NERA 2018 - 46th CONGRESS
Educational Research: Boundaries, Breaches and Bridges

PROGRAM
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Welcome

It is with great pleasure we welcome you to the 46th Congress of the Nordic Educational Research Association.

The theme of the Congress, *Educational Research: Boundaries, Breaches, and Bridges*, bring to the fore how boundaries between knowledge fields and actors are challenged and boundaries are constructed in educational sciences today.

We have invited three distinctive scholars as keynote speakers to explore different aspects of the congress theme. We are certain that they will be inspiring and useful and that they will stimulate lively and profound discussions. Equally important for the congress discourse are the approximately 450 papers to be presented in paper sessions, roundtables, poster sessions, and symposia.

The NERA congress has been known for its informal and friendly atmosphere. We will do our best to make sure the 2018 congress follows the tradition.

We hope you will enjoy the NERA 2018 Congress and your stay in Oslo.

Best regards,
The Local Organizing Committee

The host of the Congress

The Faculty of Educational Sciences at the University of Oslo is one of the largest educational research institutions in Europe with more than 350 staff members. It was established in 1996 and consists of three departments and one Centre: Department of Education (IPED), Department of Special Needs Education, Department of Teacher Education and School Research and Centre for Educational Measurement (CEMO). The profile of the faculty reflects a broad spectrum of research areas that provide a research-based foundation to address new problems in relation to childhood and adolescence, education, work-life and participation in society.

The faculty offers a wide range of educational programmes on bachelor, master and Ph.D. level as well as further and continuing education.
Organizing committee

Chair: Berit Karseth  Professor, Department of Education
Coordinator: Viviana Daza  Higher executive officer, Department of Education
Members: Eli Ottesen  Professor, Department of Teacher Education and School Research
          Thomas de Lange  Associate professor, Department of Education
          Gréta Guðmundsdóttir  Associate professor, Department of Teacher Education and School Research
          Ivar Morken  Associate professor, Department of Special Needs Education

Congress theme

In the current landscape of research, research policies, and general policies emphasizing education as the solution to broad societal problems, the educational sciences are challenged to work across as well as to redefine their boundaries. The general call for interdisciplinary research and for working closer with users and stakeholders contribute to challenging established notions of the types of research and contributions we can offer to science and to society at large. At the same time, the increased interest from other disciplines in the educational sector as an empirical field generate a need to make boundaries and distinctions visible. This calls for a rethinking of what the educational sciences now consist of and how they are characterized. Added to this comes the need to bridge gaps between different realms of knowledge inherent to the educational sciences. The field of education has always been interdisciplinary in nature and the productive interplay between strands like educational sociology, curriculum studies, and learning research has been a hallmark of the field. However, the increased specializations we see create a need for reintegration. Moreover, research that crosses these boundaries is more often considered essential for solving complex educational problems. We see this in different areas such as in discussions of supporting learners’ participation and achievements throughout their educational trajectory, in discussions of what role education can play in contexts of migration and refugee crises, and in questions of how expert knowledge is organized and used in contemporary society as well as to influence policy discourse.

Thus we have defined the following congress theme for 2018: Educational Research: Boundaries, Breaches, and Bridges. By focusing on this the theme we will explore how boundaries between knowledge fields and actors are challenged and how new boundaries are constructed in the field of educational sciences.
Acknowledgements

The local organising committee gratefully acknowledges:

- The Faculty of Education at the University of Oslo for hosting the NERA 46th Congress
- The Research Council of Norway for funding the Congress
- The faculty of Education and International Studies at the Oslo Metropolitan University for supporting the Congress organisation with student helpers

The Nordic Educational Research Association (NERA)

The Nordic Educational Research Association strives to promote educational inquiry and supports the use of research to enhance education. Moreover, it aims to strengthen the visibility of education as a discipline in the Nordic societies and to provide a platform for Nordic researchers as well as collaboration between them and the international community.

NFPF/NERA, founded in 1972, has established itself as a meeting place for educational researchers in the Nordic countries. The core activities of the Association involve holding an annual, peer-reviewed conference, production of the journal *Nordic Studies of Educational Research* as well as supporting the ongoing work of the constituent networks.

NERA is open for everyone that has an interest in educational research in the Nordic context. The association is based on membership and decision-making is following democratic rules. The annual general assembly is the highest decision-making body. NERA is a multilingual organisation.

NERA Board

President
Anna Slotte (Finland)

Secretary
Robert Thornberg (Sweden)

Members:
Satu Perälä-Littunen (Finland)
John Benedicto Krejsler (Denmark)
Christian Ydesen (Denmark)
Gestur Gudmundsson (Iceland)
Elisabeth Bjørnestad (Norway)
Gry Paulgaard (Norway)
Eva Hultin (Sweden)

Appointed members

Treasurer
Maike Luimes (Norway)

Editor
Herner Sæverot (Norway)

NERA website:
www.nfpf.net
General information

Congress venue

The Congress is held at the University of Oslo, at Blindern. The opening of the Congress and two keynotes, will take place in the Sophus Lies Auditorium. The parallel sessions will be held in two buildings: Georg Sverdrup building (GS) and the Helga Eng building (HE), which houses the Faculty of Educational Sciences. The third keynote and the closing ceremony will be in Auditorium 1 at Georg Sverdrup building.

Faculty of Education visiting address: Sem Sælandsvei 7, Helga Eng Hus, Blindern, Oslo.

Registration

The Congress’ registration will take place in the Sophus Lies Auditorium on Thursday 8th of March from 11:00 to 14:30. From 14:30 to 17:00 on Thursday and during Friday, the registration desk moves to the Georg Sverdrup building (entrance floor).

Annual meeting

NERA’s annual meeting will take place on Friday March 9th at 13:00 in auditorium 1, Georg Sverdrup building (GS).

Congress badges

Your personal badge is your entrance ticket to all sessions, lunches, and refreshments. You are therefore required to wear the badge throughout the Congress.

Information desk

The Congress’ information desk is located in the Helga Eng building (entrance floor). Contact e-mail contact-nera@uv.uio.no.

Congress Bureau

HRG, the bureau responsible for the registration, accommodation and dinner bookings will have an information desk in the Georg Sverdrup building on the entrance floor. Contact the Bureau at NERA2018@hrgworldwide.com.

Language

The official language of the Congress is English. There are, however, presentations in Scandinavian languages. These will be marked in the program.

Staff assistance

Students from the University of Oslo and Oslo Metropolitan University will provide assistance with practical matters during the Congress. All the assistants will wear blue t-shirts with a NERA logo.
Exhibitions
Publishers from the Nordic region will be present during the Congress with stands for books and journals in the Helga Eng building (entrance floor).

Wi-Fi
If you have an Eduroam account, this is the most reliable way to connect. It is also possible to use the Congress’ network:
Wi-Fi name: conferences
Password: SpaceTime147

Uploading of presentations
If you have a presentation, please upload this to the computer located in the meeting room where you are presenting, at least 15 minutes before the session starts.

Coffee breaks and lunch
Coffee breaks and lunchboxes are included in the registration fee.
Lunchboxes will be served on the basement in Georg Sverdrup building from 12:00 to 13:00 on Friday and Saturday.
The coffee breaks will be available in stations in both, Helga Eng (entrance floor) and George Sverdrup buildings (basement).

Welcome reception
All the NERA 2018 participants are invited to join the welcome reception which will take place in the Georg Sverdrup building (entrance floor) on March 8th 2018 from 18:45 to 20:15. Finger food and refreshments will be served. This is a wonderful opportunity to catch up with colleagues and to meet new ones. Pre-registration is required.

Congress dinner
The conference dinner will be held on 09th March at the restaurant Gamle Logen (Grev Wedels plass 2, Oslo)
Participants will be served a three-course dinner with excellent wines. Tickets for the dinner can be purchased separately via the online registration. Ticket price: NOK 775 (incl. VAT). Pre-registration is required.
Pre-conferences

Network 22 - Post-approaches to Education

The pre-conference is a direct continuation of last year’s pre-conference, and this year’s focus is on methodological issues related to the overall theme: *Diffraction and intra-action in the empirical research process*

Network 18 - Families, institutions and communities in educational context

Schools, families and communities are important and valuable learning settings and resources that need to collaborate in effective ways in order to provide the children with the best opportunities for their learning and development. The one-day pre-conference aims to discuss and develop theoretical, empirical and methodological approaches within this research field. It will begin with a lecture given by prof. Li, and is followed by workshops.

Preparing for your contribution

Chairs

As chair, you are asked to be present in your session room at least 10 minutes before the session starts. It is important that the presentations stay on schedule and that every participant keeps their time allotment. If a presentation is cancelled, you may either use the time for a general discussion or extend the remaining presentations.

Presentations

In the parallel sessions 3 to 4 papers will be presented. In sessions with 4 papers, the time frame for each presentation is 20 minutes including discussion. In sessions with 3 papers, the time for each paper is 25 minutes including discussion. To make sure participants can attend presentations of particular papers, the chair of the session is asked to follow the order of presentations as displayed in the program.
**Network Meetings**

The NERA network meetings will take place on Thursday, March 8\textsuperscript{th} from 16:30 to 17:45.

HE: Helga Eng building  
GS: Georg Sverdrup building

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<td>3. Early Childhood Research</td>
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<td>11. Historical Research</td>
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Poster exhibitions

The poster exhibition will take place on Friday March 9th on the entrance floor of the Georg Sverdrup building from 9:30 to 11:00. Presenters are expected to be present at their posters during the poster presentation. There will be stands for the posters at the GS building from Friday at 09:00. Posters should, preferably, be kept at the stand until the closing of the Congress.

Poster presentations (Friday 9th (09:30 – 11:00))

Network 2

Vitalizing and visualizing a together-becoming between bodies and wool
Samira Jamouchi

Network 3

Early language stimulation of toddlers (1-3 years) aims to promote literacy in 1st and 2nd grade
Heidi Aabrekk

Network 9

Video Studies and Time Scales
Cecilie P. Dalland & Sigrun W. Svenkerud

Network 10

“Oh please God, not an oral presentation” Effectiveness of feedback on oral presentations in foreign language teaching: the students’ perspective
Antonina Kostina

Network 12

Information Processing and the C-SIP (Cooper Screening of Information Processing)
Richard Cooper

Shyness in Norwegian Elementary Schools – Leaders in Action
Stine Solberg

Network 15

Multiliteracy practices promoting information literacy in health education
Laura Palmgren-Neuvonen & Tuula Nygård
A study by interview on how new arrivals learn Swedish, seen from the student perspective
Catharina Tjernberg

Dance as Literacy? Highlighting Embodied Modes of Meaning in Basic Education
Sofia Jusslin & Tone Pernille Øster

Network 18
Influential factors on children’s reading and writing development: The perspective of parents
Annika Axelsson, Johanna Lundqvist & Gunilla Sandberg

Network 19
Student teachers in Iceland, background, drop-out and study time
Amalí Björnsdóttir & Púrður Jóhannsdóttir

Pre-service teachers’ spontaneous peer-group reflection
Outi Tiainen

Network 23
VULNERABLE CHILDREN’S INVOLVEMENT AS ACTIVE AGENTS IN FAMILY THERAPY AND NETWORK-MEETINGS BY USE OF VIDEO STORIES
Anette Boye Koch & Erika Zimmer Brandt
Keynote speakers

Thursday March 8th 13:30 – 14:30

Professor Wolff-Michael Roth
Lansdowne Professor Applied Cognitive Science University of Victoria, Canada

Wolff-Michael Roth is conducting research on how people across the lifespan know and learn mathematics and science. He has contributed to numerous fields of research: learning science in learning communities, cultural-historical activity theory, social studies of science, gesture studies, qualitative research methods, embodied cognition, situated cognition, and the role of language in learning science and mathematics.

