (PRISMA) framework (Liberati et al., 2009). "Bildung" was used as a search term in several databases, and we had 5 inclusion criteria and 7 exclusion criteria. Initially, 4702 hits were captured with Bildung either in Title, Abstract, or Keywords. Removing duplicates left 3884 hits. Further screening of the abstracts blindly left 368 included articles. In the next screening phase with blind switched off, 368 articles were cross-checked and the final number of articles reviewed and analyzed thematically was 299.

Expected conclusions/findings:
Initial screening and reading of articles show that many peer-reviewed articles on Bildung come from philosophy of education journals, suggesting that Bildung has attracted the attention of philosophy-oriented education scholars dealing with theoretical problems, and less so of scholars dealing with education/curriculum policy and practice. Still, a limited number of articles have addressed the position of Bildung within curriculum, and more recent articles have referred to Bildung as a concept that can be utilized to construct ‘powerful’ curriculum theory (e.g. Deng, 2021).

References

Session 1b
Chair: Andreas Bergh

Between neo-traditionalism, social constructivism and social realism – an analysis of the 2022 Swedish social studies curriculum

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Since the early 20th century, two different visions of the curriculum regarding the purpose of schools have struggled for prominence: proponents of a “traditional” subject-centred school and proponents of a “progressive” child-centred school (Dewey, 1938/2015, ch. 1). Few scholars have fully embraced either of these extreme positions, almost all, including Dewey, agree that education
needs to convey subject knowledge and relate to students’ interests and experiences. The emphasis, however, on subject knowledge or students’ interests and experiences, have shifted back and forth over time (Biesta, 2021, p. 91).

One can argue that such a shift towards subject knowledge occurred in the 2010s, particularly in the Anglosphere (Morgan et. al. 2019). In relation to curriculum theory, Michael Young (2013) has proposed that social realism (powerful knowledge) could provide the basis for a subject-centred curriculum, third way between neo-traditionalism and social constructivism. According to Young and Muller (2010), there exist three competing possible futures/models for the curriculum: first, neo-traditionalism with an emphasis on subject knowledge based on Western canon and social stability; second, social constructivism (progressivism) with an emphasis on useful knowledge, competencies and social change; and third, social realism with an emphasis on disciplinary subject knowledge being accessible for all students. Developments of the Swedish social studies curriculum has to a large extent followed international trends (Wahlström, 2016; Wahlström et. al. 2020) and therefore we believe that the three models of the curriculum developed by Young and Muller (2010), neo-traditionalism, social constructivism and social realism, can provide light on which knowledge and competencies that is emphasised in the revised 2022 Swedish four social studies syllabuses (civics, geography, history, and religion).

Which aspects of neo-traditional, social constructivist, and social realist models of the curriculum can be identified in the 2022 Swedish social studies syllabuses for the compulsory school?

For the purpose of analysis, we created an analytical model consisting of the three models of the curriculum described above and added four categories to each model: educational purpose; knowledge; competencies, and classification of content. In relation to these we analysed each of the four syllabuses. Preliminary results shows that the civic syllabus and religion syllabus to a large extent aligns with the social constructivist model for the curriculum, whereas the geography syllabus more in line with the neo-traditional model, and that the history syllabus is the one that has most in common with the social realist model of the curriculum. One possible interpretation of this is that school subjects, like history, that is clearly based on a specific subject discipline, the syllabus have a larger emphasis on disciplinary subject knowledge. Whereas school subjects like civics, which is based on many subject disciplines, have a larger emphasis on everyday problems and generic skills.

References


The turn to values in global education policy: The case of the Norwegian curriculum renewal (LK20)

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Background and purpose:
A few years back Gert Biesta called for a return to values and purpose in education (Biesta, 2010), as part of his persistent critique of the unambiguous focus on learning outcomes within global education policy. However, in recent years there has actually been a values turn within global education policy, expressed in initiatives and priorities promoted by international actors like Council of Europe (2013), UNESCO (2015) and OECD (2021).

In a Norwegian context the curriculum reform LK06 in 2006 introduced a competence based curriculum emphasizing learning outcomes, demonstrating Biesta’s concern. In the recent curriculum renewal of LK20, values have been reintroduced as a salient concern, exemplifying the recent values turn in global education policy. While LK06 was launched as a Knowledge Promotion reform (‘Kunnskapsloftet’), in LK20 the renewed emphasis on values has been named value promotion (‘Verdiløftet’). The ambition has been to increase the impact of the values expressed in the objects clause in all parts of curriculum.

The purpose of this paper is to explore how values are recontextualized in the curriculum renewal of LK20, identifying tensions and contradictions involved.

Theoretical framework: The paper is informed by theoretical conceptions of Seyla Benhabib studying the recontextualizations of universal norms in various contexts (Benhabib, 2006, 2011). A central premise is here that although the values meet consensus on a general level, when expressed in specific contexts they are subject to tensions, disagreement and new interpretations. The emphasis on deliberation and interpretation aligns well with central assumptions within curriculum theory (Schwab, 1969; Westbury, 2000; Reid, 2006).

Methodology/research design: Methodologically the paper is embedded in critical hermeneutics (Ricoeur, 1981), acknowledging how meaning and understanding in societal institutions, including research, may both reproduce and renew current values and practices (see also Kvamme (2020)). Within pedagogy and curriculum processes, Bernstein’s (2000) concept of the ideological work involved in recontextualization is here employed, examining the curriculum processes involved. Perspectives from the document analysis of Asdal and Reinertsen (2020) are also brought in, emphasizing how documents are not just passive mediums of issues and concerns, but are themselves in document processes producing new issues and concerns.

In addition to the core curriculum and subject curricula, various other education policy documents are brought in. A particular focus is laid on sustainability that is another priority in the current curriculum renewal, involving universal values, that challenges the general national framing of the educational system.

Expected results: From the analyses so far, the values promotion seems to represent a shift in emphasis from societal values expressed in the objectives clause like compassion, equality, solidarity and forgiveness, to the valuing of particular aspects of learning, like critical thinking, joy of creating, engagement and the urge to explore. The tendency is strengthened in the transitions from the objectives clause to the core curriculum and into the subject curricula. This shift calls for reflection on the function of values within the didactical structure, involving their potential as critical and self-critical resources.

References
Exploring deep learning from a Bildung-centered general didactic perspective – possibilities and limitations

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The education policy highlights the need for a change in the education system that can provide students with the knowledge, skills and competencies needed to meet the demands of the 21st century (NOU 2014: 7; NOU 2015: 8; Meld. St. 28 (2015-2016)). In this regard, deep learning is described as a key element and has become a substantial part of the new school curriculum (LK20) in Norway. However, there is confusion and uncertainty about what deep learning implies and how teachers can implement deep learning in classrooms (Winje & Løndal, 2020). This paper explores how deep learning can be integrated into teaching from the perspective of Bildung-centered general didactics, thus contributing to the field of classroom practice, and providing an alternative interpretation of deep learning to what is currently presented in the Norwegian core curriculum. The theoretical framework consists of two parts. The first part concerns Bildung-centered general didactics in light of Klafki’s (2000; 2001) theory of categorical Bildung and didactics, supplemented by Wagenschein’s (2000) theory of the exemplary in teaching. To explore the concept of deep learning, the second part consists of three theories that shed light on various aspects of deep learning. Ohlsson (2011) provides a thorough analysis of deep learning from a cognitive perspective, emphasizing three forms of deep learning (creativity, adaptation and conversion). Warburton (2003) and Tochon (2010) understand deep learning as holistic, meaningful and transformative learning, and stress the importance of interdisciplinarity. Furthermore, the core curriculum of LK20 and policy documents are read closely to gain an understanding of how deep learning is described from an educational policy perspective.

The method of the study is theoretical analysis of the concept of deep learning and Bildung, based on close reading of understandings of Bildung from the perspectives of Klafki (2000; 2001) and Wagenschein (2000), and three theories on deep learning by Ohlsson (2011), Warburton (2003) and Tochon (2010), respectively. Findings from these analyses have been the starting point for exploring how deep learning can be integrated into teaching from a Bildung-centered general didactic perspective by utilizing Klafki’s didactic analysis. Validity in this study rests on the study’s transparency (i.e. the rationale behind the various choices made throughout the study). It depends on whether the interpretations are credible and make sense for the reader.

The paper concludes that 1) deep learning and Bildung have certain noteworthy parallels, which opens up an interpretation of deep learning as a process of Bildung, rather than as a means of gaining 21st century competencies as suggested in LK20, and 2) teachers can integrate deep learning into teaching by utilizing Klafki’s didactic analysis. Conversely, the conceptualization of deep learning presented in this paper also provides a contribution to Bildung-centered general didactics by highlighting aspects of Bildung in teaching through the concept of deep learning. A final point for discussion is whether there is room for a Bildung-oriented view on deep learning in the current Norwegian school system.

References

Local Quality Management - The Local Governance of the Swedish Schools in the light of a re-centralization movement

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In Sweden, as in many other decentralized school systems, extensive responsibility and autonomy has been delegated to Local Educational Authorities (LEA). However, decades of declining student achievement and decreased equality between schools have spurred an intensive critique against the Swedish school system and triggered a more state-regulated governing with aim to take stronger control over the schools’ outcomes. Considering such a ‘re-centralization’ movement, new conditions between the state, the local education authorities (LEA) and the schools has emerged (Wahlström & Sundberg, 2017a; Adolfsson, 2018). In the light of such a changing governing landscape, questions linked to local school governance can be raised. Based on results from two research projects conducted in two large-sized Swedish municipalities, the aim of this paper is to explore and theorize the dynamics of local school governance. The research question guiding this paper can be formulated as: In the light of an emerging re-centralization movement in Sweden, what governing strategies and actions do the LEAs apply to control and manage the schools? Considering a ‘classical’ perspective of school governance (Lindesjö & Lundgren, 2014) four aspects of governance is often mentioned: regulation, economy, ideology (content) and evaluation. In this paper, these aspects are understood in light of a neo-institutional theoretical framework (Scott, 2008). From this perspective, three dimensions can be highlighted regarding how institutions control and affect other institutions, respond to external pressure, and seek legitimacy: regulative (rules and sanctions), normative (prevalent norms, expectations and ideals), and cognitive-cultural/discursive (shared conceptions and frames of meaning-making). These theoretical concepts enable to elucidate the character of the different strategies and actions that LEA undertake in the local governance strategies of the schools.

Empirical data from two research projects have been used to answer the research question (Adolfsson & Alvunger, 2020; Håkansson & Adolfsson, 2021; Adolfsson & Håkansson, 2021). These two projects had a common interest in the dynamic interplay between the LEA and principals in relation to a changed governing and policy landscape in Sweden. The data collections in these research projects were carried out through a multi-method approach (Tashakkori and Teddlie, 2010) in terms of policy analysis of local policy documents, interviews with various LEA actors and observations of meetings between LEA administration and school principals.

In relation to the concept ‘Local quality management’ (Adolfsson & Håkansson, 2021) the results illustrate that the local school governance often is organized and conducted within the context of the LEA’s quality assurance systems. The following strategies can be distinguished as especially important:

Governance through shared visions and language
Governance through standardization and ‘Benchmarking’
Governance through assessment and quality dialogues
Governance through competence intervention
Compared to national governance strategies, local quality management strategies are constituted by more normative and culture/cognitive elements rather than regulative. Finally, I'll argue that 'quality management' should be seen as a fifth dimension of school governance.