Abstract for keynote:

The invisible subject in the educational sciences

The crisis of education frequently is framed in terms of research method, where quantitative research is accused of making the subject invisible through quantification, whereas qualitative research is credited for the emphasis on subjectivity and the discursive construction of reality. Such formulations fail to take into account a long-standing critique that interpretive (constructivist) research, too, is placing its bets on a ratiocinating individual that makes invisible the real, living subject who is coping with an inherently open life. In this presentation, an argument is made for a concrete educational science concerned with the person in the fullness of her life, who is not only (agential) subject but also subject and subjected to the condition she contributes to producing. This subject never is in complete control over its condition, cannot ever know precisely what is currently happening, and at best witnesses rather than grasps or constructs what is going on. This viewpoint requires a rethinking of the subject in/of the educational sciences (i.e., topics and persons). Such a project of rethinking the subject involves shifting the minimum units of analysis: from (inter-) action to transaction, from an experience [Erfahrung] to inchoate lived-experiencing [perezhivanie, Erleben], from entities and processes to dramatic events.
Friday March 9th 11:00 – 12:00

Professor Karen Mundy
Chief Technical Officer Global Partnership for Education, Washington D.C., USA

Karen Mundy is the Chief Technical Officer at the Global Partnership for Education, where she directs the Strategy, Policy and Performance team. Dr. Mundy is a globally recognized leader and specialist in education. She has supported more than a dozen international development organizations to develop and evaluate their education programs. She came to GPE in 2014 from the University of Toronto where she was Professor and Associate Dean of Research, International and Innovation. Karen has published 5 books and more than 50 articles on educational reform in Sub-Saharan Africa and the role of international organizations in achieving education for all. Karen began her career as a teacher in rural Zimbabwe. As Chief Technical Officer in the GPE Secretariat, Dr. Mundy played an instrumental role in the development of GPE’s 2016-2020 strategy and addressing current major challenges in education such as expanding access and equity to education, learning outcomes and evidence-based decision-making.

Abstract for keynote:

Building a New Global Architecture for Education and SDG4

Education lies at the heart of the Sustainable Development Goals - and is a fundamental pillar for achieving individual empowerment and stronger, more sustainable societies. Yet the global community continues to under invest in education - particular in low income countries and those countries affected by conflict and fragility. In this presentation, Dr. Karen Mundy, Chief Technical Officer of the Global Partnership for Education and former president of the Comparative and International Education Society takes a look at the education challenge and some of the institutional innovations in the global architecture that have been launched to fill the gap in education financing. She also provides an overview of the Global Partnership for Education and its evolution, arguing for its important role in reaching SDG 4.
Professor Monika Bærøe Nerland  
Department of Education, University of Oslo, Norway

Monika Nerland’s research interests relate to knowledge cultures and learning in professional education and work as well as in the field of higher education. A particular interest is the ways in which organization of knowledge in expert communities constitutes practices of learning and identity formation. She is the current leader of the research group Expert cultures and institutional dynamics: Studies in higher education and work (ExCID) at the Faculty of Educational Sciences.

Abstract for keynote:

Contemporary knowledge dynamics and shifting demands to professional expertise

Professional expertise typically rest on different forms of knowledge and ways of knowing that must become integrated and applicable in different work contexts. Whilst this is complex enough, such expertise is increasingly contested. The general emphasis on scientific knowledge and the parallel expectations of relevance and user-orientation generate tensions between different forms of knowledge. Moreover, the pace of knowledge production and its global distribution create a multitude of contributions and advice that may or may not support each other. As a consequence the education and learning of professionals is widely debated in policy as well as in educational practice. Against this background an important mission for educational research is to generate a better understanding of how professional education and learning are embedded in local and extended knowledge dynamics, as well as of how these intersect. This talk employs perspectives from social studies of science and professions to discuss how the knowledge dynamics that serve professional expertise are getting more complex, comprising a range of knowledge-producing actors and interests which generate tensions in educational contexts. Examples are given from recent studies in different professional programs, and possible implications for the development of teacher education are considered.
NERA Panel discussion
March 9th (Friday) 14:00-15:00

Educational Sciences and pedagogy

The conditions for ‘producing’ truths and - not the least - knowledge of ‘what works’ was reconfigured before the 2000s. Science was increasingly drawn into a new configuration in its relations with policy and market, in which the latter increasingly demanded what was described as ‘quality’ and ‘relevance’ to the so-called global knowledge economies’ need for knowledge and labor. This was followed by more governance and control, increasingly documentation in relation to the needs of the knowledge society, including students’ learning of necessary competencies, and the like. This is the reason why new ways of thinking of and structuring educational research came about in the 1990s, ways that have become so well established that alternative ways of thinking about ‘pedagogikk’ as a research discipline are under pressure.

In Norway, Sweden and Denmark, the term educational sciences (utdanningsvitenskap) has in a relatively short time emerged as an overriding and unifying concept. Educational sciences has in other words become the dominant concept concerning research on and for education (utdanning). As such, pedagogy as a research discipline has been placed under educational sciences – as interdisciplinary in its character. Thus, pedagogy run the risk of being marginalised, whereupon the discipline’s contribution to a vivid and holistic international educational research is under threat. This panel discussion provides an opportunity to address these challenges while exploring ways forward.

Panell:

Professor Auli Toom
Professor emeritus Jón Torfi Jónasson
Professor Jens Erik Kristensen
Professor Carl Anders Säfström
Professor Herner Saeverot
# Program overview

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<td>Anna Slotte, NFPF/NERA president</td>
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<td>Berit Karseth, Conference Chair</td>
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<th>Friday, March 9</th>
<th>Sophus Lies</th>
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NETWORK SESSIONS

NETWORK 1: ADULT LEARNING

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Faculty room 265 (HE)
Chair: Liselott Aarsand

Higher VET in Sweden - A policy of market driven education and employability
Johanna Köpsén

Narratives of a folk high school year
Johan Lövgren

Changing lifestyles: Exploring the pedagogies of popular culture
Liselott Aarsand

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Faculty room 265 (HE)
Chair: Svanborg R. Jónsdóttir

Vocational Teachers and Professionalism - A Model Based on Empirical Analyses
Henriette Duch & Karen E. Andreasen

Developing practical assessment methods for Entrepreneurship Education
Svanborg R. Jónsdóttir
NETWORK 2: ARTS, CULTURE AND EDUCATION

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Undervisningsrom 1 (GS)
Chair: Marie Koch

An arts-based research approach to transcending boundaries
Knut Omholt

Visuality as Scientific Knowledge – Transformative Learning in Visual Arts Education
Tarja Karlsson Häikiö

Bæredygtighed i kunst, kultur og uddannelse (Presentation in Danish)
Marie Koch & Eva Ahlskog-Björkman

Video Art as a source of learning, interaction and creativity in the classroom
Jeanette Helleberg Dybvik & Ingrid Danbolt

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Undervisningsrom 1 (GS)
Chair: Eva Ahlskog-Björkman

Vitalizing and visualizing a together-becoming between bodies and wool
Samira Jamouchi

Implementation of innovation in teaching textile. (Presentation in Swedish)
Ásdís Jóelsdóttir
NETWORK 3: EARLY CHILDHOOD RESEARCH

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Auditorium 2 (HE)
Chair: Katrine Giaever

A dialogic atmosphere for language development in multicultural Early Childhood Education and Care
Katrine Giaever

Harnessing children’s epistemic curiosity and its associations to executive functioning
John Kaneko

Parents’ and kindergarten principals’ opinions of “good” kindergartens in Norway
Kristin Danielsen Wolf

Revitalizing local communities through ‘Kamishibai’ with Nordic Picture Books
Masanori Koizumi & Ryoko Uragami

Symposiums

Defining, defending and reclaiming Sustainability Perspectives

Room: Videorom (GS)
Chair: Anne Kristine Byhring

Discussant: Guðrún Jónsdóttir

Sustainability and diversity in Norwegian kindergartens - pedagogical approaches and practices
Bushra Fatima Syed

Sustainable Development in food literacy for early childhood teacher education and Kindergartens
Elly Herikstad Tuset

Sustainable Development as a value in the Framework plan for Kindergartens. A curriculum analysis
Anne Kristine Byhring
Thursday - Session 2 (17:15 – 18:45)

Symposiums

No gap and no bridge but a common matter of concern transgressing the boundaries of disciplines and practices: a neuroeducational intervention RCT study

Room: 494/495 (HE)
Chair: Hillevi Lenz Taguchi
Discussant: Camilla Andersen

Research-ethics and ethics in preschool practices: transformative encounters between academic disciplines and pedagogical practices in a RCT study
Hillevi Lenz Taguchi

What does social-emotional learning mean, enact and produce comprised by the seven components of SEMLA: social-emotional and material investigative learning?
Anna Palmer

Digital Individual Learning for Body and Mind: creating common grounds for a joint cause of concern through negotiations about research design and metaphors for learning
Sofia Frankenberg

On, to, with, for, by children – the child in an intervention study
Linnea Bodén

Friday - Session 3 (09:00 – 10:30)

Symposiums

Quality evaluations in the Nordic Countries using Environment Rating Scales

Room: Auditorium 2 (HE)
Chair: Torben Næsby
Discussant: Torben Næsby

Applying an alternate scoring procedure and reorganization of indicators the Environment Rating Scales
Elisabeth Bjørnestad, Maren Meyer Hegna & Anne-Grethe Baustad

Quality in Danish preschools as measured with ECERS-3
Torben Næsby

Cultural considerations of ECERS-3 in Sweden
Pia Williams, Elisabeth Mellgren, Sonja Sheridan & Susanne Garvis
Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Auditorium 2 (HE)
Chair: Randi Evenstad

Preschool teacher’s teaching of mathematics, science and technology
Anders Arnqvist, Kerstin Bäckman, Annie Hammarberg & Annie-Maj Johansson

Scientific everyday experiences in preschool
Helene Berggren & Ragnhild Löfgren

Students exploring Kindergarten Architecture together: an Interdisciplinary Approach to Knowledge Construction in Professional Education
Randi Evenstad

Can Faroese kindergarten experience expand our knowledge about couplings between management and the articulation of wellbeing?
Greta Jiménez

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 2 (HE)
Chair: Aslaug Andreassen Becher

Belonging and play at stake. Polish migrant children’s stories on transition to Norwegian ECEC
Alicja R. Sadownik

Are Norwegian classrooms accommodated to the firstgrader?
Aslaug Andreassen Becher

Emotional labor, effort-reward imbalance and development of a partly web-based model of professional supervision for early childhood educators
Cecilia Heilala, Marina Lundkvist, Ann-Christin Furu & Nina Santavirta

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Auditorium 2 (HE)
Chair: Ann-Christin Furu

Supporting relational professionalism in ECEC
Ann-Christin Furu
Responsiveness and responsibility in early childhood teacher education
Birgit Schaffar, Marina Lundkvist & Camilla Kronqvist

Inviting Silent Voices Into Dialogue
Johanne Ilje-Lien

ECERS - 3 and Children with special needs
Tanja Miller & Heidi Bang

Saturday - Session 7 (13:00 – 14.30)

Paper presentations

Room: Auditorium 2 (HE)
Chair: Elisabeth Bjørnestad

Exploring territories of playfulness – transcending theories and practices in kindergarten
Cecilie Ottersland Myhre

Exploring weaknesses of the incredible years program
Liv Torunn Grindheim

Paper presentations

Room: Seminarrom 234 (HE)
Chair: Alicja R. Sadownik

Preschool teachers achieving agency
Ebba Hildén

Students in Early childhood educations’ professional training process through guidance in practice
Mari Gillund & Anniken Lind

ECEC teachers’ understandings of children’s experience of belonging
Alicja R. Sadownik
NETWORK 5: THE CURRICULUM RESEARCH NETWORK

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 231 (HE)
Chair: Kirsten Sivesind

Exploring curriculum making and design within the Scottish and Swedish Science Curriculum
Stephen Day

Role of learning environments and policy contexts in realization of dispositional learning outcomes in Europe
Armend Tahirsylaj & Ninni Wahlström

Policy borrowing in school reform: The Norwegian projection of the Finnish example
Kirsten Sivesind

Symposium

Comparative curriculum studies

Room: Undervisningsrom 1 (GS)
Chair: Barbara Schulte

Discussant: Tine S Prøitz

Teacher autonomy in Finland, Germany, and Sweden
Wieland Wermke, Janne Elo, Hans Petteri Hansen, Jamshid Karami & Maija Salokangas

Transnational Trends and Contesting Concepts for Measuring Merit
Sverre Tveit

Mapping reviews on teaching— a preliminary inventory
Claes Nilholm, Eva Forsberg & Henrik Román

How National Curricula affect educational practices. A comparative study of Sweden and Japan
Megumi Honjo
Friday - Session 3 (09:00 – 10:30)

Symposium

Comparative curriculum studies - discursive institutionalism, curriculum and educational leadership

**Room:** Seminarrom 231 (HE)  
**Chair:** Ninni Wahlström  
**Discussant:** Barbara Schulte

Educational leadership at the municipal level – a non-affirmative and discursive institutionalist approach  
Ann Sofie Nylund & Michael Uljens

Reframing Curriculum Change - The Potentials of Discursive Institutionalism in Globalised Education  
Daniel Sundberg & Andreas Nordin

Globalization and interactive power relations in school leadership policy: comparing Norway and Sweden through the lenses of an institutional-discursive approach  
Kirsten Sivesind & Ninni Wahlström

Symposiums

Part A: Juridification of education - challenges for school professionals in the enactment of curriculum and policy

**Room:** Undervisningsrom 1 (GS)  
**Chair:** Andreas Bergh

**Discussant:** Berit Karseth

Enactment of juridification in education - a theoretical exploration  
Emma Arneback, Andreas Bergh & Maria Rosén

Legal and pedagogical dilemmas in the Norwegian unified school: the perspectives of teachers and other educational professionals  
Camilla Herlofsen & Marianne K Bahus

Education Governance Juridified: The Case of Swedish School Inspections  
Judit Novak
Friday - Session 4 (14:00 – 15:30)

Symposiums

Curriculum standardisation in policy and practice

Room: Seminarrom 231 (HE)
Chair: Andreas Nordin
Discussant: Michael Uljens

What counts in Norwegian and Science school subjects – a study of national curriculum
Christina Elde Mølstad, Ylva Langaas & Tine S Prøitz

Fair assessment through standardisation? Swedish teachers’ perspectives on recent curriculum reforms
Kathleen Falkenberg

Externalisation as standardisation? Examining the use of references in the Swedish school commission
Ninni Wahlström, Andreas Nordin & Marie Hallbäck

Symposiums

Part B: Juridification of education - challenges for school professionals in the enactment of curriculum and policy

Room: Videorom (GS)
Chair: Jeffrey Hall
Discussant: Daniel Pettersson

To see or not to see: challenges in teachers’ enactment of policies on degrading treatment in Sweden
Joakim Lindgren, Sara Carlbaum, Agneta Hult & Christina Segerholm

Supervising teaching and leadership in public schools: Ensuring legal rights and equal opportunities for all students?
Jeffrey Hall

How to theoretically understand the relation between curriculum research and enactment studies?
Andreas Bergh & Tomas Englund
Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 231 (HE)
Chair: Ninni Wahlström

Analyzing the critical curriculum
Leo Berglund

Congested curricula and incompatible goals: the curious absence of ICT from school-based learning in China
Barbara Schulte

The value base of school choice: a historical and discursive perspective
Erik Gustavsson

Room: Videorom (GS)
Chair: Carl-Henrik Adolfsson

Teacher Education Programmes and Their Outcomes across Didaktik and Curriculum Traditions
Tobias Werler & Armend Tahirsylaj

Affected by teaching
Marit Ulvik & Edel Kvam and Liv Eide

The Teachers’ Voices on Standards of Oracy
Anne Grete Kaldahl

Saturday - Session 6 (09:00 – 10:30)

Symposiums

Part A "The language of quantity": Educational knowledge, activities and legitimacy

Room: Seminarrom 231 (HE)
Chair: Christina Elde Mølstad
Discussant: Andreas Bergh & Henrik Román

United in Fear: Governing Knowledge in a State of Crisis
Andreas Nordin
International Large-Scale Assessments in Education: Social and Intellectual Organization of a Research Field
Sverker Lindblad & Daniel Pettersson

Evidently, the Broker is the New Whiz-Kid at the Education Agora
Carl-Henrik Adolfsson, Eva Forsberg & Daniel Sundberg

PISA, Communicative Acts and the Media: The Discourse of “Failure” and “Success”
Gun-Britt Wärvik, Caroline Runesdotter & Daniel Pettersson

Saturday - Session 7 (13:00 – 14:30)

Symposiums

Part B "The language of quantity": Educational knowledge, activities and legitimacy

Room: Seminarrrom 231 (HE)
Chair: Christina Elde Mølstad
Discussant: Andreas Bergh & Henrik Román

To Measure What We Value or to Value What We Can Measure? Performance Indicators as a Basis for School Choice
Ulf Lundström

School Certification: Marketing Schools by their Appearance
Andreas Johansson & Christina Elde Mølstad

Shadow Education Enlightened by Comparison
Eva Forsberg, Stina Hallsén, Helen Melander & Tatiana Mikhaylova

Paper presentations

Room: Seminarrrom 233 (HE)
Chair: Daniel Pettersson

Changes in the lower secondary school curriculum: Framing the rationale for pre-vocational education
Maike Luimes

Diffuse or hidden meaning? An analysis of the concept of Samhandling (Interaction) in Higher Education Curricula
Tone Cecilie Carlsten, Glenn-Egil Torgersen, Trygve Steiro & Berit Kristin Haugdal
Aspects of juridification in education - enactment to comply with the laws in Swedish schools
Caroline Runesdotter

Powerful knowledge across curricula, academic disciplines and school subjects
Christina Olin-Scheller, Sirpa Tani, Gabriel Bladh, Nicklas Gericke, Pia Niemi & Liisa Tainio
NETWORK 6: EDUCATIONAL LEADERSHIP

Thursday - Session 1 (15:00 – 16:30)

Symposiums

Leading and organizing the educating for citizenship of the world - through technocratic homogenisation or communicative diversity?

**Room:** Seminarrom U35 (HE)  
**Chair:** Lejf Moos  
**Discussant:** Jorunn Møller

Leading and organizing the educating for citizenship of the world - through technocratic homogenisation or communicative diversity?  
Lejf Moos

The great picture and processes - The interplay between context and visions  
Elisabet Nihlfors

Enduring Tensions between External Control and Professional Trust in the Nordic Governance Chains  
Jan Merok Paulsen

Across the Great Divide? On the Parting of the Ways and the Roads Not Taken  
Eirik J. Irgens

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

**Room:** Seminarrom U3 (HE)  
**Chair:** Merete Storgaard Jensen

Leaders and leadership; what counts?  
Heidun Oldervik

How do teachers use national test results?  
Ann Elisabeth Gunnulfsen & Astrid Roe

Actors, algorithms and accountability-a sociomaterial perspective on leadership of school development  
Karianne Utne Eliassen, Elin Jernberg & Eli Ottesen
Creating common understanding - an interaction based study of leadership as sense-making processes and discursive power in a high achieving, Danish public school
Merete Storgaard Jensen

Friday - Session 3 (09:00 – 10:30)

Symposiums

Data use in the Scandinavian countries: Developments, similarities and differences

**Room:** Seminarrom U35 (HE)
**Chair:** Sølvi Mausethagen

**Discussant:** Christian Ydesen

Using data in grading – using grades as data
Christian Lundahl, Anders Jönsson, Alli Klapp & Magnus Hultén

The design of organizational processes for data: innovation and sensemaking at 16 Danish schools
Søren Hornskov & Kristian Gylling Olesen

Testing struggles in Denmark and Norway
Kristine Kousholt & Sølvi Mausethagen

Data use in Norwegian municipalities – where education development and education control collide
Tine S. Prøitz, Sølvi Mausethagen & Guri Skedsmo

Friday - Session 4 (14:00 – 15:30)

Paper presentations

**Room:** Seminarrom U35 (HE)
**Chair:** Merete Storgaard Jensen

The complacent teacher - a challenge for management and reform
Bent-Cato Hustad & Andrew Kristiansen

Leading, learning and teaching in a multicultural context
Fred Carlo Andersen
Friday - Session 5 (16:00 – 17:30)

Symposiums

Nordic Approaches to School Principal Training in Practice

Room: Seminarrom U35 (HE)
Chair: Jan Merok Paulsen
Discussant: Anders Arnqvist

Leading group discussions: A challenge for principals?
Marit Aas & Kirsten Vennebo

Bench-learning as professional development of school leaders in Norway and Sweden
Marit Aas, Thomas Blom

Leadership education and preparation
Lars Frode Frederiksen

Ethical perspectives on school leaders

Room: 494/495 (HE)
Chair: Åsa Söderström
Discussant: Lejf Moos

What happens with schools when the state inspects them
Håkan Eilard

To understand the inner life of a school - a basis for school leader ethical action
Mats Ekholm