References

Session 1c
Chair: Christina Niemi Mølstad

Curriculum policy making by control, prediction, and comparison

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Taming chance in education has become one of the top priorities in curriculum policy making. In this presentation we ask the explorative question; how come we ended up here? There is of course no easy answer to such a question. We acknowledge three notions of importance in understanding the political quest for taming chance in education. These are control, prediction, and comparison. At first, they may seem like ordinary concepts but by historicizing on them we are trying to illustrate that they in no sense of the word are everyday concepts, rather they come embedded in a historically developed reasoning on education with a story to tell on how to tame chance in education. Here we make use of Tröhlers (2011) concept of “languages of education” to better understand how people have come to share convictions identifying some social phenomenon as educational issues. We use the reauthorization of the American No Child Left Behind Act, the international firm of McKinsey & Company and the OECD as empirical examples in our discussion of the contemporary international language of education. What is demonstrated in the different examples is that they all in some respect direct their communication to an audience, and that they, for being successful, must align to a contemporary language built around concepts such as, accountability, test, efficacy, effectiveness, achievements, assessments, measurements, inclusion, best-practice and evidence. Furthermore, this is a language built around specifically designed numbers (cf. Porter, 1995) and images such as graphs, tables, and spreadsheets (cf. Halpern, 2014). We argue that this is a language that comes with a story based on a desire to tame chance in education.

In addition, our examination shows that the notions under scrutiny are also attached with, what we refer to as, addendums for legitimacy. These addendums for legitimacy are in turn connected
to highly prized qualities within science and society on how to ‘tell the truth’ and how to make use of trustworthy knowledge. The addendums we observe as being attached to our notions are objectivity, certainty, and applicability. As for objectivity we follow the historical development of the addendum and show how objectivity instantiated into society and science came to be interpreted as the rule of law instead of men (Porter, 1995) where the rule of law implies a subordination of personal interests and prejudices to public standards. As for certainty, we argue that the strivings to transform uncertainties into certainties derives from a human wish to influence, control, and predict the present as well as the future (Hacking, 1990). Finally, we follow the historical lines of the addendum applicability up until its current accentuation within the curriculum policy discourse of ‘what works’.

Based on our examination we conclude with a critical discussion about the contemporary strives to tame chance in education through control, predication and comparison and its consequences for educational research and practice.

References

### Between global trends and national particularities – a comparison between curriculum policy and textbooks in Brazil and Norway

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Research topic/aim: The main aim of this paper is to study the Social Sciences curriculum and 2-3 textbooks for lower-secondary education in Norway and Brazil, seeking to discover which types of knowledge are valued. In both countries, the national state through a group of subject specialists establishes curricula and curriculum guidelines and approves textbooks to be used by teachers in the classrooms of the entire nation. However, at the same time, these two countries are very different in socio-economic aspects and cultural roots. Thus, by comparing the Social Sciences curricula in so different countries, it will become easier to verify which elements can be considered responses to national demands and which ones reflect international demands.

Theoretical framework: This study is based on the debate between world culture theory and culturalists (Waldow, 2012). The proponents of world culture theory advocate isomorphism and standardization of global phenomena, which means that curriculum is becoming similar despite implemented in different national contexts (Greenwood et al., 2008; McEneaney & Meyer, 2000). On the other side, the proponents of culturalism argue that global ideas are always adapted to national conditions, leading to hybridizations and contextual particularities (Waldow, 2012). This paper aims to provide a bridge between these two theories, addressing particularities and regularities across these two different countries.

Methodology/research design: The methodology is qualitative based on document analysis of the formal curricula for lower-secondary education (8th to 10th grades) and 2-3 textbooks from these grades in each country. This study will draw attention on the structure and content of the Social Sciences curricula and textbooks to understand variations as well as common points in the purposes, contents, and methodologies of Social Sciences teaching in both countries.

Expected conclusions/findings: Macedo (2011, 2019) argues that in Brazilian curricular policies the idea of nation and national identity is very strong, which seems to be in the opposite direction than other theories that emphasize the ideas of globalization and global culture. Karseth and Sivesind (2011) observe that Norwegian curriculum policy responds to global demands by articulating their own national demands to the external demands. Sundby and Karseth (2021) also argue that the last curriculum reform in 2020 is a continuation of the previous one. The focus is
still on learning outcomes and the individual learning as the main core, which reflects general ideas advocated by international organizations such as the Organization for Economic Co-operation and Development (OECD). The expected findings will relate to the content of the Social Sciences curriculum and textbooks, verifying to which extent the emphasis is placed on the ideas of nation and national identity, globalization, and global culture or even on any other ideas or concepts.

References

Pragmatic organizational routines as adaptive tools in untangling a policy dilemma in the Swedish School-age Educare

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Reforms towards defining, measuring and demarcating professionalism in teachers has been a global policy trend since the turn of the millennium, encapsulating a vast array of system-wide efforts towards teacher professional standards in the pursuit of high-quality teaching (Sachs, 2003; Page, 2015). The Swedish school system has been no exception, apparent in the enforcement of a teacher certification and registration reform in 2011 that re-centralized the power of defining ‘applicable’ teachers from municipal- or school level management back to the national government. This paper focuses on an expansion of this reform to include teachers within the Swedish School-age Educare (or SAEC) in 2019. The extension broadens the professional standards paradigm to include teachers of extended education - a pedagogically and traditionally novel entity when compared to those within the traditional school system. Simultaneously, local managerial actors within a majority of Swedish municipalities and SAECs’ where struggling to acquire personnel of ‘fit’ due to a national teacher shortage, affecting their possibilities of successful hiring- and recruitment work (Andersson, 2020).

By exploring the response and organizing efforts following this apparent policy dilemma within a Swedish municipal case, this paper aims to answer the following question: How, in terms of organizing, do the municipal actors construct hiring routines in response to the incongruous relationship between reform goals and environmental constraints?

From a theoretical approach grounded in organizational sensemaking (Weick, 2005), this paper utilizes the concept of organizational routines (Feldman & Pentland, 2003) to explore the relationship between municipal actors (individual and shared) interpretive and enactive processes in finding and acting towards solutions to the policy dilemma, and by this facilitating change within their educational practice. The analytical separation, as well as co-constructive relationship, between routines ostensive aspect (abstract, idea-based and guiding towards action) and
performative aspect (actual routinized action) serves as the foundation for the conceptualization of this process within the paper. The paper draws from empirical data from a case study carried out within a Swedish municipal site (Andersson, 2022), which in turn is part of a larger PhD-project. Data gathering and analysis was carried out using strategies derived from grounded theory (Charmaz, 2014), with empirical material being extracted from interviews with multiple categories of municipal actors central to the planning and performance of hiring routines.

The results point to routine construction as a possible strategy for adapting to contextual obstacles in the enactment of reform initiatives, while simultaneously creating prerequisites for educational quality and identity construction. In this case, the reform initiative was made sense of based on its ability to assist in the construction of legitimacy and quality within the educational program – translating into an ostensive script and detailing ‘the right way’ of performing hiring routines. However, when this ostensive script did not harmonize with resources or capacities within the school units through its actual performance – pragmatic routine scripts were constructed in order to detain some sections of the initial sensemaking, while adapting to environmental constraints.

References


Teachers’ Influence on Curriculum Development: The case of the Norwegian LK20

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The teacher could be said to be the bridge between the hope that is inherent in policy and curriculum and the happening of classroom practices. Recent curriculum research emphasizes the importance of teacher agency and teacher involvement in curriculum development processes (Priestley & Biesta, 2013; Mølstad & Prøitz, 2018). In 2020, Norway introduced a new national curriculum, called the Knowledge Promotion Reform 2020 (LK20). A carrying principle of the curriculum development process was that it should be characterized by openness and extensive involvement of actors relevant to the field of education, such as schools, teachers, municipalities, educational experts, and organizations. This was done through several rounds of public hearings where the actors could respond to drafts of the new curriculum (Karseth et al., 2020; The Norwegian Directorate for Education and Training, 2021). The broad involvement was meant to give legitimacy to the curriculum and enhance local ownership, particularly for schools and teachers (Report to Parliament 28 (2015-2016)). The present study zooms in on an important and central new element in the national curriculum, the interdisciplinary topic democracy and citizenship. This is one of three interdisciplinary topics that constitute a major change in LK20. The interdisciplinary topics are integrated into the school subjects in various ways based on the
characteristics of the subject. In this paper, democracy and citizenship is studied within the English subject. The study asks: What characterizes the involvement of teachers and experts in national curriculum development processes and what implications does this have for future curriculum reform? Theoretically, the study draws on perspectives of ideational power (Carstensen & Schmidt, 2016), specifically power over ideas, which emphasizes the capacity of actors to control and dominate the meaning of ideas, as well as actors’ capacity to resist considering other ideas than their own. Document analysis (Bowen, 2009) and thematic analysis (Braun & Clarke, 2006) of selected key documents from the curriculum development process were conducted. The data included curriculum drafts and responses to public hearings, as well as the final LK20 curriculum. A thematic analysis of the responses to the first hearing was conducted, and two themes were identified: Intercultural competence, which was suggested by experts of English language education, and politics, which was suggested by teachers. These themes were traced throughout the development process and into the final curriculum. Findings show that, in the case of the interdisciplinary topic democracy and citizenship in the English subject, teachers had no impact on the development of the curriculum. Both identified themes from the first round of responses were present in drafts of the curriculum. However, only the theme suggested by the experts was found in the final LK20 curriculum of the English subject.

References

Session 2a

Chair: Kirsten Sivesind

Curriculum Theorizing the Reforming of Doctoral Education: Reflections on Paradigmatic Changes in Educational Research in Sweden

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University of Gothenburg

Background and purpose:
Doctoral education in educational research has been subject to a set of reforms since the 1960s. Referring to Thomas Kuhn, doctoral education is at the core of understanding paradigmatic shifts in scientific disciplines. Thus, analyzing and discussing changes in doctoral education and the rationales for this is of vital interest for educational research. To contribute to such reflections is the purpose of the current paper.

Previous Research:
The current study is based on the studies of doctoral education by Adolfsson m fl (2021) on doctoral education in the field of education in Sweden. According to a review of Lindblad and Wärvik (2021) there are surprisingly few studies that are analyzing designs and curricula in doctoral education with an interest in paradigmatic aspects in the training and education of researchers in education. However, there are (a) several studies on supervision, efficiency and control of doctoral education program, predominantly in Anglo-Saxon contexts, some studies on the expansion of higher education and consequences for this in terms of doctoral education, and (b) on the standardization and effectivization of doctoral education (Nerad and Evans, 2014). To these are added (c) studies of “a practice turn” and so called “professional doctorates (Boud and Tennant, 2006). To us, these studies are indicating changing rationales for doctoral education in educational research, which is underlining our reasons for doing this study.

Theoretical notions:
We are here interested in the intellectual organisation (Whitley, 2000) and design of training educational researchers in Sweden. What are the rationales for changes in this education and what paradigmatic aspects (Popkewitz, 1984) can we identify in these decisions? To this is added an interest in understanding of such transitions in terms of vertical and horizontal discourses (Bernstein, 2000) and the politics of knowledge (Fuller, 2018) at work in such transitions.

Research questions:
We put forwards the following research questions on doctoral education in Sweden:
Which reforms of doctoral education has been carried out with what ambitions?
Which actors and contexts are of importance in the reforming of doctoral education?
What are the changes in terms of disciplinary organization and what are the rationales for this?
What are the implications for this for education as a field of study?

Research approach:
In order to answer these questions, we are analyzing documents related to the decisions made. The period chosen is starting with the transition from a Doctoral Degree to a PhD education in 1969 over the reforms in the 1990 and into the current situation today. The study is based on analyses of different state commissions and parliamentary discussions in combination with analyses of the current situation in different HEIs.

Preliminary results:
An increasing differentiation within the doctoral educations in educational research seems to be more based on local needs and specializations and less on a coherent expansion of a joint knowledge field.