School leadership based on a scientific approach - a foundation for ethical school leadership?
Anette Forssten Seiser

Ethics and school leaders’ responsibility for the work against bullying
Åsa Söderström

Saturday - Session 6 (9:00 – 10:30)

Paper presentations

Room: Seminarrom U35 (HE)
Chair: Anders Arnqvist
Creating Teacher Capacity in Early Childhood Education and Care Institutions Implementing an Authoritative Adult Style
Heidi Omdal

Leadership in preschool
Anders Arnqvist

Leading diversity in a school and a kindergarten
Janne Madsen & Brit Ballangrud

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Seminarrrom U35 (HE)
Chair: Merete Storgaard Jensen

Legitimizations and expectations of social justice leadership in Norway
Eivind Larsen

Leadership preparation in two distinct accountability contexts
Jorunn Møller, Tina Trujillo & Ruth Jensen

Across-national study on mediation in school leadership development
Ruth Jensen

Reflective practice and webbased coaching in education for ethical leadership-experiences from a masters course in educational leadership
Line L. Jenssen, Brit Ballangrud & Tom Eide

Symposiums

School Principal Training in the Nordic Policy Cultures

Room: Seminarrrom U36 (HE)
Chair: Jan Merok Paulsen

Discussant: Anders Arnqvist

The school leadership program survey
Anders Arnqvist

Postgraduate education and training for principals in Iceland
Sigríður Margrét Sigurðardóttir, Anna Þóra Baldursdóttir

Standardized principal training in Norway: Lost in translation?
Jan Merok Paulsen
Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Grupperrom 4 (GS)
Chair: Camilla Forsberg

Between the legalist and the Dirty Harry: Ethical dilemmas as experienced by Senior Investigating Officers under further and continuing education
Brita Björkelo

Learning from differences - Increasing teacher professionalism through internationalization
Herminna Gunnþórsdóttir

To be free and to belong: the views of children with and without special educational needs about what matters for them in their early school years
Johanna Lundqvist

Social pressure and standpoints in moral dilemmas made by twelve year olds in 1973 and in 2017
Marcus Samuelsson, Martin Hugo, Åsa Söderström, Vezir Aktas & Mats Ekholm

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Grupperrom 4 (GS)
Chair: Mara Westling Allodi

A thematic analysis of students’ descriptions of bullying experiences
Camilla Forsberg

Moral Disengagement and Bullying among School Children: A Short-Term Longitudinal Study
Robert Thornberg

Inappropriate Behaviour in the Academia – Students bullying their Lecturers
Marianne Vinje
Friday - Session 4 (14:00 – 15:30)

Paper presentations

**Room:** Grupperrom 4 (GS)
**Chair:** Johannes Lunneblad

**School cafeterias as social arenas for school bullying**
Paul Horton

**Recognition and dropout**
Mari B. Bergåker & Kathrine Bordevich

**Hand-on-shoulder touch in classroom interaction**
Liisa Tainio

Friday - Session 5 (16:00 – 17:30)

Paper presentations

**Room:** Grupperrom 4 (GS)
**Chair:** Robert Thornberg

**Teachers’ joint evaluations of the quality of the social climate as a starting point for interventions: a small test in two teacher teams**
Mara Westling Allodi

**Policing the school: dialogues and crime reports**
Johannes Lunneblad

**“I’m rarely as calm as I seem.” High functioning young adults with autism spectrum condition experience of friendship**
Tove Matsson
NETWORK 8: GENDER AND EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Grupperrom 1 (GS)
Chair: Ylva Odenbring

Teachers' perceptions of gender differences in the classroom
Lena Boström & Ingela Åhslund

Special needs education - a gender dilemma
Charlotta Pettersson

Re-envisioning educational research: the international agenda on "what works" in research and the effect on equality/inequality
Halla B. Holmarsdottir

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Grupperrom 1 (GS)
Chair: Ylva Odenbring

The distribution of knowledge in gendred upper secondary programmes
Maria Rönnlund, Kristina Ledman, Mattias Nylund & Per-Åke Rosvall

The long mission towards gender equality in teacher education: reflections from a national project in Finland
Elina Lahelma & Liisa Tainio

From administrative burden into transformative action? Gender mainstreaming implementation in Finnish academia
Johanna Lätti
NETWORK 9: GENERAL DIDACTICS

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Grupperrom 7 (GS)
Chair: Tobias Werler

The influence of outcome-based instructional activities – bridled by tradition? A study of lesson structure in Norwegian Lower Secondary classrooms
Ilmi Willbergh & Turid Skarre Aasebø

Applied learning in primary school: Integration of interdisciplinary learning and inquiry based learning in biology and physical education
Lars Domino Østergaard, Oline Bjørkelund, Steffen Elmose & Poul Ravn Stidsen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Grupperrom 7 (GS)
Chair: Mattias Börjesson

Teacher’s Work and Teacher Education
Cynthia Northington Purdie

To strengthen the teaching practice of student teachers and experienced teachers
Lisbeth Mårdstedt, Annika Lilja & Sally Windsor

How do you VOI? -Vocationally oriented instruction in Norway and Sweden
Kaja Granum Skarpaas
Friday - Session 3 (09:00 – 10:30)

Paper presentations

**Room:** Grupperrom 7 (GS)
**Chair:** Annika Lilja

**Alchemy and the Purpose of Religious Studies Education**  
Linda Jonsson & Niclas Månsson

**Teachers’ understanding and experiences with inquiry teaching in mathematics and science in the first years of primary school**  
Annbjørg Håøy

**Teacher as orchestrator of collaborative knowledge projects in health education**  
Laura Palmgren-Neuvonen

Friday - Session 4 (14:00 – 15:30)

Symposiums

**Models and realities in Teachers’ and Teacher educators’ didactic work (Presentations in Swedish and Norwegian)**

**Room:** Grupperrom 7 (GS)
**Chair:** Sverre Tveit

**Discussant:** Kirsten Sivesind

**The «Didactic Relation Model» – Time for a Reality Check**  
Sverre Tveit & Andreas Reier Jensen

**Didactics in Pre-school – Planning, Documenting and Evaluating in the Tension Between Child Involvement and Learning-Objectives**  
Dag Nome

**Academic Subjectivities in Goal-Driven Teaching**  
Merete Munkholm
**Friday - Session 5 (16:00 – 17:30)**

Paper presentations

**Room:** Grupperrom 7 (GS)  
**Chair:** Annika Lilja

*Hybrid and interdisciplinary work in co-teaching settings in teacher education*  
Ästa Birkeland, Hege Wergedahl, Tone Stangeland, Ruth Ingrid Skoglund & Troels Lange

*Students’ and teachers’ conception and perception of the content in, and understanding of, Didaktik in teacher education*  
Irma Brkovic, Mattias Börjesson & Silwa Claesson

**Saturday - Session 6 (09:00 – 10:30)**

Paper presentations

**Room:** Grupperrom 7 (GS)  
**Chair:** Tobias Werler

*Taleworlds of becoming a teacher*  
Ola Henricsson

*A pedagogical essence in a looking glass*  
Sam Paldanius

*How the Learning Sciences reconfiguring Authority in Teacher Education*  
Tobias Werler
NETWORK 10: HIGHER EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Undervisningsrom 2 (GS)
Chair: Päivi Atjonen

Teaching that engages! - how can students’ experience with teaching develop kindergarten teacher education?
Marianne Santana

On the way to early childhood teacher profession (Paper 1)
Sissel Mørreaunet

On the way to early childhood teacher profession (Paper 2)
Per Tore Granrusten

Early Childhood Centers (ECC) as learning arenas for students and staff
Birgitte Ljunggren & Ranveig Lorentzen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Undervisningsrom 2 (GS)
Chair: Linda Rönnberg

Assuring Quality Assurance in Swedish Higher Education: A National Try-out Evaluation
Linda Rönnberg, Agneta Hult & Joakim Lindgren

Trust in peers – conditions of trust in faculty based peer-feedback of teaching
Thomas de Lange, Anne Line Wittek & Audun Bjerknes

Valuation Practices and Academic Socialization: Exploring the Effects of Performance Metrics in the Social Sciences and Humanities
Jonatan Nästesjö

Paper presentations

Room: Undervisningsrom 1 (GS)
Chair: Mette Helleve

On Formative Assessment: A Critical Analysis
Pål Anders Opdal
Working out the principles of improvement of the medical students language training
Olyesya Razdorskaya

Speed practice - an innovative response to a distant profession
Odd Rune Stalheim

Motivated Strategies for Learning Questionnaire (MSLQ): A view from the perspective of Item Response Theory
Jerry Obiekwe

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Undervisningsrom 2 (GS)
Chair: Susanna Niinistö-Sivuranta

Teaching towards employment or preparing students for life? Recovering the pedagogy of university teaching
Gunnlaugur Magnússon & Johannes Rytzler

Student’s media practices in education and leisure. Preliminary results from a Norwegian case study
Anne Mette Bjørgen & Yvonne Fritze

Promoting active learning through developing and using a digital tool for assessment
Ester Fremstad, Crina Damsa & Omid Mirmotahari

Flipped Teaching in Higher Education - the role of Learning Videos and classroom activities
Maximilian Sailer & Kimmo Kontio

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Grupperom 1 (GS)
Chair: Kristin Helstad

Leading Universities: Senior Leaders’ Perspectives on the Contributions of Academic Developers?
Ciaran Sugrue, Tone Dyrdal Solbrekke, Andreas Bergh, Molly Sutphen & Trine Fossland

How can I influence my students’ engagement in learning? Introducing a motivation model and an inventory for a better understanding of student academic motivation
Asta B. Schram

Use of seminar as a teaching method in higher education - How can we develop a quality culture of teaching in seminars?
Anne Røisehagen & Ingrid Tvete
Enacted leadership in higher education classrooms
Kristin Helstad & Tone Dyrdal Solbrekke

Symposium

Part A: Student-centered learning in Norwegian and Finnish higher education – a research-based perspective to quality

Room: Undervisningsrom 2 (GS)

Discussant: Monika Nerland

Portfolio assessment in biology: from design to implementation
Rachelle Esterhazy

Simulation in nursing: Enhancing quality through technological training environments
Odd Rune Stalheim & Yngve Nordkvelle

Participant or observer in an online MBA?
Trine Fossland & Cathrine E. Tømte

Exploring how law students’ regulation of learning is related their experiences of the teaching-learning environment
Heidi Hyytinen & Anne Haarala-Muhonen

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Undervisningsrom 1 (GS)

Chair: Gunnlaugur Magnússon

Equal opportunities for all? Accessing higher education from a working-class background in Finland
Susanna Mikkonen & Vesa Korhonen

The workplace as an arena for education: Healthcare students’ experiences of emotionally challenging situations
Annalena Lönn, Maria Weurlander, Håkan Hult, Astrid Seeberger, Robert Thornberg & Annika Wernerson