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Investigating the academic level through analyses of student exam papers

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University of Southern Denmark

The development within education policy the past twenty years has reflected concerns regarding the academic level of the students’ achievements due to the trend of ‘mass education’ (Deng & Luke, 2008; Moutsios, 2010). Current political discussions pivot the question of whether the academic level has dropped or merely changed to something else (Qvortrup & Ljungdalh, 2019). These discussions reflect a methodological problem: How to investigate the academic level across historical contexts? To date, curriculum studies have primarily approached this problem through analyses of curricula, study programmes or textbooks. However, intentions are seldomly realised in the manner intended. We suggest investigating the academic level through analyses of student exam papers, since we understand these as the results of negotiations between students and their perceptions of academic demands, i.e. teachers, textbooks, exam situation and historical context.

This changes the previously mentioned methodological problem: How to compare student exam papers across historical contexts? Neither can the student populations be compared, nor are markers of academic standards unchanged over time. In the paper. These methodological problems will be discussed and exemplified with Danish Upper Secondary student exam papers from 1915, 1968 and 2018. In contrast to previous studies focusing on historical student papers that tend to use the student papers merely illustratively (Jakobsen & Thybo, 2008; Engstrøm, 2003), we instead aim to conduct a systematic analysis of whole class sets of papers, thereby focusing on individual differences. Thereby, we contribute to the existing tradition by enabling an analysis that simultaneously grasps historical changes across and variations within historical periods. It allows us to challenge prevailing myths about pedagogies of the past, and to nuance the debate about contemporary education policies and practices.

We are inspired theoretically by among others Koselleck, who enables us to investigate what has been imported from the past into contemporary practices, and thereby what might be expected of the future (Koselleck, 2004). The prognosis of future is “the future made present; it directs itself to the not-yet, to the non-experienced, to that which is to be revealed” (ibid.: p. 272). Methodologically, we explore the student papers in search for patterns, and subsequently – to understand which sources of authority have conditioned these patterns, e.g. content, references and writing style – we direct our attention towards the textbooks that have been available to the students, as well as to the historical context more broadly. The above-described explorative method retains the dynamic between inductive and deductive approaches.

The paper presents an analysis of the variations and similarities in the exam papers within and across the three historical years, and the way in which these refer to contemporary sources of authority. By doing this we offer a way of studying educational change, and a way of conceptualising what has actually happened from the beginning of the twentieth century to the present.

Boundaries of Knowledge in Cross-Institutional Curricula in Higher Education

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The aim of this study was to explore knowledge in the context of creating a shared curriculum between research-intensive and vocationally oriented universities of applied sciences (UAS). Besides, the knowledge structures and curriculum structures, and their possibilities to provide access to powerful knowledge are discussed.

Curriculum knowledge was explored from the accounts of 26 teachers from four institutions in Finland. Interview data was collected from two cases, one representing humanities, arts and social sciences and the other, science, technology, engineering and mathematics. These cases were involved in making a partially shared curricula (80-120 cr out of 180-240 cr) between research universities and UAS. Shared curriculum initiatives created an environment in which teachers were obliged to negotiate and make explicit their approaches to curriculum knowledge and knowledge practices.

The study draws on social realism, whereby knowledge refers both to the social and the real (Maton, 2014; Young, 2008). Knowledge is socially produced and acquired in a particular historical context, but at the same time, it has properties that take it beyond present interests and practices (Young, 2008). To study knowledge differentiation, Basil Bernstein’s (1975, 2000) sociology of knowledge provided conceptual tools for exploring the external boundaries and internal differentiation of knowledge practices. The dynamics in the curriculum-making process and decisions on knowledge can be characterised using Basil Bernstein’s (2000) ‘pedagogic device’ that regulates the potential discourse available to be pedagogised. It models relationships between three hierarchical fields: production, where new knowledge is created; recontextualisation, where knowledge is transformed into a curriculum with certain meaning potential; and reproduction, where knowledge is taught to students.

The findings show that institutions have a distinct foundation for curriculum knowledge, but cross-curricular initiatives brought pressure to change towards the knowledge practices of the other institution. Discrepancies were found between knowledge as a negotiated artefact and knowledge as enacted in curriculum implementation. Curriculum knowledge emerged with symbolic boundaries and an invisible pedagogic order. This resulted in practices where the official discourse appears to have similar learning outcomes, which are not similar from the perspective of knowledge. The results also show how cross-institutional curriculum has capacity to broaden the access to powerful knowledge, but it also may distract the knowledge structures and curriculum coherence, resulting in gaps in knowledge. The strength of the internal boundaries affected the external boundaries between the institutions, showing that curricular and pedagogical capacity is not only an individual nor community level question but connected to institutional level power relations. Focus on a harmonised degree, as stated in the European Qualification Framework, obscures the question of knowledge and requires more attention. This is especially the case if the boundaries between degrees and institutions are purposely weakened. If the rationale to weaken the boundaries is on the streamlined educational processes and their efficacy, there is a risk of gaps in knowledge provided for students in the higher education.

Keywords: knowledge, curriculum, cross-institutional, Bernstein, European Qualification Framework (EQF), powerful knowledge

References
The role of knowledge in teacher education

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This paper focuses on the role of knowledge in teacher education as it has evolved in recent decades in Norway related to the development of teacher education as master's degree programs. The concept of knowledge in teacher education is often described by tensions between fields, such as between experience and theory, research and practice, profession and discipline. Furthermore, teachers, teacher education and the education sector in Norway, as in many other countries, are increasingly expected to be research-based. Norwegian policy emphasizes that the master's thesis in teacher education must be professionally oriented, practice-oriented and research-based. What constitutes precision and quality in the master's thesis as a result of profession-oriented and practice-based research is a debated topic. Further, a clearer research foundation in all teacher education can be challenging (Aasen et al., 2007, Borgen, Hallås, et al., 2020) for example in finding a balance and link between knowledge that responds to both the short-term and problem-oriented and the more long-term and phenomenon-oriented in the teacher educations. Drawing on curriculum analysis of national framework plans for vocational teacher education, secondary school teacher education and primary school teacher education we seek to explore and discuss how knowledge is presented and understood in these three teacher educations as examples of curriculum logics framing the role of knowledge in teacher education. Here, curriculum logic is used by leaning on Bernstein’s (2000) work on the process of recontextualisation of knowledge into the various logics of curriculum and Maton’s (2014) definition of such logic as ‘the different underlying principles legitimating different curriculum choices. All three teacher educations have relatively new framework plans, at the same time as they are based on different traditions of knowledge understandings (Larsen et al. 2022). Expected findings of the study is varied understandings of knowledge in the different teacher educations, but also an emergent curriculum logic emphasizing a need for scientific knowledge challenging earlier knowledge roles in teacher education.

References

Session 2b

Chair: Mattias Börjesson

Teaching the “human universal” in the diverse particularity of classrooms. A theoretical study from a Bildung-centered general didactic perspective

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This paper asks: Should teaching develop the values of the “human universal”, for the sake of democracy and intercultural understanding, in the diverse particularity of classrooms? And if so, how can this be done from a Bildung-centered general didactic perspective?
The “human universal” denotes that there are topics and values common to all humanity. The main critique of it is that it originates from the Enlightenment and that it is a Western European value (Gustavsson, 2014). This paper will firstly discuss the pros and cons regarding the educational value of the human universal relevant for global education, based on a review of relevant contemporary theories (Appiah, 2006; Benhabib, 2006; Fanon, 1952/2008) and from the analytical perspective of Bildung (Gustavsson, 2014; Klafki, 2000a, 2000b; Willbergh, 2015, 2021). Secondly, the paper will discuss whether the human universal can be implemented into the interpretative teaching practice of Bildung-centered general didactics, taking the particularity of diverse classrooms into account. The theories on the mimetic aspects of didactics will be central in this discussion (Willbergh, 2011, 2015, 2017, 2021), as well as concepts developed from empirical work (Willbergh, 2017; Aasebø and Willbergh, In Press).

The methodology is review of research literature on the human universal in education and hermeneutic interpretation and discussion of theories. The analytical perspective is Bildung-centered general didactics.

The paper concludes that teaching the “human universal” in the diverse particularity of classrooms, for the sake of democracy and intercultural understanding, is possible and fruitful, but also challenging and problematic. The contribution to the field of general didactics is clarification of the dilemmas and new perspectives on teaching in diverse classrooms.

Literature


Students’ Peer Strategies and Teachers’ Assessment Dilemmas

Daniel Pettersson
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Charlotta Rönn
Mid-Sweden University

In contemporary ways of thinking about curriculum there is an enhanced focus on individual students’ results and less on students’ collaborative processes for attaining good results. This may
appear peculiar, given that is stipulated in the Swedish curriculum that students should be given opportunities to compose texts together with others (Swedish National Agency for Education, 2017) and to give and receive feedback (Swedish National Agency for Education, 2018; 2022). Feedback by peers is normally thought in relationship to self-regulated learning; desired by a society in which willingness for life-long learning is thought as a prerequisite for future successful citizens. However, neither in the curricula (Swedish National Agency for Education 2018; 2022) nor in the national commentary material (Swedish National Agency for Education, 2017) is it regulated in any detail how this peer assistance in learning is to be carried out – which suggests that students and teachers are expected to find their own ways forward.

Simultaneously, the importance of computers and digital devices have evolved both inside and outside of the classrooms and have changed the opportunities for learning. This situation creates new dilemmas for teachers on how to e.g., assess individual students’ levels of knowledge. In our study we elaborate on an imagined ordering of knowledge, which we call the ‘the arrow of development’. This ordering indicates that knowledge is intellectually sorted and organized based on a reasoning on different values or an increased complexity, which is said to equal the ‘nature’ of knowledge – from the memorizing of facts to the more complex proficiencies of e.g., understanding, applying, analysing, evaluating, and creating (cf. Bloom et. al., 1956).

By an ethnographic research design, comprising observations, audio-visual recordings, and follow-up interviews with students at a Swedish lower secondary school (Years 8 and 9), we investigate the informal social strategies that students enact when doing assignments and how they reflected on it (cf. Rönn, 2022). Goffman’s (1959/1990) dramaturgical metaphor of back region, front region and impression management was used as the theoretical point of departure. The findings showed that some students put efforts and hard work into schoolwork that corresponded with societal desires and ideal learning curves (Rönn & Pettersson, 2022 submitted). Other students aimed at more effortless achievements and relied heavily on peers and digital devices when taking shortcuts to produce formal assignments. These students’ potential learning curves showed a broken arrow of knowledge development, resulting in assessment dilemmas for teachers and possible mismatches in their grading. An educational dilemma appears: Are teachers assessing the curriculum performances of individual students or those achieved by several students in a collaborative learning process?

References:

Curriculum making in preschool: developing conversations around a reflection tool to deconstruct curriculum language

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Policy reforms in Sweden during the last decades have led to preschool now being included in the Swedish school system. This means that education in preschool, beyond the mandate of care, now
includes teaching which is defined as goal-oriented activities (Curriculum for the Preschool, 2018; SFS 2010:800). While the most recent curriculum has been in place since 2018, the shift from care to education has been a long journey, where principals and preschool teachers often struggle to interpret the curriculum. At the center of this debate is the construct of teaching in preschool. While the curriculum contains content areas similar to school subjects such as language, mathematics and science, it states that care, development and learning should form a whole and that play is central to education, as per the Swedish preschool tradition. Thus, it is understandable that teaching is a disputed term in the preschool context as it has to be recontextualized from its traditional application in school (Melker et al., 2018). In a recent report, the Swedish Schools Inspectorate stated that teaching in preschool is not sufficiently goal-oriented and needs to be clarified (Swedish Schools Inspectorate, 2018).

To develop and strengthen evidence-based practices, the Curriculum for the Preschool states that “all members of the work team [should] systematically and continuously document, monitor, evaluate and analyze the results of the education” (2018, p. 12). Staff employed at Swedish preschools are licensed preschool teachers as well as early childhood educators who have completed a three-year high school education program. The variety of educational backgrounds among the staff can lead to disparate understandings of how to interpret and enact the prescribed curriculum, in terms of how goal-oriented activities could be implemented, documented and evaluated.