University lecturers as reflective practitioners – how boundaries and pre-conceived notions influence our practice
Ulrika Jepson Wigg & Karin Andersson
Symposium

**Part B: Student-centered learning in Norwegian and Finnish higher education – a research based perspective to quality**

**Room:** Undervisningsrom 2 (GS)

**Chair:** Crina Damsa

**Discussant:** Eva Forsberg

**Study program leadership: a matter of organization?**
Bjørn Stensaker, Peter Maassen, Mari Elken

**Elements of study program plans – organising for alignment?**
Tine S. Prøitz

**Exploring plenary sessions and their potentialities for student learning**
Anne Line Wittek, Thomas de Lange, Monika Bærøe Nerland & Trine Fossland

**Saturday - Session 6 (09:00 – 10:30)**

Paper presentations

**Room:** Undervisningsrom 2 (GS)

**Chair:** Ciaran Sugrue

**Doctoral Students' Conceptions of Teaching**
Kristina Ahlberg

**Ethical principles in the peer review processes of scientific journal articles perceived by Finnish educational authors**
Päivi Atjonen

**Peer review in the development of scientific articles experienced by Finnish authors in the educational sciences**
Päivi Atjonen

**“They shouldn’t work all by themselves!” Supervisors’ understandings of student independence in undergraduate projects**
Maria Zackariasson & Jenny Magnusson

**Saturday - Session 7 (13:00 – 14:30)**

Paper presentations

**Room:** Undervisningsrom 2 (GS)

**Chair:** Susanna Mikkonen
Nurturing global consciousness through internationalization in teacher education
Mette Helleve

Educational opportunities and challenges for immigrant students in three Icelandic universities: The issue of teaching methods
Hanna Ragnarsdóttir, Anna Katarzyna Wozniczka, Anh-Dao Tran & Kriselle Lou Suson Cagatin

Educational opportunities and challenges for immigrant students in three Icelandic Universities: The importance of networking and the challenges of being alone
Susan Rafik Hama, Börkur Hansen, Artem Ingmar Benediktsson & Kriselle Lou Suson
NETWORK 11: HISTORICAL RESEARCH

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

**Room:** 494/495 (HE)

**Chair:** Magnus Hultén

**Space and Spatiality in Educational Research: A Review of Articles in International Journals**
Maria Rönnlund

**Securing Organizational Survival – a historical inquiry into the configurations and positions of the OECD’s work in education in the 1960s**
Christian Ydesen

**What is the Grundtvigian pedagogical heritage in Swedish folk high schools?**
Sam Paldanius

**Compulsory school attendance as a child welfare initiative. About the socio-political function of education legislation with respect to vulnerable children in Norway (Presentation in Norwegian).**
Vegard Kvam
NETWORK 12: INCLUSIVE EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Stort Møterom (GS)
Chair: Thomas Barow

Parent guidance in cases of selective mutism
Heidi Omdal

Navigating Sweden’s Parental Choice Education System: A Study of Asylum-Seeking Parents
Brendan Munhall

How age, educational level and intellectual level influenced by information processing
Richard Cooper

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Stort Møterom (GS)
Chair: Gunnlaugur Magnússon

Special teacher education in Finland and in Sweden
Marjatta Takala & Lea Veivo

Shy students and anxiety-reduction at school: A qualitative study of teachers’ objectives and actions
Liv Heidi Mjelve & Geir Nyborg

Video feedback and assessment for learning, use of digital assessments in kindergarten teacher education
Camilla Helén Ødegården Aanstad
Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Stort Møterom (GS)
Chair: Kristina Ström

Special education needs assessment reports in Sweden and Germany: comparative perspectives.
Thomas Barow & Daniel Östlund

Marginalisation and Co-created Education – enhancing the quality and relevance of student’s knowledge and skills. A comparative study aimed at preventing dropout
Sidse Hølvig Mikkelsen, Peter Hornbæk Frostholm & David Thore Gravesen

Inclusion and diversity: Conflicting questions in education?
Emil Bernmalm

How can mini-enterprises enhance inclusive education
Hege Merete Somby

Friday - Session 4 (14:00 – 15:30)

Room: Stort Møterom (GS)
Chair: Rune Hausstätter

Balancing educational ideals? – Swedish head teachers about inclusion and marketization
Gunnlaugur Magnússon

Educational Psychologists’ Perceptions of Inclusion
Lynn de la Fosse & Jorun Buli-Holmberg

Attitude change among students to children with special needs
Vivian Doris Haugen

Why don’t we ask the kids?
Mette Christensen Jensen

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Stort Møterom (GS)
Chair: Rune Hausstätter

The three-tiered support system and the special education teachers’ role in Swedish-speaking schools in Finland
Kristina Ström, Christel Sundqvist & Camilla Björk-Åman
Three classrooms - three teachers: Are they assimilative, supportive or inclusive?
Mona Evelyn Flognfeldt

Saturday - Session 6 (9:00 – 10:30)

Paper presentations

Room: Stort Møterom (GS)
Chair: Berit Helene Johnsen

A school for the Future- but not for all? A critical inquiry into aims in education for students with intellectual disability in Norwegian school policy documents and guidelines from 2014-2017
Gøril Moljord

Participation and learning: Quality of life in school for youth with general learning disabilities
May Sissel Lien Rognstad

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Stort Møterom (GS)
Chair: Lillian Gran

A case study of a school’s work towards inclusive practice
Margareta Sandström & Johanna Lundqvist

Attaining new knowledge on Inclusive Education: A case-study of students voices
Jorun Buli-Holmberg

International Classroom Studies of Inclusive Practices - Comparing teaching-learning processes
Berit Helene Johnsen
NETWORK 13: ICT & EDUCATION

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

**Room:** Videorom (GS)
**Chair:** Aslaug Grov Almås

**Experiences in Using Minecraft with Student Teachers in Social Studies: Preliminary Reflections**
Siv Eie, Louise Mifsud & Anders Mørch

**Using oral, video-based feedback on students work**
Lars Opdal

**Becoming a teacher in the digital area**
Aslaug Grov Almås, Ingrid Helleve & Brita Bjørkelo

Friday - Session 3 (09:00 – 10:30)

Paper presentations

**Room:** Videorom (GS)
**Chair:** Annika Lantz-Andersson

**Exploring how teachers experience the use of ICT in primary and secondary education for adults**
Ove Edvard Hatlevik, Ingrid Radtke & Katrine Utgård

**When moocing, apping and streaming - how do higher-ed teachers cope with new technologies?**
Anders Grov Nilsen, Aslaug Grov Almås & Helene Gram

**Social media groups as arenas for teachers’ collaborative learning through sharing of ideas and engaging in pedagogical discussions**
Annika Lantz-Andersson, Mona Lundin & Thomas Hillman
Friday - Session 4 (14:00 – 15:30)

Symposiums

*Symposium A and B are a joint collaboration between Network 13 and 15*


**Room:** Seminarrom U36 (HE)  
**Chair:** Marie Tanner & Øystein Gilje

**Discussant:** Ola Berge

- **Digital literacy –policy and practices in Norway 2001-2016**  
  Øystein Gilje

- **Digital literacies – a changing, or disappearing, concept?**  
  Anna-Lena Godhe & Sylvana Sofkova Hashemi

- **Digital literacies in Early Childhood Education; e-reading and empathy**  
  Carina Hermansson

- **Digital resources in diverse classrooms – the need of combining digital technology with functional and critical literacy**  
  Catarina Schmidt & Marianne Skoog

Friday - Session 5 (16:00 – 17:30)

Symposiums


**Room:** Seminarrom U36 (HE)  
**Chair:** Marie Tanner & Øystein Gilje

**Discussant:** Ola Berge

- **Digital literacy - transforming policy to practice**  
  Karin Forsling

- **ICT in the classroom: the importance of exploring "naturally occurring" technology use in digitally rich environments.**  
  Marte Blikstad-Balas

- **Multimodal literacy in the digitalized foreign language classroom**  
  Michael Dal
Interplaying resources. Emergent literacy practices in connected classrooms in Finland and Sweden
Christina Olin-Scheller, Marie Tanner & Anna Slotte

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Videorom (GS)
Chair: Maria Sparf

Bildung perspectives by students in a modern society
Lillian Gran & Christina Elde Mølstad

Programming at Swedish Science centers
Maria Sparf

‘Sketch, Sculpt, Splash... Swipe?’ - Digital ’Doing’ Dispositions for Musical Pedagogy
Adam Hart

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Videorom (GS)
Chair: Vibeke Schrøder

Interplay of future visions and extensive use of ICT in sustaining a rural upper secondary school in Iceland
Þuríður Jóhannsdóttir

Didactical and Cultural changes with LMS’s? Implementation as interaction between LMS-design, teaching practices and school culture.
Vibeke Schrøder, Annette Søndergaard Gregex, Birgitte Hedekov & Eva Rønn

How do librarians and teachers make their public libraries the “Third Places” in local communities for teenagers?: International Comparative Analysis among Nordic Countries, Japan and the U.S.
Masanori Koizumi
NETWORK 14: MULTI-CULTURAL EDUCATIONAL RESEARCH

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 233 (HE)
Chair: Fred Carlo Andersen

History teaching for nation-building in exile: Textbooks as a tool of building national identities in Tibetan refugee schools
Kalsang Wangdu

Allowing translanguaging space in L2 English
Tina Gunnarsson

Leading, learning and teaching in a multicultural context – the case of a combination class
Fred Carlo Andersen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom 233 (HE)
Chair: Ivar Morken

“Do you teach about real knowledge?” Different ideas between parents and teachers from unlike cultures about the role of schools and education.
Hermína Gunnþórsdóttir

Karen Parish

“Becoming ordinary”: a standard and a threat of inclusion. Newly arrived youth crossing the borders between introductory classes and regular school in Norway.
Ingrid Reite Christensen
**Friday - Session 3 (09:00 – 10:30)**

**Paper presentations**

**Room:** Seminarrom 233 (HE)

**Chair:** Ivar Morken

**Prospective teachers’ encounters with student diversity**
Eva Martinsen Dyrnes

“What we can see is that we don’t succeed with them” The construction of “newly arrived students with little or no previous schooling” in three Swedish compulsory schools
Malin Brännström

*We are in Norway you know and then we analyze Norwegian food.*
Guðrún Jónsdóttir

**Educational needs and challenges of Syrian refugee children in Icelandic schools**
Hanna Ragnarsdóttir & Susan Rafik Hama

**Friday - Session 4 (14:00 – 15:30)**

**Paper presentations**

**Room:** Seminarrom 233 (HE)

**Chair:** Ivar Morken

**Autonomous orthodoxy. The negotiation of career pursuits and family planning of second generation female immigrants enrolled in prestigious education.**
Marianne Takvam Kindt

**The complexity of multicultural education: an example of an art lesson**
Ida Hummelstedt-Djedou

‘Cultural Diversity’ in Teacher Education: Understanding the Workings of “Whiteness” in Institutional Discourses
Sandra Fylkesnes

**Pupils’ patterns of communication with peers, during lessons, at a Swedish multicultural lower secondary school - pupils’ communication as a means of learning.**
Charlotta Rönn
Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 233 (HE)
Chair: Guri A. Nortvedt

Roma and Travellers resisting racialization in schools in three Nordic countries
Jenni Helakorpi

Bridging the gap with supplementary schooling - Parents and children’s voices on identity, school and community
Susan Lyden & Bushra Fatima Syed

Addressing culturally responsive assessment in European Schools
Guri A. Nortvedt

Breaches and bridges? A case study of bilingual teachers’ experiences of inclusion in Norwegian local schools
Frederique Brossard Børhaug & Ingrid Helleve

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 233 (HE)
Chair: Ivar Morken

The Coastal Community as Context for Culture-Based Science Pedagogy
Harold Buenvenida

Donna B. Amarillo, Harold O. Buenvenida
NETWORK 15: LITERACY RESEARCH NETWORK

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom U36 (HE)
Chair: Anna Lyngfelt

Scaffolding Literacy Development
Britta Hannus-Gullmets

Teacher’s Role as a Trustee in the Construction of Cognitive Authorities
Tuula Nygård

You can choose English or Mandarin - Initial assessment of newly arrived pupils in Swedish schools
Elisabeth Zetterholm

Students’ perception of a science text: a study on the interrelation of vocabulary and text comprehension
Anna Lyngfelt & Sofie Johansson

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Seminarrom U36 (HE)
Chair: Lars Wallner

Making Distinctions and Contrasts: Visual literacy practices in early childhood education and care
Pål Aarsand

Explicit Reading Comprehension Strategy Instruction vs. Classroom Activities. An Empirical Study of Language Arts Classrooms
Camilla Magnusson

The Role of Literary Texts in Lower Secondary School Language Arts Lessons
Ida Gabrielsen, Marte Blikstad-Balas & Michael Tengberg

Framing Education: Comics Literacy in Educational Practice
Lars Wallner
Friday - Session 4 (14:00 – 15:30)

Symposiums

Symposium A and B are a joint collaboration between Network 13 and 15

Research on digital literacies in Nordic education: Policy, practices and future directions. (part A)

Room: Seminarrom U36 (HE)
Chair: Marie Tanner & Øystein Gilje
Discussant: Ola Berge

Digital literacy – policy and practices in Norway 2001-2016
Øystein Gilje

Digital literacies – a changing, or disappearing, concept?
Anna-Lena Godhe & Sylvana Sofkova Hashemi

Digital literacies in Early Childhood Education; e-reading and empathy
Carina Hermansson

Digital resources in diverse classrooms – the need of combining digital technology with functional and critical literacy
Catarina Schmidt & Marianne Skoog

Friday - Session 5 (16:00 – 17:30)

Symposiums

Research on digital literacies in Nordic education: Policy, practices and future directions. (part B)

Room: Seminarrom U36 (HE)
Chair: Marie Tanner & Øystein Gilje
Discussant: Ola Berge

Digital literacy - transforming policy to practice
Karin Forsling

ICT in the classroom: the importance of exploring "naturally occurring" technology use in digitally rich environments.
Marte Blikstad-Balas

Multimodal literacy in the digitalized foreign language classroom
Michael Dal
Interplaying resources. Emergent literacy practices in connected classrooms in Finland and Sweden
Christina Olin-Scheller, Marie Tanner & Anna Slotte
NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

**Room:** Auditorium 2 (GS)

**Chair:** Ari Kivelä

*Is Gert Biesta a philosopher of Bildunng?*
Thomas Aastrup Rømer

*Two meanings of "being competent"*
Birgit Schaffar-Kronquist

*Presence and meaning-making*
Rolf Steier and Eevi E. Beck

Friday - Session 3 (09:00 – 10:30)

Paper presentations

**Room:** Auditorium 2 (GS)

**Chair:** Elisabeth Langmann

*Beyond the boundaries of the classroom: Interpersonal relationships in the transformation from (edu)room to (edu)roam*
Eva Alerby & Catrine Kostenius

*Educational Possibilities: Testimony and Emotions*
Marie Hållander

*Teaching discourse analysis as a critical thinking tool in history and social studies education*
Pia Mikander
Friday - Session 4 (14:00 – 15:30)

Symposiums

**Skam: Nordic perspectives on the challenge of ethical-political education today**

**Room:** Auditorium 2 (GS)

**Chair:** Claudia Schumann

**Discussant:** Anniina Lëiviskä

**Skam, Shame and Bildung**
Torill Strand

**Fragile visions of the social: Learning from 'Skam' and 'Faust'**
Claudia Schumann

**Absences**
Kirsten Hyldgaard

**On Becoming and Caterine Malabou's 'Voir Venir'**
Kjetil Horn Hogstad

Friday - Session 5 (16:00 – 17:30)

Paper presentations

**Room:** Auditorium 2 (GS)

**Chair:** Jørgen Huggler

**Teaching is Attention Formation**
Johannes Rytzler

**The epistemology of academic freedom and the constitutive knowledge practices of higher education**
Mariann Solberg

**Self Assessment as Critical Analysis**
Kari Manum
Saturday - Session 7 (13:00 – 14:30)

Paper presentations

**Room:** Auditorium 2 (GS)  
**Chair:** Guðmundur Frímannsson

**How do we judge what works?**  
Tone Kvernbekk

**On how to perceive and present the form of a phenomenon**  
Knut Ove Æsøy, Trine Sofie Mathisen & Hilde Sofie Fjeld

**Generalist teacher education music courses – embedded in expectations of relevance**  
Hanne Fossum
NETWORK 17: LEISURE TIME PEDAGOGY

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

**Room:** Seminarrom U30 (HE)

Chair: Lea Ringskou

*How Can We Understand the Concept of Teaching at The Leisure Time Centers?*
Marianne Dahl

*The leisure-time centre in the new curriculum*
Maria Norqvist

*Teacher in leisure-time centre - a profession in constant change*
Björn Haglund & Karin Lager

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

**Room:** Seminarrom U30 (HE)

Chair: Marianne Dahl

*Youth, normality and belonging. How young people construct and understand youth, identity and normality in their local environments*
Peter Hornbæk Frostholm, David Thore Gravesen & Sidse Hølvig Mikkelsen

*Rethinking leisure-time pedagogy across youth club and school from a youth perspective*
Lea Ringskou & Christoffer Vengsgaard

*Children’s experience of non-supervised situations in leisure-times centers.*
Marita Lundström & Anita Beckman
Friday - Session 3 (09:00 – 10:30)

Paper presentations

**Room**: Seminarrom U30 (HE)
**Chair**: Karin Lager

**Science in leisure time center – opportunities and difficulties**
Alma Vladavic

**Leisure-time centre or service centre?**
Catarina Andishmand

**Playing board games at leisure-time centres: Prominent discourses and significant subject positions**
Björn Haglund & Louise Peterson
NETWORK 18: FAMILIES, INSTITUTIONS AND COMMUNITIES IN EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

**Room:** 595/596 (HE)  
**Chair:** Limin Gu

**Intersection of disability and migration: Perceptions of immigrant families**  
Seyda Subasi

**Polish migrant parents on their experiences with Norwegian ECEC and primary schools**  
Alicja R. Sadownik

**School-family Collaboration Makes Differences on Cultural Capital: Based on a Case Study of 6 Migrant Families**  
Keyi Lyu, Yu Shan & Yuhong Gu

**“The lottery”: Challenges that parents of children with ASD experience in cooperation with school and professional services**  
Jónína Sæmundsdóttir

Friday - Session 4 (14:00 – 15:30)

Paper presentations

**Room:** 595/596 (HE)  
**Chair:** Kristín Jónsdóttir

**Fathers and parenting**  
Hrund Pórarins Ingudóttir & Sigrún Aðalbjarnardóttir

**Mothers’ attitudes towards the home–school relationship in Icelandic compulsory schools**  
Amália Björnsdóttir

**Parents' perceptions on home-school cooperation and their children's schooling**  
Anu Alanko & Outi Marja Autti

**Beginning from the Exhibition: Challenges, Possibilities, and Development of the New Semester’s life in One Chinese School-- the new evaluation model of quality education**  
Wenshu Li, Limei Qian, Xia Lu & Huifen Gu
Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: 595/596 (HE)
Chair: Amalia Björnsdóttir

Prepare teachers with the competencies needed for home-school cooperation – a literature review
Limin Gu

Challenges in home-school cooperation – Finnish teacher-students’ views
Satu Perälä-Littunen & Marja Leena Böök

Teacher competencies and home-school relationship
Kristín Jónsdóttir

Preparing the transition to secondary school – the school perspective
Gro Marte Strand
NETWORK 19: TEACHER’S WORK AND TEACHER EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Auditorium 1 (GS)
Chair: Hege Hermansen

Newly qualified teachers’ understanding of research-based teacher education in Finland and Norway
Rachel Jakhelln, Gunilla Eklund, Jessica Aspfors, Kristin Bjørndal & Gerd Stølen

Scientifically ground and didactically sound? Preschool staff’s views of the concept scientific ground
Anne Lillvist

Constructing teacher education programs: crossing boundaries in pursuit of integration
Hege Hermansen

“What’s in it for me?” Students’ motivation, professional development and their perceptions of the relevance of the Norwegian teacher education program (Lektorutdanning) after the curricular changes
Debora Carrai & Eline F. Wiese

Room: Auditorium 2 (GS)
Chair: Kristine Høeg Karlsen

One teacher’s use of questions as scaffolding tool in reading and writing instruction
Ingvill Krogstad Svanes & Emilia Andersson-Bakken

Teaching early learning in mathematics—qualitative study on student teachers’ experiences with the Storyline approach
Kristine Høeg Karlsen, Stein Arnold Berggren, Ar Ludvigsen, Ragnhild Louise Næsje & Ellen Høeg

Facilitating creative and cross-curriculum learning in teacher education through The Storyline Approach
Kristine Høeg Karlsen, Virginia Lockhart-Pedersen, Gunhild Brænne Bjørnstad & Ellen Høeg

Case-based Teacher Education
Liv Eide, Ingrid Helleve, Dag Roness & Marit Ulvik
Roundtables

Equal partnership in ECTE: University kindergartens

Room: 494/495 (HE)

Chair: Inger Marie Lindboe

Partnership through reciprocity and equal communities of learning
Karen Marie Eid Kaarby & Eli Furu

Development of knowledge in placement periods
Inger Marie Lindboe & Karen Marie Eid Kaarby

The use of participatory conferences and workshops in R&D work
Olav Eikeland

Investigating how video influence supervision in early childhood teacher students placement periods
Tove Lafton

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Roald Tobiassen

Becoming a teacher - How teacher education supports the development of teacher identity
Christine Lalander & Katarina Rejman

The development of school-based teacher educators’ professional identity
Johan Kristian Andreasen

Looking backwards: narrative reflection in writing an autobiographical metatext in teacher education
Roald Tobiassen