The present study is an ongoing action research project in collaboration with staff in two preschools who are looking to further develop evidence-based teaching practices through reviewing and revising a reflection protocol that they use in their regular planning and evaluation practice. This study draws upon an ecological view of teacher agency (Priestly et al., 2015) to understand the process of how the staff develop their professional knowledge. We view the staff as agents of change and seek to understand and describe their motivation as well as their process of developing practices based on research and evidence, framed by affordances and constraints of the context.

Notes from meetings between staff and researchers, as well as notes from staff meetings and a questionnaire that the participants filled out, have been analyzed thematically. Initial findings indicate that collegial discussions, centered around questions provided by the researchers, provided a common ground for deconstructing curriculum language and contributed to a shared focus on goal-orientation concerning children’s learning. Uncertainty of the meaning of evidence-based practices, as well as diverse interpretations of key concepts, seemed to constrain the staff’s collective agency in the process of developing teaching in preschool based on evidence-based practices.

SFS 2010:800. Skollag [Swedish Education Act]

Students` work in the classroom: a multiple case study in lower secondary school

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This study investigates student work in the classroom in the classes prior to an (summative) assessment situation. The paper focuses on student work in relation to a set of frames specified by the teacher`s assessment design and instructions of the student work anchored in the curriculum. Assessment is considered a powerful tool which can influence the students learning (Black & William, 2009; Gibbs, 1999). Further, assessment in the contemporary school system functions
both as a process for learning and a tool for measuring learning outcomes. In addition, assessment is used as a political tool for measuring educational quality. Hence, assessment is an integrated part of the teaching and learning context of the contemporary classroom (Kaur et al., 2018). Despite being the most important actors in the education system, the students have historically received little direct attention in research (Hopfenbeck, 2013). By focusing on the student perspective this paper aims to provide valuable knowledge about how students perceive and position themselves in relation to an upcoming assessment situation. Further, this study aims to contribute with knowledge of how changes in policy, like an increased focus on measuring learning outcomes and results over the last decades may impact classroom practice. The (working) research question of the study is: how do the students perceive and position themselves in accordance with teachers’ instruction prior to an assessment situation? Further, how can students work towards an assessment situation be interpreted considering the contemporary policy context? Theoretically, this study draws on discursive institutionalism (Schmidt, 2015) as an approach to understanding in context the interplay of policy relevant ideas, discourse, institutions, and the agency of the actors within the institution.

The study presents a multiple case study (Yin, 2018) of three cases of students work based on data material from three lower secondary schools (grades 9-10, aged 14-16) in Norway. The study comprises video data and audio data of everyday classroom activities, supplemented with documents from the classroom.

Preliminary findings indicate that the teachers discursively frame student collaboration as a key factor in achieving better results and learning outcomes. Hence, the teachers strongly encourage the students to work together in the classroom. Further, the findings indicate diverse approaches in the students’ work, showing both adaption and resistance to the teachers framing of the work. In further work with the study the aim is to contribute with knowledge about how changes in education policy related to the contemporary policy focus on measuring learning outcomes and results is perceived by or shapes students work. In a broader context, this knowledge can be a valuable contribution to curriculum theorizing in challenging times.

References

Session 2c
Chair: Jonathan Lilliedahl

Disciplinary, sovereign, and pastoral power –the quest for continuous improvement and self-renewal

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Research topic/aim: Attention has been given to how the neoliberal agenda the past decades together with a trend of decentralization have led to issues such as “governing by numbers” and
“governing by comparison”. Simons (2015) proposes a new governing paradigm, *governing by example* where he describes two governing strategies: governing through what works and governing through responsibilization. Simons’ reasoning goes well together with Foucault’s three different types of power: disciplinary, sovereign, and pastoral. This article uses a Swedish school improvement initiative, Co-operation for the best school possible (CBS), to investigate what governing agendas can be seen in a state-initiated school improvement initiative and how different modes of power can be discerned.

**Theoretical framework:** This article uses Foucault’s theories of disciplinary, sovereign, and pastoral power, in combination with what Simons (2015) calls “the power of the example”.

**Methodology/research design:** A reflexive thematic analysis will be used following Braun and Clarke’s conceptualization of the methodology (see Braun & Clarke, 2019; 2021). I take a deductive theory-driven approach to coding. The data, consisting of meeting observation and documents, will be studied with the theoretical framework in mind and the results aim at what Braun and Clarke (2019, p. 596) call “creative and interpretive stories about the data”.

**Expected results/findings:** Examples of all three powers can be found in the material with disciplinary power and pastoral power being the most prominent ones.

Disciplinary power is the most pronounced form of power. The State agencies cannot be ever present in physical form but relies on local school actors to internalize the norms and standards of the state agencies. This form of power has much in common with what Simons (2015) call *governing through what works* and *governing through responsibilization*. Governing through responsibilization can on also be seen as part of the surveillance mechanism. Responsibilization implies that “schools and teachers come to understand there is no reference anymore to something outside themselves and beyond their control that explains their performance” (Simons, 2015, p. 722).

**Contribution:** A lot of pressure is placed on the local school actors in decentralized systems such as Sweden’s. Poor results in international studies such as PISA has created a narrative of failing schools. By doing an analysis using theories from Foucault and Simons I aim to help change the “menu” of available narratives (Smith & Monforte, 2020). When we can recognize and put words on the power being exercised, we also enhance our options for participation in relations of power and leadership.

**References**


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**Knowledge about what? Teachers’ interpretations of a subject curriculum document**

**Anniken Hotvedt**  
**Oslo University**

Attempts to re-pack a subject curriculum in a state-based curriculum development process mobilise debates about *content* in school subjects amongst various stakeholders, especially among those who work with the curriculum in their daily practice – the teachers. This study focuses on the perceived curriculum from the teachers’ perspectives. Norway is gradually implementing (2020–2022) a new national curriculum reform named LK20, and the purpose of this study is to deepen
our understanding of how teachers interpret curriculum documents. Two research questions

guided the study:

What are teachers’ perspectives on subject matter knowledge in the document of the Norwegian

subject curriculum (2020)?

How do the teachers read and navigate throughout the document of the Norwegian subject

curriculum (2020)?

Since the documents’ technical format might impact how teachers interpret the subject
curriculum, the research questions seek to examine how teachers interpret and make sense of the
new format (layout, structure and composition) and what they perceive as important content in the
Norwegian school subject. The reason for using the Norwegian subject as a case is that it is a
holistic and complex subject involving a mosaic of epistemological knowledge structures (Sundby &
Karseth, 2021).

To consider teachers’ perceptions of a specific subject curriculum document, the study draws on
the concept of curriculum-making being understood not as a linear process but as a dynamic
process of interpretations. We see teachers as curriculum makers doing curriculum work. To
consider teachers’ understandings of subject matter knowledge embedded and ingrained in a
subject curriculum document, what Deng (2011) refers to as ‘the first level of curriculum
interpretation’ (p. 541) we draw on the concept of curriculum potential. Schwab introduced the
concept in 1973 as an entrance to capture how teachers interpret official curriculum documents.
Ben-Peretz (1975) explores this concept further and articulates that ‘curriculum may be seen as the
embodiment of a potential, independent of its developers’ intentions, that can be discovered and
revealed by careful analysis’ (p.151). Deng (2011, 2017) suggests that curriculum potential is about
analyzing and unpacking the meaning and significance of curriculum texts and that this needs to
take account of a ‘theory of content’ - that is, a particular way of selecting, arranging, and framing
or translating content for educational and pedagogical purposes’ (2011, p. 539).

The study utilises a qualitative approach, employing semi-structured focus group interviews
with 18 general and vocational programme teachers at upper secondary schools. The multi-stage
analysis was inspired by the six phases of thematic analysis (Braun & Clark, 2006) and collective
qualitative analysis (Eggebø, 2020).

Our tentative analysis reveals that when asked which curriculum components the teachers
accessed when planning their lessons, all the teachers replied that they consulted the Competence
Aims. In addition, there was also a general agreement among the teachers that, overall, the six Core
Elements capture the various aspects of the Norwegian subject: text in context, critical approach to
text, oral communication, written text creation, language as system and opportunity and linguistic
diversity. Still, agreeing that the Core Elements ‘is the subject’, some teachers indicated a concern
that explicit content descriptions and input regulation of subject matter knowledge were more in
the background.

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Values in Ambiguous and Uncertain Spaces: Teacher Assistants Negotiating Discourses in the Swedish Compulsory School Context

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Aim and Research Questions: Throughout a global space (Lawn & Lingard, 2002; Nordin & Sundberg, 2018) the idea of teacher assistants is embedded in imperatives of both reducing teachers’ workload and raising standards through teacher excellence (Hammersley-Fletcher & Qualter, 2009; Hofbauer et. al., 2021) within discourses on teacher professionalism (Nordin, 2016). In the Swedish context of education, ambiguities have been raised regarding what the idea of a teacher assistant is and ought to be (Lindqvist, 2020; National Agency for Education, 2020).

The aim of this paper revolves around teacher assistants’ values through discursive spaces in the Swedish compulsory school context. The questions in focus are two-fold; firstly, what values emerge through teacher assistants’ discursive spaces? Secondly, how can these values be viewed in the light of values through transnational discourses? In this manner, the translation and recontextualisation of the idea of teacher assistants, in the Swedish education system, is highlighted through values in the local school context.

Theoretical Lens and Methodological Considerations: The theoretical lens of ‘discursive space’ refers to spaces between juxtaposed values at different levels in the education system (see Uljens & Ylimaki, 2017). Hence, values are viewed as discursive and contextually embedded (Fairclough, 1992; Wahlström, 2022). Furthermore, elements from a Discursive Institutionalist approach (Schmidt, 2008), work as a contextual backdrop, through a critical understanding of interrelations between ideas, discourses, actors and institutional context regarding what is and what ought to be (see Biesta, 2009).

Taken together, the analytical framework highlights how discourses implicate certain ideas, norms and values which are translated and recontextualized when negotiated (Nordin & Sundberg, 2018; Schmidt, 2008; Wahlström & Nordin, 2017) by local actors. In this manner, conceptualizations (‘content’) through the discourse-theoretical concept of ‘discursive space’ (‘discourse’) focus on how values are articulated and communicated by teacher assistants (see Schmidt, 2008 on ‘content through discourse’). Moreover, meaning in text and context is analysed which entails the analytical aspects of who, where, what, why and when (Wodak & Krzyzanowski, 2008).

Conclusions: The present paper builds upon data from eleven qualitative interviews with educated teacher assistants in municipal and private compulsory schools in Sweden. The analysis shows that the teacher assistants’ values are recurrently in reference to and conceptually intertwined with easing teachers along with endorsing time for teaching in order to increase teachers’ responsibility. The value of time regarding teachers’ institutional conditions is a prevailing idea at the local level mirroring values proposed in transnational imperatives (e.g. OECD, 2019).

Furthermore, the analysis demonstrates values related to local pluralization (see Uljens & Ylimaki, 2017), through ambiguous and uncertain spaces, highlighting the idea and role as a ‘solution’ to a plethora of ‘issues’. Hence, values are articulated as oriented towards both the whole-school setting and the whole-class setting. Values, through discursive spaces, emerge as balanced between is and ought to be embedded in teachers’ institutional conditions and as reconstructed. Taken together, the analysis shows how values are embedded in and conditioned by discourses on teacher professionalism indicating translation, negotiation and recontextualization (Nordin & Sundberg, 2018).