The quality of teaching in Nordic schools
Michael Tengberg

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Håkan Löfgren

The performative dimension of grades in students’ stories about their teachers
Håkan Löfgren
What characterizes classroom discourse in Norwegian and Finnish-Swedish secondary mathematics classrooms?
Jennifer Luoto

Problematising placement in teacher education
Paul Strand

Expanding student teachers’ understanding of diversity in Norwegian classrooms
Gréta Guðmundsdóttir, Elin Sæther & Kristin Vasbø

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Auditorium 1 (GS)
Chair: Kristina Henriksson

A triangular in service training
Baard Johannessen, Torhild Skotheim & Anne Grete Kaldahl

Improving mentoring and supervision through extended boundary crossing in a tripartite collaboration in initial teacher education
Rigmor Olsen & Rachel Jakhelln

A fabricated assessment in teacher students’ internship
Kristina Henriksson

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 1 (GS)
Chair: Andreas Lund

Transformative Agency in Teacher Education: Fostering Professional Digital Competence
Andreas Lund & Gréta Guðmundsdóttir

Challenges concerning time scales in video studies
Cecilie Pedersen Dalland & Sigrun W. Svenkerud

Democracy education in ECE – a step forward by linking preschool teacher education, research and preschool practice
Annica Löfdahl Hultman, Ann-Britt Enochsson, Katarina Ribaeus & Ebba Hildén

The Unprofessional Teacher and the Pedagogy of the Danish Folk High Schools
Rasmus Kolby Rahbek
Room: Seminarrom U30 (HE)
Chair: Svanborg R. Jónsdóttir

School-based change agents in university-school partnerships
Tove Seiness Hunskaar & Tone Malmstedt Eriksen

Researching with teachers
Jónína Vala Kristinsdóttir

Self-study of teacher educators developing learning communities with practicing teachers
Svanborg R. Jónsdóttir & Hafdis Guðjónsdóttir

Symposiums

Ideals, politics and cultures of teacher education and the teaching profession
Room: Seminarrom U31 (HE)
Chair: Jesper Eckhardt Larsen
Discussant: Fredrik W. Thue

The Ideal Teacher in Swedish and Finnish Teacher Education 1960 – present
Janne Holmén, Janne Säntti, Björn Furuhagen & Jari Salminen

Comparative Education and the Life History Approach to Teacher Ideals, Beliefs and Agency – Small stories in a larger context?
Helen Eikeland & Jesper Eckhardt Larsen

Meritocracy, Democracy or Market? Governance of universities and higher education in Finland and Sweden 1965 – present
Janne Holmén & Johanna Ringarp

Danish and Norwegian Primary Teacher Recruitment - The role of "folk"-institutions 1850 – 1970
Jesper Eckhardt Larsen

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Auditorium 1 (GS)
Chair: Anneli Frelin

Linking educational goals and pedagogical interventions in teacher collaboration
Galina Shavard
Professional border territory negotiations between teachers and social pedagogues – a case study
Anneli Frelin & Scott Alterator

Teachers’ experiences and perceptions on spatial inequalities in education
Outi Marja Autti, & Marika Kettunen

Tablet-mediated Video Observations  Bridging Sites of Learning in Teacher Education
Crina Damsa, Tone Seiness Hunskaar & Emilia Andersson-Bakken

Paper presentations

**Room:** Seminarrom U30 (HE)  
**Chair:** Per Andersson

Vocational teachers’ continuing professional development for industry currency
Per Andersson & Susanne Köpsén

Systematic quality assurance – a demand at odds with the everyday complexity of teachers’ work?
Ulrika Jepson Wigg & Anna Ehrlin

Symposiums

**Teacher professionalism: Knowledge, authority and ethics**

**Room:** Seminarrom U31 (HE)  
**Chair:** Jesper Echardt Larsen

Discussant: Harald Jarning

The Concept of Professionalism in and Between Education Policy, the Teaching Profession and Teacher Education
Sølvi Mausethagen

The Use of Educational Research Within “Folkeskole” Teacher Preparation
Beatrice Cucco

The Teaching Profession and Pastoral Authority – An analysis of competing definitions of pedagogy in interwar Norway
Fredrik W. Thue

External Accountability and Professional Ethics for Teachers – Challenges and possibilities
Lars Gunnar Briseid & Åse Haraldstad

Freedom to Choose Methods - Signals from national curricula since 1939
Birte Simonsen
Saturday - Session 7 (13:00 – 14:30)

Paper presentations

**Room:** Auditorium 1 (GS)

**Chair:** Henrik Lindqvist

**Boundary work in coping with distressful teacher education situations**
Henrik Lindqvist, Robert Thornberg, Maria Weurlander & Annika Wernerson

**Expectations and fears: Newly Qualified Teachers on the threshold of entering the teaching profession**
Janne Thoralvsdatter Scheie & Anne Kristin Dahl

**Continuity and Transition of School-based Initial Teacher Education and the Induction Period at Schools in England**
Yoko Morito

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Paper presentations

**Room:** Seminarrom U30 (HE)

**Chair:** Øyvind Wiik Halvorsen

**Relational competence in teacher education**
Sarah Davy

**The (trans)formation of teacher-student relationship in policy and its possible complications for teacher education**
Anna Wistrand

**On the purpose of education - a qualitative study with teachers of Norwegian as a subject case**
Øyvind Wiik Halvorsen
NETWORK 20: YOUTH RESEARCH

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Auditorium 3 (HE)
Chair: Marja-Liisa Mäkelä & Mette Bunting

The Rise of the Chinese ‘Schooled Society’: Schooling in three generations (1940s-2010s)
Fengshu Liu

Transition patterns of extended transition, cosmopolitan orientation and ethnic business
Gestur Guðmundsson

Concrete educational expectations and abstract career aspirations of immigrant-origin youth in Finland
Liila Holmberg

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Auditorium 3 (HE)
Chair: Kristinn Hegna & Fengshu Liu

Vocational cultures and professional identities as expressed by Norwegian VET Students and apprentices - Undergoing large scale assessment of vocational competency in the MECVET project
Hedvig Skonhoft Johannesen

(Special) needs, support practices and societal inclusion? Ethnographic analysis on general upper secondary education
Anna-Maija Niemi

Reinterpretation of Youth Participation: Longitudinal and International Comparative Study on Youth Policy in Sweden and Japan
Tatsuhei Morozumi
Friday - Session 3 (09:00 – 10:30)

Paper presentations

**Room:** Auditorium 3 (HE)

**Chair:** Hedvig Skonhoft Johannesen

**The individual and the others - a sociological analysis of the tv-series Skam**
Steen Beck

**(Multi)culturally constructed Educational Identity**
Marja-Liisa Mäkelä

**Navigating Identity An identity study based on interviews with upper secondary students in Oslo from different backgrounds**
Hanne Sæthren Mostafa

Friday - Session 5 (16:00 – 17:30)

Paper presentations

**Room:** Auditorium 3 (HE)

**Chair:** Kristinn Hegna & Gestur Guðmundsson

**Segregation and the lack of trust in the adult generation – Young people’s views on violence and security in school**
Thomas Johansson & Ylva Odenbring

**Bullied out of school?**
Kathrine Bordevich & Mette Bunting

**The school history to women who have exercised violence in adolescence**
Ann-Cathrin Faldet
NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

**Room:** Seminarrom 232 (HE)  
**Chair:** Helen Ryan-Atkin

**Authoritarian teaching and ethical disengagement. Unraveling OECD’s educational Gesture**  
Vasco d’Agnese

“We cannot stand it any longer!” The emergence of teachers’ political subjectivity  
Eva Reimers & Lena Martinsson

**First-teachers in Mathematics - A study of the implementation and identification of specifically skilled mathematics teachers.**  
Catarina Player-Koro & Anita Eriksson

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

**Room:** Seminarrom 232 (HE)  
**Chair:** Taina Saarinen

**From post-nationalist to neo-nationalist universities: language ideologies indexing higher education policy hierarchies**  
Taina Saarinen

**Recurrent Education: a look at the historical Sweden-OECD Synergetic Agendas**  
Vera G. Centeno

**What happens with schools when ‘the Inspectorate’ comes?**  
Håkan Eilard

**Conceptual and methodological fabrication of the global teacher in international large-scale surveys: The case of TALIS 2013**  
Armend Tahirsylaj & Wieland Wermke
Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 232 (HE)
Chair: Palle Rasmussen

Reform of the Finnish student admission policy – and the re-negotiated status of ‘non-traditional’ students
Ulpukka Isopahkala-Bouret, Nina Haltia & Annukka Jauhiainen

Does National European School Policy Co-Produce Global Standards? Exploring performativity of the transnational turn in European school policy
John Benedicto Krejsler

Fight for and against time – Education reforms and experiences of time-scarcity
Petteri Hansen & Helena Hinke Dobrochinski Candido

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Seminarrom 232 (HE)
Chair: Ulpukka Isopahkala-Bouret

Exploring legitimacy of Private Education Policy within the Nordic Model of Education
Alessandra Dieudé

Profitable practices. Private tutors in public education
Anna Jobér

Edu-preneurs in the welfare state. On how commercial actors make themselves indispensable through defining problems and offering solutions.
Malin Ideland, Anna Jobér, Thom Axelsson, Magnus Erlandsson & Margareta Serder

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 232 (HE)
Chair: Malin Ideland

Evidence based programs as trivializers
Niels Møller
Developing a methodology for public engagement with critical educational research  
Dr Katy Vigurs & Dr Ruth Boyask

Interrupting Youth Support Systems in the Age of Vulnerability  
Katariina Mertanen, Kristiina Brunila, Juho Honkasilta, Elina Ikävalko, Tuuli Kurki, Maija Lanas, Anniina Lëiviskä, Ameera Massoud & Anna Mikkola

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 232 (HE)  
Chair: Katariina Mertanen

Collegial responses to contrived collegiality. Collaborative CPD as local arena for negotiating external ideals  
Nils Kirsten

Gamification and 'implied competition' in education  
Hanne Knudsen & Søren Christensen

Discourses of Employability and Precariousness in European Youth Policies after Lisbon Treaty  
Katariina Mertanen, Kalle Mäkelä & Kristiina Brunila

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Seminarrom 232 (HE)  
Chair: Alessandra Dieude

Choose us, we are so different! Free schools’ self-descriptions and positioning on the Swedish school market  
Jakob Billmayer

School choice and parent motivation in a Danish city  
Palle Rasmussen & Anna Bomholt

Changes in identity, agency and governance in the new English Academies Programme  
Helen Ryan-Atkin
NETWORK 22: POST APPROACHES TO EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Symposiums

Inter- and transdisciplinarity beyond boundaries, bridges, gaps and reciprocity: transgressive posthumanist encounters

Room: Auditorium 1 (HE)
Chair: Hillevi Lenz Taguchi
Discussant: Riikka Anna Hohti

The Digital Maps Metaphor as translational device: moving between and beyond disciplines
Sofia Frankenberg