References
En enhetsskole for alle? Justeringspolitikken på ungdomstrinnet i kjølvannet av det norske læreplanverket M74

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Norwegian University of Science and Technology


er imidlertid ikke å sammenligne intensjoner og realiteter – \emph{hopes and happenings} – men å forstå hvordan politiske prosesser selv bidrar til å forme politikken.

Presentasjonen er en del av et pågående ph.d.-prosjekt med arbeidstitelen «Grunnskolen som kunnskapspolitikk: politisk styring av skolens kunnskapsinnhold fra 1959 til 2016».

Referanser
Grunnskolerådet (1981) \emph{Sentrale emne i norsk, matematikk, engelsk, tysk, fransk frå monsterplan for grunnskolen (rettleieing for læreraren)}.
Innst. S. nr. 395 (1975) \emph{Tilråding frå kyrkje- og undervisningsnemnda om videregående opplæring}.
Kirke- og undervisningsdepartementet (1971) \emph{Mønsterplan for grunnskolen: gjennomføringstempo og informasjonsvirksomhet (rundskriv F-363-71)}.
Kirke- og undervisningsdepartementet (1975) \emph{Matematikkundervisingen i grunnskolen (rundskriv F-397-75)}.
Kirke- og undervisningsdepartementet (1980) \emph{Utvida opplæring/valfag m.m. i grunnskolen (rundskriv F-74-80)}.

\section*{Session 2d}

\textbf{Chair: Carl-Henrik Adolfsson}

\section*{Exploring local curriculum making}

\textbf{Johan Liljestrand}
\emph{Högskolan Gävle}

\textbf{Andreas Bergh}
\emph{Örebro Universitet}

This symposium takes its starting point in the society’s ambitions to promote high quality education and equivalence within and between schools. However, even though both these concepts, equivalence and quality, for several decades have been strongly highlighted in the Swedish education system, the interpretation of them has changed over time, as well as the means used to achieve them. One of the central means, today, is local systematic quality work which in Swedish municipalities and independent school contexts is a process including several actors and functions. Although lots of time and efforts have been made to develop local systematic quality work, we still know far too little how it is enacted. This is especially so if we go beyond the formal quality reports and focus on processes and start asking questions on what content it is ascribed. The overriding purpose of this symposium is to contribute knowledge on the enactment of systematic quality work, which theoretically is explored as local curriculum making.

The four cases in this symposium comprise several actors and meaning making artefacts involved in the local enactment of systematic quality work, with a joint curriculum theoretical interest in exploring how educational goals formulated on the macro level are enacted and re-contextualized on meso- and micro-levels (Jackson 1992; Schwab 1979/2013). Though research, for example on superintendents and local school boards, has contributed to knowledge about the enactment of some formal roles in the Nordic school systems (Moos et al) there is still, however, lack of sufficient research and conceptualization on the complexity of the local curriculum making.

Altogether the symposium contributes with knowledge on how the processes studied are far more complex than straight-line “chains of government” and call for further theoretical development and empirical studies.
Discussant: Docent Carl-Henrik Adolfsson

Systematic quality work without quality? A study of local initiatives to challenge school segregation
Andreas Bergh, Uppsala university

For 25 years, quality work has been highlighted as a policy means to improve equivalence and quality. However, rather than bringing questions of educational quality at the center, earlier research has demonstrated that quality assurance and evaluation (QAE) has become the main objective for education policy (Bergh 2015, Kauko et al 2018). The aim of this presentation is to put the light on a complex educational question by analysing how a Swedish municipality has tried to challenge segregation through education. Empirically, it builds on interviews with local politicians and civil servants who try to navigate between local complexity and national policy expectations on systematic quality work. The result demonstrates that the 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.

Evaluation, a quality process
Karin Lager, University of Gothenburg

Policy processes concerning quality is hard to predict and seems often to have unintended consequences. Systematic quality work is one of these policy processes in municipal work, connected to objectives in national intentions. The purpose with this study is to explore how a model for child-centered evaluation is enacted in Swedish School-Age Educare. Participating actors are SAEC staff, a principal and a municipal development worker. The model is discussed with the work-group for three times during one semester and each discussion is recorded. Policy enactment theory are applied to analyse the discussions of an evaluation-tool for quality work. Findings indicate different interpretations concerning what and how to evaluate as well as daily work is strained by materiality not supporting the work. Policy process concerning quality is a global trend and especially important in relation to the Nordic model of educare approach.

Exploring the practical aspects of local curriculum work
Pia Skott, Uppsala university

Already in the 1970s Joseph Schwab wrote the first piece on the practical aspects of curriculum. The doings. Since then the different domains of “the practical” has been explored further. The paper takes these theoretical foundations as a starting point to go beyond the idea of straight “governing chain”. Instead it examines the complexity i.e., the interlinked doings, involved in local curriculum making within municipalities Sweden. The aim is to illuminate the practical dimensions involved in local curriculum making. It combines empirical data from two different studies. One is a 3 years long case study where the municipality wanted to strengthen the practical actions of teachers by working with teachers’ assessment competences from a whole school/municipality approach. The other one includes 10 municipalities’ work to take “a whole school approach” on student health promoting work. The results indicate that it is in the reflective and syncronized curriculum making, the quality of local curriculum work can be found.

The enactment of preschool curriculum in municipal quality work
Annika Elm, Gävle University & Johan Liljestrand, Gävle University

Swedish municipals have a mission to adapt the national curriculum to local conditions. This process is multifaceted and involves several levels. The purpose of our paper is to elucidate how preschool curriculum is enacted and transformed between these levels and to discuss consequences
for pedagogical work. Interviews with key players and collection of documents comprises data for our paper. We approach our material through the lens of curriculum theory and policy enactment theory to shed light on how “quality” are enacted into preschool curriculum, with consequences for what is possible to achieve for preschool teachers on the operative level. Our results indicates that this process in not straight-lined; e.g. the transformation from qualitative data in preschools, to quantitative software data on higher municipal levels. Our paper contributes with knowledge regarding how government by goals is implemented in Nordic preschools.

Friday 21st Oct

Session 3a

Chair: Gun-Britt Wärvik

Curriculum Controversies – Theorizing displacements in curriculum-making from a discursive institutionalist perspective

Daniel Sundberg  
Linnaeus university

It has long been argued that today's information- and knowledge-intensive society is combining with changes in globalization and values to alter the conditions of education and schooling. At the same time, we have a long tradition of national, culturally institutionalized curricula that structure the content and form of schooling. How, for example, the historically established structure of school subjects is changing due to international discourses about lifelong learning or 21st-century competencies is an open question. This paper addresses the question of knowledge in curricula and how different curriculum ideologies shape background assumptions on knowledge, teaching and learning. Adopting a discursive institutionalist perspective and taking cases of controversies in Swedish curricular history as a point of departure, the paper discusses displacements in curriculum-making at the institutional, programmatic, and textual levels.

The paper investigates how curriculum ideologies on the subject knowledge versus transversal competencies. In doing so I turn to discourse-institutionalism (DI) as outlined by Vivien Schmidt (2010, 2011, 2016) proposing a stratified understanding of ideas operating at different policy levels, from philosophical ideas that are very stable over time, to programmatic ideas that changes somewhat easier to policy ideas which can change rapidly to capture the transformation of ideas travelling between different arenas and used by different actors. Endogenous and exogenous drivers of change, continuities, and the discontinuous discursive controversies reconfigure the curriculum in the nexus of scientific, public, and political, administrative, and professional arenas. The latent or background ideas that structure the forms and content of schools are, however, highly formative. The paper will exemplify how the policy ideas have travelled and been translated into national and local practices with Sweden as case study. By using the most recent Swedish curriculum reforms, the presentation will give theoretical and empirical illustrations of how a transnational curriculum policy discourse on ‘competencies’ have been institutionalized into national teaching programs and practices.

The result shows that concepts from DI might be useful for unpacking the assumptions of linearity, state-centeredness, deliverance as prevailing premises of educational reforms. By analysing discursive forces and practices in different contexts, arenas, actors etc. new avenues for understanding and explaining transnational flows of policy ideas on Competence-Based-Curricula emerge. I finally argue that decision-making of leaders (political, professional, administrative etc.) face several complexities and dilemmas in the enactment of CBC when considering the different institutional settings, spaces, times, and interactions under which actors use their capacities and agency.
Keywords
curriculum; discursive institutionalism; knowledge; subject knowledge; competency-based curricula; curriculum discourse

References

A Free Flow Between Becomings and Becoming Imperceptible – Rare, but Possible

Klas Roth
Stockholm University

Gilles Deleuze and Félix Guattari argue that a free flow between becomings and becoming imperceptible is desirable between people in education, societies and among societies. Deleuze, however, came to believe that reactive forces triumph over active, and that the above-mentioned free flow therefore is rare, though possible. For Deleuze, as I interpret him and argue here, this free flow is related to specific individuals or what he called the indefinite individuality of life, and not to the whole human species as a possibility. Moreover, from a Deleuzian perspective, it is dangerous to think that it would be a more or less easy way out of reactive forces. It is therefore problematic that a post-humanist such as Rosi Braidotti, who draws on Deleuze’s work, believes that she offers a way out. Such thoughts – that one can offer a way out of reactive forces – can lead, harmfully, to a one-sided view of affirmation, joy and happiness, on the one hand, and to dead-end utopias, on the other as expressed by educational post-humanists such as Nathan Snaza and John A. Weaver, who assert the promise that posthumanism – with its one-sided emphasis on joyful affirmation – will take us back to the Garden of Eden. Instead of misrecognising reactive forces, Deleuze argues that human beings should respond responsibly to both active and reactive forces by engaging in thinking. They can then respond to the negative force of the capitalist market, which, he argues, does not encourage a free flow between perceptible and imperceptible becoming; it merely forms our images and directs our desires towards the ones required for it. Deleuze also argues that there is no certainty concerning how a free flow between perceptible and imperceptible becoming can be aroused, nor concerning how it can be sustained – it is rather an open-ended and never-ending process in education, society at large and between societies, on the one hand, and a possibility actualized by a few, on the other.

School principals as sentient agents: Exploring principals’ translations of the standards-based curriculum through discursive institutionalism and pragmatic institutionalism

Katarina Ståhlkrantz
Linnéuniversitetet

This study takes the standards-based curriculum reform movement (Hamilton et al., 2012) as the point of departure, considering it as a ‘master-idea’ (Røvik & Pettersen, 2015) and a ‘successful idea’ (Schmidt, 2008), legitimated as a powerful tool for school improvement (Chatterji, 2002). As
key actors in the policy process, school principals act as translators of the standards-based curriculum on the local policy arena (Wahlström & Sundberg, 2018). To do ‘good translations’ (Oygarden & Mikkelsen, 2020) of the intended policy ideas of the standards-based curriculum, contributing to ‘ideational success’ (Schmidt, 2008), school principals need ‘translator competence’ (Røvik, 2008; 2016). With a focus on not only policy ideas, but also discourse, as well as agency as the lived experiences of organizational members, this study draws on discursive institutionalism (Schmidt, 2008; 2010; 2015) and pragmatic institutionalism (Beaton et al., 2021). Starting from Røvik’s theoretical framework of ‘translator competence’, an ideal of how to translate successfully, the aim of the study is to empirically explore and analyse school principals as translators, enacting the standards-based curriculum into the practices of local schools. Schmidt’s (2010; 2011; 2015) framework of ‘sentient agents’ has been used as a critical methodology to analyse, not only school principals’ ‘background ideational abilities’, which guide them to do things right, but also their ‘foreground ideational abilities’, that is analysing their critical and deliberative experiences when translating the standards-based curriculum. The study draws from empirical material collected by interviews. School principals, from four compulsory schools in different geographical parts of Sweden were interviewed. In the analysis, various examples of the school principals’ ‘translator competence’, interpreted as their background ideational abilities, were found. As knowledgeable and multi-contextual translators, the principals present in-depth knowledge about the core content and principles of the standards-based curriculum, as well as its inbuilt conflicts, compromises, and ambiguities. The empirical data also indicates translator skills as braveness and creativity, and the school principals as patient and strong. When analysing the interviews, various discourses of the school principals’ foreground ideational abilities emerged. The principals reflect critically and deliberatively about how to balance legal requirements to professional autonomy, but also gives examples of creative strategies to handle these tensions. Various contextual aspects affect the students’ academic outcomes and the principals problematize expectations of high standards and high academic expectations on students in relation to the contextual prerequisites of their schools. According to the principals, there is also a gap between the school and parents, which they consider has increased over time. Finally, the principals express that they do not believe that students at different schools are given equal opportunities. ‘A school for everyone, it no longer exists in Sweden, I think’, tells one of the principals. They further criticise national state initiatives aimed at reducing inequality, which means that all schools should do the same. On the other hand, the principals emphasise professional agency and that they, as principals, have the best knowledge of the needs of their schools.

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Whose voice is it anyway? Narrative perspectives within the Scottish and Swedish Science curricula.

Jakob Billmayer
Malmö universitet

Stephen P. Day
University of the West of Scotland

This study explores the form of curriculum documents and its implications for the enacted curriculum. The aim of the study is to contribute to our understanding of the interactions that take place at the interface between the programmatic and classroom-level of curriculum making (Deng 2011). What scope of interpretation do the distinctive narrative voices evident in the Scottish and Swedish curriculum allow for the teacher?

In this study, the narrative voices that appear in the Scottish Broad General Education phase and the Swedish Compulsory phase of the curriculum are scrutinized in relation to the most likely reader of these documents - the teacher. The study adopts a critical hermeneutic approach to documents relating to the Swedish and Scottish Science curriculum documents, focusing on the primary and lower secondary school phase of education. An ideal typical "teacher reader" was constructed in order to implement the teacher perspective into the study. For analysing the documents the concepts and categories from narratology according to Franz K. Stanzel (1979) were utilised as an analytical framework that illuminates the emerging narrative voices in the curriculum documents. This made it possible to scrutinise who the narrators (sender) and readers (receiver) within the narrative world of the curriculum documents are and in how far they correspond with the users and stakeholders of the documents – teachers, pupils, etc.

The results show, that both countries are similar in terms of “the teacher” not appearing in a prominent role but differ in terms of how teachers are framed from a narratological perspective. While the Swedish science curriculum appears to be a very rudimentary narrative, resembling “stage directions” for teachers’ activity, the Scottish science curriculum contains a variety of different narrative voices. None of these voices puts the teacher in an active, decision-making position. In the Swedish documents, the role of the pupil is appears in the (grammatical) position as object and receiver of teaching, while the Principles and Practices section of the Scottish documents are actually written from a pupil’s perspective. However, this does not necessarily facilitate a student-focus, when it comes to translating the document into classroom action.

Our findings therefore suggest that curriculum designers need to pay specific attention to the narrative form of the curriculum document as this will impact on how it is used by teachers in regards to their interpretation of what the intended curriculum ought to look and feel like in the classroom in terms of pedagogy and how that learning will be assessed.

References
Session 3b

Chair: Armend Tahirsylaj

Pupil politics at the ‘end of history’ – Elevorganisationens agenda when public became private good

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From 1985 to 1995, the Swedish school system was fundamentally reformed. In addition to the general decentralization and a transition to management by objectives, the central school authority Skolöverstyrelsen was shut down and replaced by the new slimmed agency, Skolverket (Skott, 2019). These transformations in governance, we hypothesize, impacted the Swedish pupil movements’ prerequisites and capability to influence national school policy, as well as participate in the debate on education, as a united voice. How did the movement adapt to this changed environment? As voices criticizing Sweden’s decentralized school market in favor of a re-centralization have recently become stronger, a better understanding of how the pupil movement is affected by significant changes in the school governance is essential. Such knowledge of how democratic organizations may be affected by institutional reforms can help to prevent future national education policy ambitions from negatively affecting students’ ability to influence their education collectively.

Taking its point of departure in curriculum theory and institutional theory, the overall purpose of this paper is to analyze how the transformations in school governance throughout the 1980s and early 1990s affected the national pupil association Elevorganisationens’ political agenda. Theoretically, the transformations in governance are conceptualized as two related processes which created a new political and institutional landscape for school political actors. One is the so-called ‘fall of Swedish corporatism’ (Lewin, 1994; Micheletti, 1991; Rothstein & Bergström, 1999; Lidensjö & Lundgren, 2000). The other is what Tomas Englund has called a transition from public good to private good in education (Englund, 1995; Englund, 2018). Furthermore, we use social movement theory, where the concept of framing (Snow 2013; Snow & Benford 2000; McAdam 2000) helps us to analyze if and how Elevorganisationen’s agenda was reformulated and renegotiated following this new landscape.

Drawing on articles published in Elevorganisationens own journal Elevforum, as well as annual reports, information brochures, pamphlets, etc. from 1985 to 2005, this paper will investigate how the political demands raised by Elevorganisationen changed during this critical era. In our pre-study, we found clear indications that the association experienced a
period of decline following the transformations around 1990. For example, in 2003 the association noted its lowest membership rate ever, merely around 5000 members (Hallberg, 2014, p. 36). In a tentative analysis, we have detected shifts in discourse, ambitions, and strategies evident in the sources. Gradually, political claims were deemphasized. Did the movement become ‘post-political’ (Knutsson 2014) in the times known as the ‘end of history’ (Fukuyama 1992)? The following questions will guide the continued investigation and contribute to the analysis: How did Elevorganisationen react to the politics behind the changing school system? What challenges and opportunities to influence education policy does Elevorganisationen articulate in their materials? How can the educational reforms in the early 1990s be used to explain the changing character of Elevorganisationen and the pupil movement during the last three decades?

References


The Capability to Choose: The Concept and Policy of School Choice from the Perspective of Capability Approach

Erik Gustavsson
Linnaeus University, department of pedagogy and learning

Aim:
This presentation deals with school choice and justice. The school choice issue, i.e. whether parents should be able to choose different schools for their children, is currently politically and pedagogically disputed. In a recent government bill (Prop. 2021/2022:158), the Swedish government presented proposals with the intention of making school choice more just. However, justice can mean many things, and relate to various claims, values and ends that need to be defined and prioritized (Brighouse, 2004). Such a task can be facilitated by philosophical perspectives of justice. The aim of this presentation is to discuss the
consequences of understanding the concept and policy of school choice from Amartya Sen’s capability approach.

Theoretical and methodological points of departure:
The presentation highlights selected parts of the thesis *Om skolvalsfrågans rättvisedimensioner* [On the Justice Dimensions of School Choice] (Gustavsson, 2022). The methodology of the thesis is inspired by John Dewey’s (1922/1981, 1932/1985) view of pragmatism. According to Dewey, morality has no given core or origin. What is considered fair may thus have different answers depending on the situation and the moral conflict at hand. Dewey argues for an experimental process of inquiry in relation to such value-based conflicts, incorporating reflection on alternative lines of action. According to this approach, I apply Dewey’s idea of *imaginative rehearsal*, by examining school choice policy (mainly government bills and official state reports) from three perspectives of justice: John Rawls’ (1971/2005, 1993/2005) *justice as fairness*, Nancy Fraser’s (2008, 2009) understanding of *justice as three-dimensional and participative*, and Amartya Sen’s (1980, 2009) *capability approach*. These perspectives are used as tools for moral reflection, as they put emphasis on certain values and principles to achieve justice. The perspective discussed in this presentation – capability approach – constitutes both a general idea of individual freedom, and a broader framework for development and democracy (Robeyns, 2017). Sen (1980) criticizes theories of justice that put too much emphasis on universal principles for resource allocation, without considering the diversity of people’s conditions and desires. As a justice perspective, capability approach mainly directs focus to the actual freedoms (capabilities) that individuals possess to achieve certain “beings” and “doings” that they value.

Findings:
In the presentation, I will use the capability approach to discuss the merits and shortcomings of the current school choice system in Sweden, as well as some of the suggested changes in official state reports from recent years. One key aspect is whether school choice becomes relevant as a “real” freedom for people – which I will argue that it doesn’t, at least not for everyone. I will also claim that capability approach emphasizes the importance of pluralistic learning environments, which raises criticism towards the segregating effects of school choice. Finally, I will touch upon some general opportunities and challenges with the capability approach as a justice perspective, in relation to school choice and children’s schooling.

References

Visualizing politics and the politics of visualization: New paths

36
for curriculum theory?

Tatiana Mikhaylova & Daniel Pettersson
University of Gävle

The last decades have been marked by a significant expansion of theoretical and methodological approaches in the studies of the politics of curriculum-making (Fan & Popkewitz, 2020; Pinar et al., 2014). Yet, due to the traditional privileging of the textual, the field is dominated by an understanding of the curriculum as “discourse, text, and most simply but profoundly, as words and ideas” (Pinar et al., 2014, p. 7). In other words, the emphasis lies on the verbal dimension, while the visual forms of communicating knowledge, norms and values remain largely outside the scope of curriculum studies. In general, ‘the pictorial turn’, outlined by Mitchell (1994) in relation to human sciences, has not yet had any significant impact on the study of education.

Arguably, to understand curriculum it is necessary to examine the complex assemblages of its verbal, numerical, material, and visual aspects. However, this paper deals mainly with the practices of visualization in order to highlight their role in reflecting and contesting the meanings embedded in curricula. While there is a vast array of such practices ranging from pictures, photos, wall charts, graphs and diagrams to PowerPoint presentations, films, and video lessons, in this study we focus specifically on images used in textbooks for elementary school pupils in Sweden and (Soviet) Russia. By examining which norms and values codified in curricula are made ‘visible’ to the youngest students, the paper seeks to extend existing approaches to theorizing curriculum. In particular, it introduces the notion of ‘visual curriculum’ and discusses how it can contribute to the study of the pedagogy of images and the practices and politics of visualization in education.

The preliminary results show that pictures and images reflect some aspects of curricula and are based on certain ideas about childhood, nationhood, and education, etc. Moreover, the observed differences in the modes and styles of representation between the analyzed contexts allow conclusions to be drawn about the ways of looking, seeing and knowing the world offered to Soviet and Swedish pupils by means of pictures (Mikhaylova & Pettersson, 2022). As such, illustrated textbooks create a specific vocabulary of the world by visually inscribing in the hearts and minds of children what is considered acceptable ways of being and acting in the world.

References:

The why, what and how of deep learning: critical analysis and additional concerns

Andreas Reier Jensen
University of Agder
The concept of deep learning has become a popular and well-recognized term in contemporary educational literature and international political documents (Pellegrino & Hilton, 2012; Fullan, Quinn, & McEachen, 2018). In this paper we aim to identify knowledge gaps relating to the concept of deep learning that is insufficiently examined in the current literature (Beattie, & Collins, & McInnes, 1997; Dinsmore & Alexander, 2012) and discuss the possible consequences of this gap for more comprehensive educational work. We ask:

“why” (why deep learning should be implemented in praxis),

“What” (what deep learning is and what its theoretical clarifications and operationalizations are), and

“how” (how to implement deep learning in educational practice and how to measure learning or effect).

By examining the content of the above questions, we attempt to generate and specify additional important questions that concern the compatibility between deep learning and other overarching processes in the field of education, e.g. the ideas of inclusion and adapted instruction.