What might the double-edged sword of brain-body-in-culture interaction, underpinning an intervention-study, imply for research and educational practices?
Hillevi Lenz Taguchi

Transformations with children in an RCT-study
Linnea Bodén

The researcher-as-method: producing a transmethodology in the encounter between neuroscience and early childhood education
Lena Aronsson

Thursday - Session 2 (17:15 – 18:45)

Symposiums

Boundaries and bridges in-between political management and post-approaches to Early Childhood Pedagogy

Room: Auditorium 1 (HE)
Chair: Tove Lafton
Discussant: Jayne Osgood

Actualising a minor language: Tracing, connecting and rupturing professional language in early childhood education and care
Agnes Westgaard Bjelkerud & Gudrun S Halmrast

Pedagogical entanglements – transcending boundaries in education and (re)search
Cecilie Ottersland & Hanne Berit Myrvold
Re-thinking (non)pedagogical moments through Speculative Fabulations and/or String Figures
Tove Lafton

Posthuman/new-material theories and ‘critical thinking’- bridges/boundaries?
/Experimenting with photography
Ann Merete Otterstad & Karin E. Fajersson

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Auditorium 1 (HE)
Chair: Bosse Bergstedt

How do timetables perform pedagogues?
Niels-Peder Osmundsen Hjøllund & Sofie Sauzet

Affraction – an emerging concept mapping attention in the production of field notes
Linnéa Stenliden & Anna Martín Bylund

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Auditorium 1 (HE)
Chair: Helena Pedersen

Doing ‘animal’ in school, forest and a greenhouse – a multispecies approach
Riikka Hohti

Saving a Threatened World: A schizoanalysis of the function of animals in upper secondary Natural Resource Use programmes
Helena Pedersen

Experimenting with norms: participatory engagement in social science education
Karin Gunnarsson

Alain Badiou and ADHD; the 'Two scene of love' versus neurobehaviorism
Mattias Nilsson Sjöberg

Friday - Session 5 (16:00 – 17:30)

Paper presentations
Room: Auditorium 1 (HE)
Chair: Bosse Bergstedt

A diffractive analysis of fieldnotes
Helene Falkenberg

A complementary research apparatus
Bosse Bergstedt

Researching affects empirically
Camilla Nørgaard

“Intra-visuals” – Experimenting with drawing as a way of doing research
Katarina Elfström Pettersson

Saturday - Session 6 (9:00 – 10:30)

Paper presentations

Room: Auditorium 1 (HE)
Chair: Anna Herbert

Didactics, learning and leadership in higher education - Understanding Strategy development
Anna Herbert

Diffractions and entanglements of leadership and leader team roles
Merete Moe

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Auditorium 1 (HE)
Chair: Camilla Eline Andersen

Care as an organizational and material practice
Teresa K. Aslanian

A feminist new materialist experiment in reconfiguring diversity and difference through children’s media
Camilla Eline Andersen & Jayne Osgood

Materializations of Difference in a Mechanical School Workshop: Posthumanism and the problem of knowledge and human subjectivity
Lars Gjelstad
NETWORK 23: SOCIAL PEDAGOGY

Thursday - Session 1 (15:00 – 16:30)

Roundtables

Sensitive research – how to research in cooperation with extreme vulnerable people

Room: Undervisningsrom 3 (GS)
Chair: Mats Högström

Sensitive collaborations in social pedagogy inquiry
Irena Dychawy Rosner

“My dream, when I grow up, is to have my own house and a snowmobile”
Anni Mortensen

Dimensions of socially sensitive research on the example of the prostitution and LGBT research
Danuta Lalak & Aneta Ostaszewska

Research with young people in vulnerable positions
Hanne Warming

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Undervisningsrom 3 (GS)
Chair: Elina Nivala

Coping strategies and resilience in upper secondary school
Jan Arvid Haugan

Towards dialogic and self-regulated learning in technology-enhanced open plan schools
Kreeta Niemi

Connecting practice, theory and policy: The place of the practicum in Social Pedagogy in Iceland
Vilborg Jóhannsdóttir
Friday - Session 3 (09:00 – 10:30)

Roundtables

**Social pedagogy at schools:**

**Room:** Undervisningsrom 3 (GS)  
**Chair:** Mats Högström

**Social pedagogues in inclusive schools in Iceland: Contributing role and professional thinking**  
Vilborg Jóhannsdóttir

**What social pedagogy is for? The social pedagogy between measurement, quality assurance, testing and relations work at school**  
Amela Pacuka

**A new way of listening to kids in school**  
Margareta Fehland & Mikael Boregren

**Social pedagogical thinking – how does it show in work at schools**  
Elina Nivala

Friday - Session 4 (14:00 – 15:30)

Symposiums

**How to research in the area of asylum seekers and refugees? (Part A)**

**Room:** Undervisningsrom 3 (GS)  
**Chair:** Vilborg Jóhannsdóttir

**Discussant:** Tanja Miller

**Acts of citizenship in reception centre**  
Päivikki Rapo

**“Life on hold?” – A research project on agency and belonging of asylum seekers**  
Elina Nivala & Sanna Ryynänen

**How do asylum-seekers experience a sense of meaningfulness in their everyday life in asylum-centres**  
Anna Ørnemose, Lene Løkkegård & Lis Leleur
Friday - Session 5 (16:00 – 17:30)

Symposiums

**How to research in the area of asylum seekers and refugees? (Part B)**

*Room:* Undervisningsrom 3 (GS)  
*Chair:* Irena Dychawy Rosner  
*Discussant:* Elina Nivala

**Creating a sense of meaning in connection to school attendance of unaccompanied asylum-seeking children**  
Nadia Klarsgaard & Kasper Drevsholt

**How asylum seekers have inadequate, or even lacking, knowledge of their options available for them through the Danish Healthcare System**  
Malene Cohen

**Everyday-life and becoming of among families with temporary asylum in Denmark**  
Tania Dræbel
NETWORK 24: SCHOOL DEVELOPMENT

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 234 (HE)
Chair: Ulrika Bergmark

Challenges faced by national educational authorities when implementing school development - A qualitative case study about an attempt to create accessible teaching environments in a Swedish municipality’s pre-schools and schools
Mats Lundgren, Gunilla Lindqvist, Maria Olsson & Desirée Von Ahlefeld Nisser

Preconditions for a sustainable change of practice
Ann Öhman Sandberg

Teachers’ and school leaders’ understandings of their mission to integrate practice-based research in school: challenges and opportunities
Ulrika Bergmark & Kristina Hansson

A more motivating lower secondary school? Intensions and realities in a national strategy for school development
Ann Elisabeth Gunnulfsen & Hilde Marie Madsø Jacobsen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom 234 (HE)
Chair: Gila Hammer Furnes

Health and learning – Building a common bridge together challenging educational science and school development
Catrine Kostenius, Benitha Eliasson, Annica Henriksson, Catarina Lundqvist & Annika Nordstrand

Samhandling (interaction) between school researchers and teachers in joint research and development projects
Gila Hammer Furnes, Herner Sæverot & Vegard Kvam

Preschool teachers’ professional learning – innovation in scientific based practice
Annika Elm
Friday - Session 3 (09:00 – 10:30)

Symposium

CIE – Creativity, Innovation and entrepreneurship in the Nordic schools

Room: Seminarrom 234 (HE)
Chair: Michael Dal

Discussant: Mats Westerberg

Pedagogic Entrepreneurship in Nordic Teacher Education; The Finnish Case
Janne Elo

Developing Entrepreneurial Education Collaboratively on-the-job: An exploratory study of a municipal in North Sweden
Mats Westerberg & Kaarin Kivimäki

Pedagogical entrepreneurship and content knowledge
Helena Sagar, Forde Olav Haara, Eirik Jenssen & Mikkel Hjort

Collegial learning – an opportunity for educational development of entrepreneurial learning?
Gudrun Svedberg, Åsa Falk Lundqvist & Eva Leffler

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Seminarrom 234 (HE)
Chair: Anette Olin

Multilingual Adolescents’ views on Linguistic Support in Finnish Basic Education
Raisa Harju-Autti

Teacher agency in conversations about teaching practices when reading curriculum steering documents
Anette Olin & Louise Frey
Friday - Session 5 (16:00 – 17:30)

Paper presentations

**Room:** Seminarrom 234 (HE)

**Chair:** Mats Lundgren

**What is happening in teachers’ collegial conversation practices? A study of how practice architectures enable and constrain change in local professional development practices and teaching practices**

Veronica Sülau

**Small-Scale Projects on a Large Scale - A qualitative action research case study of a national school development initiative in Swedish schools**

Mats Lundgren, Ulf Nytell, Eva-Lena Embretsen & Stefan Weinholz

**Teaching about fractions in mathematics. Professional learning about progression with an action research approach**

Caroline Nagy
NETWORK 25: MENTORING, GUIDANCE AND COUNSELLING

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom U31 (HE)
Chair: Renata Svedlin

Practice mentors for teacher students mentoring and the potential impact the mentoring have on teacher student’s perception of moving towards becoming a professional teacher
Geir Luthen

Opportunities and challenges related to mentoring of NQT from the school leader’s perspective
Tone Brendløkken & Ylva Langaas

Building a national framework on mentoring newly qualified teachers
Eva Bjerkholt & Knut Rune Olsen

Thursday - Session 2 (17:15 – 18:45)

Symposiums

Research circles in three Nordic countries - Learning from each other in teacher education across borders

Room: Seminarrom U31 (HE)
Chair: Eva Bjerkholt
Discussant: Lisbeth Lunde Frederiksen

Professionalization through mentoring: focusing on the experiences of the Swedish Research Circle
Hilde S. Stokke

Research circle in Norway – an alternative approach
Eva Bjerkholt

Supervision during teacher education - Research circle in Vasa
Renata Svedlin
Friday - Session 3 (09:00 – 10:30)

Symposiums

Using interactive multimodal feedback-technology to strengthen quality in observation and supervision of student teachers’ practical training

Room: Seminarrom U31 (HE)
Chair: Cato Bjørndal

Discussants: Petter Mathisen & Ann-Christine Wennergren

Interactive multimodal feedback practice in practicum: What is it?
Cato Bjørndal & Petter Mathisen

Student teachers as legitimate participants in mentoring: An extended community of practice
Ann-Christine Wennergren & Fredrik Thornberg

Using interactive multimodal observation and feedback technology in teacher education practicum: Supervisors’ experiences
Cato Bjørndal & Petter Mathisen
NERA PANEL DISCUSSION

Friday - Session 4 (14:00 – 15:30)

Room: Auditorium 3 (HE)
Chair: John Benedicto Krejsler

Educational Sciences and pedagogy

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The Congress is held at the University of Oslo, at Blindern. The opening of the Congress and two keynotes, will take place in the Sophus Lies Auditorium. The parallel sessions will be held in two buildings: Georg Sverdrup building (GS) and the Helga Eng building (HE), which houses the Faculty of Educational Sciences. The third keynote and the closing ceremony will be in Auditorium 1 at Georg Sverdrup building.
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