As one of many concepts/ideas in the field of education, deep learning has emerged and rapidly made its way into various national curricula and governing political documents in the guise of new pedagogies. Examples of such prominent concepts in education are inclusion, democracy, adapted instruction, self-regulative learning, collaborative learning, critical thinking, and life-long learning (NOU, 2015; White paper 28, 2015-2016; Norwegian Directorate for Education and Training, 2021). Deep learning typically induces positive connotations and represents the learning strategy educational institutions should adopt to assure a sustainable future in modern societies. However, a significant challenge with deep learning is that the concept appears in many different scientific fields with various definitions, understandings, and applications. Thus, there is an imbalance between the quantity of governing documents in education that endorse deep learning as the primary learning strategy and the amount of academic theory and research examining its definitional clarity and related unresolved questions.

Our main theoretical framework to analyse this travelling and transformation of discourses is Bernstein’s (2000) concept of recontextualization. Recontextualising represents distinctive ideological transformations throughout selecting, de-locating, producing and re-locating discourses. I.e., we view deep learning as a part of a transforming discourse travelling from a macro position (why) and transforming its content (what) as it spirals down to the practical question of teaching and learning (how).

References
Session 3c

Chair: Ulrika Bossér

Curriculum digitization in Norway: policy networks, spaces and otherings

Simona Bernotaite
University of Oslo

This study explores curriculum policymaking through the digitization of the national curriculum in Norway. The Norwegian renewal of the Knowledge Promotion Reform 2020 introduced a digital platform comprising an interactive curriculum and a digital Curriculum Planning Tool (CPT). The Norwegian Directorate for Education and Training (hereafter Directorate) developed the CPT to support teachers’ use of the renewed curriculum. The script of this digital tool produces a socio-material entanglement that contributes to the operationalization of national curricula and has the potential to shape digital education governance. However, it is unfeasible to suppose that the realization of such digital instruments is a straightforward process (Landri, 2021). Instead, the process depends on different stakeholders.

This study examines processes and actors comprising curriculum transformation into a digital instrument and its initial realization in the Norwegian education system. The study aims to explore what relations are constructed through the digitization of the national curriculum to CPT. Moreover, the study analyses the emergence of actors within a network and their contribution to the dynamics of digital education governance.

The study employs Actor-Network theory (ANT) to explore the dynamics of curriculum digitization through concepts addressing how actors emerge within linkages among humans and nonhumans (Fenwick, 2011). Instead of looking at curriculum renewal and implementation of digital innovations as diffusion, these processes are approached through the concept of translation which focuses on occurrences when actors try to associate with one another (Landri, 2021). Simultaneously, the concept of otherness guides the attention to unexpected occurrences, fluid spaces and partial associations (Fenwick, 2011) that contribute to the dynamics of digital education governance.

This study employs Visual Network Analysis (Decuyper, 2020) to follow how actors mobilize, connect or disassociate from the network. Data is collected by following actors through internet searches, policy documents and documents related to curriculum digitization, and interviews with key informants. Fenwick (2011) criticizes ANT for taking some actors as central within networks. To address this issue the CPT in this study does not denote the centre of a network but is rather an entry point for data search, collection and limitation.

The analysis of the Norwegian curriculum digitization process reveals a dynamic network where various stakeholders such as the Directorate, teachers, pupils and commercial enterprises translate into particular roles. Through the occurrences of the CPT development and implementation process, a space for partnership between policymaking and policy implementation arenas is created. Within this space, the Directorate and teachers emerge as partners working toward curriculum digitization. This space for partnership translates teachers into experts on curriculum work, and thus, its digitization. Although teachers actively contribute with curriculum knowledge throughout the process of curriculum digitization, a space for otherness where teachers perform other modes of action – such as refraining from contribution – might be observed. Finally, in the network, the Directorate is
not merely a partner in digitization but also an actor directing the process following
curriculum policy and reform ideas.

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The making of teaching practices in Swedish preschool

Anna Wahlgren
Linnéuniversitetet

In this presentation focus lies on the theoretical framework in my upcoming PhD thesis. The
aim (in the thesis) is to investigate and analyze how teaching, for the youngest kids in
Swedish preschool, shapes in the tension between curriculum and institutional practices. The
theoretical framework is curriculum theory (Lundgren 1979) with special focus on frame
factor theory (Dahllöf 1967; Gustafsson 1999) and the intention is also to make it work with
bildung (Steinsholt og Dobson 2011) and Scheffs (1994) Social bond, more specific pride and
shame. The study is constructed by different parts, that together will make a whole and
illustrate the different levels in curriculum theory. Method in mind is to use video stimulated
recalls as foundation for interviews with preschool teachers in Swedish preschools, to
understand what they consider to be and how they practice teaching. The videos are also
analyzed separately with micro analysis, the focus in that analysis is on what’s happening
between the toddlers and the teachers in teaching-situations. Further on in the study there is
a part with interviews with politicians in the mandator of preschool (förskoleförvaltningen),
that will be based on the results of the analysis of the earlier interviews and study of the
Teaching interactions. There will also be a study and analysis of policy documents connected
to preschool, in both local and national context, to understand systematic terms in these
policies. This is relevant in a Swedish context because of the revising of the preschool
curriculum (2018) where the teacher is pointed out as the one responsible for the teaching.
But there is also a tension related to the term teaching (undervisning) in preschool in Sweden
that makes it hard to understand and get a common understanding around what teaching in
Swedish preschool is. The result will show how teaching is constructed in the Swedish
preschool context. The main question for this presentation is – can my theoretical framework
support this work?

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Swedish for immigrants as expectations or deceptions

Dimitrios Papadopoulos
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Aims: In this study we will focus on Municipal adult education in Swedish for Immigrants, Sfi, for those with the lowest prior education. The societal ambitions as well as expectations on Sfi are high. The aim is not only to learn the immigrants a basic knowledge of the Swedish language (Skolverket, 2018), it is also to make them available for the labour market and integrated in society as soon as possible (Sandwall, 2013). However the stress to quickly be employable is interfering with the possibilities to develop profound language skills. Consequently Sfi in general has had difficulties to meet the expectations satisfactory. That is especially the case for the courses for those with lowest prior education.

Evaluations of Sfi does not only display the conflicting aims, but also deficiencies in quality, that partly could be explained by both scarcity of qualified teachers, and the low demands for qualifications. Sfi is organized by the municipalities that are free to decide whether to be the principal organizer or to permit private providers. The proportion of private providers has increased especially and was in 2021 38% (ref). Many of the SFI providers are handling complex situations when the expectations are also to show good results at a low cost. The contracts are often limited to 2-3 years, a short period for an activity that should presuppose continuity.

Sfi has been offered for immigrants since 1965. In Sweden, immigrants (18–67 years of age) who have newly arrived are offered SFI. The programme is state funded, but Swedish municipalities are responsible for providing it (Council of Europe, 2001). The education is legally regulated in the Swedish Language act (SFS 2009:600) where the most relevant paragraph states that everyone living in Sweden shall be given the possibility to learn, develop and use the Swedish language. Sfi is organized by the municipalities that are free to decide whether to be the principal organizer or to permit private providers.

The organizational changes and variety of SFI can be considered as an answer to societal problems. For an immigrant to master the language is a crucial factor for integration, but the results from SFI has often been criticized as to inefficient and to not be adapted to the Swedish labour market (Öbrink Hobzová, 2021). Hence the ongoing changes in SFI can be considered as a way to address the societal expectations.

Theoretical framework and research questions: Our point of departure is that we consider teachers professional work as embedded in societal factors that in different ways condition their work. The preliminary research questions are:

- How do teachers in Sfi identify, experience and handle factors that condition or limit their activities?
- How can we understand how the embeddedness in different and competing sectors and policies in society can contribute to tensions that will affect the teachers work in Sfi?

In the analysis we will initially draw on frame factor theory (Lundgren 1972, 1979) to expose the factors that affect teachers experiences prerequisites for their work. In order to conceptualize the societal context it is possible that we will need to go beyond frame factor theory to find theoretical tools that help us shop.

Methodology: Sfi is organized in different levels or study paths. The courses within Sfi that are relevant for our study is the first and second level that have been of certain concerns in evaluations of results. We will use interviews and focus group interviews with SFI teachers from approximately 15 Swedish municipalities in order to be able to study the variety of ways to contest the tensions in the expectations on Sfi. When analyzing the interviews we will compare with the different evaluations and revisions of Sfi.

References
Ability Testing and Performance Assessments: Production Different Kinds of Deviancy

Christina Niemi Mølstad  
*Inland Norway University of Applied Sciences*

Daniel Pettersson  
*University of Gävle*

Historically, differences in educational curricula achievements have been explained as either testing pre-determined abilities (individual to the students) before entering education or before transmission to another level of education, or as retrospective assessments of knowledge performances (received by various knowledge assessments). Depending on the way to characterize students through this kind of tests and assessments different management and organization of the curriculum have entered the educational realm. These different strategies contain different temporality; evident in terms of that students are either characterized before or after possibilities to learn. As such, ability testing and performance assessments use different rationalities based on a temporality on how to recognize the “normal” and the “deviant” child. To our understanding, when the curriculum changes into a “school for all”, ability tests shift more into performance assessments; and changes occur affecting who and what the deviant child is.

In the following, we will elaborate on this shift from ability testing to performance assessments within the Norwegian and Swedish discourse of a “school for all”. In performing this task, we firstly investigate the early development of the comprehensive school. Here, ability initially was discussed as a matter of IQ, race, and biological sex, participating in the fabrication of the “deviant child” as a curricular problem. In this we trace various discourses on how to integrate the “deviant” child into education. In both Norway and Sweden these discourses early on came to be discussions about how to e.g., integrate the cognitive challenged child, the Sapmi-child, and girls into education. Secondly, we elaborate on the importance given to performance assessments and international large-scale assessments. In these assessments, differences in knowledge performance were explained as a matter of differences in socio-economic status, ethnicity, and gender, producing differences as something qualitatively new. Instead of within the individual student characteristics, explanations to variations in performances were given from the outside of the student – most evidently societal contextual factors. In changing descriptive characteristics from IQ, race, and biological sex into explanations of socio-economic status, ethnicity, and gender, the deviant child instead became a matter of the socio-economic challenged, immigrants and refugees and sexual orientation. In this way, unsuccessful schooling or ineffective learning transmogrified from being a matter of individual deficiencies to being explained as societal.
deficiencies. A result of this is that deficiencies are no longer solely an individual problem, instead deficiencies are in the educational discourse attached onto specific groups of people. These changes affect how we think, talk and act on education, which will be shown.

Session 3d

Chair: Pia Skott

Changes in power relations in Norwegian schools through early intervention and intensive training: An analysis of White paper no. 6 (2019-2020)

Kristin Eide & Cecilie Haugen
Norwegian University of Science and Technology

Internationally increasing political attention is given to early intervention in order to improve equity and results in education. In Norway, early intervention was strengthened in the Education Act in 2018 by providing students the right to intensive training. The right to intensive training involves students from 1st to 4th grade who are in danger of falling behind in reading, writing and maths. One measure to discover the students who are in danger of falling behind are the mandatory and voluntary standardized tests that are provided for students from 1st to 3rd grade.

The municipalities have a duty to provide intensive training, but there are no corresponding rights for the students. The decision is therefore different from the right to special education. The stated intention is that intensive training is supposed to form part of the ordinary differentiated teaching and that it should be a short-term, goal-oriented effort. The goal is that the students who are weak performers should receive support so the problems don’t develop. As one central aim with the early intervention and intensive training is to create a more inclusive education, the question is what this actually means?

Despite that there is little knowledge about how intensive training works, and that there are no instructions on how it is to be carried out in the schools, intensive training is considered to be expanded to also count for students above 4th grade (White paper. no. 6, 2019-2020).

The school is a central arena for ideological struggle. It is therefore interesting to look further into how power relations are addressed through the policies. This paper will present an analysis of how policies on early intervention and intensive training address changes in power relations in schools. With that as a basis, the conditions for providing inclusive education will be discussed.

Theoretical and methodological framework:To analyse how the political intentions stated in White paper no. 6 address changes in power relations, we employ the framework of Basil Bernstein (1990, 2000). Classification describes relations of power in the following elements:

Extra-discourse relations of education (in this case: relation between school and family, and between school and kindergarten)

Intra-discourse relations of education (in this case: relations between agents and discourses in the school organization)

Transmission context (in this case: relation between teacher-student and between peers)

System context (in this case: relation between school and State) (Bernstein, 1990)
To analyse how power is addressed to work in the relations 1-4, the concept of framing is used to describe control over what counts as legitimate communication, where special attention is given to what kinds of policy instruments are suggested for the implementation.

Data material: Chapter 1 in the White paper no. 6 (2019-2020) Tight follow-up – early intervention and inclusive communities in kindergarden, school and after-school forms the data material. This chapter provides 60 initiatives that will be analysed with classification and framing.

Preliminary findings: The initiatives stated in the white paper can be related to current steering trends emphasizing decentralized centralization. The initiatives are contradictory in how the state is to be involved in the schools´ and teachers´ work. It is emphasized that the schools have great autonomy in how they provide early intervention and intensive training to their students. However, there are multiple initiatives building up under stronger state-controlled accountability through both added-value measures, rights and regulations that may limit the possibility to focus on broader and less standardized forms of teaching and learning. The big picture demonstrates that the initiatives, rather than stimulating equity through diversity, are anchored in neoliberal ideology as base for an equity through equality-discourse where facilitating flexible student identities through focus on standardized and “uncultural knowledge” forms a central basis.

“Nudging” – hur elever i den svenska gymnasieskolan styrs till att välja värdefull kunskap

Jonathan Lilliedahl
Örebro universitet


I föreliggande paper riktas fokus på hur ämneshierarkier och principer för att differentiera skolämrens relativa status droppar ned på individnivå och påverkar elevers val av utbildningsinnehåll. I den svenska gymnasieskolan erbjuds valmöjligheter för att uppnå specialisering, såväl som i syfte att skapa utrymme för elevens personliga intresse. I denna presentation ges exempel på hur elevers fria val i själva verket styrs genom “nudging”, det vill säga policyinitierade incitament som avser att intervenera eleverna i deras val och således försiktigt ”knuffa” dem till önskvärda val. Med andra ord blir nudging ett sätt att kvarhålla valfrihet samtidigt som policymakers försöker minimera risken för att elever gör irrationella val (Bradbury et al., 2013; Damgaard & Nielsen, 2018; Sunstein et al., 2018). För att exemplifiera mekanismerna tar jag utgångspunkt i de estetiska ämnenas relativa status och

Referenser


Digital Curriculum, digital resources: Implementation of the Norwegian LK20

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Ole Andreas Kvamme
Institutt for lærerutdanning og skoleforskning, Universitetet i Oslo
Background and purpose: In Norway, introduction of the so-called curriculum renewal (LK20) has prompted the Directorate for Education and Training to develop a range of digital resources intended to make the implementation of the reform more effortless and undemanding for teachers, school leaders and municipalities. For example, the curriculum is now completely digitized with the option of clicking on elements to display relevant connections across subjects and grade levels, or to present authorized explanations of words and phrases in the curriculum text. Moreover, the Directorates webpage offers digital resources and learning modules (kompetanspakke) to be used by professional communities in schools. As part of an evaluation of LK20, we have analyzed some of these resources.

In this paper we explore how these digital support and learning resources have a potential to help practitioners in schools to orchestrate their development work in ways that promotes the implementation of the reform, and at the same time discursively shape the reform in particular ways. The purpose is to show how digitization of curriculum and resources may reform relationships and positions in the governance of schools (Selwyn, 2011; Williams, 2014).

Theoretical framework: In the paper we are concerned with the ways in which the resources mobilizes particular ideas as worthy of being mentioned or problematized. Such ideas are put into play in the discourses within the tools. We lean on institutional discourse analysis (Schmidt, 2010; Alvunger & Wahlström, 2021; Wahlström & Sundberg, 2018) when we categorize the communicative discourse implicit in the resources as persuasive or deliberative.

Methodology/research design: Building on Asdal and Reinertsen (2020) we see digital support resources and the digitized curriculum as a form of documents. As such, it is of interest to analyze their content and semantics. In addition we are concerned with the roles of resources as tools to make things happen. Digital resources are not neutral, but produce individuals, issues, concerns and activities.

We have analyzed one learning resource (kompetansepakke), the digital curriculum, and a few other resources that are offered by the Directorate for Education and Training.

Expected results: Our analyses so far show that the digital resources put forth distinct explanations of what central concepts in LK20 means. These definitions are not questioned, but teachers and school leaders are prompted to reflect on their practice in relation to the concept. Only sporadically are ideas challenged or alternative views presented. Our research indicates that the Directorate for Education and Training evolves as a strong provider of “correct” ideas, positioning practitioners in schools as executors of these ideas rather providing them with room for discretion based on professional knowledge (Ottesen, 2018).

References
Rektorers införlivande och förhandling av resultatansvar i en lokal svensk kontext

Erik Åkesson
Linnéuniversitetet


Forskningsfråga och syfte: Det övergripande forskningssyftet är att studera processen hur rektorer i samspel med andra aktörer skapar ett systematiskt kvalitetsarbete och vad detta betyder i relation till läroplanen och den nationella diskursen om resultatansvar. De mer preciserade forskningsfrågorna är som följer:

- Vilka normativa och kognitiva idéer blir tongivande respektive undanträngda i de lösningar och problemformuleringar som rektorn formulerar?
- Vilken roll spelar administrativa strukturer och andra organisatoriska arrangemang för de förhandlingar och diskurser som skapas relaterade till det systematiska kvalitetsarbetet?
- Vilka konsekvenser gällande inramning av pedagogiskt innehåll och styrning av lärares arbete får de lösningar som skapas?


Metodologi/forskningsdesign: Empirin kommer från fyra studier av hur av rektorer, på skolor med olika organisatoriska strukturer för redovisning och kvalitetsredovisning, verkar för att skapa ett systematiskt kvalitetsarbete. Studien fokuserar framför allt på intervjuer med rektorn och den dokumentation som förs och de artefakter som skapas av rektorn. Intervjuer med lärare och ansvariga på huvudmannanivå är även en del av studien och i vissa fall även observationer av tillfällen relaterade till systematiskt kvalitetsarbete.

Förväntade slutsatser resultat: Preliminära resultat från de tre skolor som studerats är att de lösningar som skapats påverkas av den situation som skolan befinner sig i gällande konkurrenserna på skolmarknaden. I två av fallen har det lett till lärandifierade utvecklingsprogram (Biesta, 2010) där frågan om faktiskt undervisningsinnehåll är sekundär. Ett annat resultat är att den formella organisationen spelar en avgörande roll för vem som kan påverka arbetets inriktning. Gällande analys och vad som redovisas präglas detta i två av fallen av regelbaserad utbildning och performativitet snarare än att använda data för att analysera varför ett pedagogiskt arbete leder till ett visst resultat.

Referenser
# Conference program

## Thursday 20 October

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| 11.00-12.00 | Myrdal, House K   | **Keynote Stefan Hopmann:** *What are schools able to do?*  
Chair: Ninni Wahlström |
| 12.00-13.00 | Gallerian, House K | Lunch                                                               |
| 13.00-14.30 |                  | **Session 1**                                                        |

**Paper Session 1a**
Chair: Tine Proitz
- Tomas Englund, Örebro University: From Bildung to a curriculum for democracy.
- Bettina Vogt & Ninni Wahlström, Linnaeus University: A re-conceptualization of schooling and teaching: the renewed interest in Bildung and transactional realism.
- Kirsten Sivesind, Oslo University: The democratic value of Didaktik, curriculum and pedagogy.
- Armend Tahirysylaj, Norwegian University of Science and Technology; Elisabeth Rønningen, Norwegian University of Science and Technology; Marit Honerod Hoveid, Norwegian University of Science and Technology; Dagrun Astrid Aarø Engen, Norwegian University of Science and Technology: Bildung in/and Curriculum

**Paper Session 1b**
Chair: Andreas Bergh
- Börjesson, Mattias, University of Gothenburg: Between neo-traditionalism, social constructivism and social realism – an analysis of the 2022 Swedish social studies curriculum.
- Ole Andreas Kvalme; Berit Karseth & Eli Ottesen: Oslo University: The turn to values in global education policy: The case of the Norwegian curriculum renewal (LK20).
- Greta Marthinussen, Agder University: Exploring deep learning from a Bildung-centered general didactic perspective - possibilities and limitations.
- Carl-Henrik Adolfsson, Linnaeus University: Local Quality Management - The Local Governance of the Swedish Schools in the light of a re-centralization movement.

**Paper Session 1c**
Chair: Christina Niemi Molstad
- Daniel Pettersson, University of Gäve & Andreas Nordin, Linnaeus University: Curriculum policy making by control, prediction, and comparison.
- Ana Lucia L. da Silva, Inland Norway University: Between global trends and national traits – a comparison between curriculum policy and textbooks in Brazil and Norway.
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| K1073, House K | **Paper Session 2a** | Chair: Kirsten Sivesind  
- Ane Qvortrup, University of Southern Denmark & Anders Ljungdahl, University of Southern Denmark: Investigating the academic level through analyses of student exam papers.  
- Johanna Annala, Tampere University: Boundaries of Knowledge in Cross-Institutional Curricula in Higher Education.  
- Jorunn Spord Borgen, University of South-Eastern Norway & Tine S. Proitz, University of South-Eastern Norway: The role of knowledge in teacher education. |
| K1074, House K | **Paper Session 2b** | Chair: Mattias Börjesson  
- Ilmi Willbergh, University of Agder: Teaching the “human universal” in the diverse particularity of classrooms. A theoretical study from a Bildung-centered general didactic perspective.  
- Daniel Pettersson, University of Gävle & Charlotta Rönn, Mid-Sweden University: Students’ Peer Strategies and Teachers’ Assessment Dilemmas.  
- Lena Glaes-Coutts, Linnaeus University & Ulrika Bossér, Linnaeus University: Curriculum making in preschool: developing conversations around a reflection tool to deconstruct curriculum language.  
- Christine Stenersen, University of South-Eastern Norway: Students’ work in the classroom: a multiple case study in lower secondary school. |
| K1076, House K | **Paper Session 2c** | Chair: Jonathan Lilliedahl  
- Malin Kronqvist Håård, Dalarna University: Disciplinary, sovereign, and pastoral power –the quest for continuous improvement and self-renewal.  
- Anniken Hotvedt Sundby, Oslo University: Knowledge about what? Teachers’ interpretations of a subject curriculum document  
- Tina Lidström, Linköping University: Values in Ambiguous and Uncertain Spaces: Teacher Assistants Negotiating Discourses in the Swedish Compulsory School Context  
- Elise Farstad Djupedal, Norwegian University of Science and Technology: En enhetsskole for alle? Justeringspolitikken på ungdomstrinnet i kjølvannet av det |
<p>| <strong>Symposium session 2d</strong> | <strong>Symposium session 2d</strong> | Chair: Carl-Henrik Aldofsson |</p>
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<td><strong>Keynote Berit Karseth: A place called school - a plan called curriculum. Nil novi sub sole?</strong>&lt;br&gt;Chair: Andreas Nordin</td>
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<td>10.30-12.00</td>
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<td><strong>Paper Session 3b</strong>&lt;br&gt;Chair: Armend Tahirsylaj&lt;br&gt;– Viktor Johansson, Stockholm University &amp; Sebastian Piepenburg Örebro University: Pupil politics at the ‘end of history’ – Elevorganisationens agenda when public became private good.&lt;br&gt;– Erik Gustavsson, Linnaeus University: The Capability to Choose: The Concept and Policy of School Choice from the Perspective of Capability Approach.</td>
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